

Intermediate District 287

Responsive. Innovative. Solutions.



Intermediate District 287

Regular Meeting

Thursday, September 13, 2012 6:30 PM

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS

GENERAL MEETING OF THE BOARD

Thursday, September 13, 2012

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 23, 2012 4
5. **SHARE THE SUCCESS & RECOGNITIONS** - None
6. **SUPERINTENDENT'S REPORT - (15 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) 7
Superintendent Lewandowski will provide a memo with suggested 2012-2013 Superintendent Goals for Board approval.
 6. 3. 2012-2013 Organizational Chart (Action) 9
Superintendent Lewandowski will present and recommend approval of the 2012-2013 Organizational Chart.
 6. 4. 2012 Conference: Bridging Children's Mental Health & K-12 Education (Information) 11
 6. 5. Get on the Bus & Local 2209 Schedule (Information) 12
7. **INSTRUCTIONAL REPORT - (30 minutes)** (Information)
 7. 1. Restrictive Procedures (Stakehold Group)
Dolly Lastine, Executive Director of Special Education will present how the amended statute for restrictive procedures affects staff and students and the directive from the legislature to Minnesota Department of Education (MDE) to convene stakeholders to address the use of prone restraints.
 7. 2. Math and Science Teacher Partnership (MSTP) Video 14
Jane Holmberg, Executive Director of Teaching & Learning will present a video titled "Results," showing the impact of the Region 11 Math and Science Teacher Partnership (MSTP) training over the past four years. MSTP is a statewide K-12 professional development initiative that provides in-depth content and pedagogy support for teachers in the STEM areas. District 287 is the fiscal agent and one of the managing partners for the seven-county Minneapolis-St. Paul metro region which has offered training for over 1600 teachers between 2008 and 2012.
 7. 3. Gateway to College Grant 21
Intermediate District 287 has partnered with Hennepin Technical College to apply for a Gateway to College grant. Gateway to College programs proposes to offer a second chance for high school dropouts (ages 16 -21) and students on the verge of dropping out to earn a high school diploma while also earning college credits. The proposal includes locating a specially designed Area Learning Center (ALC) program on the Brooklyn Park Campus of Hennepin Technical College. This model maximizes both the K-12 and Post-Secondary Options funding while providing funding for the alignment of high school and college curriculum to allow students to meet the requirements for a high school diploma and earn college credits. A schematic of the proposed model will be discussed.

8. ADMINISTRATIVE SERVICES REPORT - (30 minutes)

8. 1. Financial Report

(Information)

8. 1. 1. Preview of Business Directors Advisory Committee (BDAC) Agenda

Mae Hawkins, Director of Finance, will share updates on lease levy and other Fall Business Directors Advisory Committee (BDAC) discussion items.

8. 2. Facilities Report

(Information)

8. 2. 1. Facilities Committee

Committee Chair Peyton Robb will provide an update on the Facilities Committee project.

8. 3. Human Resource Report

8. 3. 1. Employee Issue - **Closed Session**

(Information)

Pursuant to Minnesota Statutes, section 13D.05, subdivisions 2 and 3, this agenda item will be closed for preliminary considerations of allegations against one or more of its employees, and a discussion with its attorneys.

9. BOARD BUSINESS - (15 minutes)

(Information)

9. 1. Policy/Procedure Review & Revision

22

9. 1. 1. Student Rights and Responsibilities Policy Bucket (SRR) *(Action)*
(Second Read)

25

9. 2. Board Reports

9. 2. 1. Chair Report

39

9. 2. 2. AMSD Report (Ann Bremer)

(Information)

42

9. 3. **District News** *(Information)*

9. 3. 1. School Board Planning Calendar

46

9. 3. 2. September 13, 2012 School Board Event Calendar

48

9. 4. Once Around the Table

10. ADJOURNMENT

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
August 23, 2012
MINUTES

1. CALL TO ORDER

Chair Ann Bremer called the regular meeting to order at 2:36 PM at the North Education Center. A quorum was declared with the following members in attendance:

286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
283	St. Louis Park	Nancy Gores
277	Westonka	Ann Bremer

Absent: 270/Ronbeck, 276/Quam, and 284/Peterson

Guests:

287 Administration: Sandra Lewandowski, Char Myklebust, Colleen Baumtrog, Chad Maxa, Dolly Lastine, Jane Holmberg, Mae Hawkins, Anne Becker, Tom Shultz, and Wauneen Mgeni

287 Staff Members: Jon Voss, Jaynie Leung, Bruce Mulder, Ginny Nyhus, Jody Delau, and Dorothy Welch

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Michèle Kunz, 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 June 28, 2012; July 2012 North Education Center Change Order Memos, August 2012 North Education Center Change Order Memos, approval of the Routine Human Resource Activities for July 2012, and Routine Human Resource Activities for August 23, 2012. *Motion by Ann Bremer, seconded by Nancy Rowley, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Mae Hawkins, Director of Finance Services, presented a resolution to award the sale of \$9,900,000 million in Aid Anticipation Certificates for Cash Flow Borrowing. *Resolution motion by Nancy Rowley, seconded by Greg Thielsen, to waive the reading and approve to aware the of \$9,900,000 million in Aid Anticipation Certificates for Cash Flow Borrowing as provided by the printed documentation shared. The following voted in favor: Robb, Tyrrell, Rowley, Thielsen, Henke, Bremer, Bomben, Gores, and Kunz. There were no abstentions or no votes cast. The resolution passed.*

Mae presented the monthly financial report for June 2012 and July 2012. *Motion by Ann Bremer, seconded by Dean Henke, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

Mae presented and recommended approval of the appointment of Assistant Treasurer and Authorization for Payment of Claims. *Motion by Ann Bremer, seconded by Greg Thielsen, to approve the appointment of Assistant Treasurer and Authorization for Payment of Claims as presented. All in favor. Motion carried unanimously.*

6. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski announced to the Board a recent recognition for Duligur Ibeling. Sandy introduced Dr. Jon Voss, Principal Teaching & Learning Academic Services and Dr. Dorothy Welch, Mentor Connection Coordinator shared information about Duligur Ibeling, a Wayzata student who participated in last year's Honors Mentor Connection (HMC). Duligur was recognized for having won the Davidson Fellows Scholarship worth \$25,000, awarded in part for research done as part the HMC program.

Sandy introduced Dr. Jane Holmberg, Executive Director of Teaching and Learning; she accepted the Public Relations Association (NSPRA) 2012 Award of Excellence plaque on behalf of the communications department for the Strategic Plan Year 3 Report.

Sandy introduced Jody Delau, West Education Center Principal; Jody accepted the award for the Best "Minny" Documentary at the 2012 Minnesota Positive Behavior Intervention Supports (PBIS) Conference held June 2012.

7. SUPERINTENDENT'S REPORT

Superintendent Lewandowski briefly updated the Board on planning being done with the three Intermediate School Districts to work with the Association of Metropolitan School Districts to host a children's mental health summit in November.

Sandy presented to the Board the document "Top Things Board Members Should Know About the Start of School."

Sandy presented and recommended approval of a resolution to use the Minnesota Department of Education standard of 21.5 year-long credits as the standard for earning a diploma in district Area Learning Center programs. *Resolution motion by Ann Bremer, seconded by Sherry Tyrrell, to waive the reading and approve the resolution to use the Minnesota Department of Education standard of 21.5 year-long credits as the standard for earning a diploma in district Area Learning Center programs as presented. The following voted in favor: Kunz, Gores, Bomben, Bremer, Robb, Tyrrell, Rowley, Thielsen, and Henke. There were no abstentions or no votes cast. The resolution passed.* Sandy provided context that the Robbinsdale and Richfield School districts also are now prepared to support this standard and grant diplomas to students who are enrolled in the 287 ALC programs within the Richfield and Robbinsdale boundaries.

Sandy and Jane introduced the "Innovation Report Card," the first annual report on a significant aspect of the strategic plan, how the district intentionally is tying efforts to specific measures of a culture of innovation.

8. INSTRUCTIONAL REPORT – None

9. ADMINISTRATIVE SERVICE REPORTS (continue)

Facilities Report

Facilities Board Chair Robb, reported on North Education Center (NEC) building progress.

Human Resources Report

Jaynie Leung, District Counsel, presented one resolution motions: *Resolution motion by Ann Bremer, seconded by Greg Thielsen, to waive the reading and approve to place the following licensed staff on layoff as provided by the printed documentation shared. The following voted in favor: Thielsen, Rowley, Tyrrell, Robb, Bremer, Bomben, Gores, Henke, and Kunz. There were no abstentions or no votes cast. The resolution*

10. BOARD BUSINESS

Policy Review & Revision

Jaynie briefly presented to the Board the Student Rights and Responsibilities Policy Bucket for a First Read. Dr. Colleen Baumtrog, Executive Director of Administrative Services reported to the Board on the process for Board policy review with the administrative team which began this summer and will continue monthly over the course of the upcoming school year.

Chair Report

Board Chair Bremer expressed thanks for all involved in the North Education Center ribbon cutting ceremony.

Board Chair Bremer recommended approval of the Annual Organizational Memberships. *A motion was made by Carol Bomben, seconded by Greg Thielsen, to approve the Annual Organizational Memberships as presented. All in favor. Motion carried unanimously.*

**AMSD Report – None
Once Around the Table**

11. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 3:48 PM.

The next general meeting will be held on September 13, 2012, at 2:30 PM in the District Service Center.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – September 13, 2012

AGENDA SECTION: SUPERINTENDENT’S REPORT

ITEM: Superintendent Goals

PRESENTED BY: Superintendent Lewandowski

1. Background Information

The Superintendent presents the suggested 2012-2013 Board goals for Board approval.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the Board Goals for 2012-2013 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 7, 2012

TO: Intermediate School District 287 School Board

FROM: Sandra Lewandowski, Superintendent

RE: 2012-2013 Superintendent Goals

I will be presenting the following two goals for your consideration and approval at our September 13th 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 two be prioritized as this year's annual goals:

1. Facilitate a regional process to raise the six year 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.
2. Create systems, practices, and cultures that facilitate the recruitment and retention of a high performing, accountable and progressive workforce for the future. A primary method of measurement will be through member district conditions of satisfaction as articulated in our strategic plan. In addition, specific measures of staff engagement & productivity will be developed in the following areas:
 - a. Recruitment & Hiring
 - b. Teacher and Principal Evaluation
 - c. Professional Development
 - d. Results Only Work Environment (R.O.W.E.)
 - e. Process Communication Mode (P.C.M.)
 - f. Employee Workspace

Thank you in advance for the consideration of these annual goals. Please feel free to call me in advance of the September 13th discussion if you have any questions or concerns.

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

Regular Meeting – September 13, 2012

AGENDA SECTION: SUPERINTENDENT’S REPORT

ITEM: 2012-2013 District 287 Organizational Chart

PRESENTED BY: Superintendent Lewandowski

1. Background Information

Approval of Proposed 2012-2013 District 287 Organizational Chart.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approve the proposed motion regarding Intermediate District 287 2012-2013 Organizational Chart.

Motion by: _____ Yes ____ Passed ____

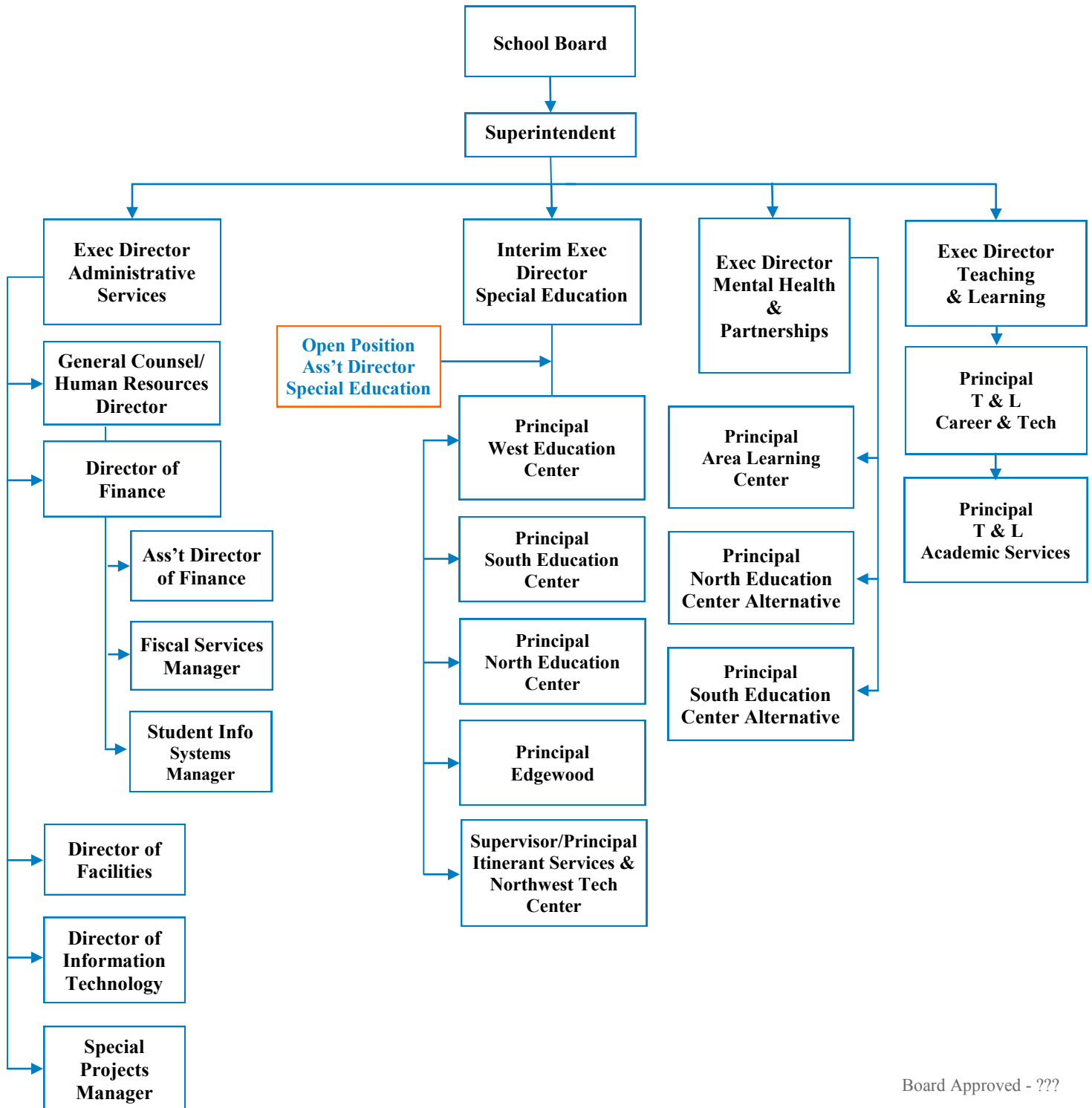
Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

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Organizational Chart 2012—2013



Board Approved - ???



Association of
Metropolitan School Districts

Save the date!

2012 Conference

**Bridging Children's Mental
Health and K-12 Education**

Tuesday, November 27, 2012

8:00 AM—12:00 PM

U of M Continuing Education Conference Center

Featuring keynote address by:

Dr. Joel Oberstar

CEO and Chief Medical Officer, Prairie Care

Co-sponsored by: Intermediate School District 287,
Intermediate School District 917, and
Northeast Metropolitan Intermediate School District 916
National Alliance on Mental Illness

Intermediate District 287

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Get on the Bus & Local 2209 Breakfast Schedule 2012-2013

Get on the Bus

Tuesday, October 23rd
TBN
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, November 13th
TBN
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, February 5th
TBN
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Local 2209 Breakfast
7:00 AM

Tuesday, October 30th
District Service Center
(3rd Floor – Room 316)

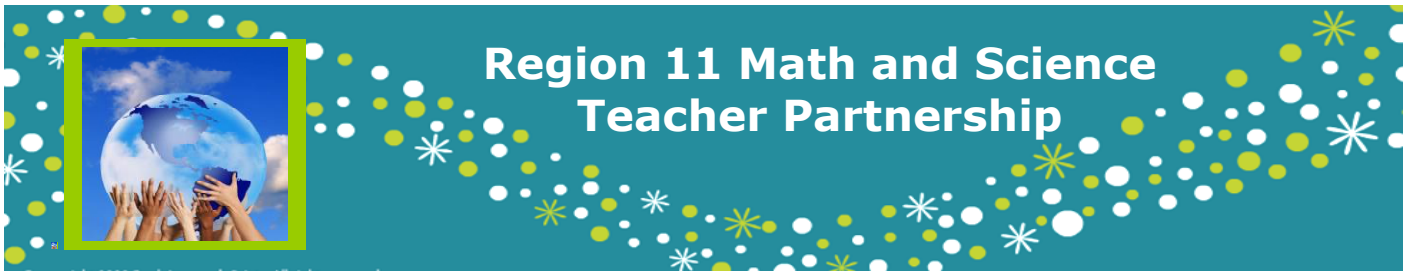
_____	_____
_____	_____
_____	_____

Tuesday, January 8th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, March 12th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____



Project Summary

The Region 11 Math and Science Teacher Partnership (MSTP, www.region11mathandscience.org), part of a statewide K-12 professional development initiative, provides in-depth content and pedagogy support in the STEM areas for teachers in the seven-county Minneapolis-St. Paul metro region. During the past four years (2008-2012), more than 1600 teachers have received in-depth content training and learned classroom application strategies in

- *Algebra Connected to Number, Grades 3-8;*
- *The Nature of Science and Engineering, Grades 3-6;*
- *Mathematical Reasoning with Rational Numbers, Grades 6-8;*
- *STEM Integration, Grades 7-12; and*
- *Life Science, Grades 7-12.*

The table below provides a summary of project funding and participation for 2008-2012.

School Year	Funding Source	Funding Received	Districts	Schools	Teachers	Students Impacted (estimate)
2008-2009	MN Legislature & NGA	\$1,584,541	34	59	517	53,541
2009-2010	MDE – Title II	\$650,043	20	28	300	13,425
2010-2011	MDE – Title II	\$911,789	26	67	332	39,155
2011-2012	MDE - Title II	\$878,143	27	104	469	38,990
Totals		\$4,024,516	48 in region	258	1618	145,111

Training Structure and Technical Assistance

Schools who commit to the training structure send a team that consists of everyone who teaches math or science at the training grade levels. Team members (1) attend five full days of content training throughout the year, (2) agree to apply new learning in their classrooms, (3) use assessment tools to determine student growth in understanding, and (4) meet weekly in professional learning communities (PLCs) to discuss student progress and share strategies that work to reach all students. A variety of technical assistance from the partners also supports the implementation of systemic change to improve mathematics and science learning within districts and schools.

Partners

Training and technical assistance is designed and delivered through a substantial partnership of higher education institutions, school districts, regional education agencies, and SciMath MN. Project management and coordination with school districts is provided by two regional education agencies, Metro Educational Cooperative Service Unit and the Grants and Research Office of Intermediate District 287 and Northeast Metro 916. Mathematics and science content and research expertise is provided by SciMath MN and the three higher education partners: the University of Minnesota STEM Education Center, Normandale Community College and Hamline University.

Results

Increases in both student and teacher performance documented as part of the formal evaluation of the project each year confirm the strengths of the model. Pre and post-training assessments of teacher content knowledge, surveys about teacher beliefs and attitudes regarding mathematics and science, and classroom observations provide evidence of growth in content knowledge and pedagogy. Analysis of Minnesota Comprehensive Assessment student scores show an increase in the number of students designated as proficient in mathematics and science.

Future Directions

The reputation of Region 11 MSTP and the success of the training is affirmed by the number of schools and districts that have chosen to participate. Of the 48 school districts located in the region, 41 have participated in MSTP mathematics or science training during the past four years. Thirty school districts have enrolled teacher teams in at least two different training topics and years. Additionally, 15 private and charter schools have participated in training, with eight schools participating in multiple topics.

Given the high degree of participation and satisfaction, the partners of Region 11 MSTP stand ready to deliver additional training in high needs math and science topics and to scale up to reach more teachers in our state. The solid partnership combined with a proven training and support model is a strong structure for STEM success.

MSTP Region 11 School District Participation, 2008-2013

Region 11 MSTP - Participation 48 Districts	FY09	FY10		FY11		FY12			FY13	
	6-8 Algebra	3-5 Algebra	6-12 STEM	6-8 Algebra	3-6 NSE (Nature of Science & Engin- eering)	6-8 Math	3-5 NSE	7-12 Life Science	3-5 Math	9 Phy. Science
Anoka-Hennepin	yes				yes			yes		yes
Belle Plaine										
Bloomington	yes		yes	yes	yes			yes	yes	yes
Brooklyn Center	yes	yes	yes	yes		yes				
Burnsville-Eagan-Savage				yes	Yes	yes		yes		
Centennial	yes					yes		yes		
Central (Norwood-Young America)	yes	yes								
Columbia Heights	yes		yes						yes	yes
Eastern Carver County										
Eden Prairie	yes									
Edina	yes									
Farmington						yes		yes		
Forest Lake							yes	yes		
Fridley	yes	yes								
Hastings								yes		
Hopkins									yes	
Inver Grove Heights	yes	yes			yes	yes				
Jordan										
Lakeville	yes	yes	yes		yes	yes	yes	yes	yes	yes
Mahtomedi	yes									
Minneapolis					yes	yes	yes		yes	
Mnetonka					yes			yes		
Mounds View	yes	yes			yes	yes		yes		
New Prague	yes	yes			yes					
No. St. Paul-Mplwd-Oakdale	yes				yes		yes	yes		
Orono					yes	yes				
Osseo	yes	yes	yes			yes		yes	yes	
Prior Lake-Savage	yes	yes								
Randolph										
Richfield	yes									
Robbinsdale	yes				yes		yes			
Rosemount-Apple Valley-Eagan	yes	yes			yes					
Roseville	yes									
Shakopee	yes	yes		yes						
So. St. Paul	yes			yes		yes				
So. Washington County	yes	yes	yes	yes	yes	yes		yes	yes	yes
Spring Lake Park	yes									
St. Anthony-New Brighton		yes	yes	yes	yes	yes				
St. Francis	yes							yes		
St. Louis Park	yes		yes	yes		yes				
St. Paul	yes									
Stillwater	yes									
W. St. Paul-Mendota Hts-Eagan	yes									
Waconia										
Watertown-Mayer										
Wayzata						yes				
Westonka	yes									
White Bear Lake					yes			yes		

(Blue – no participation)

Appendix. Student findings

Table1. MCA III result

Grade 6 – 8		2011 MCA III			2012 MCA III			% increase
District	School	#tested	# proficient	% Proficient	#tested	# proficient	% Proficient	
Brooklyn Center	Earle Brown Elementary	134	29	21.6%	103	37	35.9%	14.3%
	BCHS	236	58	24.6%	216	51	23.6%	-0.9%
Burnsville - Eagan - Savage	Metcalf Jr. High	432	189	43.8%	402	233	58.0%	14.2%
	Nicollet Jr. High	434	172	39.7%	417	200	47.9%	8.3%
	Eagle Ridge Jr. High	516	252	48.8%	543	310	57.1%	8.2%
Centennial	Centennial M.S.	1494	972	65.1%	1429	1021	71.4%	6.4%
East Metro Integration District	Crosswinds School	334	99	29.6%	310	127	41.0%	11.3%
Emily Grey Accelerated	Emily Grey Accelerated	27	2	7.4%	55	1	1.8%	-5.6%
Farmington	Boeckman M.S.	677	412	60.9%	673	448	66.5%	5.7%
	Dodge M.S.	748	439	58.7%	750	473	63.1%	4.4%
Inver Grove Heights	Inver Grove Heights MS	823	426	51.8%	863	533	61.8%	10.0%
Lakeville	Kenwood Trail M.S.	828	544	65.7%	760	603	79.3%	13.6%
Minneapolis	Anwatin M.S.	No data	No data	No data	430	112	26.1%	NA
	Olson MS	209	28	13.4%	212	42	19.8%	6.4%
	Cityview	147	5	3.4%	124	7	5.7%	2.3%
	Sullivan	140	20	14.3%	148	24	16.2%	2.0%
	Anishinabe	66	6	9.1%	62	1	1.6%	-7.5%
Mounds View	Chippewa M.S.	888	650	73.2%	908	706	77.8%	4.6%
	Edgewood M.S.	526	256	48.7%	479	283	59.1%	10.4%
	Highview M.S.	722	431	59.7%	712	456	64.0%	4.3%
Noble Academy	Noble Academy	109	35	32.1%	109	55	50.5%	18.3%
Odyssey Academy	Odyssey Academy	56	12	21.4%	63	12	19.1%	-2.4%
Orono	Orono MS	664	474	71.4%	672	507	75.4%	4.1%
Osseo	Oak View Elementary	191	66	34.6%	163	76	46.6%	12.0%
	North View IB World School	395	135	34.2%	386	157	40.7%	6.5%
	Maple Grove Jr. High	1057	606	57.3%	1043	670	64.2%	6.9%
	Brooklyn Jr. High	531	207	39.0%	537	245	45.6%	6.7%
So. St. Paul	So. St. Paul Secondary	431	223	51.7%	438	260	59.3%	7.6%

So. Washington County	Cottage Grove M.S.	1047	621	59.3%	1060	708	66.8%	7.5%
	Woodbury M.S.	870	581	66.8%	882	598	67.8%	1.0%
St. Anthony/ New Brighton	St. Anthony M.S.	392	226	57.6%	394	284	72.1%	14.4%
St. Louis Park	St. Louis Park Jr. HS	893	443	49.6%	884	470	53.2%	3.5%
Wayzata	Central MS	932	716	76.8%	975	860	88.2%	11.4%
	East MS	748	498	66.6%	777	623	80.2%	13.6%
	West MS	685	507	74.0%	712	580	81.5%	7.5%
Total		18382	10340	56.3%	18691	11772	63.0%	6.7%

Table 2. MCA III-Modified result.

Grade 6 – 8		2011 MCA III-Modified			2012 MCA III-Modified			% increase
District	School	#tested	# proficient	% Proficient	#tested	# proficient	% Proficient	
Centennial	Centennial M.S.	37	2	5.4%	34	6	17.6%	12.2%
Lakeville	Kenwood Trail M.S.	20	2	10.0%	27	7	26.0%	16.0%
Minneapolis	Anwatin M.S.	No Data	No Data	No Data	11	1	9.1%	NA
Mounds View	Edgewood M.S.	10	0	0.0%	28	5	17.9%	17.9%
	Highview M.S.	27	2	7.4%	16	1	6.3%	-1.1%
Osseo	Oak View Elementary	20	2	10.0%	No Data	No Data	No Data	NA
	Maple Grove Jr. High	No Data	No Data	No Data	11	1	9.1%	NA
	Brooklyn Jr. High	No Data	No Data	No Data	34	3	8.8%	NA
So. St. Paul	So. St. Paul Secondary	No Data	No Data	No Data	13	0	0.0%	NA
So. Washington County	Cottage Grove M.S.	No Data	No Data	No Data	27	3	11.1%	NA
	Woodbury M.S.	20	2	10.0%	32	0	0.0%	-10.0%
Total		134	10	7.5%	233	27	11.6%	4.1%

Region 11 MSTP
School District Participation, 2008-2012

Region 11 MSTP - Participation 48 Districts	FY09	FY10		FY11		FY12			FY13	
	6-8 Algebra Connected to Number	3-5 Algebra Connected to Number	6-12 Science/ Technology /Engineeri ng/Math	6-8 Algebra Connected to Number	3-6 Nature of Science & Engineering	6-8 Math Reasoning	3-5 Nature of Science & Engineering	7-12 Life Science	3-5 Math Reasoning	Gr. 9 Physical Science
Anoka-Hennepin	yes				yes			yes		yes
Belle Plaine										
Bloomington	yes		yes	yes	yes			yes	yes	yes
Brooklyn Center	yes	yes	yes	yes		yes				
Burnsville-Eagan-Savage				yes	Yes	yes		yes		
Centennial	yes					yes		yes		
Central (Norwood-Young America)	yes	yes								
Columbia Heights	yes		yes						yes	yes
Eastern Carver County										
Eden Prairie	yes									
Edina	yes									
Farmington	yes					yes		yes		
Forest Lake							yes	yes		
Fridley	yes	yes								
Hastings								yes		
Hopkins									yes	
Inver Grove Heights	yes	yes			yes	yes				
Jordan										
Lakeville	yes	yes	yes		yes	yes	yes	yes	yes	yes
Mahtomedi	yes									
Minneapolis					yes	yes	yes		yes	
Mnetonka					yes			yes		
Mounds View	yes	yes			yes	yes		yes		
New Prague	yes	yes			yes					
No. St. Paul-Mplwd-Oakdale	yes				yes		yes	yes		
Orono					yes	yes				
Osseo	yes	yes	yes			yes		yes	yes	
Prior Lake-Savage	yes	yes								
Randolph										

Region 11 MSTP
School District Participation, 2008-2012

Richfield	yes									
Robbinsdale	yes				yes		yes			
Rosemount-Apple Valley- Eagan	yes	yes			yes					
Roseville	yes									
Shakopee	yes	yes		yes						
So. St. Paul	yes			yes		yes				
So. Washington County	yes	yes	yes	yes	yes	yes		yes	yes	yes
Spring Lake Park	yes									
St. Anthony-New Brighton		yes	yes	yes	yes	yes				
St. Francis	yes							yes		
St. Louis Park	yes		yes	yes		yes				
St. Paul	yes									
Stillwater	yes									
W. St. Paul-Mendota Hts- Eagan	yes									
Waconia										
Watertown-Mayer										
Wayzata						yes				
Westonka										
White Bear Lake					yes			yes		
<i>(Blue – no participation)</i>										

Gateway to College: Hennepin Technical College and District 287 Partnership to Student Success

This model is based upon operating the program as an Area Learning Center.

Contracted  **Concurrent**  **PSEO**

Foundation courses

Student receives high school credit and articulates with College
 Courses taught by high school teachers
 High school teachers mentored by College faculty
 Courses meet MN high school standards
 Courses funded by ALC revenue

Concurrent College courses

Taught by high school teachers
 Mentored by college faculty
 Student receives college and high school credit
 Funded by ALC revenue
 Contract arrangement between HTC/287

Post-Secondary Education Option courses

College classes taught by College faculty
 College classes funded by PSEO



ADMINISTRATORS POLICY REVIEW SCHEDULE

2012-2013

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROJECT PHASE	ADMIN DATE DATE
Facilities (FAC) Bucket	SEPTEMBER 18, 2012
Violence Prevention (VP) Bucket	OCTOBER 16, 2012
Student Rights & Responsibilities (SRR) Bucket	NOVEMBER 20, 2012
District Admin & Organization (DAO) Bucket	DECEMBER 18, 2012
Financial Planning/Operations (FPO) Bucket	JANUARY 15, 2013
Nondiscrimination/Equal Opportunity (NEO) Bucket	FEBRUARY 19, 2013
Employee Rights & Responsibilities (ERR) Bucket	MARCH 19, 2013
Data Privacy & Records (DPC) Bucket	APRIL 16, 2013
Board Officers/Operation (BOO) Bucket	MAY 21, 2013
Volunteer Needed	JUNE 18, 2013

July 2012

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♦ SIT Meetings

♦ Admin Team Meeting Dates

Policy Project:

Updated: June 2012

Student Rights & Responsibilities (SRR)		
Revision Date: September 2012		
SRR	100	Goals
SRR	120	Student Conduct & Discipline
SRR	140	Bullying
SRR	160	Hazing
SRR	180	Weapons
SRR	200	Peace Officers and Crisis Teams Policy

Board Officers/Operations (BOO)		
Revision Date: October 2012		
BOO	100	Goals
BOO	120	Board-Superintendent Relations
BOO	140	Compensation Policy
BOO	160	Implementation of Board Policy
BOO	180	Out of State Travel by School Board Members
BOO	200	Policy Development, Adoption, Implementation and Review
BOO	220	Board Structure & Decision-Making
BOO	240	Conflict of Interest
Bylaw		Board Bylaws

Nondiscrimination & Equal Opportunity (NEO)		
Revision Date: October 2012		
NEO	100	Goals
NEO	120	Nondiscrimination - Equal Opportunity Policy

Financial Planning & Operations (FPO)		
Revision Date: November 2012		
FPO	100	Goals
FPO	120	Establishment, Adoption & Modification of District Budget
FPO	140	Fund Balance
FPO	160	Gifts
FPO	180	Investments
FPO	200	Sources of Revenue

District Administration & Organization (DAO)		
Revision Date: November 2012		
DAO	100	Goals
DAO	120	Intermediate District 287 Organizational Chart
DAO	140	Administrator Code of Ethics

Employee Rights & Responsibilities (ERR)		
Revision Date: November 2012		
ERR	100	Goals
ERR	120	Employee Responsibilities
SP	120	Employee Right to Know-Exposure to Hazardous Materials

Data Privacy & Records (DPR)		
Revision Date: January 2013		

Health & Medical (HM)		
Revision Date: October 2014		
HM	100	Goals
HM	160	Tobacco-Free Schools
HM	200	Drug-Free Workplace/Drug-Free Schools Policy

Technology & Communication (TC)		
Revision Date: February 2016		
TC	100	Goals
TC	120	Technology Responsible Use and Safety Policy

Curriculum & Instruction (CI)		
Revision Date: March 2016		
CI	100	Goals
CI	120	System Accountability
CI	140	Special Education Services

Facilities (FAC)		
Revision Date: May 2016		
FAC	100	Goals
FAC	120	Crisis Management
FAC	140	Student Transportation Safety

BOARD POLICY SCHEDULE PLANNER

2012-2013

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROJECT PHASE	SIT DATE	FIRST READ	SECOND READ
Revision: Violence Prevention Bucket	06.20.12	06.28.12	08.23.12
Revision: Student Rights/Responsibilities Bucket	08.15.12	08.23.12	09.13.12
Revision: Board Officers/Operations Bucket Revision: Nondiscrimination/Equal Opportunity Bucket	09.19.12	09.27.12	10.11.12
Revision: District Administration/Organization Bucket Revision: Employee Rights & Responsibilities Bucket Revision: Financial Planning/Operations Bucket	10.17.12	10.25.12	11.08.12
Data Privacy & Records Bucket	01.02.13	01.10.13	01.24.13

July 2012

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April 2013

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- ◇ SIT Meetings
- ◇ Tentative Board Meeting Dates
- ◇ Board Meetings
- ◇ Tentative Board Meeting Dates

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

Regular Meeting – March 22, 2012

AGENDA SECTION: BOARD BUSINESS

ITEM: Student Rights & Responsibilities (SRR) Bucket

PRESENTED BY: Anne Becker, General Counsel/Human Resources of Director

1. Background Information

The Policy Student Rights & Responsibilities (SRR) Bucket is presented for a second read and approval. A motion is necessary to approve this policy as presented.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the Policy Student Rights & Responsibilities (SRR) Bucket as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

DISTRICT POLICY

POLICY SERIES: Student Rights & Responsibilities
SUBJECT: Goals
BOARD APPROVED:
REVISION DATE: August 2012

SRR100 Goals

I. Purpose

The purpose of this policy is to articulate the Board’s commitment to providing a student-centered learning environment that educates students about their responsibilities, affords them all of their rights as individuals, and instructs them about their obligations in the District’s community of learners.

II. General Statement of Policy

The Board believes that all students have intrinsic value. In addition, all students have the capacity and the obligation to contribute to their school community and to society.

The Board advocates a proactive approach to issues of student conduct and behavior. Accordingly, in addition to disciplinary actions and procedures, the Board supports and expects efforts on the part of District administration and staff to promote positive behavior through such means as encouraging positive value and character development, teaching and modeling conflict resolution and problem- solving skills, and tailoring the learning environment to better meet individual needs.

The Board also believes that learning is the key to unlocking human potential. In keeping with this philosophy, the Board strives to provide an environment conducive to learning by adopting clear and consistent policies on student behavior, rights, responsibilities, and obligations.

III. Board Goals

- A. Recognize the intrinsic value of each individual student;
- B. Encourage in students a sense of personal responsibility and accountability for their actions;
- C. Deal justly and constructively with all students, including not only those students who are in violation of District policies, but also those students who may be the victims of those policy violations;
- D. Develop high-quality, creative and responsive programs designed to meet the educational, social, emotional and physical needs of District students;
- E. Provide a safe and secure learning environment, including preventing bullying, hazing and weapons violations; and
- F. Develop student recognition of the opportunity and obligation to advance their own individual learning and development as well as to contribute to the learning and development of others.

DISTRICT POLICY

POLICY SERIES: Student Rights & Responsibilities
SUBJECT: Student Conduct and Discipline
BOARD APPROVED:
REVISION DATE: August 2012

SRR120 Student Conduct and Discipline

I. Purpose

The purpose of this policy is to articulate the Board’s general expectations for student behavior and the consequences for violation of District policies and procedures. The Student Handbook and other Board policies governing student rights and responsibilities provide further and more-detailed information concerning student conduct, discipline, and obligations.

II. General Statement of Policy

The Board is committed to providing innovative educational services that meet the unique needs of its students. To that end, the Board advocates a proactive approach to issues of student conduct and behavior that keeps students in the learning environment.

Additionally, individual responsibility and mutual respect are essential components of an environment conducive to learning. District students are required to conduct themselves in a manner that does not interfere with the rights and privileges of others. Furthermore, students are expected to make a positive contribution to their school community through cooperative and constructive interactions with others.

By adopting a student code of conduct, the Board seeks to promote self-control, responsibility and accountability for one’s own actions, and respect for law, authority, property, and the rights of others. The Board also seeks to encourage behavior that advances and encourages good citizenship and ensures an environment conducive to learning.

III. Student Code of Conduct

All students have the responsibility to:

1. Conduct themselves in an appropriate, respectful, and courteous manner at all times.
2. Familiarize themselves with the Student Handbook and all District policies and procedures governing student rights, obligations, and responsibilities and act accordingly.
3. Follow all official notices and directives and comply with reasonable instructions given by an authority.
4. Attend their program on a regular and consistent basis.
5. Appropriately use all District property and equipment.
6. Cooperate fully and truthfully in any inquiry or investigation conducted by the District.

7. Immediately report to District staff any threat, harassment, hazing, bullying, act of intimidation or retaliation, and physical or verbal abuse or assault.
8. Dress appropriately for District activities and in keeping with community standards, so that one's dress, appearance or grooming does not interfere with or disrupt the educational process or District activities, or pose a threat to the health or safety of the student or others.

The following are examples of unacceptable behavior subject to disciplinary action by the District. These examples are not intended to be an exclusive list.

All students have the responsibility not to:

1. Violate the District's policies on Bullying, Harassment & Violence, Hazing or Weapons.
2. Violate state or federal laws or rules, or other District policies or procedures.
3. Engage in any other behavior which is dangerous or detrimental to the health, safety, or welfare of other students or staff.
4. Possess, use, distribute, sell or attempt to sell, or be under the influence of any narcotic, hallucinogenic, marijuana, amphetamine, barbiturate, alcohol, or other illegal drug or intoxicant.
5. Cause or attempt to cause damage to or destruction of District or private property or steal or attempt to steal such property.

IV. Student Discipline

District administration may discipline any student, up to and including suspension and/or recommendation for expulsion, who violates one or more of the standards of conduct listed above. In accordance with the Pupil Fair Dismissal Act, grounds for discipline shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school.
3. Willful violation of any school rules, regulations, policies or procedures, or
4. Other conduct which, in the discretion of the teacher or administration requires removal of the student from class.

The District will utilize progressive discipline to the extent reasonable and appropriate in accordance with applicable law and based upon the specific facts and circumstances of student misconduct.

Discipline measures may include, but is not limited to, one or more of the following:

1. Student and/or parent conference
2. Restriction or loss of school privileges
3. In-school suspension
4. Removal from class
5. Suspension
6. Recommendation to resident district regarding exclusion or expulsion
7. Other disciplinary action as deemed appropriate by the District

V. Removing Students From Class

The decision to remove a student from class is made by the classroom teacher. A student may be prohibited from attending a specified class for a period of time, not to exceed three class or activity periods (or three hours if the day's activities are not divided into well defined periods of instruction). The student will have continuous staff supervision during the time he/she is temporarily removed from the regular class activity.

The length of time of the removal from class and whether to dismiss a student from school are decisions made by the supervisor/building principal or designee. The supervisor/building principal or designee shall determine the necessity of parent/guardian notification resulting from the student being removed from class. The supervisor/building principal or designee shall work with the teacher to notify the student of the violation of the discipline rules and resulting disciplinary action.

In the event of dismissal from school, arrangements with parents/guardians and student will be made to discuss the student's misconduct, resulting disciplinary action and plan for readmission. Whenever a student is dismissed, District staff will document the date and time of dismissal, reason(s), and any other pertinent information. If a student is dismissed more than two times in one month, a team meeting must be held to review the IEP, if applicable.

A teacher, other District employee, bus driver or other agent of the District may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

CROSS REFERENCES:

SRR 140 Bullying Policy
SRR 160 Hazing Policy
SRR 180 Weapons Policy

LEGAL REFERENCES:

Minn. Stat. § 121A.40 - .56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Discipline and Removal of a Student From Class)
20 U.S.C. §§ 1400 *et. seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et. seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

DISTRICT POLICY

POLICY SERIES: Student Rights and Responsibilities
SUBJECT: Bullying
BOARD APPROVED:
REVISION DATE: August 2012

SRR 140 Bullying

I. PURPOSE

The purpose of this policy is to assist the District in its goal of preventing and responding to acts of bullying, intimidation, violence and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

An act of bullying, by any individual or group, is expressly prohibited on District property and at District-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

- A. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the District or the safety or welfare of the student, other students, or employees.
- B. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the District by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off District property and/or with or without the use of District resources.
- C. No teacher, administrator, volunteer, contractor, or other employee of the District shall permit, condone or tolerate bullying.
- D. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- E. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited. Retaliation includes, but is not limited to, any form of intimidation, harassment and intentional disparate treatment.
- F. False accusations or reports of bullying are prohibited.
- G. A student, teacher, administrator, other District employee, contractor, volunteer or bus driver who engages in an act of bullying, reprisal, false reporting of bullying or

permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with the District's policies and procedures.

- H. Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:
 - 1. harming a student;
 - 2. damaging a student's property;
 - 3. placing a student in reasonable fear of harm to his or her person or property;
 - 4. creating a hostile educational environment for a student; or subjecting a student to ridicule, embarrassment, or social isolation.
- B. "On District property or at District-related functions" means all District buildings, grounds, and property or property immediately adjacent to District grounds, District bus stops, buses, vehicles, contracted vehicles, or any other vehicles approved for District purposes, the area of entrance to or departure from District grounds, premises, or events, and all District-related functions, District-sponsored activities, events, or trips. District property also may mean a student's walking route to or from school for purposes of attending District programs or District-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision and/or assume liability at these locations and events.

IV. DISCIPLINE

- A. The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.
- B. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. Such disciplinary action may include, but is not limited to,
 - 1. Warning
 - 2. Suspension
 - 3. Exclusion
 - 4. Expulsion
 - 5. Transfer
 - 6. Remediation
 - 7. Termination or
 - 8. Discharge.

- C. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with District's policies and procedures. The factors the District may take into account when determining appropriate discipline include, but are not limited to:
1. The developmental and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: Student Rights & Responsibilities
SUBJECT: Hazing
BOARD APPROVED:
REVISION DATE: August 2012

SRR 160 Hazing

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing.

II. GENERAL STATEMENT OF POLICY

- A. Hazing activities of any type are inconsistent with the educational goals of the District. Hazing is expressly prohibited on or off District property and during and after District hours. Hazing often occurs off school grounds, after school hours, and on non-school days. Students are advised that hazing is prohibited whenever and wherever it occurs.
- B. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- C. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- D. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity

- that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal/supervisor is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.
- D. Upon receipt of a complaint or report of hazing, the school district shall take appropriate action, which may include undertaking or authorizing an investigation by school district officials or a third party designated by the school district. Any appropriate actions that would support the victim may also be taken, including informing the victim's parent or guardian and providing a referral to the victim for support services.

V. DISCIPLINE

- A. The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.
- B. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior, and conform to state law.
- C. Such disciplinary action may include, but is not limited to,
 1. Warning
 2. Suspension
 3. Exclusion
 4. Expulsion
 5. Transfer
 6. Remediation
 7. Termination, or
 8. Discharge

DISTRICT POLICY

POLICY SERIES: Student Rights and Responsibilities
SUBJECT: Weapons
BOARD APPROVED:
REVISION DATE: August 2012

SRR 180 Weapons

I. PURPOSE

The purpose of this policy is to promote a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a District location, except as provided in this policy. The District will act to enforce this policy and to discipline or take other appropriate action against any student, teacher, administrator, other District employee, contractor, volunteer, bus driver or member of the public who violates this policy. In cases in which the District operates programs on sites owned by other entities, the District will consider the policies of the host organization or other district.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Weapon" means any object, device or instrument designed as a weapon or otherwise capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
- B. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
- C. No person shall use articles designed for other purposes (e.g., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
- D. "District location" includes any District building or grounds, whether leased, rented, owned or controlled by the District, District bus stops, busses or vehicles, District-contracted vehicles, the area of entrance or departure from District premises or events, and locations of District-related functions, District-sponsored activities, events or trips.
- E. "Immediately" means as soon as possible.
- F. "Possession" means having a weapon on one's person or in an area subject to one's control in a District location.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to a District location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the building principal/supervisor shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the building principal/supervisor, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator or teacher, or immediately notifies an administrator or teacher of the weapon's location.
- B. It shall not be a violation of this policy if a person falls within one of the following categories:
1. active licensed peace officers; military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 2. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle; or
 3. persons who keep or store pistols in a motor vehicle in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045.
- C. Policy Application to Instructional Equipment/Tools
While the District takes a firm position on the possession, use or distribution of weapons by students, and a similar position with regard to non-students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or non-students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.
- D. Administrative Discretion
The superintendent may use discretion in determining whether, under the circumstances, a course of action other than imposing standard disciplinary consequences is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline. The superintendent shall inform the criminal justice or juvenile delinquency system as soon as practicable when a student brings a firearm to school unlawfully.

CROSS REFERENCES:

SRR 120 Student Conduct & Discipline Policy

LEGAL REFERENCES:

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M., 611 N.W.2d 802 (Minn. 2000)

DISTRICT POLICY

POLICY SERIES: Student Rights and Responsibilities
SUBJECT: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
BOARD APPROVED:
REVISION DATE: August 2012

SRR 200 Use of Peace Officers & Crisis Teams to Remove Students with IEPs from School Grounds

I. PURPOSE

The purpose of this policy is to describe the removal of a student with an individualized education program (IEP) from school grounds by a peace officer or county crisis team.

II. GENERAL STATEMENT OF POLICY

The Board is committed to promoting a learning environment that is safe for all members of the school community. The Board also recognizes the importance of providing individualized instruction and related services to students with IEPs, including during times when a student’s behavior requires that the student be removed from the educational environment. In emergency situations, District employees may seek assistance from external resources, including peace officers and county crisis teams. Peace officers and county crisis teams may exercise their lawful authority to remove students from school grounds.

III. DEFINITIONS

For the purposes of this policy, the following terms are defined as:

- A. “Crisis team” refers to crisis services that may be available pursuant to an agreement to coordinate crisis services with the county board responsible for implementing the Children’s Mental Health Act, Minn. Stat. § 245.487 – 245.4889. It does not include District employees.
- B. “Emergency” means a situation where immediate intervention is needed to protect a student or other individual from physical injury or to prevent serious property damage.
- C. “Peace officer” means an employee of a law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. Pursuant to an agreement between the District and local law enforcement agencies, a peace officer may be assigned to a school building as a “police liaison officer” for all or a portion of the school day to provide law enforcement assistance and support to the program staff and students. The police liaison officer is not a District employee, nor is the police liaison officer a member of any student’s IEP team or part of any student behavior support plan.

IV. NOTIFICATION AND REVIEW

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds by a peace officer as soon as possible following the removal. If a student with an IEP is removed from a classroom, school building, or school grounds during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Legal references:

Minn. Stat. § 121A.55(c)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures – Removal by a Peace Officer)

Minn. Stat. § 245.487 – 245.4889 (Children's Mental Health Act)

20 U.S.C. § 1415(k)(6)(Referral to and action by law enforcement and judicial authorities (IDEA))

Intermediate District 287

Responsive. Innovative. Solutions

Superintendent Evaluation Timeline 2012-2013

April 8, 2013	<ul style="list-style-type: none">• Superintendent starts initial work on the 2012-2013 Superintendent Indicators of Success.
May 6, 2013 Board Meeting	<ul style="list-style-type: none">• The Superintendent will provide the board with a written progress report which will be included in the May 9th BoardBook upload. (This information is very helpful as you complete the evaluation form.)• A hard copy of the evaluation form will be provided to each board member.
May 9-17, 2013	<ul style="list-style-type: none">• Individual board members will fill out the online superintendent evaluation form using SurveyMonkey. Each question will have a comment area for: 1) Commendations, and 2) Opportunities for Action
May 18-22, 2013	<ul style="list-style-type: none">• The Board Chair will compile the individual assessments into a composite appraisal with no names attached.
May 23, 2013 Board Meeting	<ul style="list-style-type: none">• The composite appraisal, including graphs, will be given to each board member and the superintendent.
May 24, 2013 – June 7, 2013 Board Meeting	<ul style="list-style-type: none">• The Board Chair and select Board members will meet with the Superintendent to discuss the composite appraisal.
June 13, 2013 Board Meeting	<ul style="list-style-type: none">• The Board Chair will provide a summary of the superintendent evaluation meeting.

UNIFORM PROCEDURE

SUBJECT: Superintendent Evaluation
RELATES TO POLICY SERIES: Board Officers & Operations
BOARD APPROVED: April 26, 2012
REVISION DATE: April 26, 2012

BOO 1040 Superintendent Evaluation

I. PURPOSE

The Board is responsible for evaluating the performance of the Superintendent. The Superintendent Performance Evaluation process described below is intended to develop and continue a positive, cooperative and productive working relationship between the Board and the Superintendent.

II. EVALUATION PROCESS

The Intermediate District 287 Board shall conduct an annual evaluation of the Superintendent's job performance. The Superintendent's job performance will be measured systematically and rigorously against the Board's expectations for:

- A. Administrative/Managerial Leadership;
- B. Development, implementation and outcomes of the Strategic Plan; and
- C. Accomplishment of Superintendent Goals, as approved by the Board.

III. EVALUATION PLANNING MEETING

- A. By September 1 of each year, the Superintendent and the Board Chair shall meet. During this meeting the Superintendent and Board Chair will:
 - 1. Affirm the mutually agreed on evaluation process.
 - 2. Schedule the evaluation timeline(s) for the year.

IV. OPTION FOR MID-YEAR EVALUATION MEETING

- A. The Board and the Superintendent may meet for the purposes of a mid-year evaluation.
- B. If the mid-year Superintendent Evaluation meeting is closed, the Board Chair or designee shall prepare a summary of the meeting and present it at the next regular meeting of the Board.

V. PREPARATION FOR FINAL EVALUATION MEETING

- A. By May 1 of each year, the Superintendent shall provide the Board with a written summary in response to each question on the evaluation survey.
- B. All Board members shall fill out the evaluation instrument individually.
- C. The Board Chair, or designee, shall compile the individual assessments into a composite appraisal. Each Board member and the Superintendent shall receive a copy of the composite appraisal.

VI. FINAL EVALUATION MEETING

- A. By June 30 of each year, the Superintendent and the Board Chair shall hold a final evaluation meeting to evaluate the Superintendent's performance based on the composite appraisal and the Superintendent's written summary. The Board Chair may elect to have additional Board officers in the evaluation meeting.
- B. The Board Chair or designee shall prepare a summary of the meeting and present it at the next regular meeting of the Board.

Minnesota Statute 13D.05, Subd. 3(a)

A public body may close a meeting to evaluate the performance of an individual who is subject to its authority. The public body shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the public body shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting.

Minnesota Department of Administration Advisory Opinion 02-021

How a public body approaches the evaluation will determine exactly which data it should summarize. The public body should carefully review the specific points it established in reaching a conclusion about the performance evaluation. Clearly, the language of the Open Meeting Law indicates that the governing body ought to summarize each salient point of the evaluation so that the public is given the opportunity to get the best possible sense of the performance - good, bad or indifferent - of the public employee.

AMSD Presents Representatives McFarlane and Dittrich with Friend of Public Education Award

September 2012
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AMSD Calendar

September 28, 2012
Executive/Legislative Committee Meeting,
7:30 a.m., TIES Building,
St. Paul

October 5, 2012
Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul

October 26, 2012
Executive/Legislative Committee Meeting,
7:30 a.m., TIES Building,
St. Paul

November 2, 2012
Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul

November 16, 2012
Executive/Legislative Committee Meeting,
7:30 a.m., TIES Building,
St. Paul

AMSD was pleased to present the 2012 Friend of Public Education Award to Representatives Carol McFarlane and Denise Dittrich at its August board of directors meeting.

Former AMSD Chair Pam Langseth thanked the representatives for their service and recognized them for their work on the school trust land legislation, their steadfast support of public education, and their ability to work across party lines.



Former AMSD Chair Pam Langseth presents Reps. McFarlane and Dittrich with the 2012 AMSD Friend of Public Education Award.

Save the date!

Bridging Children's Mental Health and K12 Education

Tuesday, November 27, 2012

8:00 AM—12:00 PM

U of M Continuing Education Conference Center

Featuring keynote address by:

Dr. Joel Oberstar

CEO and Chief Medical Officer, Prairie Care

From the Chair

The latest AMSD budget survey clearly shows that metropolitan school districts continue to face a challenging budget environment. While the Governor and Legislators have gone to great lengths to try to protect education funding, the simple reality is that unfunded state mandates, especially in the area of special education, put tremendous pressure on school budgets.

We need state policymakers who are committed to meeting the state's obligations to our schools and our students. Again this month, I want to encourage you to share AMSD's Election Guide with your local legislative candidates and community members. NOW is the best time to educate those who will be serving in the legislature during the critical 2013 session. You can access the guide at: <http://www.amsd.org/amsd-election-guide>. Thanks for your help!

George Kimball, school board member from White Bear Lake Public Schools, is chair of AMSD.

AMSD's Mission

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



Association of
Metropolitan School Districts

Bloomington Leads in Early Childhood Education

Bloomington Public Schools' early education initiatives have garnered state and national recognition for their innovative approach to helping at-risk three- and four-year-olds come to school better prepared and on par with their peers. Research shows students who fall behind, stay behind. Gains in school readiness due to early childhood education have shown enormous positive economic and social impacts lasting well into adulthood. Students tend to have less involvement in criminal activity, higher educational attainment, status employment and earnings.

Bloomington Public Schools features a number of programs to help prepare students for success in school.



Kinderprep

The district's Kinderprep program has attracted the attention of state leaders. Kinderprep is a preschool program for three- and four-year-olds from low-income households and/or English Learners. The program serves 150 students over a three-hour period Monday through Thursday – slightly longer than a typical preschool schedule. A majority of Kinderprep students are English learners and speak over 20 different languages. The program hosts a regular classroom teacher, at least one paraprofessional and a Minnesota Reading Corps member.

The program works to close the achievement gap by preparing children – who typically score lower than their peers due to economic and language barriers – to score at least as high as the average student on kindergarten assessments. Nearly all students who have been in the program a full two years were competitive with other kindergarten students, and remained so through that school year.

Early Childhood Family Center

The Early Childhood Family Center is a Community Services program of the Bloomington and Richfield public schools. The Center's mission is to strengthen families through quality education and support in parenting and parent-child relationships. The Center provides classes, programs, and services for families with young children from birth to kindergarten. Quality educational childcare is provided on site, for a small fee, for siblings not enrolled in classes.

The center supports:

- ◆ Early Childhood Family Education classes help parents meet the challenges of parenting and help young children (birth to five years) develop socially, physically, emotionally, and intellectually.
- ◆ Early Childhood Screening helps identify children who may benefit from early childhood services before they enter school and connect them with the appropriate resources and programs.
- ◆ Family Center preschools help children develop learning readiness skills so they will have the confidence, independence, and social abilities to become successful learners.
- ◆ Family Literacy programs partner with SHAPE to offer courses in English and parenting education through the SHAPE Family School program.



Early Learners Academy

Bloomington Public Schools offers a full-day fee-based childcare and early learning program for three, four, or five-year-old children. Early Learners Academy (ELA) employs a team of highly qualified instructors focused on preparing children for success in kindergarten. Instructors hold a teaching license in elementary education or meet the qualifications required for licensure by the Minnesota Department of Human Services. All staff members bring years of experience in early childhood education ranging from five- to 30-plus years.

ELA the curricular model DLM Early Childhood Express as a comprehensive, research-based program following state and national early-childhood guidelines. The program links language and early literacy, math, science, social studies, fine arts, health and safety, personal and physical development, and technology. Instructors also use the Everyday Math curricular model to help teach one-to-one correspondence, shape recognition, patterning, counting, size relationships, sorting and numeral recognition.

Students' growth and learning is assessed three times per academic year. Instructors use the early childhood literacy assessment, IGDI (Individual Growth Development Indicators) to track skill assessment in rhyming, letter recognition, picture naming and alliteration.

The program earns high parent satisfaction, with 10 out of 10 parents saying they would recommend the program to others.

Continued on page 3

Bloomington Leads in Early Childhood Education

Continued from page 2

Initiative for Lasting Change

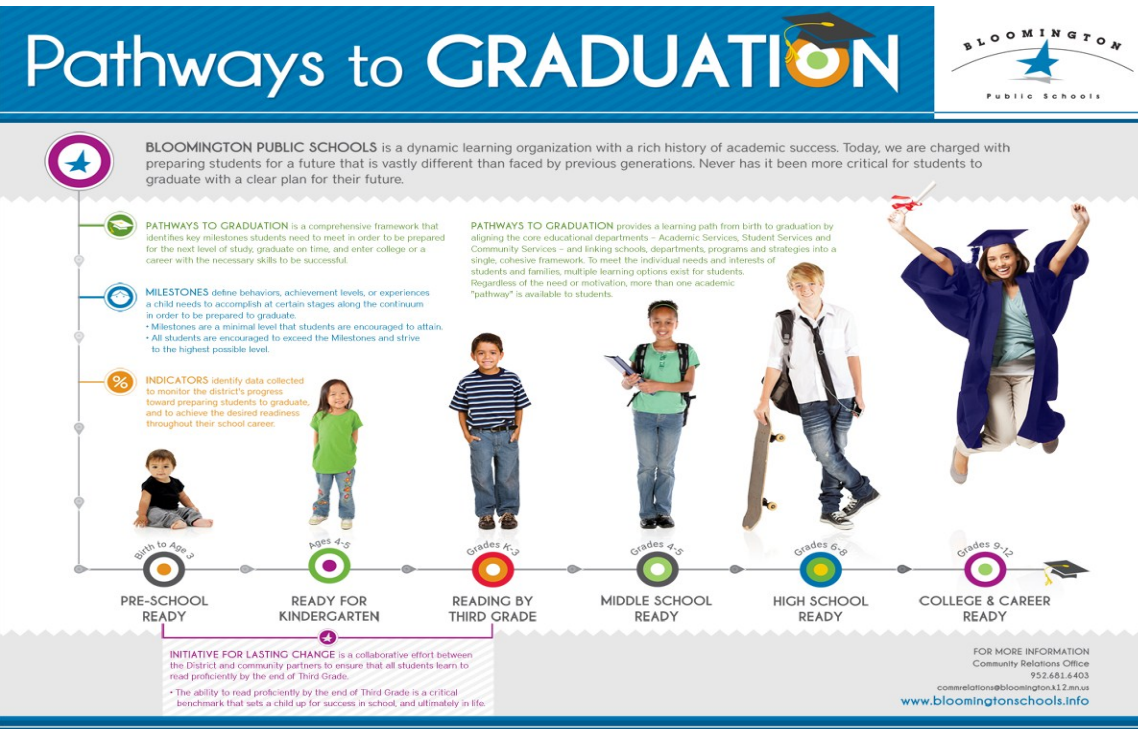
Initiative for Lasting Change is a collaborative effort between the district and community partners to ensure that all students learn to read proficiently by the end of third grade. The ability to read proficiently by the end of third grade is a critical benchmark that sets a child up for success in school and life.

Strategies to reach this goal include parental support, wrap-around services and transition to Kindergarten plans. In addition, the Initiative helps connect families to resources in the community to meet basic needs and increase family engagement.

Pathways to Graduation

Pathways to Graduation provides a learning path from birth to graduation by aligning the core educational departments – Academic Services, Student Services and Community Services – and linking schools, departments, programs and strategies into a single, cohesive framework. To meet the individual needs and interests of students and families, multiple learning options exist for students. Regardless of the need or motivation, more than one academic “pathway” is available to students.

The Pathways to Graduation framework establishes milestones, which identify minimal accomplishments at set intervals that students should attain in order to be fully prepared for their next level of formal study. The district has identified six critical milestones:



Birth to Age 3

Pre-School Ready

Early Childhood (Ages 4-5)

Ready for Kindergarten

Grades K-3

Reading by Third Grade

Grades 4-5

Middle School Ready

Grades 6-8

High School Ready

Grades 9-12

College and Career Ready

The milestones articulate clear expectations for students at each level of learning. Staying “on track and on time” greatly increases the likelihood of a student being prepared to enter college or career with the necessary skills to be successful. Students that do not attain these milestones, even in the early stages of learning, are at risk of not being ready for the next level of study, and ultimately not graduating on time. If students do not attain a specific milestone, steps need to be taken at school and at home to raise the level of achievement and close the gap. By the same token, milestones merely set a minimal target. Students are encouraged to *exceed* the milestones and strive to the highest level of achievement possible.

This month's member spotlight was submitted by Jaclyn Swords, Communications Specialist, Bloomington Public Schools.

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, Farmington Area, 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.

AMSD Budget Survey Shows Metro School Districts Continue to Face Budget Challenges

The results of the Association of Metropolitan School District’s annual budget survey show that metro area school districts continue to face a challenging budget environment. The survey includes data from 42 AMSD member districts (36 metro school districts, three intermediate districts and three integration districts). The survey is conducted annually and provides state policymakers and the public with information about the financial condition of metropolitan school districts.

The vast majority of AMSD member districts reduced their budget reserve, made budget cuts or implemented a combination of each in order to balance their budget for the 2012-2013 school year. In addition, many school districts continue to engage in short-term borrowing in order to meet their financial obligations.

As shown in Table 1, AMSD members reduced their budget reserves by a cumulative \$88 million and made almost \$27 million in budget reductions. These budget reductions include 290 staff reductions of which 132 were licensed staff. The number of staff layoffs is actually down from 600 last year.

Table 1: AMSD Budget Survey Results 2012-2013

FY 2013 Budget Reserve Reductions*	FY 2013 Budget Reductions	Licensed (FTEs)	Non-Licensed (FTEs)	Total Staff Reductions (FTEs)	FY 2012 Cash Flow Borrowing	FY 2012 Amount of Borrowing	FY 2012 Cost of Borrowing	FY 2013 Cash Flow Borrowing	FY 2013 Amount of Borrowing	FY 2013 Cost of Borrowing
\$88,219,246	\$26,703,045	132.85	157.83	290.68	Y=19 N=22	\$387,487,580	\$2,199,875	Y=20 N=16 Unsure=5	\$359,419,000	\$2,050,000

*Planned reductions of general fund balances inclusive of unassigned, assigned and committed fund balances.

The survey shows that many AMSD members have engaged in short-term borrowing in order meet their cash flow obligations and will do so again this year. The need to short-term borrow results from the education aid payment shifts that have been enacted in recent years to balance the state budget. According to the survey results, 19 member districts borrowed approximately \$387 million with interest costs of over \$2 million during FY 2012. For FY 2013, 20 member districts anticipate borrowing almost \$360 million with interest costs of just over \$2 million.

Unfortunately, the challenging school funding climate is not new. The failure of the basic education funding formula to keep pace with inflation, a rapidly escalating special education cross-subsidy and numerous other unfunded mandates have combined to strain school budgets over the past decade. Compounding the challenge is the potential elimination of integration aid. Absent action by the Governor and the Legislature during the 2013 session, the Integration Revenue Program will expire effective June 30, 2013. The loss of integration aid would threaten the ability of AMSD members to provide equitable and integrated learning environments for their students.

Education leaders are counting on the Governor and Legislators to address these funding challenges and to reform Minnesota’s education funding system during the 2013 legislative session. The budget survey results are available at <http://www.amsd.org/research-statistics>

School Board Planning Calendar 2013

TENTATIVE

1 st Meeting of the Month		2 nd Meeting of the Month	
START TIME 6:30 PM			
JANUARY 10, 2013 <i>Organizational Meeting</i> Election of Board Officers Oath of Office Data Privacy & Records Bucket (First Read) FY10 Audit Legislative Initiatives		JANUARY 24, 2013 Bloomington Withdrawal Update Data Privacy & Records Bucket (Second Read) Financial Report December Strategic Plan Review & Measurement Report	
FEBRUARY 14, 2013 District Procedure Schedule Discussion Communication with Local Boards Mentor Connection NEC Vote Superintendent Mid-Year Evaluation Procedure Transportation Presentation		FEBRUARY 28, 2013 ALC Plus Update Diversity Report Financial Report February FY11 Budget Revision & FY12 Budget Assumptions Program Withdrawal Report Staff Reduction ULA Resolution Changes for following Year	
MARCH 14, 2013 Diversity & Recruitment Report Pay Equity Report		MARCH 28, 2013 Financial Report February FY13 Budget Reduction Realignment Proposal Program Reduction Resolution Reduction ULA for tenured staff Proposed District 287 School Calendar 2011-2012	
APRIL 25, 2013 <i>(Only one Board meeting this month!)</i>			
Financial Report March Superintendent & Board Evaluation Update		NEC Facility Committee Report	
MAY 9, 2013 Career Tech Strategic Plan Report		MAY 23, 2013 Financial Report April Non-Renewals/Layoffs Staff Reduction ULA Resolution Spotlight DVD Presentation Probationary Licensed, and Non-Licensed	
JUNE 13, 2013 Arts Grant Approval on Consent Agenda Arts Award Recognition (Student) PLC Data Report Possible TA Clerical Unit Superintendents Evaluation Update Administrative/Unaffiliated Parameters - (Closed Session)		2013-14 Budget Board Evaluation Financial Report May Final ULA Resolution for Licensed Staff	JUNE 27, 2013 Possible TA Administrative/Unaffiliated Unit Superintendent & School Board Evaluation to plan for Board Retreat outcomes

INFORMATIONAL ITEMS TO REMEMBER:

**** Board role in setting/supporting goals
Board TLC**

Community use of Facilities Bucket

School Board Planning Calendar 2012

1 st Meeting of the Month	2 nd Meeting of the Month
AUGUST 23, 2012 <i>(Only one Board meeting this month!)</i> (Meeting held at NEC Site)	
Administrative Services PLC Approval of Cash Flow Borrowing Resolution C-Train Update District Operations Financial Report July Legislative Session Review & Implications	NEC Facility Committee Report Report on Crisis Planning (Michelle Axell – 10 minutes) Student Rights/Responsibilities Bucket (First Read) Violence Prevention Bucket (Second Read) What Board Members Should Know About Our 2012-2013 Start-Up” (Colleen, Dolly, Char, and Jane)
SEPTEMBER 13, 2012 Superintendent Goals Bloomington – Closed Session Student Rights/Responsibilities Bucket (Second Read) (Goal Bucket Re-organize with website & calendar)	SEPTEMBER 27, 2012 Board Officers/Operations Bucket (First Read) Financial Report August Nondiscrimination/Equal Opportunity Bucket (First Read) Resolution to Borrow PLC’s Results/Goals NEC Facility Committee Report Report on Crisis Planning
OCTOBER 11, 2012 Board Officers/Operations Bucket (Second Read) Nondiscrimination/Equal Opportunity Bucket (Second Read) Cash Flow Borrowing Prior Year Agenda Review	OCTOBER 25, 2012 District Administration/Organization Bucket (First Read) Employee Rights & Responsibilities Bucket (First Read) Financial Planning/Operations Bucket (First Read) Financial Report September Strategic Plan Update/Innovative Coach
NOVEMBER 8, 2012 <i>(Only one Board meeting this month!)</i>	
District Administration/Organization Bucket (Second Read) Employee Rights & Responsibilities Bucket (Second Read) Facilities Management Update Financial Report October	Food Service Resolution NEC Facility Committee Report OPEB Reporting & Funding Financial Planning/Operations Bucket (Second Read) Prior Year Unaudited Fund Balance Report
DECEMBER 13, 2012 <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:

**** Board role in setting/supporting goals
Board TLC**

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
September 13, 2012
SCHOOL BOARD CALENDAR

September 2012

13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

October 2012

11	Thursday	General Board Meeting	6:30PM	Board Rm
11	Thursday	Epsilon Family Nigh	TBD	Epsilon
11	Thursday	North Educ. Center Annual Open House and Book Fair	6:30PM	NEC
25	Thursday	General Board Meeting	6:30PM	Board Rm

November 2012

08	Thursday	General Board Meeting	6:30PM	Board Rm
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December 2012

13	Thursday	General Board Meeting	6:30PM	Board Rm
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TENTATIVE
January 2013 – December 2013

January 2013

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

February 2013

14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

March 2013

14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

April 2013

11	Thursday	General Board Meeting	6:30PM	Board Rm
11	Thursday	Epsilon Family Nigh	TBD	Epsilon
18	Thursday	North Educ. Center 6 th Annual Parent & Caregiver Appreciation Night	6:30PM	Board Rm

May 2013

09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	High School Spring Award Ceremony Hennepin Technical College – Eden Prairie Campus	10:00AM & 12:20 PM	EP Campus
31	Friday	Shady Oak's Graduation (Includes Prairie Center Academy (PCA) and city West Academy)	10:00AM	EP Comm. Ctr.

June 2013

06	Thursday	Epsilon Graduation	TBD	Epsilon
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	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