

Intermediate District 287

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Intermediate District 287

GENERAL MEETING OF THE BOARD Meeting

Thursday, February 11, 2010 6:30 PM

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS

GENERAL MEETING OF THE BOARD

Thursday, February 11, 2010

6:30 PM @ District Service Center Board Room

AGENDA

	<u>Page #</u>
1. CALL TO ORDER (Action)	
2. APPROVAL OF GENERAL MEETING AGENDA (Action)	
3. OPEN FORUM (Informational)	
4. APPROVAL OF CONSENT AGENDA (Action)	
4. 1. General Board Meeting Minutes from January 28, 2010	4
5. SHARE THE SUCCESS & RECOGNITIONS (Informational)	
5. 1. Prairie Center Alternative "Help for Haiti" Students will explain the "Help for Haiti" efforts. Presenter: Kat Samuels & Dani Smith	
6. SUPERINTENDENT'S REPORT (Informational)	
6. 1. Bloomington Impact Statement	7
Following the decision by Bloomington Public Schools to give notice of their withdrawal from Intermediate District 287, a natural range of questions emerge about the impact of this decision to the remaining twelve. Administration has prepared the attached Q & A to address such impact. A legal opinion on the implications of indebtedness is also attached.	
6. 2. Status of North Education Center Project	17
A written summary is attached that outlines the work since December.	
6. 3. 2010-2011 School Year Budget Reduction Process	
An overview of the process that will be undertaken over the next two months to prepare the 2010-2011 budget will be shared.	
6. 4. ALC Evaluation Summary Report	19
Attached is the ALC Evaluation Summary Report prepared by the Minnesota Office of the Legislative Auditor.	
7. INSTRUCTIONAL REPORT (Informational)	
7. 1. Online Learning	23
Mike Smart, Online Learning Facilitator, and Jon Voss, Academic Services Supervisor, will present the district's role in online learning, from statewide leadership to services for students and staff. The video produced for the AMSD January 26 conference on online learning will be featured. Presenter: Mike Smart & Jon Voss	
7. 2. Special Education Monitoring	25
A memo is attached that explains the status of the MDE monitoring. Presenter: Laura Keller-Gautsch, Executive Director of Special Education	
8. ADMINISTRATIVE SERVICES REPORT	
8. 1. Financial Report - None	
8. 2. Facilities Report - None	
8. 3. Human Resource Report - None	
9. BOARD BUSINESS (Informational)	
9. 1. Policy Review & Revision	
9. 2. Board Reports	

9. 2. 1. Chair Report		
9. 2. 2. NSBA Annual Conference April 10-12, 2010	<i>(Action)</i>	26
Per Board policy approval is being recommended for Linda Johnson to attend the NSBA Annual Conference.		
9. 2. 2. 1. Get on the Buse & Local 2209 Breakfast Schedule	<i>(Informational)</i>	27
9. 2. 3. AMSD Report (Ann Bremer)	<i>(Informational)</i>	28
9. 3. District News	<i>(Informational)</i>	
9. 3. 1. School Board Planning Calendar		32
9. 3. 2. February 11, 2010 Event Calendar		34
9. 4. Once Around the Table		
10. ADJOURNMENT		

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
January 28, 2010
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the regular meeting to order at 6:32 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

271	Bloomington	Arlene Bush
286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Sally Johnson
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
283	St. Louis Park	Pam Rykken
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 279/Antolak

Guests: Bill Morris and Peter Leatherman

287 Administration: Sandra Lewandowski, Laura Keller-Gautsch, Jane Holmberg, Char Myklebust, Anne Becker, Janet Johnson, Tom Shultz, Chad Maxa, and Wauneen Mgeni

287 Staff Members: Shiow-Jen Sun, Kayleen Taffe, Mary Peters, Michelle Axell, and John Fry

Chair Johnson administered The Oath of Office to the attending members P. Rykken, C. Peterson, and A. Bremer.

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval with the following change to replace agenda item 7.1 New Online Video with a continuation of the superintendent's report - Bloomington District 271 membership with Intermediate District 287. *Motion by Don Draayer, seconded by Greg Thielsen, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from January 14, 2010; annual organizational meeting minutes from January 14, 2010; and approval of the Routine Human Resource Activities for January 28, 2010. *Motion by Ann Bremer, seconded by Nancy Rowley, to approve the consent agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Mrs. Laura Keller-Gautsch, Executive Director of Special Education, and Dr. Jane Holmberg, Executive Director of Teaching and Learning. Laura and Jane, introduced and recognized three district teachers who recently received awards: 1) Shiow-Jen Sun and Kayleen Taffe were honored as TIES Exceptional Teachers who model the best practices in using technology in their classroom and engaging students in learning, and 2) Mary Peters has been selected as the Intermediate District 287 Teacher of the Year. As

the District representative, Mrs. Peters is part of a group of accomplished teachers across the state that will be considered for the 2010 Minnesota Teacher of the Year award.

6. SUPERINTENDENT'S REPORT

Superintendent Sandy Lewandowski introduced Bill Morris and Peter Leatherman of Decision Resources who presented to the Board the results of a stakeholders study recently completed on behalf of the District. The study provided benchmark satisfaction data, included responses from the 13 member district superintendents, special education directors, teaching and learning directors, and 287 Board members, in addition to a randomly selected board member from each member district. Decision Resources cited significant positives related to communications and to the value of the service.

Sandy introduced Dr. Jane Holmberg, Executive Director of Teaching and Learning. Jane summarized the Year 1 report of the strategic plan and highlighted work accomplished in each of the three strategies.

Sandy gave a brief overview on the new advisory structure; the Superintendents' meetings now include Hennepin County Board members with the intent of solving regional problems collaboratively. The Board commended the administration for living the plan and recognized "*Responsive. Innovative. Solutions.*" were becoming watchwords in all areas of the District.

Board member Bush reported the Bloomington School District had voted to withdraw from Intermediate District 287. Superintendent Lewandowski reported that District 287 administration had met Bloomington's requests to provide information about cost, student enrollment, and potential implications of withdrawal. There will be follow-up communication with the district during the 17-month period before withdrawal takes effect. The Board recognized the need to analyze this decision for its impact on future collective decisions.

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for December 2009. *Motion by Carter Peterson, seconded by Carol Bomben, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

Janet presented a grant award of \$2,705 from the Resources for Child Caring, Child Care Resource & Referral Agency. This grant will provide staff to attend the Minnesota Pregnancy Prevention and Parenting/Communities Collaborative Brain Development Conferences. A second grant award of \$40,000 from the Minnesota Department of Education – Title II, Part B of the Elementary and Secondary Education Act. A third award for the Academic Services Division for an 18-month Enhancing Education through Technology Grant in the amount of \$295,654 from 12/16/09 – 6/30/11. Finally, a fourth award for the Grants and Research Office (GRO). They have been awarded a Building Capacity grant for \$24,947 for creating work experiences and competitive employment opportunities for high school students with disabilities. *Motion by Michèle Kunz, seconded by Greg Thielsen, to approve the four grant awards as presented. All in favor. Motion carried unanimously.*

Transportation Study Report

Mrs. Michelle Axell, District 287 Administrator, briefly gave an overview on the key findings of a regional transportation study to examine the costs and benefits of a more flexible and/or regional routing system to improve transportation efficiency in the west metro region. The findings, including the potential for cost savings, were presented to member district superintendents as well as special education, transportation, and business directors.

9. BOARD BUSINESS

Chair Report

Chair Johnson announced that Board member Draayer, Kunz, and Antolak will serve on the Facilities committee with Board member Robb as chair.

Chair Johnson informed Board members of the upcoming "Get on the Bus" event and Local 2209 & Board Breakfast.

AMSD Report - None

Organizational Report - None

Once Around the Table

- Arlene Bush Gave thanks to the Board and 287 Administrators for their kindness.
- Greg Thielsen Mini Clinic has had its final inspections and will be open February 1, 2010.
- Carol Bomben Eden Prairie is in the process of looking at facilities, we have 11 options we are looking at.
- Peyton Robb Looking at a facilities study.
- Sally Johnson
- Don Draayer Gave thanks for the flowers he received
- Michèle Kunz
- Ann Bremer Would like an updated Facilities Book
- Nancy Rowley Richfield Board has approved the creations of a STEM school and reorganizing back to three K-5 schools.
- Linda Johnson
- Carter Peterson
- Pam Rykken St. Louis Park made a preliminary decision to go with a K-5 model, 6-8 middle school and keeping high school 9-12. They will be closing up to 3 buildings and now will be addressing boundaries.
- Sandy Lewandowski
- Anne Becker
- Chad Maxa
- Char Myklebust
- Jane Holmberg
- Janet Johnson
- Laura Keller-Gautsch MDE Monitoring will be arriving a week from Monday.
- Tom Shultz
- Wauneen Mgeni

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:10 PM.

The next general meeting will be held on February 11, 2010, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

Intermediate District 287

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Impact Related to Bloomington Withdrawal

February 9, 2010

Bloomington Public School's recent decision to withdraw from Intermediate District 287, effective July 1, 2011, raises questions about the financial impact on member districts.

As every district is trying to make the most of limited resources, the following information describes costs and cost-containment strategies in District 287.

What are the non-program costs associated with District 287?

Member Districts	Non-Member Districts
Core Fee This fee is \$25 per Adjusted Marginal Cost Pupil Unit (AMPCU) – a calculation based upon the total number of students enrolled within the member district. This is used to support infrastructure (superintendent's office, human resources, business department, technology, etc.). This is not dependent on the number of students attending 287 special education programs.	Access Fee This fee is for non-members and reflects a non-member district's contribution to infrastructure and leviable costs. For FY09 the fee was 26% of the amount on MDE special education tuition invoices.
Safe Schools Levy Member districts have levy authority of \$10 per AMPCU for this purpose. These dollars are used to pay for services and equipment that increase the safety of students and staff, including police liaison officers, chemical health and gang consultation, metal detectors, and training. These dollars benefit all 287 programs. The amount is not dependent on the number of students attending 287 special education programs.	Included in Access Fee. Non-members have no levy authority for this category.
Lease Levy This covers the cost of leasing instructional space as well as principal and interest on buildings that are being purchased. Districts are invoiced based upon their proportional share of usage/student attendance at 287 sites. Member Districts have \$43.00 per AMPCU levy authority to be used toward this cost.	Non-member districts are invoiced based upon their proportional share of usage/student attendance at 287 sites. Non-member districts have no levy authority to offset this cost.

Member Districts	Non-Member Districts
<p>Health and Safety</p> <p>The proportional share of MDE approved Health and Safety projects for District 287. Member districts can levy for this cost.</p>	<p>Included in Access Fee. Non-members have no levy authority for this category.</p>

How does Bloomington's decision impact the remaining 12 districts in terms of core fee, safe school levy and health and safety costs?

The 17-month withdrawal period provides time to thoughtfully plan for changes in our budget, respond to the financial pressures of school districts and make adjustments where necessary.

While we cannot predict exactly what the cost impact to member districts will be in 2011-12, we do know there will be some loss of revenue with the loss of Bloomington's core fee contribution of approximately \$300,000. That amount is based upon \$25/AMCPU in Bloomington. We do not foresee raising the \$25 core fee per AMCPU for the remaining member districts.

The current fiscal structure, including the core fee, was determined during the 2005-06 school year with input and approval by business directors and superintendents. It was ultimately fully approved by the 287 School Board in June 2006. District 287 remains open to ongoing fiscal restructuring based on the needs of our member districts, MDE requirements, and the changing economic climate.

Bloomington's safe schools levy contribution is approximately \$120,000. The Safe Schools levy dollars were new for FY09. The budget will only reflect dollars available. Bloomington's share of Health and Safety for FY10 is \$5,600.

How does Bloomington's decision impact the North Education Center (NEC) decision? Will the remaining 12 districts need to pay a higher portion of the lease levy costs, or, will there be other enrollment increases to offset such an increase?

Bloomington's decision does not affect the financing plan for NEC or minimize the long-term benefits and savings that will be realized with NEC. We have identified three funding sources to offset potentially higher costs in the initial years of NEC debt payments:

- The balance in the South Education Center escrow
- Medicaid billing revenue
- Fund balance

NEC will provide long-term stability to the District's lease costs, while taking full advantage of current conditions for construction, low interest rates and federal stimulus funding.

Rent increases for FY10 were 5% for Hosterman and 23% for North Vista. If 287 did nothing and continued to lease, by 2030 we would pay an estimated \$3.3M in annual rent for these two sites, have no equity and face continued rent increases (assuming an annual 5% increase in rent over 20 years). Additionally, there are serious infrastructure needs at

Hosterman. As the North Area Facilities study showed, it is not fiscally prudent to continue spending more rent money each year on a building in need of significant repairs.

Bloomington's participation in District 287 programs has been declining over the past several years. For FY06 their share of lease costs was 11.5%. By FY09, that percentage had dropped to 6.5%.

While enrollment forecasts vary from district to district and some members are seeing enrollment decline, District 287 has experienced a 10 percent increase in special education enrollment this year.

Have other Intermediates had member districts withdraw from their organizations. If so, what has been the enrollment/finance impact to those organizations?

Yes, both of the other Intermediates have had members withdraw. This does not appear to have had a long-term negative effect on either organization.

Since resources are so tight, what is District 287 doing to contain costs?

BUDGET REDUCTIONS

District 287's current budget reflects a \$2.9 million or 4% reduction from last year, including a reduction of 41.5 positions from three employee groups. Recent cost-containment strategies include:

- A re-financed lease purchase of the Bren Road Education facility, which will save \$400,000 over the life of the loan.
- In fiscal year 2009, we captured over \$1 million through Medicaid billing.
- Budget reductions and the redesign of career-technical offerings allowed us to drop the subsidy that was charged in recent years as part of the tuition fee. The tuition now reflects a "bill to actual" amount similar to the remainder of our programs and services.

We are in the early stages of examining significant budget reductions for 2010-11. We are planning for between 2-4% reductions, with actual savings contingent on the final teachers' contract settlement. Cost-containment strategies for 2010-11 include:

- Re-designing our itinerant services to reduce 5% of costs.
- Reducing internal transportation costs by \$200,000; additionally, an initial outside analysis anticipates regional savings of up to \$500,000 or more as a result of changing our program start and stop times to better economize routes.

GREATER EFFICIENCIES

By moving to larger sites, we have realized several efficiencies. This is especially true for multi-categorical programs such as CIP (58% more efficient in licensed staffing) and SUN (26% more efficient in licensed staffing). All special education programs have also benefitted from more efficient staffing ratios.

- Streamlining operational services; i.e., copiers, printers, tech support, and maintenance staff.
- Streamlining student support services; i.e., nurses, School Resource Officers.

- Streamlining instructional support services; i.e., English Language Learner staff, Social-Emotional Learner support staff.
- Crisis response is more comprehensive.
- Program interaction opportunities have increased.

In constructing SEC, we also realized greater efficiencies in energy consumption. A \$132,000 energy incentive offered by Xcel Energy combined with projected annual energy cost savings of \$161,200 means that SEC's energy conservation program will have paid for itself in 2.4 years, with continued annual cost savings.

Energy efficiencies and a preventive maintenance program not only save in operating costs, but long-term capital replacement costs as well. As much as possible, we plan to replicate these efficiencies at NEC.

BALANCING COSTS WITH SERVICES

As we look for cost containment in special education, we must work closely with local school districts. District 287 implements IEP services that have already been determined by local school district special education teams. Reductions in services are made in concert with parents and local district representatives and can be perceived as compromising special education. Balancing cost containment and the delivery of a free appropriate public education is a joint responsibility of the referring district and District 287.

What effect does this have on the future of shared services for school districts?

We believe that shared services are the best way to make the most of limited resources. This is true not only for the student programs that nearly always come to mind first, but for administrative services, such as staff training and legal services, as well. From a regional perspective, shared services deliver economies of scale in administration and program operations. Guided by our strategic plan, we are improving access to real-time data to help school districts take full advantage of these efficiencies. What is becoming even more important however, is that shared services provide economies of skill because the people who perform the work are experts in highly specialized areas, areas that are increasing in both complexity and demand every year.

Intermediate District 287

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Bloomington Public Schools Use of District 287 Services as of January 25, 2010

Chart includes student-based services and does not include use of services provided to staff, such as PREP Center training or the Grants and Research Office. Bloomington is a very active partner in these efforts, helping design training and sending teams to many of the offerings.

Program	Student Served – 287 provides Instructions	Student Served – 287 provides consolidated management reporting and billing.
HENNEPIN TECHNICAL PATHWAYS - EDEN PRAIRIE CAMPUS	34	
CAREER & TECHNICAL EDUCATION - EP CAMPUS-LEVEL III	4	
287 K-12 ACADEMIC - West Suburban Summer School	37	
DESTINATION IMAGINATION	72	
NORTHERN STAR ONLINE	17	
WORLD LANGUAGE	0	
287 ON-LINE LEARNING (ACADEMIC) - IS	2	
SES - RAMP UP	5	
ALC - EDEN PRAIRIE HS - IS	1	
ALC - RICHFIELD HS - IS	11	
ALC - PRAIRIE CENTER ALTERNATIVE - IS -(PCA)	10	
ALC - SOUTH EDUCATION CENTER ALTERNATIVE	59	
ALC - PRAIRIE CENTER ALTERNATIVE - (PCA)	3	
ALC - RICHFIELD - SUCCESS AT 15 - IS	2	
ALC - CITY WEST ACADEMY	3	
271 - SHAPE ALC		148
271 - BEACON SCHOOL		116
271 - NORMANDALE HILLS ELEMENTARY - TS		37
271 - POPLAR BRIDGE ELEMENTARY - TS		71
271 - WESTWOOD ELEMENTARY - TS		85
271 - INDIAN MOUNDS ELEMENTARY - TS		37
271 - OAKGROVE MIDDLE SCHOOL - TS		70
271 - OAK GROVE ELEMENTARY - TS		35
271 - VALLEY VIEW ELEMENTARY - TS		48
271 - OLSON ELEMENTARY - TS		59
271 - WASHBURN ELEMENTARY - TS		155
271 - RIDGEVIEW ELEMENTARY - TS		29
271 - OLSON MIDDLE - TS		15
271 - HILLCREST ELEMENTARY - TS		13

271 - VALLEY VIEW MIDDLE - TS		20
271 - SHAPE IS		1
271 - KENNEDY HS - BEACON NIGHT SCHOOL - IS		558
271 - DISTRICT EXTENDED YEAR - TS		697
283 - PETER HOBART PRIMARY - TS		1
273 - CORNELIA ELEMENTARY - TS		1
273 - COUNTRYSIDE ELEMENTARY - TS		5
280 - RICHFIELD MIDDLE SCHOOL - TS		1
280 - RICHFIELD INTERMEDIATE ELEM SCHOOL - TS		7
270 - HOPKINS 6 WEEK - EY - TS		1
272 - EDEN LAKE ELEMENTARY - TS		3
272 - FOREST HILLS ELEMENTARY - TS		1
272 - OAK POINT INTERMEDIATE - TS		2
DCD SECONDARY AND PHASE - ESY	1	
SUN - ESY	3	
DCD/EBD - STRIVE - ESY	2	
VOS - ESY	4	
VET - ESY	2	
COMMUNICATION INTERACTION PROGRAM ESY	2	
INVEST - ESY	1	
VET INTERCHANGE	5	
INVEST – MIDDLE	2	
INVEST – BREN ROAD	1	
INVEST TRANSITION	2	
INTERSECT	4	
FOCUS	4	
ELEMENTARY EBD	2	
OPTIONS MIDDLE	7	
OPTIONS	3	
EXPLORE	7	
EXPLORE MIDDLE	1	
PHASE	2	
SUN	2	
SUN TRANSITION – EDGEWOOD	1	
SUN TRANSITION- SEC	2	
STRIVE – SECONDARY	2	
STRIVE - ELEMENTARY	1	
CIP – HOSTERMAN	1	
CIP - SEC	4	
ITINERANT SERVICES	107	
287 - IDT/KEYSTONE EAST - CARE & TREAT		13
EPSILON	6	
TOTAL	441	2,229

Summary Totals

By Program Type	
Career & Tech Ed	38
Academic Services	128
287 ALC Programs	89
271 ALC Programs	2,194
MD ALC Programs	22
SES - Ramp Up	5
287 ESY Programs	15
287 Spec. Ed. Programs	53
287 Care & Treatment	6
IDT/Keystone C & T	13
Itinerant	107

By Division	
Teaching & Learning	2,476
Spec. Ed.	68
Care & Treatment	19
Itinerant	107

MEMORANDUM

TO: SANDRA LEWANDOWSKI

FROM: SARA RUFF

DATE: FEBRUARY 9, 2010

RE: WITHDRAWAL FROM INTERMEDIATE DISTRICT 287

You have asked for an opinion about the existence of any continuing financial or employment obligations for a member district that withdraws from Intermediate District 287. This memorandum will analyze the status of member districts, and statutory provisions regarding a participating member district's withdrawal from an intermediate district.

Status and Authority of Intermediate and Member Districts:

Intermediate school districts are units of local government, created and empowered by statute. See Minn. Stat. Ch. 136D. State law contains three separate lists of suburban school districts that are contemplated to be members of each of the three intermediate districts. The law also allows each intermediate school district to expand its membership to add other districts. Minn. Stat. §136D.93.

Intermediate districts obtain funding from their member districts and other revenue sources, including tuition and fees. The governing board of an intermediate district has essentially the same powers as any of its members, including the authority to expend resources for facilities and to borrow money.

Obligations Upon Withdrawal

The Bloomington School District has voted to withdraw from Intermediate District 287 at the end of the 2010-11 school year.

a. Responsibility for Financial Support

During the course of the past several years while Bloomington was a member district, Intermediate District 287 has entered into capital leases and has issued certificates of participation in order to finance school facilities. See FY 2009 Audit report. The question has arisen whether Bloomington will continue to be financially responsible for these obligations if it withdraws from the Intermediate District.

Upon withdrawal from an intermediate district, a participating district and the intermediate may mutually agree, through a board resolution by each, to terms and conditions of the distribution of assets and the assignment of liabilities. If the member and cooperative cannot agree on terms and conditions, the commissioner of education shall resolve the dispute by determining the withdrawing district's proportionate share of assets and liabilities. Minn. Stat. §123A.24, subd. 1.

Based upon a review of relevant statutes and consultation with the District's bond counsel, Andrea Hedtke of Dorsey and Whitney, it appears that Bloomington will not have a continuing obligation to provide financial support for the certificates of participation or the capital leases upon its withdrawal from Intermediate district 287. Minn. Stat. §§123A.24 and 123B.02, subd. 3. However, if Bloomington students continue to participate in Intermediate District 287 programs, a portion of facilities cost will be billed to Bloomington in accordance with its usage.

b. Employment Responsibilities

Minn. Stat. §123A.33 provides protections to intermediate district employees in the event that a member district withdraws from an intermediate. The legal requirements are summarized as follows:

1. Intermediate District 287 must notify all teachers of the withdrawal of a member district by March 10 of the withdrawal year.
2. Any teachers who previously achieved continuing contract status with Bloomington, and who have been continuously employed by Intermediate District 287 or other cooperatives that provided instruction to Bloomington students after leaving Bloomington, may elect to resume their continuing contract with Bloomington upon Bloomington's withdrawal. Minn. Stat. §123A.33, subd. 7.
3. If a continuing contract teacher employed by Intermediate District 287 is placed on unrequested leave of absence (ULA) due to Bloomington's withdrawal, the teacher has the right to be appointed to available teaching positions (those that are vacant or occupied by a probationary or provisionally licensed teacher) in a district that provides essentially the same instruction to Bloomington students who previously received services from the intermediate. This section would apply to Bloomington and any other district serving Bloomington students, including another intermediate. The teacher must be appropriately licensed for the position, and the teaching position must be in a field of licensure in which Bloomington students received instruction from Intermediate District 287. The board may not appoint a new teacher to an available teaching position unless no teacher holding the necessary license on ULA from the intermediate has requested appointment. The statute provides further that "available teaching positions must be offered to teachers in order of their seniority on a combined seniority list of the teachers employed by the cooperative and the withdrawing

member district." Upon hire by the new district, the teacher immediately achieves continuing contract status and receives credit for his/her years of service in Intermediate District 287.

4. A nonlicensed employee whose active employment is discontinued or reduced as a result of the withdrawal of a member district from Intermediate District 287 must be offered employment by the withdrawing member district to any positions created within 36 months of the withdrawal.

I hope this is helpful in explaining the ongoing obligations of a participating district upon withdrawal from an intermediate. Please let me know if you have additional questions about this matter.

Intermediate District 287

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INTER-OFFICE MEMORANDUM

TO: Sandy Lewandowski, Superintendent

FROM: Thomas Shultz, Facilities Administrator
Janet Johnson, Director of Finance

DATE: February 4, 2010

SUBJECT: North Education Center Planning

On December 17, 2009, the District 287 School Board passed a resolution that directed district administration to continue planning actions for the construction of a North Education Center. District Administration has moved quickly in order to capture the potential economics of this market. The following is a status report of these actions:

- District 287 and District 281 have held two discussions regarding parcels of property at the Hosterman site and which site would best serve both districts. District 287 staff has agreed to focus the negotiations on the actual Hosterman site and discussions as to how this would fit into a timeline and other considerations have just started.
- A Facilities Committee consisting of District Administration staff and Board members is being assembled similar to the SEC committee to provide direction, over-sight and decision assistance to the Board during the project.
- The city of New Hope has requested that all proposed changes related to the overall parcel (Zealand Ave to Winnetka Ave) be brought before the city at the same time to keep public concerns and considerations more manageable. Negotiations with Robbinsdale have emphasized the needed cooperation and timelines on this topic from District 281. Further exploration is also occurring about the potential re-location of Hosterman programs at Sandburg for the construction period. Robbinsdale is securing a separate appraisal to be utilized in final negotiation discussions. The next negotiation meeting with Robbinsdale is scheduled for Monday, February 22, 2010.
- TSP Architects have met with 287 program staff that would occupy the NEC on two separate occasions to discuss program needs, room sizes, how programs could blend together to share spaces, use lessons learned from the SEC and will assemble this information into a cohesive plan to fit the needs of the programs into the budgeted space for schematic design. A proposal from TSP will be forthcoming for Board approval when negotiations with Robbinsdale are firmed up. Existing TSP costs will be expended from current year budget.
- Pre design is well underway and should be completed in February allowing the District to move forward the P.U.D. permit process with the City of New Hope and the Watershed District permit. This would include a footprint of the building and a site plan (building location, parking areas, sidewalks, etc). Discussions with the City have been positive and there are no anticipated delays in this process.
- Final design would follow along as permitting is completed and programs continue to review.
- MDE requires a significant review and comment process that has been initiated with Dr. Roger Worner and a draft is in process and can be completed, as required information is determined.

- The District is investigating and learning about a procurement and project delivery system called Best Value. This methodology can assist an organization in a more efficient and cost effective method of managing a construction project. Key staff and Board member Peyton Robb are attending a conference at Arizona State University (developer of the system) in February.
- We have begun to study the potential financing options. In addition to studying the most cost effective tool to use for the project, the financing mechanism needs to be stated in the MDE Review and Comment document. The Build America Bonds (BAB's) federal program ends December 31, 2010. Springsted, Inc. has provided information stating that it is likely the BAB's program will be extended, however, the federal interest credit will decrease from 35% to 28%. Springsted has previously provided debt models based upon estimated costs. As soon as we have determined the amount of the borrowing they are prepared to update those and begin, the more detailed work related to debt issuance. The financing process requires three months. In month one we set the sale, month two we sell the debt and month three we settle on the debt, or in other words, receive the money.



Alternative Education Programs

Major Findings:

- Alternative education programs range from full-time “regular-day” schools that substitute for traditional schools to “extended-time” summer school and after-school programs.
- About 17 percent (150,000) of Minnesota public school students enroll in alternative education programs each year. In 2009, 75 percent of these students enrolled only in extended-time programs, such as summer school or after-school programs.
- Many students who attend alternative education programs qualify because they are behind academically. Not surprisingly, alternative education students had significantly lower rates of proficiency on the 2009 MCA-II exams than students who attended traditional schools.
- However, when we measured growth on standardized tests between 2008 and 2009, students in kindergarten through eighth grade who attended extended-time programs called “targeted services” generally increased their test scores more than other students. In contrast, other groups of alternative education students made less progress than traditional students.
- Alternative education students had lower attendance and graduation rates than traditional students, but some alternative education students improved on these measures over time.

- Some school district staff are concerned about the rigor of the curriculum in alternative education programs.
- The Minnesota Department of Education (MDE) approves alternative education programs but provides limited ongoing oversight.
- MDE has established policies that limit student access to targeted services.

Key Recommendations:

- MDE should initiate a pilot project to use and evaluate additional measures of alternative education student performance.
- The Minnesota Legislature should allow MDE and school districts with students enrolled in alternative education programs in other districts to challenge the validity of the curriculum provided by those alternative education programs to ensure the curriculum meets state standards.
- The Minnesota Legislature should allow all school districts to offer targeted services, regardless of whether they provide other alternative education programs.
- MDE should increase its ongoing oversight of alternative education programs.

Alternative education programs have had mixed results, but the Minnesota Department of Education has restricted access to “targeted services,” which have shown the most promising results.

Alternative education consists of “regular-day” programs that substitute for traditional schools and “extended-time” programs that take place outside of the normal school day.

About 75 percent of the 150,000 alternative education students were enrolled only in extended-time programs in 2009.

Report Summary

The Minnesota Legislature established alternative education programs in 1987 as a way to serve secondary students at risk of not graduating from the traditional education system. Over the past 20 years, alternative education programs have expanded from enrolling high school students in separate “learning centers” to also serving elementary school students in before- or after-school programs and during the summer (referred to as extended-time programs).

Alternative education programs are provided by area learning centers (ALCs), alternative learning programs (ALPs), and contract alternative schools. They provide “regular-day” programs that substitute for attending a traditional school, and many also offer “extended-time” programs that take place outside of the traditional school day (either during the summer or before or after school).

Students must meet 1 of 12 criteria outlined in statute to attend an alternative education program.¹ The criteria include (1) performing substantially below the performance level for pupils of the same age, (2) being behind in obtaining credits for graduation, (3) being pregnant or a parent, and (4) having been assessed as chemically dependent.

Of the 150,000 students enrolled in alternative education programs in 2009, 75 percent were enrolled only in extended-time programs. This means that they attended a traditional school during the regular school day and participated in alternative education only before or after school or during the summer. For students in kindergarten through eighth grade, extended-time programs typically take place at traditional school sites.

Alternative education students are more often nonwhite and poor and change schools more frequently than other public school students.

On the whole, alternative education programs serve significantly larger percentages of nonwhite students and

students eligible for free or reduced-price lunch than traditional schools. In 2009, nearly 50 percent of the alternative education student population was nonwhite. In contrast, only 20 percent of the traditional students in Minnesota were nonwhite. Similarly, 57 percent of alternative education students were eligible to receive free or reduced-price lunch in 2009 as compared with 30 percent of traditional students.

Alternative education students are more likely than traditional students to change schools during the school year. In 2009, 40 percent of alternative education students changed schools at least once during the school year as compared with less than 4 percent of traditional students.

Students who attended alternative education programs had lower rates of proficiency on the MCA-II exams than traditional students.

One of the eligibility criteria for students to attend an alternative education program is that they are academically behind their peers. Not surprisingly, alternative education students had lower rates of proficiency than other students on the Minnesota Comprehensive Assessments, Series II (MCA-II) exams. In general, 37 percent of students who attended an alternative education program were “proficient” on the 2009 math MCA-II, as compared with 68 percent of students who did not attend an alternative education program that year. Similarly, 46 percent of alternative education students were proficient on the 2009 reading MCA-II, as compared with 77 percent of students who did not attend an alternative education program. These differences in proficiency rates persisted across grade levels.

Students who received targeted services showed increased growth in test scores, but students enrolled in regular-day alternative education programs did not demonstrate the same level of growth.

Students in kindergarten through eighth grade who received extended-time services (targeted services) showed higher-than-expected growth on two standardized assessments—the MCA-II and the Northwest Evaluation

¹ *Minnesota Statutes* 2009, 124D.68, subd. 2.

Students in grades K-8 who received targeted services had more growth on standardized assessments than other students.

Association's (NWEA's) Measures of Academic Progress (MAP)—when compared with other students and national norms.

In contrast, students who attended alternative education schools for at least some of their regular school day had less growth on math and reading assessments when compared with NWEA's comparison groups and other Minnesota students (on the MCA-II).

When we examined subgroups of students who attended regular-day alternative education programs, we found mixed results for students who attended full time. These students were more likely to have high growth than low growth on the MCA-II reading exam, although the difference was not statistically significant.

It is difficult to determine appropriate benchmarks for these students because we do not know how they would have performed if they had not enrolled in alternative education. Some alternative education students might have remained in the traditional setting and graduated from high school; others might have dropped out of school and not obtained a high school diploma.

Alternative education secondary students generally had lower attendance and graduation rates than traditional students, but many students showed improvement on these measures.

In 2009, traditional students had a 95-percent attendance rate; students who attended alternative education schools as part of their regular school day had an attendance rate of roughly 81 percent. We compared students' attendance rates for 2008 and 2009, and after adjusting for grade-level changes, we found that more than 40 percent of full-time alternative education students improved their attendance rates relative to their peers between 2008 and 2009.

Between 2006 and 2009, 85 to 89 percent of traditional twelfth-grade students graduated by the end of their senior year. In contrast, only 34 to 39 percent of alternative education students who started a given year in the twelfth grade graduated by the end of the year. We examined the

graduation rates of full-time alternative education students who were in the twelfth grade in 2006 to see whether they ultimately graduated when given more time. We found that by the end of 2009, 62 percent of these students had graduated.

High school students reported high levels of satisfaction with their alternative education experience.

We surveyed all high school students who were enrolled at least half time in an alternative education program. Almost three-quarters of the 2,847 students who responded to our questionnaire said that their alternative education school had met or exceeded their expectations. At least 70 percent of the students reported that the teachers at their alternative education school cared about them, the school had prepared them for their future, and they had accomplished what they wanted at their school.

School districts provide the primary oversight of alternative education programs, but some school district staff are concerned about the rigor of the curriculum in some programs.

MDE approves new alternative education programs and changes to existing programs, such as expanding from an ALP to an ALC or adding targeted services. MDE staff also provide technical assistance and support to alternative education programs. According to MDE staff, however, the department conducts limited ongoing oversight of alternative education programs.

Primary ongoing oversight rests with school districts. Based on our surveys of school district superintendents and alternative education directors, alternative education programs are treated similarly to other schools in their districts. Program directors are often included in district leadership meetings, and alternative education staff are often included in district-wide curriculum and professional-development meetings.

Despite oversight by the local school districts, there are concerns about the rigor of the curriculum in some alternative education programs. Almost half of the respondents to the superintendent survey

On average, students in regular-day programs had less growth on standardized assessments than other students.

**Minnesota
Department of
Education policy
limits student
access to targeted
services.**

and almost 60 percent of respondents to the program director survey indicated that the rigor of the curriculum varies among alternative education programs. MDE staff reported that several school districts have questioned the rigor of the curriculum provided by an alternative education program in another district serving their students. In response to these concerns, MDE staff said that the department has neither the authority nor the capacity to judge the rigor of an alternative education program's curriculum.

The Minnesota Department of Education has adopted policies that limit access to targeted services.

MDE allows only ALCs to provide targeted services; the department does not permit ALPs to provide these services. This policy contradicts the law, which states that ALPs “may serve the students

of one or more districts, may designate which grades are served, and may make program hours and a calendar optional.”² MDE staff estimated that 25 percent of Minnesota school districts do not provide targeted services, in part because of the requirements imposed by the department.

Given the test score results we presented earlier—indicating increased test score growth for students in targeted services programs—we think targeted services should be available statewide and decoupled from other alternative education programs. MDE permits only ALCs to provide targeted services. However, the link between targeted services and ALCs is tenuous at best—targeted services are not a substitute for traditional schools, they typically do not take place in ALCs, and they generally are not taught by ALC staff.

Summary of Agency Response

In a letter dated January 22, 2010, Minnesota Commissioner of Education Alice Seagren said that the department “will consider the recommendations and information contained in this report and determine the modifications to improve Alternative Education Programs and the application process.” In response to OLA's recommendation to allow all school districts to provide targeted services, Commissioner Seagren said, “MDE can use this opportunity to refine the application process and expand targeted services.” In response to OLA's recommendation that MDE increase its ongoing oversight of alternative education programs, Commissioner Seagren said, “MDE supports this recommendation. However, the capacity to implement the recommendation is limited due to budget constraints. ... MDE provides technical assistance to alternative education programs and staff are in the process of refining procedures for supporting alternative education programs through site evaluations focused on increasing student achievement.”

The full evaluation report, *Alternative Education Programs*, is available at 651-296-4708 or:
www.auditor.leg.state.mn.us/ped/2010/alted.htm

² *Minnesota Statutes* 2009, 123A.05, subd. 1.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Online Learning Presentation

Jon Voss and Mike Smart

February 11, 2010

Online Resources

We are using a new presentation format called Prezi. Because Prezi is not linear, as, for example, Powerpoint, it does not lend itself to inclusion within the BoardBook pdf. Below, you'll see the main content of the presentation for your review in advance of the meeting. For a complete look at our presentation, you also may visit our Prezi (under development) at the following link: <http://prezi.com/g86y3czhb8ki>

Part I: Introduction (8 minutes)

Currently the Online Learning movement in public education in Minnesota is a fledgling educational endeavor. With that in mind, a large part of the goal of our Online Services Department is to raise awareness of both the potential of and need for investments in Online Learning throughout Minnesota. To this end, District 287 has created the following promotional video focusing on a call to action in the realm of Online Learning. We feel this video helps showcase the energy and growth that currently exists in the online learning sphere.

(Video Clip is available in the online presentation and will be played at the Board Meeting.)

Part II: Current Projects and Services (8 Minutes)

Our area of operation covers a wide geographic range and permeates a large number of district services. We are involved in the following areas:

Services to Students (287, Member District, State-wide)

The litmus test of Online Learning is the degree to which it helps students learn.

1. Specific Curriculum

- Sci Ment
- New Online Courses: Leadership Experience
- Area Learning Center (ALC) Open Track

2. \$300,000 Educational Technology Grant for Developing Online Content

- Funding for hiring staff
- Focus is on Developing Units that can be used in existing classes

3. Continuous Improvement in Current Online Course Content

- Prezi Presentation Software
- Moodle Online Video Player
- Jing Screen Capture Video

4. Hybrid Resources

- Moodle Access for all teachers and students everywhere

Services to Staff (287, Member District, State-wide)

Online Learning Professional Development Series

- Digital Perspectives—research and trends in online learning A 20-hour course that gives the participant an understanding of the current state of Online Learning.
 - Digital Delivery: Building an Online Class
A 60-hour course designed to give the student a complete understanding of how to build an online course from concept to finish. Includes Nuts & Bolts.
 - Moodle Overview
A 2-hour introduction to Moodle, our content management system.
 - Moodle Nuts & Bolts
A 40-hour course designed to give the student skills needed to build online content with Moodle.
1. Save Your License Online
 - We are currently developing an online version for the four popular modules used for the four Minnesota Teaching License requirements.
 2. Strategic SHIFT
 - Consulting provided to itinerant services on a variety of online and technology-related issues.

Part III: Overarching Goals (4 Minutes)

We believe that technology offers a way to bring people together in an interactive learning environment that ultimately has the potential to greatly improve the educational experience. In many ways, we feel that we're part of the movement that is "Looking for the Mouse." So as Clay Shirky states so well, when people ask us, "What are you really doing?" we like to point to this video and say that we spend as much time as possible looking for ways to put the mouse in our students' educational experiences.

(Play Clay Shirky Video, available in the online Prezi)

Part IV: Board Questions (at the Board's discretion)

We will be happy to answer any and all questions that the Board may have regarding our efforts.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTER-OFFICE MEMORANDUM

TO: Sandy Lewandowski, Superintendent

FROM: Laura Keller-Gautsch, Executive Director of special Education

DATE: February 2, 2010

SUBJECT: Minnesota Department of Education (MDE) Monitoring Review Update

MDE has provided District 287 with a tentative schedule for the week of February 8-12. They have selected the sites for building visits and it includes SEC on Tuesday, Bren Road on Wednesday and Hosterman on Thursday. I am disappointed that we will not have the opportunity to show off our programs at Edgewood, Epsilon/Omegon, Northland VET and NWTC but time is limited and the decision was made based on the fact that most of our special education programs are represented in these three facilities. During their visit, they will complete a facility review with special attention to any student break out spaces. District 287 does not have any "isolation rooms" as defined by MDE. Their visit will verify that all spaces used to separate students meet the necessary requirements. All licensed and non-licensed staff will be prepared to participate in interviews in which they will be asked about their licensure, staff development opportunities and their instructional strategies. Student observations will also be a primary focus of the site visits.

Other monitoring activities are completed or in progress. The student file reviews were completed and records were electronically submitted to MDE on December 23, 2009. We have mailed 75 stakeholder surveys to parents based on a list provided by MDE and all special education staff completed an electronic stakeholder survey during the month of January.

In addition to the visits to our facilities, the monitors will spend Monday at the District Service Center interviewing administrators, completing several longitudinal student file reviews and reviewing the District's Total Special Education Systems (TSES) manual. The visit will conclude with a three-hour meeting on Friday in which they will share their impressions of the visit and discuss any potential citations and/or corrective action.

I will be happy to provide another update at the conclusion of the visit.

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION**

Regular Meeting – February 11, 2010

AGENDA SECTION: BOARD BUSINESS

ITEM: 9.2a.1 NSBA Annual Conference

PRESENTED BY: Chair Johnson

1. Background Information

Per Board Policy: BOO180 Out-of-State Travel by Board Members

Travel outside the state is appropriate when the board finds it proper for board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as Board members. Travel to regional or national meetings of the National School Boards Association (NSBA) and/or the Association for Educational Services Agencies (AESA) is presumed to fulfill this purpose.

Travel to other out-of-state meetings for which the member intends to seek reimbursement from the District should be pre-approved by the Board.

2. Fiscal Impact/Funding Source: FY09-10 Board Budget

3. RECOMMENDED ACTION: Approval is being recommended for Linda Johnson to attend the NSBA Annual Conference.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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AMSD Calendar

February 5, 2010

Board of Directors
7:00 AM—9:00 AM
3rd Floor Cafeteria,
TIES Building, St. Paul

February 26, 2010

**Executive/Legislative
Committee Meeting,**
7:30 a.m., TIES Building,
St. Paul

March 5, 2010

Board of Directors
7:00 AM—9:00 AM
3rd Floor Cafeteria,
TIES Building, St. Paul

March 26, 2010

**Executive/Legislative
Committee Meeting,**
7:30 a.m., TIES Building,
St. Paul

April 9, 2010

Board of Directors
7:00 AM—9:00 AM
3rd Floor Cafeteria,
TIES Building, St. Paul

AMSD's Mission

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



**Association of
Metropolitan School Districts**

New Students and Families Welcomed at Schoolink Welcome Center in St. Cloud

Bienvenidos! Zoo siab tos txais! Nej tuaj los!

No matter what the language, “Welcome!” is an eagerly anticipated phrase all newcomers to a community want to hear. For the past three years, the *Schoolink* Welcome Center of the St. Cloud Area School District has extended that invitation to all families new to our district.

The *Schoolink* Welcome Center began in 2006 as a response to a jointly led school district and community committee. Convened to address ways to support newcomers to the area, the need for a Welcome Center had long been the topic of discussions, both in the district and with various community groups. Marj Hawkins, Director of Community Relations in District 742, remembers the urgent need. “Given the size of our district and the number of new families enrolling each year, we simply had to find a better way to help families transition to their new school settings.”

While not a new idea in some school districts, for St. Cloud, a centrally located, “one stop” place for families to enroll their children was, at first, not an easy sell. Schools felt very comfortable with the enrollment procedures that had been in place for years. This process consisted of families going to each school their children would attend to fill out paperwork and register their students. Why change something that seemed to be working “just fine?”

However, in a district as large as St. Cloud where school attendance boundaries are not always clear-cut, finding the correct site could be a challenge for new families. If they went to the wrong school, it meant stopping by yet one more building before their children could be enrolled. Certainly an inconvenience for all, it was, more importantly, an additional hurdle for families with limited access to transportation services.

In addition, while registration procedures were, in general, the same at each of the 14 sites in our

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From the Chair:

With the 2010 legislative session now underway, it is critical that school officials, parents and concerned citizens pay attention to what is happening at the Capitol. Many state policymakers have indicated that they expect cuts to education to be on the table as they work to balance the budget. The Governor and legislators need to be reminded that our schools have already been greatly impacted by the unallotments and payment delays. Further cuts will only compound the budget cuts that school will have to make.

I urge you to sign up to receive action alerts on the AMSD web site and to communicate with your local legislators throughout the session. Your involvement truly does make a difference!

Jon Tynjala, school board member from Mounds View, is chair of AMSD.

Schoolink Welcome Center Benefits St. Cloud

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district, there was little consistency or communication between schools as to information gathered or given out. For the families, this resulted in filling out the same form multiple times or hearing different messages regarding important school district information. For the school district, it meant a possible loss of revenue when how quickly students could begin attending school varied from site to site or forms (such as the one for free and reduced lunch) were not completed by families who qualified for such services.

A new wave of limited English speaking students early in 2005 heightened the need for a better process. With parents often times unable to speak or write in English, communication between schools and families was limited and completion of the registration process was frustrating for everyone!

With community and school board backing, plans were developed during the 2005-2006 school year to open the doors to a Welcome Center the following fall. Key district leaders met to determine location, staffing and budget of the new center using limited resources.

“We thought it best to start small and meet the initial needs of needs of families enrolling their children,” states Marj Hawkins. “This meant that our Welcome Center would focus on three areas: consistent and efficient registration of students, appropriate placement at all of the school sites, and pertinent information regarding our schools and community.”

“While the idea of a “Center” may conjure up thoughts of a large spacious area and numerous staff to meet and greet families, that is not the case for our Welcome Center,” says Sue Doering, current *Schoolink* coordinator. “While the size of our center is small, our priority is extending a genuine ‘welcome to St. Cloud feeling’. We can do that with just one or two people by providing the best customer service we can.”

Located in the middle of St. Cloud at the Roosevelt Early Childhood building, the Welcome Center started off with one desk, a table and filing cabinet. Coordination duties were assigned to a teacher already on special assignment and a new staff person was hired from the Somali community. “The first year was definitely challenging!” says Sue Doering. “The learning curve was very steep!

During the first year of operation, the Welcome Center staff worked diligently to streamline the registration process and number of forms requiring duplicate information. With a bi-lingual staff person, many of the Somali families enrolling their students in schools, now had an interpreter available to help with the translation of registration materials. A language assessment process was developed to help place limited English proficiency students and provide better information to schools regarding their language skills. However, the Welcome Center was still seen as an option for families to go to for registration. This created some confusion among district employees and community members. People questioned, “WHO is suppose to go to the Welcome Center? Is it just for ELL students... or for everyone?”

“We wanted to show that a centralized registration center and process made a difference; that the Welcome Center should be THE place where everyone should enroll their students,” says Hawkins. “Collecting data was an important part of making our case.” In just one year, there was a noticeable increase in compensatory dollars for the St. Cloud school district. This was due in part to more free and reduced lunch forms being returned and having families qualify for this assistance. Welcome Center procedures were directly credited for this increase.

At the beginning of the 2008 school year an additional staff person was hired; a receptionist/secretary who could quickly and efficiently enter new student information electronically. This addition garnered the support of the Welcome Center by school secretaries, counselors and transportation personnel. Staff could now see how services offered at the Center eased their own work responsibilities.

“Each year, we look to expand our services,” says Sue Doering. “We are always asking ourselves, what else can we do to help new families and our district as a whole?” To answer that question, in just three years, the Welcome Center has added to its enrollment responsibilities the facilitation of Kindergarten registration, Kindergarten Early Entrance Assessment, and MAP (Measures of Academic Progress) testing for new students. Housing the new district ELL coordinator at the Welcome Center site now provides additional translation services in Spanish for families and throughout the year, a representative from the medical community is available on or off-site of the Welcome Center to answer and assist families in finding a medical provider in their new community.

“Something as simple as proper placement at a site means that schools are ready to meet the instructional needs of students as soon as they walk through the door,” Doering said. “Starting students and their families off on a welcoming note makes a HUGE difference in helping them build a positive and supportive relationship with our schools... something that we all benefit from!”

This month’s member spotlight was submitted by Susan Doering, Communications Specialist and Coordinator of the Schoolink Welcome Center, St. Cloud Area School District.



Online Learning—Minnesota’s Future?

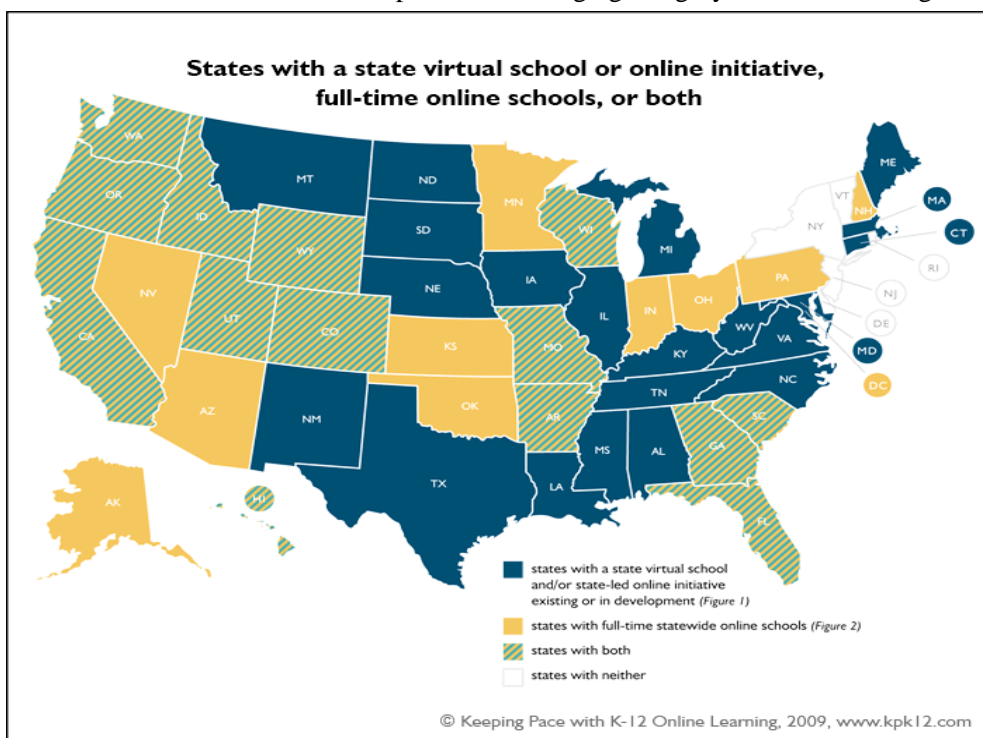
AMSD’s recent conference - *Online Learning: Fad or Future?* - showcased exciting local and national online learning initiatives. The keynote was delivered by Gary Lopez, the executive director of the Monterey Institute, a non-profit that is focused on providing open source, online curriculum. Mr. Lopez provided a broad overview of the current state of online learning and the availability of open source options.

Following Mr. Lopez’s presentation, a panel of Minnesota practitioners shared their experience providing online learning opportunities. Conference attendees were amazed at the number of online learning opportunities already available in Minnesota. This was followed by a panel that highlighted additional online resources available in Minnesota, including the Minnesota Learning Commons. The afternoon session included a panel of superintendents and district staff that reacted to the earlier panel discussions and also addressed some of the challenges school districts face in moving forward with online initiatives including the lack of sufficient resources to start up new online programs.

The conference concluded with a panel that included Assistant Commissioner Karen Klinzing, Rep. Denise Dittrich, Rep. Mark Buesgens, Sen. Geoff Michel and Sen. Kathy Saltzman. The state policymakers discussed some of the policy implications and challenges involved with establishing online education programs. At the same time, there was broad agreement that it is important that Minnesota policymakers continue to study online learning opportunities and explore how such initiatives can increase student achievement.

It is clear that online learning options are increasing at a very fast rate. According to a recent report from the organization, *Keeping Pace with K12 Online Learning*, the number of online learning students in the United States has increased by 47% over the past two years. In addition, *Keeping Pace with K-12 Online Learning’s*, “Annual Review of State Level Policy and Practice,” shows a number of interesting trends across the country. Excerpts from the report include:

- State virtual schools now exist in 27 states. An additional six states offer state-led online learning initiatives that provide tools and resources to districts across their state, while not providing the full suite of centralized services that the state virtual schools offer. Together the state virtual schools provided roughly 320,000 course enrollments (one student taking on semester-long course) in for-credit courses in school year 2008-09.
- The number of states with full-time online schools is growing. There are now 24 states and Washington, D.C. with these schools operating statewide and several states in which full-time online schools are available to some, but not all, students in the state. About 175,000 full time students attend these online schools.
- Online programs run by a single district, for students in that district, represent an emerging category of online learning activity. Limited data are available for district programs, but existing data points and anecdotal evidence suggest that the number of district programs is growing rapidly.
- The exact number of students taking online courses is estimated at slightly above one million based on surveys by the Sloan Consortium. This number is consistent with *Keeping Pace* findings.
- Online learning opportunities have spread to more states than ever before. *Keeping Pace* now counts 45 of the 50 states (plus Washington D.C.) as having a state virtual school or online initiative, full-time online schools, or both (see map at right).



continued on page 4

Research shows online learning gaining momentum across country

continued from page 3

You can download the complete report at: <http://www.kpk12.com/download.html>

The US Department of education also released an interesting report this last fall entitled: *Evaluation of Evidence-Based Practices in Online Learning -- A Meta-Analysis and Review of Online Learning Studies*. This offers an analysis of existing research and provides an interesting perspective on the current state of online learning in the U.S. The major conclusions of the report show evidence for increased student engagement and achievement using various online learning models. However, the strongest evidence seems to support a blended approach:

- “In recent experimental and quasi-experimental studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches. Even when used by itself, online learning appears to offer a modest advantage over conventional classroom instruction.”

You can download the complete report at: <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

Online learning is gaining a great deal of momentum across the country. Minnesota is positioned well with a number of resources in place to help school districts make online learning options available to their students. Many educators believe that online learning will transform the way students and teachers learn in the future. Minnesota cannot afford to sit on the sidelines and watch as the national online movement grows. At the same time, it is important that policy decisions be based on evidence and research and that we follow best practices to ensure that we act in the best interest of our students.

The following sites offer a perspective on the national online learning environment:

INACOL	http://www.inacol.org/
Keeping Pace	http://www.kpk12.com/
Monterey Inst	http://www.montereyinstitute.org/
Hippocampus	http://www.hippocampus.org/
NROC	http://www.montereyinstitute.org/nroc/
Florida virtual Schools	http://www.flvs.net/Pages/default.aspx
K12	http://www.k12.com/

Existing state programs and resources include:

Minnesota Learning Commons	http://mnlearningcommons.org/index.php
Edina's emath	http://www.edinamath.info/
Minneapolis Online	http://online.mpls.k12.mn.us/
Minnesota Virtual Academy	http://www.k12.com/mnva/
SOCRATES	http://www.projectsocrates.org/socrates.html
Northern Star Online	http://www.district287.org/index.php
http://www.district287.org/index.php?submenu=nso_home&src=gendocs&ref=teachLearn_NSO_Overview&category=TeachingLearning_NSO	

AMSD Members: Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville, Columbia Heights, East Metro Integration District 6067, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Intermediate District 917 (Associate Member), Inver Grove Heights, Mahtomedi, Minneapolis, MSU Mankato Center for Engaged Leadership (Associate Member), Minnetonka, Mounds View, Northeast Metro Intermediate School District 916 (Associate Member), North St. Paul/Maplewood/Oakdale, Orono, Osseo Area Schools, Richfield, Robbinsdale, Roseville, Rosemount-Apple Valley-Eagan, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Cloud, St. Louis Park, St. Paul, Stillwater, TIES (Associate Member), Wayzata, West Metro Education Program, West St. Paul, and White Bear Lake.

School Board Planning Calendar 2010

1 st Meeting of the Month	2 nd Meeting of the Month
<p>JANUARY 14, 2010 <i>Organizational Meeting</i></p> <ul style="list-style-type: none"> ○ Oath of Office ○ Election of Board Officers ○ Board’s Adoption of the current definition of directory info under the Family Educ. Rights & Privacy Act <p><i>Regular Meeting</i> Transition DHH – Kelsey Dahl Prior Year Audit Review</p>	<p>JANUARY 28, 2010</p> <ul style="list-style-type: none"> Finalize Legislative Annual Report Platform Strategic Plan Review & Measurement Report Financial Report December Pay Equity Implementation Report (every other year) Decision Resource Report to the Board TIES Award Winners (Shiow-Jen Sun/Kayleen Taffe) Mary Peters Named District 287 Teacher of the Year Transportation Study Report
<p>FEBRUARY 11, 2010</p> <ul style="list-style-type: none"> Prairie Center Alternative “Help for Haiti” Bloomington Impact Statement Online Learning – Mike Smart & Jon Voss (Instructional) Special Education Monitoring (Instructional) Telecommuniting Pilot 	<p>FEBRUARY 25, 2010</p> <ul style="list-style-type: none"> Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY10 Budget Revision & FY11 Budget Assumptions Program Withdrawal Report Truancy Model Partnership with Hennepin county Facilities Management Update Itinerate Services – Instructional Report (Laura K-G.) School Board Recognition Week
<p>MARCH 11, 2010</p> <ul style="list-style-type: none"> Federal Stimulus Efficiency Efforts Status Report Program Planning Projections FY11 Financial Report January Capital Improvement Recommendations HR–Past and Proposed Board Actions Tenured Permanent Staff Reduction ULA Attorney Services 	<p>MARCH 25, 2010</p> <ul style="list-style-type: none"> Reorganization & Reductions Financial Report February Long-Term Facility Recommendation Program Reduction Resolution Professional Development Update Open Track – Instructional Report
<p>APRIL 22, 2010 <i>(Only one Board meeting this month!)</i></p>	
<ul style="list-style-type: none"> Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update 	<ul style="list-style-type: none"> Minnesota Math and Science Teacher Academy Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2010-2011
<p>MAY 13, 2010</p> <ul style="list-style-type: none"> Food Service Report 	<p>MAY 27, 2010</p> <ul style="list-style-type: none"> Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution FY 10 Budget Revision Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs
<p>JUNE 10, 2010</p> <ul style="list-style-type: none"> Student Achievement in the Area of Reading 2010-11 Budget Final ULA Resolution for Licensed Staff Board Evaluation MDE Monitoring in Special Education 	<p>JUNE 24, 2010</p> <ul style="list-style-type: none"> Financial Report May Employment Guides for Unaffiliated and Admin. Superintendents Evaluation Summary Closed Session on Negotiations using Superintendent & School Board Evaluation to plan for Board Retreat outcomes.

INFORMATIONAL ITEMS TO REMEMBER:

- ** Community use of Facilities Bucket
- ** Health and Medical Bucket

School Board Planning Calendar 2010

1 st Meeting of the Month	2 nd Meeting of the Month
<i>Only one Board meeting this month!</i>	JULY 22, 2010 Financial Report June Legislative Session Review & Implications for District Operations C-Train Update
<i>Only one Board meeting this month!</i>	AUGUST 26, 2010 Financial Report July EBD Presentation (Laura Keller-Gautsch – 15 minutes) Report on Crisis Planning (Michelle Axell – 10 minutes) Approval of Cash Flow Borrowing Resolution School Start Up Program Report “Top 5 Things Board Members Should Know About the Start of School”. (Colleen, Laura, and Jane)
SEPTEMBER 9, 2010 Superintendent Goals Closed Session on Negotiation	SEPTEMBER 23, 2010 Financial Report August PLC’s Instructional Report - Student Achievement & Measurement of Progress (will include AYP). (Jane & Laura) Resolution Authorizing 287 to purchase Edgewood (Don Lifo may come to Board Meeting)
OCTOBER 14, 2010 Prior Year Agenda Review Strategic Plan – Role of the School Board (Steven Barone)	OCTOBER 28, 2010 Financial Report September Strategic Plan Update MST A – Instructional Report
NOVEMBER 11, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report October Facilities Management Update C-Train Report (Written Report) Parameters Resolution authorizing the certificate sale and the conditions of the award for financing the Edgewood Purchase.	Prior Year Unaudited Fund Balance Report OPEB Reporting & Funding Edgewood Purchase Agreement Approval
DECEMBER 9, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Restraints and Seclusion – Instructional Report Legislative Initiatives & White Paper Review Consideration and award of the certifications for Edgewood purchase.	Prior Year Audit Review North Education Center Decision Digital Copy Certificate (Written Report) Teacher Contract Renewal

INFORMATIONAL ITEMS TO REMEMBER:

- ** Community use of Facilities Bucket
- ** Health and Medical Bucket

**INTERMEDIATE DISTRICT 287
February 11, 2010
SCHOOL BOARD CALENDAR**

**PROPOSED
DATES**

February 2010

04	Thursday	SEC Alternative Graduation	CANCELED	5:00PM	SEC Gym
09	Tuesday	Local 2209 & Board Breakfast		7:00AM	Dover's Restaurant
11	Thursday	General Board Meeting		6:30PM	Board Rm
23	Tuesday	Get on the Bus (DSC Tour & Itinerant Services)		9:00AM	DSC Reception Area
25	Thursday	General Board Meeting		6:30PM	Board Rm

March 2010

11	Thursday	General Board Meeting		6:30PM	Board Rm
18	Thursday	Get on the Bus (Hosterman) [Bus leaves 287 DSC @ 8:30 AM]		9:00AM	DSC Reception Area
23	Tuesday	Local 2209 & Board Breakfast		7:00AM	Dover's Restaurant
27	Thursday	General Board Meeting		6:30PM	Board Rm

April 2010

20	Tuesday	Hosterman Appreciation Night Parent/Guardian/Caregiver	6:30PM – 8:00PM		Hosterman
22	Thursday	General Board Meeting		6:30PM	Board Rm

May 2010

13	Thursday	General Board Meeting		6:30PM	Board Rm
26	Wednesday	North Vista Graduation		6:00PM	North Vista Ed Ctr
27	Thursday	General Board Meeting		6:30PM	Board Rm

June 2010

02	Wednesday	Hosterman Graduation (Strive, SAFE, SUN & CIP)	9:45AM		Hosterman Cafeteria
03	Thursday	City West Academy Graduation	10:00AM		City West Academy @ Shady Oak
03	Thursday	South Education Center Alternative Graduation	5:00PM		SEC Gym
04	Friday	Prairie Center Alternative Graduation	10:00AM		Eden Prairie Community Center
04	Friday	VECTOR/InVEST Transition North Graduation	12:30PM		HTC, North Campus
09	Wednesday	Edgewood Graduation	6:30PM		HTC, North Campus
10	Thursday	General Board Meeting	6:30PM		Board Rm
24	Thursday	General Board Meeting	6:30PM		Board Rm