

# **Intermediate District 287**

Responsive. Innovative. Solutions.



**Intermediate District 287**

**Regular Meeting**

**Thursday, September 8, 2011 6:30 PM**

# Intermediate District 287

## RESPONSIVE. INNOVATIVE. SOLUTIONS

### GENERAL MEETING OF THE BOARD

Thursday, September 8, 2011

6:30 PM @ District Service Center Board Room

#### AGENDA

Page #

1. **CALL TO ORDER** (Action)
2. **APPROVAL OF GENERAL MEETING AGENDA** (Action)
3. **OPEN FORUM** (Information)
4. **APPROVAL OF CONSENT AGENDA** (Action)
  4. 1. General Board Meeting Minutes from August 25, 2011 4
  4. 2. Hennepin County Day Care Contract Amendment and Hennepin County Teen Outreach Program Agreement 7
  4. 3. Recommendation for Board Acceptance of Minnesota State Arts Learning Grant 8
5. **SHARE THE SUCCESS & RECOGNITIONS - None**
6. **SUPERINTENDENT'S REPORT - (20 minutes)**
  6. 1. Update on All Staff Workshop (Information)  
A brief overview of the All Staff Workshop will be shared.
  6. 2. Superintendent Goals (Action) 9  
Superintendent Lewandowski will provide a memo with suggested 2011-2012 Superintendent Goals for Board approval.
  6. 3. Books for Schools Award \$500 from Target 11
7. **INSTRUCTIONAL REPORT - (15 minutes)** (Information)
  7. 1. Raising Regional Graduation Rates & Transformation of ALC Programs in Intermediate District 287 12
8. **ADMINISTRATIVE SERVICES REPORT - None**
9. **BOARD BUSINESS**
  9. 1. Policy Review & Revision - (5 minutes)
    9. 1. 1. Revision to Board Bucket Policies (Action) 29  
Anne Becker and Janet Johnson will present a revised Policy on Financial Planning and Operations, FPO100, as a SECOND READ.
  9. 2. Board Reports (Information)
    9. 2. 1. Chair Report
    9. 2. 2. AMSD Report (Ann Bremer) 31
  9. 3. District News (Information)
    9. 3. 1. School Board Planning Calendar 36
    9. 3. 2. September 8, 2011 School Board Event Calendar 38
  9. 4. Once Around the Table  
Board members will be asked to share news of the "Start of School" in their local district.
10. **ADJOURNMENT**

**DISTRICT 287 REGULAR BOARD MEETING**  
**Intermediate District 287**  
**August 25, 2011**  
**MINUTES**

**1. CALL TO ORDER**

Chair Ann Bremer called the regular meeting to order at 6:30 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Laura Ronbeck
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
280	Richfield	Nancy Rowley
283	St. Louis Park	Pam Rykken
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 286/Thielsen, 279/Henke, and 281/Johnson

Guests: Paul McCollough

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

287 Staff Members: Anne Runck, Beth Kowski, Bruce Mulder, David VanDenBoom, Shawn Garvey, and Lance Weingartz

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Carter Peterson, 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 July 28, 2011, Minnesota Organization on Fetal Alcohol syndrome (MOFAS) Grant, and approval of the Routine Human Resource Activities for August 25, 2011. *Motion by Ann Bremer, seconded by Carol Bomben, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS - None**

**6. SUPERINTENDENT'S REPORT**

Superintendent Lewandowski presented to the Board a summary document "What Board Members Should Know about Intermediate District 287 School Start-Up for 2011-2012." The summary of recent efforts related to the district's top four goals, Instruction, Performance, Innovation, and Technology.

Mr. Tom Shultz, Director of Facilities introduced Paul McCollough, a retired Bloomington police officer who helped the district develop the Full Scale Emergency Exercise held at Edgewood School August 17.

Sandy invited the Board to attend one of the six staff welcome-back events.

## **7. INSTRUCTIONAL REPORT**

Superintendent Lewandowski and Dr. Jane Holmberg, Executive Director of Teaching and Learning introduced Ms Anne Runck, AVID Coordinator and Ms Beth Kowski, AVID Elective Teacher. Anne and Beth presented to the Board on the district's implementation of AVID (Advancement Via Individual Determination). AVID is a system that supports college readiness for first generation college-goers. Its mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Significant elements of the system include time with trained tutors, access to rigorous curriculum, and powerful instructional strategies such as standardized writing and note-taking processes. AVID connects with dropout prevention efforts particularly in the way it redefines the role of the teacher as student advocate. AVID was implemented at the South Education Center Alternative program in the spring semester of 2010-2011 and is being expanded to the North Vista Education Center in the upcoming school year.

## **8. ADMINISTRATIVE SERVICE REPORTS**

### **Financial Report**

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for July 2011. *Motion by Nancy Rowley, seconded by Carter Peterson, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

### **Facilities Report**

Board Facilities member Kunz, reported on North Education Center (NEC) building progress. Board Facilities member Kunz briefly updated the Board on the considerable construction progress of the North Education Center (NEC).

Mr. Tom Shultz, Director of Facilities presented and recommended approval of the North Education Center Gymnasium Doors & Hardware Change Order. *A motion was made by Ann Bremer, seconded by Carter Peterson, to approve the North Education Center Gymnasium Doors & Hardware Change Order as presented. All in favor. Motion carried unanimously.*

Tom presented and recommended approval of the Best Value Bid Awarded for the NEC Demountable Wall System. *A motion was made by Don Draayer, seconded by Michèle Kunz, to approve the Best Value Bid Awarded for the NEC Demountable Wall System as presented. All in favor. Motion carried unanimously.*

Tom presented and recommended approval of the Best Value Bid Awarded for the NEC Technology. *A motion was made by Ann Bremer, seconded by Carol Bomben, to approve the Best Value Bid Awarded for the NEC Technology as presented. All in favor. Motion carried unanimously.*

Tom briefly presented an informational memo on a study to redesign some areas of the District Service Center. Funding would come from designated funds for the building. Board Facilities member Kunz reported the Facilities Committee endorsement of this study given that the current walls and furniture system is from the original building 25 years ago.

### **Human Resources Report – Closed Session**

At the recommendation of Board Chair Bremer, *a motion was made by Ann Bremer, seconded by Michèle Kunz, the School Board may hold a closed meeting to consider strategy for labor negotiations, as required in Minnesota Statute §13D.03. All in favor. Motion carried.* The meeting was closed to the public at 7:49 PM. *A motion was made by Carter Peterson, seconded by Peyton Robb, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 8:45 PM.

**9. BOARD BUSINESS**

**Policy Review & Revision**

Mrs. Anne Becker, General Counsel/Human Resource Director and Mrs. Janet Johnson, Director of Finance Services presented a revised Policy on Financial Planning and Operations as a first read.

**Chair Report**

Board Chair Bremer gave praise to Board member Draayer on his published article “The Two Rivers of Public Education”. Board member Draayer thanked the Board and briefly discussed why he wrote the article.

**AMSD Report - None**

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:02 PM.*

The next general meeting will be held on September 8, 2011, 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

## *Responsive. Innovative. Solutions*

---

### INTER-OFFICE MEMORANDUM

---

DATE: September 8, 2011

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

**RE: Recommendation for Board Acceptance of Hennepin County Day Care Contract Amendment and Hennepin County Teen Outreach Program Agreement**

1. Approve Hennepin County's amendment for the Day Care Contract # A070845 to extend the contract period. Services will be provided by North and South Vista ALC programs at a Unit of Service rate of \$80.00 for full day and \$11.39 for hourly day care for one infant, toddler or preschool child. Contract period effective August 15, 2011 – August 14, 2012.
2. Intermediate District 287 has been awarded \$16,551.00 for the Teen Outreach Program (TOP). This Agreement provides funding for the provision of the Teen Outreach Program as part of Hennepin County's federally funded "It's Your Future" Project. South Education Center Alternative will deliver TOP to 12-25 SECA students. Teen Outreach Program will be implemented from 1/1/11 – 12/31/15 with not-to-exceed amounts to be determined for each year.

# Intermediate District 287

## *Responsive. Innovative. Solutions*

---

### INTER-OFFICE MEMORANDUM

---

DATE: September 8, 2011

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

**RE: Recommendation for Board Acceptance of Minnesota State Arts Learning Grant**

District 287 has been awarded \$16,250.00 from the Minnesota State Arts Board for the Arts Learning Project for the Emotional Expression and Connection through Clowning Project. Performance Artist Perrin Boyd will provide a series of performance art residencies with Sandburg Education Center students who have significant emotional-behavioral disabilities. This grant will run from July 1, 2011 – June 1, 2012.

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

Regular Meeting – September 8, 2011

AGENDA SECTION: SUPERINTENDENT'S REPORT

ITEM: Superintendent Goals

PRESENTED BY: Superintendent Lewandowski

**1. Background Information**

The Superintendent presents the suggested 2011-2012 Board goals for Board approval.

**2. Fiscal Impact/Funding Source: None**

**3. RECOMMENDED ACTION: The Board approve the Board Goals for 2011-2012 as presented.**

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

**The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.**

# Intermediate District 287

## *Responsive. Innovative. Solutions*

---

### INTER-OFFICE MEMORANDUM

---

DATE: September 8, 2011

TO: Intermediate School District 287 School Board

FROM: Sandra Lewandowski, Superintendent

**RE: 2011-2012 Superintendent Goals**

I will be presenting the following five goals for your consideration and approval at our September 8th meeting. While all parts of the written responsibilities of the Superintendent will continue to be addressed and evaluated as part of the annual Superintendent evaluation, I am recommending the following five be prioritized as this year's annual goals:

1. Strategies will be developed to improve trust and transparency in District 287's fiscal structure as it relates to tuition billing, including the MDE Special Education Tuition Billing System, and its impact on all billing processes including the core fee and non-member access fees.
2. The School Board will be provided data to finalize the financing and construction of the North Education Center (NEC) with confidence our cost commitment to member districts will be realized.
3. Develop a model ALC program that leads to a meaningful diploma for students and includes: 1) new assumptions about what high school should be; 2) new practices to keep students in school; and 3) increased school engagement via a personalized/electronic learning plan.
4. Facilitate a regional process to raise graduation rates from 68% to 80% with an outcome to develop individual district action plans or a plan to contribute to the collective goal of raising graduation rates in Hennepin County.
5. A fair, collaborative and well communicated conclusion will be realized with Bloomington Public Schools as a result of their withdrawal from Intermediate District 287.

Thank you in advance for the consideration of these five annual goals. Please feel free to call me in advance of the September 8<sup>th</sup> discussion if you have any questions or concerns.

**From:** Eric J Michelsen <[EJMichelsen@District287.org](mailto:EJMichelsen@District287.org)>  
**Date:** September 8, 2011 8:49:26 CDT  
**To:** "David J. VanDenBoom" <[djVanDenBoom@District287.org](mailto:djVanDenBoom@District287.org)>  
**Subject:** FW: Books for Schools Award \$500 from Target

---

From: Amy.Walber [[Amy.Walber@target.com](mailto:Amy.Walber@target.com)]  
Sent: Thursday, September 01, 2011 12:51 PM  
To: Eric J Michelsen; Mary K Peters; Rosemary A Wallin  
Cc: Amy.Walber  
Subject: Books for Schools Award \$500 from Target

Good Afternoon,

I am contacting you from Target, District Office 126. Target in partnership with FirstBook is giving away \$500 in books to qualifying and nominated schools. I selected North Vista Education Center to win our district award. NVEC played an instrumental role in my education and motivation to be a great parent. With out your school I wouldn't be where I am at today! I am very grateful for the teen parent program, I was a student from my freshman year to my senior year and was there the first year North Vista was moved to your current location.

I'd love to present you with the \$500 award and information, to give back even a little, to a school that did so much for me and my kids.

Rose, Mary—I looked and seen you are still teaching, at NVEC ☺ Maybe you remember me, Amy Donovan? (married name is Walber)

Take care, please let me know if I could stop by next week to drop the award off.

Thanks!!

Amy Walber District 126 Administrator  
•Target (763) 571-4980

# Regional Approach to Improve Hennepin County Graduation Rate

Compiled by Intermediate District 287

September 2011 Update

---

**We have a crisis:** 3,800 students drop out annually in Hennepin County. (Source: MDE)

**We have a goal:** Increase six-year grad rate from 68% to 80% by 2015. District school boards have passed resolutions supporting the goal.

**We have a plan:** Improve prevention strategies and design effective recovery efforts and pathways to graduation.

**All our kids are all our kids.** The ongoing discussion between Hennepin County Commissioners and Superintendents, which began in Fall 2009, has resulted in a commitment to shared data and solutions. The efforts build on the County's work with A-GRAD and the Superintendents' goal to work together to use limited resources more efficiently in our "new normal."

## **What we know about the 3,800 students who drop out. Using the four-year grad rate:**

- 22% of white students drop out; 62% of students of color drop out
- 64% of students who qualify for free/reduced price lunch drop out
- 68% of students who are limited English proficient drop out
- Disproportionately high number receive special education services
- The four-year public schools grad rate is 66%; charter school grad rate is 30%

## **Questions we continue to address:**

- Who are the students, by district, that leave?
- Which students are most at risk?
- Where should we invest our limited resources to have the greatest impact?

## **Sharing Data**

During the 2010-11 school year, Corrections, Human Service, Community Agencies, District 287, Brooklyn Center, and Bloomington piloted a TIES system that provides real-time, integrated school and County service information about students. The system could be the basis for a more predictive analysis of students across the region. Four additional districts have chosen to join the data sharing effort in 2011-12.

## **Sharing Solutions**

**Shared Social Work Project:** The Project's purpose is to build a bridge between the County and its school districts that results in better services for students and families. Shared funding between the County and District 287 provides four social work positions. Over the next three years, they will design sustainable, systems-level solutions to improve the coordination between County and school district social work activities. Intended results include increasing efficiencies in service acquisition and decreasing barriers between County and district resources.

**ALC Plus:** Dramatically increased school attendance for chronic truants is an early outcome in this model using "System Navigators" and County funded care coordination, behavior support, chemical health, and mental health supports in ALCs. In 2010-11 over half of the referrals were placed in programs within member districts. For 2011-12 the County is expanding its support to include another 40 students. In addition, Minneapolis Public Schools has contracted with District 287 to include up to 60 students in the ALC Plus model.

## Indicators of a Successful Regional Model

In Spring 2011, District 287 brought its “innovation incubator” model to the discussion of cross-sector efforts to improve graduation rates. The innovation incubator is designed to spur new thinking and challenge existing assumptions about how we meet the needs of students. The discussion offered these insights:

- A successful education model must be distinctly different from current high schools. This work will take unprecedented coordination because it is a process as much as a place.
- Existing ALC funding and structure can support the new model.
- Six components of an effective regional model include:
  1. Re-engagement Center (intake)
  2. Individual/Continuous Learning Plan
  3. Shared data systems
  4. Instructional programming
  5. Wrap-around community and county resources
  6. Career and post-secondary pathways

## A New, Rigorous and Highly Personalized ALC

In May 2011, District 287 brought together a group for its own “Out of the Incubator” session. Using the six components of an effective model, the group determined how to transform District 287 ALCs to better address student needs and improve the graduation rate.

District 287 has now incorporated these indicators within its six ALCs. A significant change includes an orientation week for students. During this discovery phase, a number of assessment-driven activities will help staff determine a student’s strengths and deficits. The assessments will inform a detailed online personalized learning plan, which can be shared from district to district in the event the student moves. All District 287-sponsored ALC program staff received training in the new personalized learning plan this summer.

The transformed ALCs are guided by the following vision statement:

We believe that facilitating the successful transition of every young person in Hennepin County to adulthood is a moral imperative and an economic necessity.

This will require that we disrupt our delivery systems and challenge our assumptions and attitudes. Therefore, as the Intermediate District 287, we will:

Transform our Area Learning Center (ALC) programs to reach the goal of increasing the six-year graduation rate in Hennepin County from 68 to 80 percent by 2015.

We will evaluate our efforts against the indicators of a successful regional model that have been identified by school, County and community leaders.

We will:

1. Personalize learning based on student strengths and interests.
2. Recognize that learning can happen beyond the classroom.
3. Understand that instructional technology is integral to our ability to personalize learning.
4. Develop literacy proficiency for all students.
5. Integrate social-emotional learning competence.
6. Provide credits sufficient for graduation.
7. Embed additional learning supports, including enhanced special education.

8. Address cultural disparities.
9. Provide clear connections to post-secondary education and productive adult opportunities.
10. Provide clear connections to jobs, providing skill based learning for real world competency
11. Provide clear connections to community and County supports.
12. Enhance parent involvement and/or informal supports for all students.
13. Inspire our students with passionate and supportive staff who deliver instructional excellence and hope for the future.

The phrase that embodies our vision is: **Everybody is getting a meaningful diploma.**

By examining and changing our practices to achieve this vision, we will provide an ALC model that will inform others' efforts across the County.

### **Applying Indicators of a Successful Model Throughout the Region**

Commissioner of Education Dr. Brenda Cassellius has pledged support, including:

- Coordinating with MDE efforts and funding sources.
- Identifying barriers at either the practice or the statute level and working to change laws if needed. As 287 has begun this work, several areas for potential changes have been identified:
  - Standardizing credits needed to graduate among districts for students who are most at risk of not graduating
  - “Unhooking” seat time from funding
  - Considering a regional diploma.
- Teams of Superintendents, High School Principals, Technology/Data Directors, and ALC leaders will share successful dropout prevention strategies used in the region at a symposium on October 14. The teams will add to the potential practice or statute changes list from their vantage point.

For more information about efforts to increase Hennepin County's graduation rate, please visit [www.district287.org](http://www.district287.org) > About 287 > Dropout Prevention.

# Intermediate District 287

## RESPONSIVE. INNOVATIVE. SOLUTIONS.

### ALC Vision to Support Hennepin County Graduation Goal

We believe that facilitating the successful transition of every young person in Hennepin County to adulthood is a moral imperative and an economic necessity. This will require that we disrupt our delivery systems and challenge our assumptions and attitudes.

Therefore, as the Intermediate District 287, we will transform our Area Learning Center (ALC) programs to significantly impact the Countywide goal of increasing the six-year graduation rate in Hennepin County from 68 to 80 percent by 2015. We will evaluate our efforts against the indicators of a successful regional model that have been identified by school, County, and community leaders. Toward this end, we will:

1. Personalize learning based on student strengths and interests
2. Recognize that learning can happen beyond the classroom
3. Understand that instructional technology is integral to our ability to personalize learning
4. Develop literacy proficiency for all students
5. Integrate social-emotional learning competence
6. Provide credits sufficient for graduation
7. Embed additional learning supports, including enhanced special education
8. Address cultural disparities
9. Provide clear connections to post-secondary education and productive adult opportunities
10. Provide clear connections to jobs, providing skill based learning for real world competency
11. Provide clear connections to community and County supports
12. Enhance parent involvement and/or informal supports for all students.
13. Inspire our students with passionate and supportive staff who deliver instructional excellence and hope for the future.

Our on-the-ground phrase that embodies this vision is: ***Everybody is getting a meaningful diploma.***

Our hope is that by examining and changing our practices to achieve this vision, we will provide a model that will inform others' efforts across the County.

## **NEW 4-YEAR FORMULA SLASHES HIGH SCHOOL GRAD RATES**

COREY MITCHELL, Star Tribune

More than 2,000 freshmen started high school in the Minneapolis School District this week, beginning their journey toward graduation in the Class of 2015.

Half of them won't make it, if the current trend holds steady.

The district's on-time graduation rate may appear to be 73 percent, but that is based on a formula that allows students six years or more to graduate.

Looking at the number of students who make it from freshmen to seniors in four years, the graduation rate was a much lower 49 percent for the Class of 2010. Graduation rates for 2011 are not yet available because summer graduates have not yet been tallied. The 24-point gap highlights the difference between the current formula and a new calculation that will become the statewide graduation measuring stick next year. The new one, to be displayed on the state's 2012 school report cards, follows students from the start of their freshmen year, tracking them by student identification numbers.

The four-year figure "gives a more accurate picture, but there should be alarm with either rate," said Camilla Lehr, coordinator of the Dropout Prevention, Retention and Graduation Initiative at the Minnesota Department of Education.

Among Minnesota's 330 school districts, Minneapolis' four-year rate is in the bottom 10 percent for the class of 2010, along with Brooklyn Center, Red Lake, Richfield and Cass Lake-Bena.

Blame for the district's poor graduation rate can't rest solely at the feet of high school staff, Minneapolis Superintendent Bernadeia Johnson said.

"I'm not satisfied; no superintendent would be," Johnson said in an interview this month. "But they are getting students that are not prepared for high school."

### **Some districts will struggle**

Under the new standard, developed with the National Governors Association, districts with large numbers of poor and mobile students could see their graduation rates plummet because of the difficulty in tracking them.

The four-year rate also will penalize systems with large numbers of students learning English, because they often take longer to graduate as they grapple with a new language, said Dave Heistad, director of research, evaluation and assessment for the Minneapolis schools.

"Our graduation rates are a celebration of retaining kids and giving them a shot at college," Heistad said.

The current calculation, in place for much of the past decade, conceals the dropout rate in many urban districts, said Daria Hall, director of K-12 policy development for Washington, D.C.-based Education Trust.

In Minneapolis, a district where non-white students are the majority, two of five black and Hispanic students who entered high school in 2006 walked away with a diploma in 2010. For American Indian students, the rate was 17.4 percent.

"Are they adequately prepared? Are we doing enough?" asked Elaine Salinas, executive director of MIGIZI Communications, a Minneapolis nonprofit focused on the education of Indian children. "There's all of these questions that are huge. It's young people of color who are our future."

The four-year calculation lowers the graduation rate for most of the state's school districts, but the gaps are wider in the urban districts than their suburban counterparts.

Like Minneapolis, St. Paul has a nearly 24-point difference in the current rate (87 percent) and four-year rate (63 percent). In districts such as Edina, Lakeville and Wayzata, the differences are single digits, dropping graduation rates from near 100 percent to the low 90s.

The Minneapolis district has been working to improve its graduation rate, even with the current formula.

Over the past two summers, Minneapolis has spent more than \$600,000 on two programs designed to better prepare incoming freshman.

This year, the district unveiled Fast Track Scholars, six weeks of summer school that allows freshmen to earn 3 of the 62.5 credits needed for graduation before they begin high school. Officials estimate it will take years to evaluate whether the efforts help more students graduate in four years.

Before his freshman year, two years ago, Joseph Vang participated in the other program, a four-day camp directed by Project SUCCESS that introduces students to campuses and future classmates. The South High School junior came back this and last summer as a volunteer, helping freshmen adjust socially.

"[The camp] really prepared me, not just education-wise," Vang said. "I know ... friends who don't have support or hang out with the wrong people. They're losing their way."

Corey Mitchell • 612-673-4491

Focal Points	Activities	Measurements	Resources	Required	
Identify "What is My Spark?" <b>Academic Summative</b>	Student will identify their key interests.	Spark Identified and added to PLP	Spark Tool - Search	x	
Show equivalent of ___ grade level/s improvement in reading or develop enriched literacy goal.	Read 180 Class, Language Arts, EL, MCA Reading Prep, Systems 44	NWEA MAP Reading: Spring - Fall scores. Lexiles translated to grade level equivalent.; If Read 180 student, SRI (Scholastic Reading Inventory) Post- Pre test scores translated to grade equivalent level; QRI (Qualitative Reading Inquiry)	Jon Voss, Sherry Landrud, Donna Moe	x	
Show equivalent of ___ grade level/s improvement	Pre-Algebra, Algebra, Algebra II, Geometry, Pre-Calc, Calc, Basic Math, Consumer Math, Business Math, Integrated Math	NWEA MAP Math: Spring - Fall scores. Data translated to grade level equivalent.	Jon Voss	x	
Show equivalent of ___ grade level/s improvement	Science Course enrollment; CTE courses with related content	NWEA MAP Science	Jon Voss		
Earn sufficient credits for graduation (see credit requirement notes)	Courses for graduation, understanding of transcript, develop a plan to earn credits for graduation	Credit Attainment (assignment completion)	Melissa and Jimmie	x	
Pass the MCA reading test	Read 180 Class, Language Arts, EL, MCA Reading Prep, Systems 44; SES tutoring	MCA Reading;W-APT (EL);ACCESS (EL)	Jon V.	x	
Pass the MCA math test	Pre-Algebra, Algebra, Algebra II, Geometry, Pre-Calc, Calc, Basic Math, Consumer Math, Business Math, Integrated Math; SES tutoring	MCA Math;ACCESS (EL)	Jon V.	x	
Pass the MCA writing test	Read 180 Class, Language Arts, EL, MCA Reading Prep, Systems 44; SES tutoring	MCA Writing; W-APT (EL);ACCESS (EL)	Jon V.	x	
Attend school to obtain competencies and credits necessary for graduation	Identify barriers that impact attendance.	Attendance	Melissa and Jimmie	x	
<b>Social Emotional Behavioral</b>					
Gain insight into educational strengths/weaknesses to be educationally successful and develop resiliency skills.	Take Success Highways Assessment	Understand results in the areas of education confidence, connection, stress, well being and motivation.	M and A	x Edgewood and SECA	
	Access Success Highway Curriculum	Understand strengths and areas in need of development	SEL Coordinators?	x Edgewood and SECA	
Reduce number of behavior referrals and increase pro-social decision making skills.	Meet with Counselor/Social Worker or other staff, Parent Conference, Restorative Justice	Behavior Referrals	i.e. number of incidents at school	x Edgewood and SECA	
Increase awareness associated with problematic substance use.	Referral to Chemical Health Person, Referral to Other Community Services, Take the screening tool,	PESQ (Chemical Health Screening)	Include Score...Categories (Red, Orange, Green)LIMITED ACCESS	x Edgewood and SECA	Create a Mental Health Tab. Can we flag if done on the profile.
Have a greater understanding of my mental health needs.	Consultation with Program Social Worker or Counselor, Outside community Mental Health Partners, HSPHD,	Diagnostic Predictive Scales (mental health screening)	Screening Profile LIMITED ACCESS	x Edgewood and SECA	Create a Mental Health Tab
Understand my intelligences.[1]	Multiple Intelligence test	Multiple intelligence test Results	M and A		Duplicative Info. Intelligence/Learning
Understand my learning style and advocate with my teacher.	Learning Style Test: Edutopia "What's My Learning Profile?"	Learning Styles Results	M and A, Char	x	
Personality style test	Self-efficacy training instrument or TBD				

Develop SEL skills	SEL curriculum	Social Skills (CASEL) Plan	CASEL website: pick one of five domains	x	
Learn coping strategies and identify what triggers stress.	Meet with Program Staff, Connection to a co-located mental health partner	Stress Management Plan	SEL Curriculum		
Learn competencies for living independently.	Independent living skills class	Ind Living Skills Assessment	Enderle-Severson Transition Rating Scale		
<b>College and Career Readiness</b>					
Assess career and college readiness skills	The student analyzes the effect of personal interests and aptitudes upon educational and career planning.	Student completes career interest/aptitude assessment.	Self-rating worksheets		
			MCIS	x	
			I-Seek		
			O 'Net		
			Naviance		
Organize and document employability and personal information	The student gets their paperwork together.	The students develops and maintains a portfolio of their work and personal accomplishments	Electronic portfolio		
			Portfolio (3 ring binder)		
			GPS life plan		
			Personal Information Sheet		
			Resume writing		
Prepare for college and/or employment	The student develops skills for success in the workplace.	The student identifies and models appropriate grooming and appearance for the workplace. The student "cleans" up their electronic self. Student visits HTC and/or job shadows. Enrolls in Career and Tech classes.	Videos		
	The student analyzes their "electronic self.	The student completes FASA.	Discussions		
	Reviews and identifies CTE classes of interest.		PowerPoint presentation Dress for Success		
	The student explores and understands the costs associated with pursuing post-secondary education.		Hennepin Technical Pathways course guide and list of C-Train classes.		
			College Counselors		
			MCIS		
			FASA form		
Explore post-secondary training options and/or seek employment.	The student explores careers of interest.	The student researches identified careers, and develop a career plan. Students completes college and/or employment applications	MCIS		

	The student understands the importance of carefully completing college and/or employment applications.	The student completes college placement tests	E-folio		
			ACT		
			SAT		
			Plan		
			Accuplacer		
			AVID		
Develop good study/work skills	The student understands the difference between high school work and/or college.	The student identifies the differences in expectations between college and high school.	College Readiness Class		
		The student turns in school work on time.	Visit with college counselors		
		The student will identify the differences and similarities between their world at school and the world of work.	Class assignments		
		The student completes employment forms from the payroll department and human resources.	Attendance history		
			AVID		
Communicate effectively	The student will develop strategies for handling criticism from an instructor/ boss.	The student completes problem solving scenarios.	Role playing		
	The student will learn how to apply effective communication and listening skills used in college/career.		SEL		
			Counselors		
			Social Workers		
<b>SPECIAL NEEDS</b>					
IEP	Level of Service				
504 Plan	Support Plan				
<b>TRANSPORTATION</b>					
Method e.g. door-to-door, central pick-up, bus card, self, other					

1. Does Success Highways subsume some of these individual assessments for learning style, personality preferences? --jcholmberg Sun Aug 14 2011 12:04:54 GMT-0500 (Central Daylight Time)

## Shared Social Work Project Team

K. Giddings, MSW, LICSW  
kegiddings@district287.org

Donna Nelson, LSW  
donna.j.nelson@co.hennepin.mn.us

Kim Nguyen, MSW  
kim.nguyen@co.hennepin.mn.us

Linda Seifried, MSW, LICSW  
ljseifried@district287.org

763-550-2155

[www.district287.org/sharedsocialworkproject](http://www.district287.org/sharedsocialworkproject)  
[www.hennepin.us/agrad](http://www.hennepin.us/agrad)

### Who Can Access the Shared Social Work Project Team?

You can access the Project Team if you are a County or school district social worker, teacher or other staff person responsible for intake and screening, case coordination, planning and management for Hennepin County youth.

The Project Team does not deliver individual case management services.



Hennepin County School Districts

# Shared Social Work Project

A Shared  
Approach  
to Helping  
Youth Succeed  
in School

A project of  
Hennepin County and  
Hennepin County School Districts

# Supporting County and School Social Workers...

Together, Hennepin County and its public school districts are working hard to raise the high school graduation rate.

A key part of this effort is the Shared Social Work Project.

Its purpose is to build a bridge between the county and its school districts that results in better services for students (birth to 21) and their families.

Over the next three years, the Project Team will design sustainable, systems-level solutions to improve the coordination between county and school district social work activities.

The Project Team includes two Hennepin County Human Services and Public Health Department senior social workers and two licensed school social workers. They will help the people who provide direct services to students better navigate one another's systems.

Intended results include increasing efficiencies in service acquisition and decreasing barriers between county and district resources.



The Shared Social Work Project is coordinated by Intermediate District 287 and by Hennepin County Human Services and Public Health.

The Project aligns with A-GRAD (Accelerating Graduation by Reducing Achievement Disparities), Hennepin's commitment to setting policy and making investments to ensure youth graduate from high school.

## Project Sponsors

Hennepin County Board of Commissioners  
Public School Superintendents in Hennepin County  
Hennepin County Human Services and Public Health Department  
Intermediate District 287  
Hennepin County Research, Planning and Development Department

## The Shared Social Work Project Team Can Help:

- Identify educational assessment resources.
- Talk with contracted providers who may not be knowledgeable or experienced working with school districts and 18-to-21 year-old students.
- Get additional educational information about a student's needs so that a placement will provide the appropriate education supports.
- Access and navigate the county's Human Services and Public Health service areas.
- Get information about county and community-based resources, such as chemical health assessments and treatment information and resources.
- Help school staff better understand how Child Protection works.

The team also delivers consultation and answers on an individual, case-by-case basis.

## ...So They Can Support

Better Student Attendance  
Better Student Achievement  
Better Graduation Rates

September 2011  
vol 8 ♦ no 11

## AMSD Calendar

### September 9, 2011

**Board of Directors Meeting**, 7:00 a.m., TIES Building, St. Paul

### September 30, 2011

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

### October 7, 2011

**Board of Directors Meeting**, 7:00 a.m., TIES Building, St. Paul

### October 28, 2011

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

### November 4, 2011

**Board of Directors Meeting**, 7:00 a.m., 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

## Intermediate District 287 Launches County-wide Effort to Ensure "Everyone Gets a Meaningful Diploma"

Intermediate District 287 will open a new, rigorous and highly personalized Area Learning Center (ALC) model this fall with a clear, singular vision: everybody is getting a meaningful diploma. The model is informed by the collective brainpower of 18 Hennepin County public school superintendents and their staffs; Hennepin County Commissioners and their department practitioners; and TIES, an education technology collaborative. All parties are working together to dramatically increase the County's high school graduation rate.

### Scope of The Problem

According to data from the Minnesota Department of Education, an estimated 3,800 students drop out of Hennepin County schools annually. They are disproportionately low-income and students of color. Estimated earnings losses are \$1.1 billion over the students' lifetimes, and social services costs are estimated at \$430 million. Those numbers have sounded alarm bells for leaders concerned about both the social and economic implications for the region. Both County Commissioners and school district superintendents agreed that in order to fix the problem, they needed to blur boundaries and reinvent how school districts and government services work together to address dropouts.

### Graduation Rate Issue Crosses Boundaries

In a series of discussions convened by District 287, leaders committed to share data and solutions to increase the County's six-year graduation rate from 68 to 80 percent by 2015. Since the joint dialogue began in Fall 2009, all school boards have passed resolutions supporting the work.

*Continued on page 2*

## From the Chair:

This is such an exciting time of year! A new school year brings new opportunities and a new beginning. Parents, students and staff have gone through their checklists in preparation for the new school year.

Unfortunately, another item on that checklist for many parents and staff is preparing for a referendum campaign. Fourteen AMSD school districts will be conducting a referendum this fall. The Minnesota School Boards Association estimates over 130 school districts statewide will have at least one question on the ballot.

While the Governor and legislators went to great lengths to protect education funding last session, the fact remains that school funding has not kept pace with inflation over the past decade. The simple reality is that the operating referendum has become an essential component of our education funding system. Many school districts will be conducting an election simply trying to renew an existing referendum and hang on to current funding. Other districts will seek an increase in their referendum level in an attempt to make up for diminishing state support.

It is critical that voters educate themselves about the details of their local referendum. School officials are always happy to answer questions and provide data to their citizens because they know that an informed voter is very likely to be a "yes" voter. As Bill Morris noted at the last AMSD Board meeting, 60 percent of Minnesotans feel that school districts are not being funded correctly. It is now up to school board members, staff and parents to educate your communities about the need for additional funding for education. We wish you the very best!

*Pam Langseth, school board member from Minnetonka Public Schools, is chair of AMSD.*

## Intermediate District 287 to open Area Learning Center model this fall

*Continued from page 1*

The work builds on A-GRAD (Accelerating Graduation by Reducing Achievement Disparities), Hennepin County's commitment to setting policy and making investments to ensure youth graduate from high school.

"Our hope is that by examining and changing our practices to achieve our vision, we will provide a model that will inform others' efforts across the County," said Intermediate District 287 Superintendent Sandy Lewandowski.

While drop out rates vary from district to district, leaders are interested in tackling the issue jointly to make the most of limited resources and to make significant inroads on the issue.

"This issue crosses boundaries," noted Osseo Area Schools Superintendent Kate Maguire. "Many students attend high school in multiple districts, so it makes the most sense for us to work together to solve it. We have a shared interest in helping all students be successful."

### New Model Tackles "Dropout By A Thousand Cuts"

District 287 has held three "Innovation Incubators" – working groups of cross-sector practitioners, including the Minnesota Department of Education, whose research and expertise helped to identify the essential components of a new ALC model. Practitioners agreed that a successful model would need to be distinctly different from current high schools and include:

1. Re-engagement Center
2. Individual/Continuous Learning Plan
3. Shared Data Systems
4. Personalized Instructional Programming
5. Wrap-Around Community and County Resources
6. Career and Post-Secondary Pathways

This summer, District 287 used the work done in these "incubator" meetings to transform the six ALCs they operate. A significant change includes an orientation week for students. During this discovery phase, a number of assessment-driven activities will help staff determine a student's strengths and deficits. The assessments will inform a detailed online personalized learning plan, which can be shared from district to district in the event the student moves. All District 287-sponsored ALC program staff received training in the new personalized learning plan this summer.

"We learned that when a student moves from district to district, the requirements for getting a diploma change with the geography," noted Lewandowski. The new online plan, supported by TIES software, will provide a host of detailed information, including the number of credits by district the student has and needs to receive a diploma.

"This is a group of young people who are highly mobile, at-risk and have no one to advocate for them," said Lewandowski. "They are attempting to navigate multiple systems and every one is slightly different. There are complex and multiple ways our systems overwhelm and shut out our kids. It's dropout by a thousand cuts."



Four students, pictured above, from SECA (South Education Center Alternative) in Richfield are an inspiring reminder of the importance of reaching all students. Team SECA achieved the highest rating among 350 entrants from around the country with their Porcupine Sliders recipe in First Lady Michelle Obama's Recipes for Healthy Kids contest. The competition required students to develop creative, nutritious, kid-approved recipes that schools could easily incorporate into school lunch program menus.

A small, alternative school, SECA provides education for high school students who need to recover high school credits, work on the development of basic skills, and who are pregnant or parenting.

"A recipe competition may not be a traditional path toward school success. But that is precisely the point," noted Intermediate District 287 Superintendent Sandy Lewandowski. "Many students do not fit the traditional model of school." The contest challenged students to learn about teamwork, collaboration, time management and public speaking.

*Continued on page 3*

## Commissioner pledges support for 287's regional effort

*Continued from page 2*

### Shared Data and Shared Solutions

In addition to the new ALC model, leaders are keeping a close eye on the outcomes of three pilots currently underway, including:

- **Shared Data:** Last year, Corrections, Human Service, Community Agencies, District 287, Brooklyn Center, and Bloomington piloted a TIES system that provides real-time, integrated school and County service information about students. The system could be the basis for a more predictive analysis of students across the region. Four additional districts have chosen to join the data sharing effort in 2011-12.
- **Shared Social Work Project:** The Project's purpose is to build a bridge between the County and its school districts that results in better services for students and families. Shared funding between the County and District 287 provides four social work positions. Over the next three years, they will design sustainable, systems-level solutions to improve the coordination between County and school district social work activities. Intended results include increasing efficiencies in service acquisition and decreasing barriers between County and district resources.
- **ALC Plus:** Dramatically increased school attendance for chronic truants is an early outcome in this model using "System Navigators" and County funded care coordination, behavior support, chemical health, and mental health supports in ALCs. In 2010-11 over half of the referrals were placed in programs within member districts. For 2011-12 the County is expanding its support to include another 40 students. In addition, Minneapolis Public Schools has contracted with District 287 to include up to 60 students in the ALC Plus model.

### Attracting Support

Education Commissioner Brenda Cassellius has already pledged support for the regional effort. Possible steps could include: identifying barriers in practice or statute and working to amend laws; standardizing credits needed to graduate among districts for students who are most at risk; "unhooking" seat time from funding, and considering a regional diploma.

District 287 has begun to cultivate external partners in this work. Lewandowski expects continued conversations with community and business leaders who share an interest in increasing the County's graduation rate.

"Hennepin County and the schools have taken steps toward a regional effort by adopting supportive policies," said Commissioner Mike Opat, chair of the Hennepin County Board. "The next step is to continue to innovate together to demonstrate our shared commitment to higher graduation rates."

Lewandowski echoed his sentiments. "We can and must come together to help ensure all students graduate from high school, no matter where they live. It is a moral and economic imperative."

For more information about efforts to increase Hennepin County's graduation rate, please visit [www.district287.org](http://www.district287.org) > About 287 > Dropout Prevention. For more information about A-GRAD, please visit [www.hennepin.us/agrad](http://www.hennepin.us/agrad)

*This month's member spotlight was submitted by Cheri Reese, Public Relations, Intermediate District 287*

---

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

## STEM on a Stick at the Minnesota State Fair

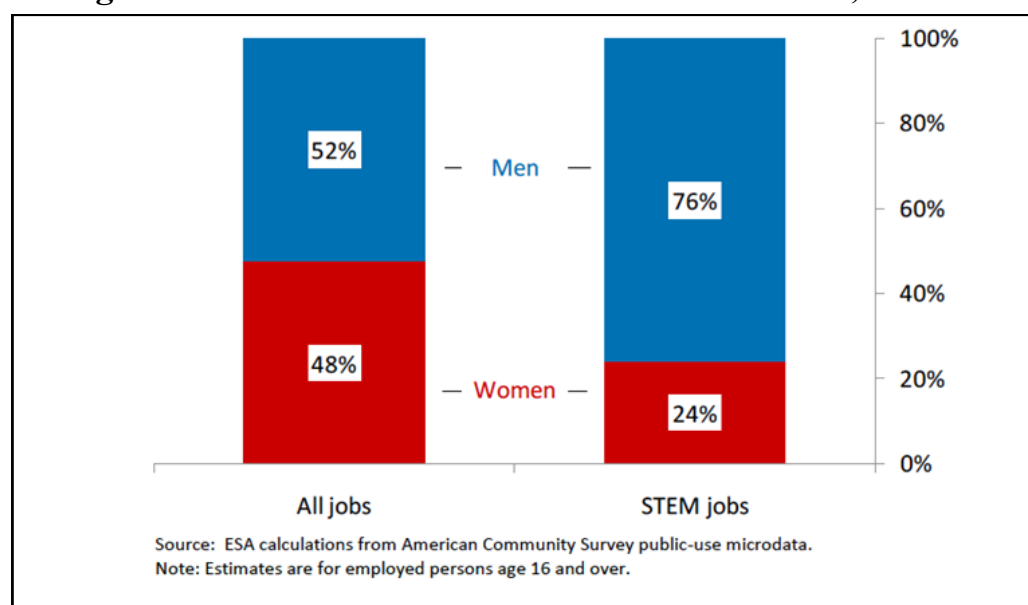
On Thursday, August 25, 2011 the front gates of the Minnesota State Fair opened for the first day of the fair. While many Minnesotans scurried to get their favorite food on a stick, there was another “stick” feature at the fair that had many students and parents buzzing--the Science, Technology, Engineering and Math (STEM) on a Stick Day. For the second year, STEM returned to the Minnesota State Fair to show students, teachers and parents how to engage in STEM.

Over 30 organizations, teams and schools set up hands-on activities and demonstrations. Visitors watched performances on the main stage which featured fun science experiments. A common theme among the booth participants was an overwhelming amount of pride for their group’s work, but also a striking enthusiasm for educating everyone on the different STEM programs. Ben Miller, a student from Eagan High School and member of the FIRST Robotics team said, “We’re here at the Minnesota State Fair to get people more interested and fired up about robotics!” Luke Davies, also an Eagan High School student noted that best part of robotics was being a programmer. Davies, an emerging leader on the robotics team, enjoys teaching others at the State Fair about science and technology and is currently recruiting other deaf students to participate in robotics.

STEM has become a buzzword of sorts and there is good reason for its popularity. According to the STEM Education Coalition and the US Department of Labor, 15 of the 20 fastest-growing occupations for 2014 will be STEM related. Thus, STEM backgrounds and training will continue to be key to our nation’s future economic growth. This reality lays the foundation for the push to support and grow STEM programs inside and outside the classroom in the United States. The message isn’t just coming from businesses and STEM organizations; President Obama has called for preparing 100,000 STEM teachers over the next decade.

The Georgetown University Center on Education and the Workforce, released a report in June 2010, entitled, “Help Wanted: Projections of Jobs and Education Requirements through 2018.” The report estimates that 6% of the jobs in 2018 in Minnesota will be STEM related.<sup>1</sup> The National Research Council released a report this summer highlighting proposed goals for STEM education in the United States as well as identifying successful STEM programs. The report identified 3 main goals for STEM: 1) Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields; 2) Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce; 3) Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.<sup>2</sup>

**Figure 1: Gender Shares of Total and STEM Jobs, 2009**



*Continued on page 5*

<sup>1</sup>Anthony Carnevale, Nicole Smith and Jeff Strohl, Help Wanted: Projections of Jobs and Education Requirements through 2018 (Georgetown University Center on Education and the Workforce, Washington, D.C. 2010) 58.

<sup>2</sup>National Research Council, Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology Engineering and Mathematics (National Academies Press, Washington, D.C. 2011) 4-5.

## STEM on a Stick at the Minnesota State Fair

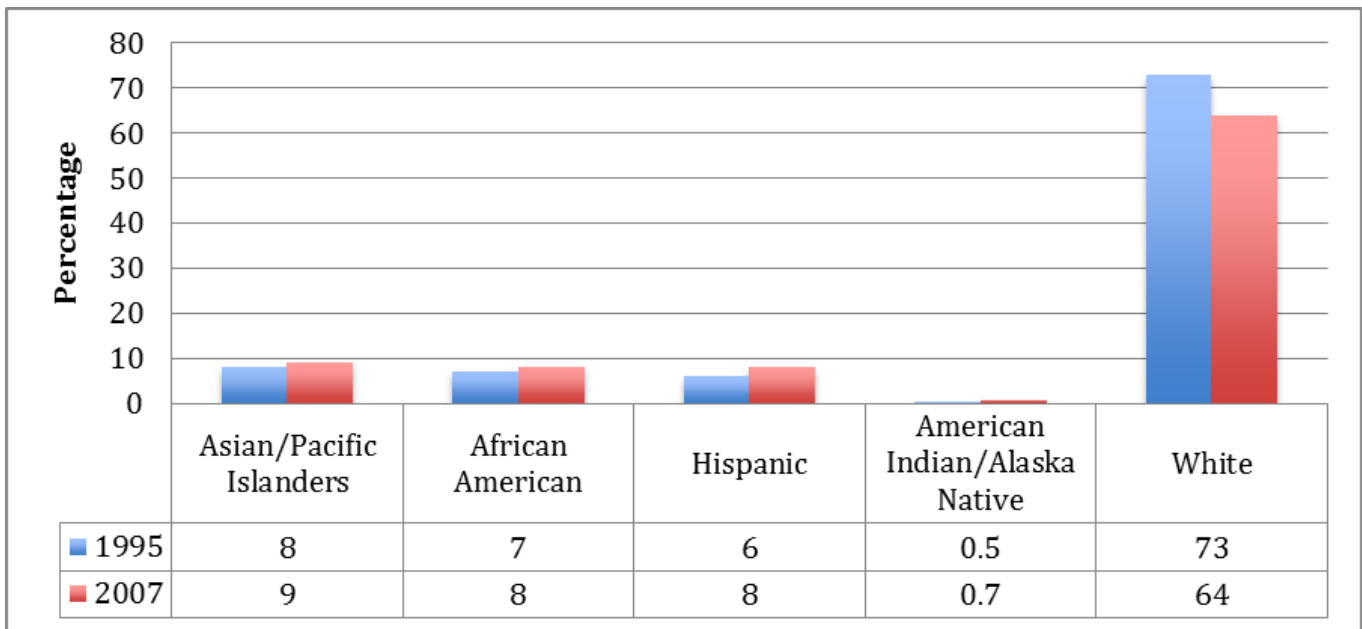
*Continued from page 4*

The second goal of the report highlights an emerging gap that observers are seeing in STEM participation and eventual career choice. The United States Department of Commerce issued a report last month, “Women in STEM: A Gender Gap to Innovation” and found that “although women fill close to half of all jobs in the U.S. economy, they hold less than 25 percent of STEM jobs (shown in Figure 2). This has been the case throughout the past decade, even as college-educated women have increased their share of the overall workforce.”<sup>3</sup>

In addition, the report found that women working in STEM jobs earned 33 percent more than comparable women in non-STEM jobs – considerably higher than the STEM premium for men. As a result, the gender wage gap is smaller in STEM jobs than in non-STEM jobs.<sup>4</sup> At the STEM event at the State Fair, SciGirls, the Society of Women Engineers and St. Thomas Engineering students had a booth set up to get young women excited about STEM by making “squishy circuits.” Adine Thoreen, Outreach Specialist for SciGirls, shared that one of the challenges is the gap between young girls and boys in engineering, physics and earth sciences. “We’re trying to help the girls catch up,” noted Thoreen.

In addition to the gender disparity, there is a significant gap between the number of white students and the number of students of color receiving a STEM related degree. Irving Pressley McPhail, president and chief executive of National Action Council for Minorities in Engineering Inc. (NACME), calls this the “New American Dilemma.” McPhail noted in a commentary to the Washington Post on January 31, 2011, that African Americans, Latinos and Native Americans account for 34 percent of the U.S. population age 18 to 24 but earn only 12 percent of undergraduate degrees in engineering. Some progress has been made according to the Science and Engineering Indicators report of 2010. As shown in Figure 2, the percentage of students of color obtaining a Bachelor’s Degree in science and engineering fields has increased noticeably between 1995 and 2007.

**Figure 2: Percentage of Science and Engineering Bachelor's Degrees by Ethnic Group**



Source: Science and Engineering Indicators Report 2010. Total percent does not equal 100 due to “other” race categories.

Greater gains need to be made and, Ann Bernard, 4<sup>th</sup> grade teacher from District 196 believes STEM programs can play a role. “We are making connections with kids on a level that is important for their understanding of the world and what they are going to be doing as they get older,” she noted.

<sup>3</sup>U.S. Department of Commerce, “Women in STEM: A Gender Gap to Innovation Executive Summary,” [ESA Issue Brief #04-11](#) (August 2011): 1.

<sup>4</sup>U.S. Department of Commerce, 1.

**Intermediate District 287**  
RESPONSIVE. INNOVATIVE. SOLUTIONS.

## **DRAFT REVISION POLICY/ SECOND READ**

### **DISTRICT POLICY**

**POLICY SERIES: Financial Planning & Operations**  
**SUBJECT: Goals - Finance**  
**BOARD APPROVED: May 2007**  
**REVISION DATE:**

---

## **FPO100 Goals - Finance**

### **I. PURPOSE**

The purpose of this policy is to ensure that the Board's priorities for the District are effectively implemented through the annual revenue and expenditures budgets.

### **II. GENERAL STATEMENT OF POLICY**

The achievement of the District's purposes can best be reached through sound fiscal management. The Board recognizes that quality education is central to the purpose of the District and that fiscal management is a valuable tool to use in achieving this purpose.

### **III. BOARD GOALS**

In the District's fiscal management, the Board seeks to meet the following goals:

1. Engage in thorough advanced financial planning, with broad-based staff and community involvement;
2. Develop an annual operating budget that effectively implements the Board's goals and priorities for the District;
3. Develop budgets and guide expenditures in order to receive the greatest educational return for the dollars expended;
4. Establish levels of funding that will provide high quality educational opportunities;
5. Maintain maximum efficiency in all aspects of accounting, reporting, purchasing and contracting;
6. Use the best available techniques of long-range planning, budget development and administration;
7. Limit borrowing to those instances in which extreme circumstances cause cash liquidity problems;

8. Purchase competitively without prejudice and seek maximum value for each dollar expended;
9. Conform to standard business and accounting practices with respect to receipting, safeguarding and depositing funds, **both including** cash and checks, collected within District programs.
10. Provide for an annual audit of the books and records of the school district to provide guidance and a record of the financial position of the District; and
11. Maintain adequate insurance coverage for the most economical cost.

September 2011  
vol 8 ♦ no 11

## AMSD Calendar

**September 9, 2011**

**Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul**

**September 30, 2011**

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

**October 7, 2011**

**Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul**

**October 28, 2011**

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

**November 4, 2011**

**Board of Directors Meeting, 7:00 a.m., 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

## Intermediate District 287 Launches County-wide Effort to Ensure "Everyone Gets a Meaningful Diploma"

Intermediate District 287 will open a new, rigorous and highly personalized Area Learning Center (ALC) model this fall with a clear, singular vision: everybody is getting a meaningful diploma. The model is informed by the collective brainpower of 18 Hennepin County public school superintendents and their staffs; Hennepin County Commissioners and their department practitioners; and TIES, an education technology collaborative. All parties are working together to dramatically increase the County's high school graduation rate.

### Scope of The Problem

According to data from the Minnesota Department of Education, an estimated 3,800 students drop out of Hennepin County schools annually. They are disproportionately low-income and students of color. Estimated earnings losses are \$1.1 billion over the students' lifetimes, and social services costs are estimated at \$430 million. Those numbers have sounded alarm bells for leaders concerned about both the social and economic implications for the region. Both County Commissioners and school district superintendents agreed that in order to fix the problem, they needed to blur boundaries and reinvent how school districts and government services work together to address dropouts.

### Graduation Rate Issue Crosses Boundaries

In a series of discussions convened by District 287, leaders committed to share data and solutions to increase the County's six-year graduation rate from 68 to 80 percent by 2015. Since the joint dialogue began in Fall 2009, all school boards have passed resolutions supporting the work.

*Continued on page 2*

## From the Chair:

This is such an exciting time of year! A new school year brings new opportunities and a new beginning. Parents, students and staff have gone through their checklists in preparation for the new school year.

Unfortunately, another item on that checklist for many parents and staff is preparing for a referendum campaign. Fourteen AMSD school districts will be conducting a referendum this fall. The Minnesota School Boards Association estimates over 130 school districts statewide will have at least one question on the ballot.

While the Governor and legislators went to great lengths to protect education funding last session, the fact remains that school funding has not kept pace with inflation over the past decade. The simple reality is that the operating referendum has become an essential component of our education funding system. Many school districts will be conducting an election simply trying to renew an existing referendum and hang on to current funding. Other districts will seek an increase in their referendum level in an attempt to make up for diminishing state support.

It is critical that voters educate themselves about the details of their local referendum. School officials are always happy to answer questions and provide data to their citizens because they know that an informed voter is very likely to be a "yes" voter. As Bill Morris noted at the last AMSD Board meeting, 60 percent of Minnesotans feel that school districts are not being funded correctly. It is now up to school board members, staff and parents to educate your communities about the need for additional funding for education. We wish you the very best!

*Pam Langseth, school board member from Minnetonka Public Schools, is chair of AMSD.*

## Intermediate District 287 to open Area Learning Center model this fall

*Continued from page 1*

The work builds on A-GRAD (Accelerating Graduation by Reducing Achievement Disparities), Hennepin County's commitment to setting policy and making investments to ensure youth graduate from high school.

"Our hope is that by examining and changing our practices to achieve our vision, we will provide a model that will inform others' efforts across the County," said Intermediate District 287 Superintendent Sandy Lewandowski.

While drop out rates vary from district to district, leaders are interested in tackling the issue jointly to make the most of limited resources and to make significant inroads on the issue.

"This issue crosses boundaries," noted Osseo Area Schools Superintendent Kate Maguire. "Many students attend high school in multiple districts, so it makes the most sense for us to work together to solve it. We have a shared interest in helping all students be successful."

### New Model Tackles "Dropout By A Thousand Cuts"

District 287 has held three "Innovation Incubators" – working groups of cross-sector practitioners, including the Minnesota Department of Education, whose research and expertise helped to identify the essential components of a new ALC model. Practitioners agreed that a successful model would need to be distinctly different from current high schools and include:

1. Re-engagement Center
2. Individual/Continuous Learning Plan
3. Shared Data Systems
4. Personalized Instructional Programming
5. Wrap-Around Community and County Resources
6. Career and Post-Secondary Pathways

This summer, District 287 used the work done in these "incubator" meetings to transform the six ALCs they operate. A significant change includes an orientation week for students. During this discovery phase, a number of assessment-driven activities will help staff determine a student's strengths and deficits. The assessments will inform a detailed online personalized learning plan, which can be shared from district to district in the event the student moves. All District 287-sponsored ALC program staff received training in the new personalized learning plan this summer.

"We learned that when a student moves from district to district, the requirements for getting a diploma change with the geography," noted Lewandowski. The new online plan, supported by TIES software, will provide a host of detailed information, including the number of credits by district the student has and needs to receive a diploma.

"This is a group of young people who are highly mobile, at-risk and have no one to advocate for them," said Lewandowski. "They are attempting to navigate multiple systems and every one is slightly different. There are complex and multiple ways our systems overwhelm and shut out our kids. It's dropout by a thousand cuts."



Four students, pictured above, from SECA (South Education Center Alternative) in Richfield are an inspiring reminder of the importance of reaching all students. Team SECA achieved the highest rating among 350 entrants from around the country with their Porcupine Sliders recipe in First Lady Michelle Obama's Recipes for Healthy Kids contest. The competition required students to develop creative, nutritious, kid-approved recipes that schools could easily incorporate into school lunch program menus.

A small, alternative school, SECA provides education for high school students who need to recover high school credits, work on the development of basic skills, and who are pregnant or parenting.

"A recipe competition may not be a traditional path toward school success. But that is precisely the point," noted Intermediate District 287 Superintendent Sandy Lewandowski. "Many students do not fit the traditional model of school." The contest challenged students to learn about teamwork, collaboration, time management and public speaking.

*Continued on page 3*

## Commissioner pledges support for 287's regional effort

*Continued from page 2*

### **Shared Data and Shared Solutions**

In addition to the new ALC model, leaders are keeping a close eye on the outcomes of three pilots currently underway, including:

- **Shared Data:** Last year, Corrections, Human Service, Community Agencies, District 287, Brooklyn Center, and Bloomington piloted a TIES system that provides real-time, integrated school and County service information about students. The system could be the basis for a more predictive analysis of students across the region. Four additional districts have chosen to join the data sharing effort in 2011-12.
- **Shared Social Work Project:** The Project's purpose is to build a bridge between the County and its school districts that results in better services for students and families. Shared funding between the County and District 287 provides four social work positions. Over the next three years, they will design sustainable, systems-level solutions to improve the coordination between County and school district social work activities. Intended results include increasing efficiencies in service acquisition and decreasing barriers between County and district resources.
- **ALC Plus:** Dramatically increased school attendance for chronic truants is an early outcome in this model using "System Navigators" and County funded care coordination, behavior support, chemical health, and mental health supports in ALCs. In 2010-11 over half of the referrals were placed in programs within member districts. For 2011-12 the County is expanding its support to include another 40 students. In addition, Minneapolis Public Schools has contracted with District 287 to include up to 60 students in the ALC Plus model.

### **Attracting Support**

Education Commissioner Brenda Cassellius has already pledged support for the regional effort. Possible steps could include: identifying barriers in practice or statute and working to amend laws; standardizing credits needed to graduate among districts for students who are most at risk; "unhooking" seat time from funding, and considering a regional diploma.

District 287 has begun to cultivate external partners in this work. Lewandowski expects continued conversations with community and business leaders who share an interest in increasing the County's graduation rate.

"Hennepin County and the schools have taken steps toward a regional effort by adopting supportive policies," said Commissioner Mike Opat, chair of the Hennepin County Board. "The next step is to continue to innovate together to demonstrate our shared commitment to higher graduation rates."

Lewandowski echoed his sentiments. "We can and must come together to help ensure all students graduate from high school, no matter where they live. It is a moral and economic imperative."

For more information about efforts to increase Hennepin County's graduation rate, please visit [www.district287.org](http://www.district287.org) > About 287 > Dropout Prevention. For more information about A-GRAD, please visit [www.hennepin.us/agrad](http://www.hennepin.us/agrad)

*This month's member spotlight was submitted by Cheri Reese, Public Relations, Intermediate District 287*

---

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

## STEM on a Stick at the Minnesota State Fair

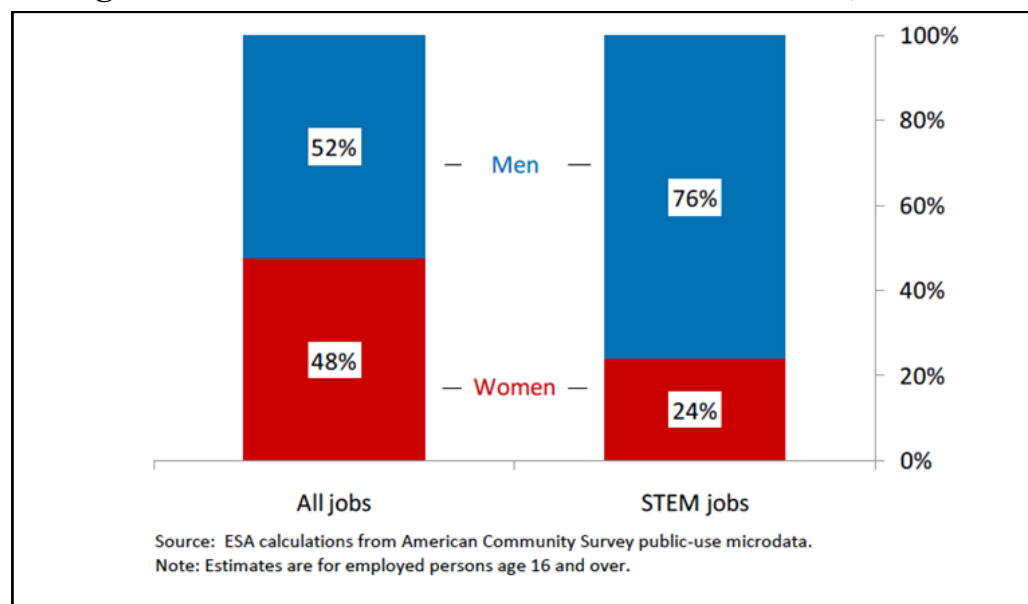
On Thursday, August 25, 2011 the front gates of the Minnesota State Fair opened for the first day of the fair. While many Minnesotans scurried to get their favorite food on a stick, there was another “stick” feature at the fair that had many students and parents buzzing--the Science, Technology, Engineering and Math (STEM) on a Stick Day. For the second year, STEM returned to the Minnesota State Fair to show students, teachers and parents how to engage in STEM.

Over 30 organizations, teams and schools set up hands-on activities and demonstrations. Visitors watched performances on the main stage which featured fun science experiments. A common theme among the booth participants was an overwhelming amount of pride for their group’s work, but also a striking enthusiasm for educating everyone on the different STEM programs. Ben Miller, a student from Eagan High School and member of the FIRST Robotics team said, “We’re here at the Minnesota State Fair to get people more interested and fired up about robotics!” Luke Davies, also an Eagan High School student noted that best part of robotics was being a programmer. Davies, an emerging leader on the robotics team, enjoys teaching others at the State Fair about science and technology and is currently recruiting other deaf students to participate in robotics.

STEM has become a buzzword of sorts and there is good reason for its popularity. According to the STEM Education Coalition and the US Department of Labor, 15 of the 20 fastest-growing occupations for 2014 will be STEM related. Thus, STEM backgrounds and training will continue to be key to our nation’s future economic growth. This reality lays the foundation for the push to support and grow STEM programs inside and outside the classroom in the United States. The message isn’t just coming from businesses and STEM organizations; President Obama has called for preparing 100,000 STEM teachers over the next decade.

The Georgetown University Center on Education and the Workforce, released a report in June 2010, entitled, “Help Wanted: Projections of Jobs and Education Requirements through 2018.” The report estimates that 6% of the jobs in 2018 in Minnesota will be STEM related.<sup>1</sup> The National Research Council released a report this summer highlighting proposed goals for STEM education in the United States as well as identifying successful STEM programs. The report identified 3 main goals for STEM: 1) Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields; 2) Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce; 3) Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.<sup>2</sup>

**Figure 1: Gender Shares of Total and STEM Jobs, 2009**



*Continued on page 5*

<sup>1</sup>Anthony Carnevale, Nicole Smith and Jeff Strohl, Help Wanted: Projections of Jobs and Education Requirements through 2018 (Georgetown University Center on Education and the Workforce, Washington, D.C. 2010) 58.

<sup>2</sup>National Research Council, Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology Engineering and Mathematics (National Academies Press, Washington, D.C. 2011) 4-5.

## STEM on a Stick at the Minnesota State Fair

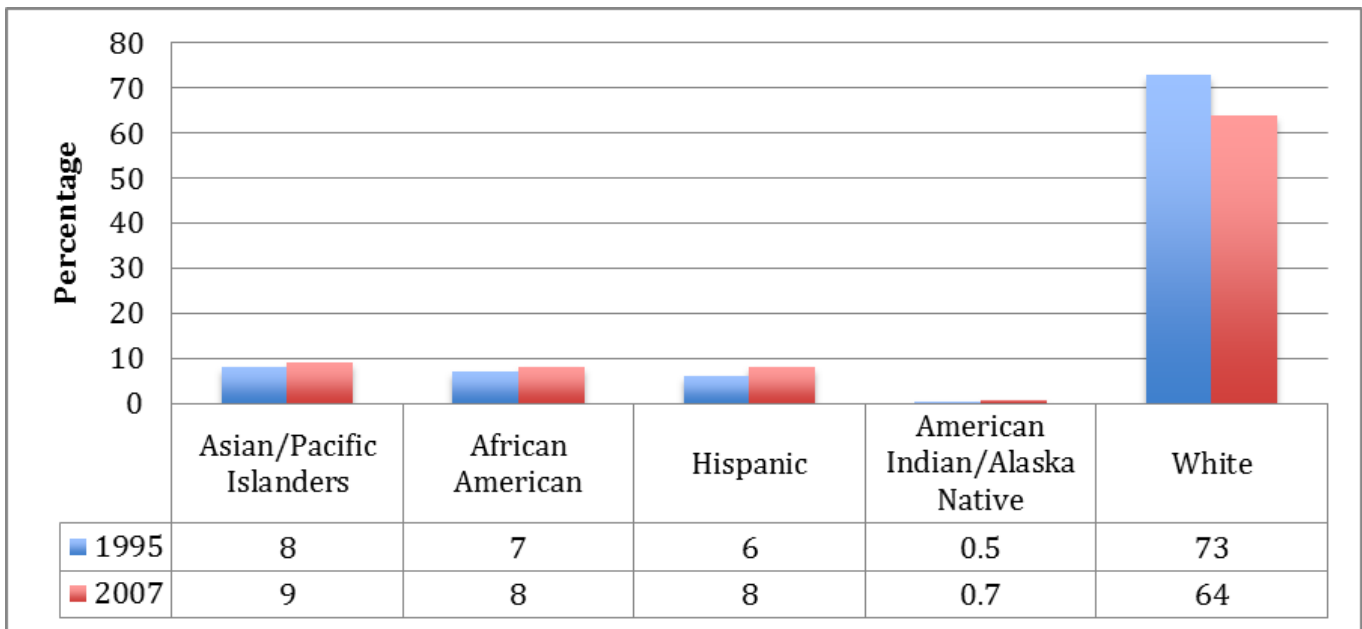
*Continued from page 4*

The second goal of the report highlights an emerging gap that observers are seeing in STEM participation and eventual career choice. The United States Department of Commerce issued a report last month, “Women in STEM: A Gender Gap to Innovation” and found that “although women fill close to half of all jobs in the U.S. economy, they hold less than 25 percent of STEM jobs (shown in Figure 2). This has been the case throughout the past decade, even as college-educated women have increased their share of the overall workforce.”<sup>3</sup>

In addition, the report found that women working in STEM jobs earned 33 percent more than comparable women in non-STEM jobs – considerably higher than the STEM premium for men. As a result, the gender wage gap is smaller in STEM jobs than in non-STEM jobs.<sup>4</sup> At the STEM event at the State Fair, SciGirls, the Society of Women Engineers and St. Thomas Engineering students had a booth set up to get young women excited about STEM by making “squishy circuits.” Adine Thoreen, Outreach Specialist for SciGirls, shared that one of the challenges is the gap between young girls and boys in engineering, physics and earth sciences. “We’re trying to help the girls catch up,” noted Thoreen.

In addition to the gender disparity, there is a significant gap between the number of white students and the number of students of color receiving a STEM related degree. Irving Pressley McPhail, president and chief executive of National Action Council for Minorities in Engineering Inc. (NACME), calls this the “New American Dilemma.” McPhail noted in a commentary to the Washington Post on January 31, 2011, that African Americans, Latinos and Native Americans account for 34 percent of the U.S. population age 18 to 24 but earn only 12 percent of undergraduate degrees in engineering. Some progress has been made according to the Science and Engineering Indicators report of 2010. As shown in Figure 2, the percentage of students of color obtaining a Bachelor’s Degree in science and engineering fields has increased noticeably between 1995 and 2007.

**Figure 2: Percentage of Science and Engineering Bachelor's Degrees by Ethnic Group**



Source: Science and Engineering Indicators Report 2010. Total percent does not equal 100 due to “other” race categories.

Greater gains need to be made and, Ann Bernard, 4<sup>th</sup> grade teacher from District 196 believes STEM programs can play a role. “We are making connections with kids on a level that is important for their understanding of the world and what they are going to be doing as they get older,” she noted.

<sup>3</sup>U.S. Department of Commerce, “Women in STEM: A Gender Gap to Innovation Executive Summary,” [ESA Issue Brief #04-11](#) (August 2011): 1.

<sup>4</sup>U.S. Department of Commerce, 1.

# School Board Planning Calendar 2011

1 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month
<b>JULY 28, 2011</b> <i>(Only one Board meeting this month!)</i>	
C-Train Update Health and Medical Bucket NEC Facility Committee Report	Financial Report June Legislative Session Review & Implications for District Operations
<b>AUGUST 25, 2011</b> <i>(Only one Board meeting this month!)</i>	
Administrative Services PLC Financial Report July Report on Crisis Planning (Michelle Axell – 10 minutes) Determine NEC Size & Cost Option Board Bucket Policies Furniture Project	Approval of Cash Flow Borrowing Resolution NEC Facility Committee Report School Start Up Program Report “Top Things Board Members Should Know About Our 2011-2012 Start-Up” (Colleen, Laura, and Jane) Negotiations
<b>SEPTEMBER 8, 2011</b> Superintendent Goals Bloomington – Closed Session	<b>SEPTEMBER 22, 2011</b> Financial Report August <del>Resolution to Borrow</del> PLC’s Results/Goals <del>MDE Final Special Education Monitoring Report</del> NEC Facility Committee Report <del>Resolution to Authorize Financing for NEC</del> Report on Crisis Planning
<b>OCTOBER 13, 2011</b> Prior Year Agenda Review Restraints and Seclusion – Instructional Report Resolution for Sale of Bonds for NEC Cash Flow Borrowing	<b>OCTOBER 27, 2011</b> Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report
<b>NOVEMBER 10, 2011</b> <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding C-Train Report (Written Report) Food Service Resolution	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Resolution for Settlement of Bonds for NEC Facilities Management Update
<b>DECEMBER 8, 2011</b> <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Digital Copy Certificate (Written Report)	Prior Year Audit Review NEC Facility Committee Report Legislative Initiatives

**INFORMATIONAL ITEMS TO REMEMBER:**

\*\* Pay Equity Report - (every three years - due in January 2012)  
 Board TLC

Board role in setting/supporting goals  
 Community use of Facilities Bucket

# School Board Planning Calendar 2012

**\*\*TENTATIVE DATES\*\***

1 <sup>st</sup> Meeting of the Month		2 <sup>nd</sup> Meeting of the Month	
<b>JANUARY 12, 2012</b> <b>(MSBA Leadership Conference)</b> <b>Organizational Meeting</b> Oath of Office Election of Board Officers Bloomington Withdrawal Update FY11 Audit		<b>JANUARY 26, 2012</b> Financial Report December NEC Facility Committee Report Legislative Initiatives Strategic Plan Review & Measurement Report - Steve will be here.	
<b>FEBRUARY 9, 2012</b> Superintendent Mid-Year Evaluation Procedure NEC Vote Transportation Presentation		<b>FEBRUARY 23, 2012</b> Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY12 Budget Revision & FY13 Budget Assumptions Program Withdrawal Report ALC Plus Update Diversity Report	
<b>MARCH 8, 2012</b> Communication with Local Boards		<b>MARCH 22, 2012</b> Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update	
<b>APRIL 26, 2012</b> <b>(Only one Board meeting this month!)</b>			
Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update		NEC Facility Committee Report Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2012-2013	
<b>MAY 10, 2012</b> PBIS Data Update Diversity & Recruitment Report		<b>MAY 24, 2012</b> Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution PLC Data Report Highlights Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs North Education Center (NEC) Facility Community Report	
<b>JUNE 14, 2012</b> Superintendents Evaluation	Financial Report May PLC Data Report 2012-13 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety	<b>JUNE 28, 2012</b> Final ULA Resolution for Licensed Staff Board Evaluation Health & Safety Assessment 99 Report Superintendent & School Board Evaluation to plan for Board Retreat outcomes	

**INFORMATIONAL ITEMS TO REMEMBER:**

**\*\* Pay Equity Report - (every three years - due in January 2012)  
 Board TLC**

**Board role in setting/supporting goals  
 Community use of Facilities Bucket**

**INTERMEDIATE DISTRICT 287**  
**September 8, 2011**  
**SCHOOL BOARD CALENDAR**

## September 2011

08	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	General Board Meeting	6:30PM	Board Rm

## October 2011

13	Thursday	North Education Center Open House	TBD	NEC
13	Thursday	Edgewood Education Center Open House	TBD	Edgewood
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

## November 2011

03	Thursday	Epsilon Family Night	TBD	Epsilon
10	Thursday	General Board Meeting	6:30PM	Board Rm

## December 2011

08	Thursday	General Board Meeting	6:30PM	Board Rm
----	----------	-----------------------	--------	----------

\*\*TENTATIVE DATES\*\*

## January 2012

12	Thursday	General Board Meeting	( <i>MSBA Leadership Conf.</i> )	6:30PM	Board Rm
26	Thursday	General Board Meeting		6:30PM	Board Rm

## February 2012

09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm
25	Saturday	Destination Imagination West/Southwest Metro Regional Tournament	TBD	Maple Grove HS

## March 2012

08	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	General Board Meeting	6:30PM	Board Rm

## April 2012

12	Thursday	Epsilon Family Night	TBD	Epsilon
14	Saturday	Destination Imagination State Tournament	TBD	Champlin Park HS
25	Wednesday	Honors Mentor Connection Scholar's Forum	TBD	TBN
26	Thursday	General Board Meeting	6:30PM	Board Rm

## May 2012

10	Thursday	General Board Meeting	6:30PM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

## June 2012

07	Thursday	Edgewood Education Center Graduation	TBD	Edgewood
14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

- ◆ Board Facilities Committee Meeting - Third Tuesday of the Month
- ◆ Board Facilities Committee Meeting - Second Tuesday of the Month
- ◆ General Board Meeting – Date Change
- ◆ New Event