

Intermediate District 287

Responsive. Innovative. Solutions.



Intermediate District 287

Regular Meeting

Thursday, November 8, 2012 6:30 PM

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS

GENERAL MEETING OF THE BOARD

Thursday, November 8, 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 October 25, 2012 4
 4. 2. Routine Human Resource Activities for November 8, 2012 6
5. **SHARE THE SUCCESS & RECOGNITIONS - None**
6. **SUPERINTENDENT'S REPORT - (10 minutes)** (Information) 8
 6. 1. What Board Members Should Know About Our Conference Center 22
What Board Members Should Know about the District 287 Conference Center. This memorandum highlights the expansion and refinement of the District 287 Conference Center as a resource to 287 and member district staff as well as to external customers.
 6. 2. Bridging Children's Mental Health and K-12 Education 23
7. **INSTRUCTIONAL REPORT - (15 minutes)** (Information) 30
 7. 1. What Board Members Should Know About Collaborative Digital Curriculum Projects 30
Dr. Jon Voss, Online Learning Principal, Dr. Jane Holmberg, Executive Director of Teaching & Learning, and Jon Fila, Online/Mobile Learning Coordinator and Innovation Coach will present an overview of the recently-completed digital Minnesota Studies Course that was written as a collaborative effort among 13 school districts. The course being piloted during this academic year is an alternative to traditional print curriculum. Districts investing in collaborative curriculum development realize (1) the power of technology to engage students in learning, (2) significant cost savings over purchasing curriculum from a vendor, and (3) more opportunity to keep information up to date and to include elements of particular importance to the district than with traditionally published curriculum. The project is summarized in "What Board Members Should Know about Collaborative Digital Curriculum Projects," a memorandum that also foreshadows plans for future collaborative digital course development.
8. **BOARD BUSINESS - (15 minutes)**
 8. 1. Policy Review & Revision (Action) 31
 8. 1. 1. District Administration/Organization Bucket (DAO); Employee Rights & Responsibilities Bucket (ERR); and Financial Planning/Operations Bucket (FPO) (Second Read)
All three Policy buckets are presented for a second read and approval. Anne Becker, General Counsel/Human Resource Director will be available for questions.
 8. 2. Board Reports
 8. 2. 1. Chair Report (Information)
 8. 2. 1. 1. Formation of Officer Election Process
Chair Bremer will appoint a new nomination committee.
 8. 2. 1. 2. Letters to Member District Superintendent About the Terms of 287 Board Members

8. 2. 1. 3. NSBA Convention	
8. 2. 1. 4. Local 2209 & Board Breakfast Update	
8. 2. 2. AMSD Report (Ann Bremer)	41
8. 2. 2. 1. November 2012 AMSD Connections Newsletter	61
8. 3. District News	(Information)
8. 3. 1. School Board Planning Calendar	65
8. 3. 2. November 8, 2012 Calendar	67
8. 4. Once Around the Table	
9. ADMINISTRATIVE SERVICES REPORT - (40 minutes)	
9. 1. Financial Report	
9. 1. 1. Monitoring Report and Program Planning Timeline	(Information)
Mae Hawkins, Director of Finance will provide an overview of the October 2012 Monitoring Report and Program Planning Timeline.	68
9. 2. Facilities Report	(Information)
9. 2. 1. Facilities Management Update	
Mae Hawkins, Director of Finance and Dr. Jane Holmberg, Executive Director of Teaching and Learning will present background information about the Prairie Center Academy lease & potential options for moving with West Education Center.	
9. 2. 2. North Education Center will receive the Minnesota Construction Association “Choice Award”	70
The North Education Center (NEC) project will be receiving the Minnesota Construction Association’s “Choice Award” on Wednesday, January 23, 2013, please save the date.	
9. 3. Human Resource Report - (20 minutes)	
9. 3. 1. Closed Session - Negotiations	
The school Board may hold a closed meeting to consider strategy for labor negotiations. Minn. Stat. §13D.03.	
9. 3. 2. Closed Session - Superintendent Evaluation Review	
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 Statute 13D.05,Subd. 3(a).	
10. ADJOURNMENT	

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
October 25, 2012
MINUTES

1. CALL TO ORDER

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

272	Eden Prairie	Carol Bomben
273	Edina	(appointment pending)
270	Hopkins	Laura Ronbeck
276	Minnetonka	Bob Quam
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
283	St. Louis Park	Nancy Gores
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 286/Thielsen, 281/Tyrrell

Guests:

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

287 Staff Members: Douglas Booth, Mike Smart, Jaynie Leung, and Julie Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Laura Ronbeck, 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 September 27, 2012; North Education Center Change Order Memo, and Routine Human Resource Activities for October 25, 2012. *Motion by Ann Bremer, seconded by Carter Peterson, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski announced to the Board October's "Above and Beyond" winner, Mrs. Tabitha Johnson, Administrative Assistant for Special Education division. The Board expressed deep appreciation for Tabitha's service.

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski introduced Dr. Char Myklebust, Executive Director of Mental Health/Partnerships. Char presented a brief overview on the recent safety concerns in three district sites: North Education Center, South Education Center, and West Education Center. The Board learned about administrative actions being taken to address safety concerns expressed by staff members and students.

Sandy presented to the Board a summary of outcomes of the September 28 meeting of the Hennepin County Superintendents and Commissioners as outlined in the memo "What Board Members Should Know About Recent Progress to Address the Hennepin County Graduation Goal."

7. INSTRUCTIONAL REPORT

Dr. Jane Holmberg, Executive Director of Teaching and Learning gave an overview of the Gateway to College grant recently awarded to the Hennepin Technical College (HTC) and District 287 partnership. The \$325,745 grant will provide seed money to establish an Area Learning Center (ALC) program at the Brooklyn Park Campus of HTC. This specialized ALC will offer dual college and high school enrollment and provide additional supports so that students at risk of dropping out of high school can start the process of acquiring a post-secondary degree.

Michael Smart, Online Learning Facilitator and Dr. Jane Holmberg, Executive Director of Teaching and Learning summarized the state and national conference presentations they are making this fall and winter along with Superintendent Lewandowski. These presentations highlight the work that Intermediate District 287 is doing to create a culture of innovation and report on results. A unique aspect of the reporting is the new "Innovation Report Card." Board members expressed their appreciation for this realization of an important element of the strategic plan and requested copies of the report card to share within their districts.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Mae Hawkins, Director of Finance Services, presented the monthly financial report for September 2012. *Motion by Ann Bremer, seconded by Michèle Kunz, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

Mae presented and recommended approval of the Equity Transfers for FY12. *Motion by Nancy Rowley, seconded by Carol Bomben, to approve the Equity Transfers for FY12 as presented. All in favor. Motion carried unanimously.*

Facilities Report

Tom Shultz, Director of Facilities, presented an overview to the Board of a time-lapse video of the North Education Center (NEC) construction project and Mae reviewed the final NEC Finance Report. Tom referenced progress on long-term facilities documented by the memo "What Board Members Need to Know About Long-Term Facility Planning."

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision

Mrs. Jaynie Leung, District 287 Counsel, briefly presented to the Board District Admin/Organization (DAO), Employee Rights & Responsibilities (ERR), and Financial Planning/Operations (FPO) Policy Buckets for a First Read.

Mrs. Jaynie Leung, District 287 Counsel, presented and recommended approval of the Board the Board Officers & Operations (BOO) Policy Bucket and Harassment & Violence Policy (NEO 140). *A motion was made by Carter Peterson, seconded by Nancy Rowley, to waive the reading of the Board the Board Officers & Operations (BOO) Policy Bucket and Harassment & Violence Policy (NEO 140) as presented. No discussion. Motion carried unanimously.*

Chair Report

Board Chair Bremer briefly updated the Board on AMSD – MN School Finance Trends and Issues presentation.

Board Chair Bremer reminded the Board of the upcoming Local 2209/Board Breakfast scheduled for October 30.

AMSD Report – None Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:15 PM.

The next general meeting will be held on November 8, 2012, at 6:30 PM in the District Service Center.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – November 8, 2012**

LICENSED STAFF

1. New Hires:

A. Regular

- JULIE A. WALTHOUR, Mentor Connection Instructor at the District Service Center, **new position**, effective August 27, 2012, BA+30, Step 10 – .25 FTE.

B. Reinstatement of Licensure Waivers

C. Temporary

- PHILIP B. BALOW, Independent Study Phy. Ed. Instructor at NECA, effective October 16, 2012 through June 30, 2013.

D. Substitutes

- DeAndre Knighten Anita Jarvis Sharon Phillion

2. Extended Leaves of Absence:

A. Unpaid

-

B. Military Leave

- KEVIN A. MONIER, School Social Worker at North Education Center, effective October 22, 2012 through October 26, 2012.

3. Separations:

A. Dismissal

-

B. Resignation

-

C. Retirement (Regular/Disability)

-

4. Other:

-

NON-LICENSED STAFF:

1. New Hires:

A. Regular

- DESIREE QUINLAN, Education Assistant at North Education Center, **refill for R. Whitman**, effective October 25, 2012 Step 9 Lane 5 +BA- .875 FTE.
- BASHIR DAWSON, Education Assistant at Northland, **refill for L. Phillips**, effective October 29, 2012 Step 9 Lane 5 +BA - .875 FTE.
- GABRIEL DANIELS, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective October 22, 2012 Step 10 Lane 5 +BA – .875 FTE.
- SUNSEARAY WATSON, Education Assistant at North Education Center, **additional position due to increased enrollment**, effective October 26, 2012 Step 11 Lane 4 +90 credits – .875 FTE.
- JOSEPH BRANDSMA, Systems Administrator at the District Service Center, **new position**, effective November 12, 2012 12 month – 1.0 FTE.

B. Temporary

-

C. Substitutes

- Sharon Davis Daniel Davis Patrick Eromobor
- Melissa Feuerbach

2. Extended Leaves of Absence:

A. Unpaid

-

3. Separations:

A. Dismissal

-

B. Resignation

-

C. Retirement (Regular/Disability)

4. Other:



BOARD OF HENNEPIN COUNTY COMMISSIONERS

A-2400 GOVERNMENT CENTER
MINNEAPOLIS, MINNESOTA 55487-0240

November 2, 2012

The Honorable Mark Dayton
Governor of the State of Minnesota
130 State Capitol
75 Rev. Dr. Martin Luther King Jr. Blvd.
St. Paul, MN 55155

Governor Mark Dayton,

The Hennepin County Board of Commissioners and the Hennepin County Public School Superintendents urge you to increase the State funding for school-linked mental health services in the 2014-2015 Minnesota budget. We understand a proposed increased to school-linked mental health services is being considered as part of the Minnesota Department of Human Services' (DHS) budget proposal and we strongly support an increase in funding to provide continued and expanding services to Hennepin County youth and families.

In October 2006, the Hennepin County Board of Commissioners passed a resolution calling for a long-range plan to ensure all Hennepin County youth graduate from high school. The subsequent creation of AGRAD (Accelerating Graduation and Reducing Academic Disparities) brought the county and schools together in commitment to this goal. Through our partnership, we have recognized that addressing the mental health needs of students is critical to school success and high school graduation.

The Minnesota Department of Human Services has been providing grant funds for school-linked mental health demonstration programs since 2006, awarding over \$4.7 million annually beginning in 2008. In the period 2008-2010, over 420 schools in 168 school districts in 63 counties received funding through DHS' grant programs, resulting in 8,400 children receiving services statewide. Through a combination of increased health plan reimbursements, DHS grants, LCTS funds, and other education and foundation grants, Hennepin County school-linked programs serve over 2,300 students who attend 81 schools within 14 school districts. (2010-11 school year). While providing simplified potential access to mental health services to over 70,000 students, representing over 35% of all school-age children in Hennepin County, our school-linked mental health programs have dramatically increased access to effective mental health care, increased school success with signs of increased attendance and fewer suspension, and show a reduction in academic achievement disparities for students with mental health needs. The State's school-linked mental health services grant program has been a critical component in this success and we wish to see it continued AND increased to sustain and expanded our current programs throughout Hennepin County.



These programs have begun to achieve a high level of self-sufficiency through health plan reimbursements, local contributions from school districts and counties, and grants and contributions. However, State funding is also a critical component in this effort and is essential in sustaining these services and establishing new programs. Current DHS grants are set to expire at the end of school year 2012-2013 (at the end of June, 2013), and the current state appropriation is not sufficient to maintain current efforts and also expand the school-linked mental health services initiative to additional schools, districts, and counties.

Please support the recommendations of your staff and include additional funding for school-linked mental health services in your budget proposal for the upcoming biennium. Our work to date has demonstrated that school-linked mental health programs are an efficient and effective way to assist students in receiving the mental health care necessary to achieve school success. We strongly support this effort and welcome the opportunity to meet with you or your representatives to discuss this successful work and to assist you and your administration in securing additional funding during the upcoming budget process.

Sincerely,



Mike Opat, Chair
Hennepin County Board of Commissioners



Sandra Lewandowski, Ed.S.
Superintendent, Intermediate District 287

cc: Hennepin County Public School Superintendents

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CALENDAR

November

NAMI State Conference	Nov. 3
NAMI Connection Facilitator Training	Nov. 9-11
Get to Know NAMI	Nov. 13

December

Get to Know NAMI	Dec. 4
NAMI Holiday Celebration	Dec. 11

January

Legislative Session Starts	Jan. 8
Get to Know NAMI	Jan. 15
Family Support Group Facilitator Training	Jan. 25-26

February

Family-to-Family Teacher Training	Feb. 8-10
Get to Know NAMI	Feb. 12
NAMI Research Dinner	Feb. 26

March

Mental Health Rally	Mar. 12
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NAMIWalks Raises Awareness and Hope

Walkers from every corner of the state filled Minnehaha Park on Sept. 22 to participate in the largest anti-stigma walk in Minnesota. The park was filled with teams wearing colorful T-Shirts, homemade signs honoring loved ones, painted faces and happy picnickers. Preliminary totals indicate that NAMI walkers contributed over \$300,000 in donations with nearly 4,000 walkers!



Thousands of walkers joined in the sixth annual NAMIWalks Minnesota on Sept. 22 at Minnehaha Park in Minneapolis.

Many walkers commented that they felt supported by the community for the first time in their lives at NAMIWalks. It was an emotionally charged experience to realize that every person in the park was affected by mental illnesses in some way. NAMIWalks 2012 was an uplifting and clear demonstration of how a dedicated movement can break down barriers, eradicate misunderstanding and push for dignity and respect.

Walks to publicly reveal for the first time that that he had recently been diagnosed with bipolar disorder and was grateful to be a part of such a welcoming and supportive community. Front page news stories later reported on Barlow's disclosure at the Walk.

Ken Barlow, KSTP's meteorologist delighted the crowd with his enthusiasm as the emcee. Barlow also chose NAMI-

The crowd was inspired by the program of speakers that included: NAMI board president Bill Bond, In Our Own Voice

See "NAMIWalks," p.4-5

Working to End the School to Prison Pipeline

Keeping children with mental illnesses in school and out of the juvenile justice system has long been a goal for NAMI Minnesota. Of youth in the juvenile justice system, over 70% live with mental illnesses; more than half meet the criteria for two or more mental health disorders; and over 60% of these youth also have a co-occurring substance use disorder. A significant portion of juvenile justice referrals come from schools.

has been working in Intermediate District 287 and plans to advocate for expansion of the model across the state. This is one of eight teams across the country doing similar work at various points in the school-to-prison pipeline, from schools to courts to probation; Minnesota's is the only team focused on schools.

Since early 2012, NAMI Minnesota has joined with key stakeholders, including the MN Dept. of Human Services (DHS), the Hennepin County Attorney's Office and others, to build an innovative school-based diversion model. The team

District 287 is a consortium of 13 school districts in the west metropolitan area. It provides special education and other programs designed to meet the unique learning needs of students in the district. The schools participating in the juvenile diversion project are North Education

See "School to Prison," p.2

Training Advocates and Educating the Candidates

NAMI Minnesota has been working hard this fall to help people around the state learn how to effectively advocate for people living with mental illnesses and their families at the state legislature. NAMI relies on its members to help us educate legislators about the issues that matter to our community and ensure that we can protect and strengthen Minnesota's mental health system.

The trainings, held in Bloomington, Duluth, Minneapolis, Rochester and Mankato, were designed to help people better understand the legislative process, where and how they can make a difference and the importance of working together as a movement.

They were also an opportunity to educate people about the the potentially devastating impact of the proposed con-



Advocates met for trainings this fall to better understand the legislative process, current mental health issues and how to use social media to create more public awareness.

stitutional amendment restricting voting rights, commonly known as Voter ID.

NAMI is also educating candidates for the state legislature in advance of the election. Each candidate has been receiving a letter from NAMI every week about a different issue that affects children and adults with mental illnesses and their

families. However, the work doesn't end there. Once the elections are over and the dust has settled, NAMI will be relying on its members to contact their newly elected representatives to educate them about the issues that we all care so passionately about.

Watch your mailbox in early January for a letter from NAMI Minnesota about who represents you and the issues we need you to contact them about as the legislative session gets under way.

Getting People Connected

NAMI Minnesota and the Twin Cities Daily Planet joined forces for an event on Sept. 8, to educate people about how health care reform and changes to Medical Assistance may impact people living with mental illnesses and their families. It was also a chance to learn how to use new media, especially Twitter, to raise awareness about mental health and advocate for people with mental illnesses.

School to Prison... continued from p.1

Center, an area learning center; South Education Center, also an area learning center; and West Education Center (formerly Bren Road), where all students meet the criteria for emotional or behavioral disorders (EBD).

Over the past several years, District 287 has begun to use some evidence-based practices to improve school climate, and these have significantly reduced juvenile justice referrals from these schools. The practices include positive behavior interventions and supports (PBIS); the implementation of the social emotional learning curriculum, School Connect; and the collaborative problem-solving model.

In addition to these practices, one District 287 school calls team meetings when a student faces potential criminal charges. The team includes a teacher, social worker, school resource officer, the student, the student's family and any other support people who can pursue alternatives to criminal charges. The

alternative to charges usually involves engaging the student, and perhaps also the family, in appropriate services and supports to address the underlying issues that led to the risk of juvenile justice involvement.

The stakeholder team hopes to formalize these "pre-charge diversion" meetings within District 287 and develop ways for other schools to follow 287's lead. Critical pieces of the model will be family engagement; a trauma screening protocol, since so many children in the juvenile justice system have had trauma histories; and providing mental and chemical health assessments and treatment.

NAMI feels strongly that a school-based diversion model will be an important addition to the growing use of PBIS and school-linked mental health services in Minnesota. Watch for updates on this project over the next several months! For more information, contact Anna McLafferty, criminal justice director at NAMI Minnesota, at amclafferty@namimn.org.

NAMI Supports Foster Care Certification

The law passed this last session that allows corporate foster care homes (group homes) to obtain a special certification for caring for people with mental illnesses (demonstrating staff training, crisis plans and access to a mental health practitioner) is ready to be implemented. NAMI worked hard on this bill and is encouraging all corporate foster homes that are interested in caring for people with mental illnesses to obtain the certification. Instructions, application, checklist and more information can be found on the MN Dept. of Human Services website.



to eliminate the pervasive stigma of mental illness.

NAMI Minnesota Celebrates 35 Years of Creating Positive Changes

By Sue Abderholden, NAMI Executive Director

Thirty-five years ago a small group of courageous people came together to successfully fight for community-based services and supports when the Hastings State Hospital was being closed. Originally named “FED-UP” they went on to form NAMI Minnesota and gathered with others in Madison to form the national NAMI.

These men and women, people with mental illnesses, mothers, fathers and professionals spoke up at a time when few did. As they began to build their movement, education classes and support groups were added, but advocacy - changing attitudes and laws - remained at the core of the mission.

Some might say that NAMI should focus largely on education and support and answer calls from people needing help. Our efforts in this area are huge. Last year we reached over 60,000 people through our classes to families and professionals, public awareness activities, website and social media. And these efforts are critical to our mission.

New Service for Children

A new service called the collaborative psychiatric consultation service is being funded by the state for children with mental illnesses on Medical Assistance, and hopefully in the future for children on private insurance. The service is run by Mayo Clinic and will operate a call center 12 hours a day Monday through Friday.

General practitioners call the center to learn more about mental health services for children in their community and for guidance on prescribing psychotropic medications for children. With a huge shortage of child psychiatrists in the state of Minnesota this new service will help improve quality and access.

“People with mental illnesses, mothers, fathers and professionals spoke up at a time when few did.”

But if we don’t advocate, if we don’t challenge the discriminatory views and policies that impact children and adults with mental illnesses and their families, then we won’t have carried out a key component of our mission: to effect positive changes in the mental health system. It is not enough to offer support and advice – we need to make sure that children and adults have access to treatment and supports when and where they need them in order to live full lives in our communities, in order to continue on the trajectory of their lives. We don’t want to continue to give the same old advice – we want to be able to give new advice, to be able to say that it’s getting better, that things have changed.

As a reader of this newsletter, you already care about mental health issues. NAMI challenges you now to take the next step. Make sure you are a member so we can add your voice when we advocate at the Capitol. Sign up for the legislative update so that you are aware of the changes taking place in the mental health system and when calls or letters are needed. Call or write an elected official, sharing your story and advocating

Donor Party



The Great NAMI Get-Together brought 40 NAMI supporters together for an evening of state fair festivities on Aug. 21 at Sandy and Pete Menge’s home in St. Paul. Guests enjoyed food-on-a-stick and state fair midway games while raising almost \$7,000 for education programs for NAMI Minnesota.

for a better system. Join our legislative committee. Attend Mental Health Day on the Hill or come down to the Capitol for our weekly lobbying effort.

Change is difficult, messy and hard. During the past 35 years we have seen a lot of positive changes. But our work is not done. NAMI urges you to become involved in our movement so that we can continue to carry our mission and improve the lives of children and adults with mental illnesses and their families. If not you, who?

NAMI in the News

- NAMI staffer Kristy Collier and Mark Sander, a senior clinical psychologist and Hennepin County mental health coordinator, talked about mental illnesses in children and NAMIWalks on recent KARE11 and FOX9 TV news segments.
- NAMI executive director Sue Abderholden was featured in a cover story for politicsmn.com titled “Minnesota’s top mental health advocate,” and she was recognized as one of the “100 Influential Health Care Leaders” by Minnesota Physician magazine. Abderholden was also blitzed by media interviewers after standing in as spokesperson for the family of Andrew Engeldinger, following the deadly tragedy in Minneapolis.

NAMI Holiday Celebration

Join us to celebrate another successful year at NAMI Minnesota. Learn about NAMI’s accomplishments in 2012 and hear about upcoming plans in 2013. Meet the NAMI staff, board of directors, fellow volunteers and NAMI members. Connect with old friends and meet some new ones, too! The event will be held Dec. 11, from 5:30-7:30 p.m., at NAMI Minnesota, 800 Transfer Road, Suite 31, in St. Paul. Holiday beverages & light hors d’oeuvres will be served. Please RSVP by Dec. 7 to: Amanda at 651-645-2948 ext. 112 or amay@namimn.org.

NAMIWalks Raises Awareness... cont. from p.1

speaker Albert Garcia, Diane Brusius of Allina Health, Miss Global United, Mary Scheele; NAMI advisory committee member Otis Zanders, NAMI friend & advocate David Wellstone, and NAMI's executive director Sue Abderholden. The premier dance band High and Mighty returned this year to rev up the crowd. Walkers were treated with fresh popped Kettlecorn provided by the Ed & Todd Edholm & Family and enjoyed lunch at the food trucks from Rusty Taco and Messy Guiseppe. The T-Shirt design contest attracted many contestants

with thoughtful messages and creative designs. The top three winners were: Team Aaron Johnson, Bobz Headphones and the S.T.A.R.S.

Over 161 walk teams were formed with the team captains leading their walkers to success. Dedicated and enthusiastic walkers donated over \$200,000 bringing our preliminary total to over \$300,000. Donations will continue to be accepted until Nov. 22, 2012. Help us reach our goal of \$325,000.

NAMIWalks would not have been as successful without the leadership and generous contributions from 55 business and family sponsors. This year sponsorships brought in \$104,600 alone!

Our Premier sponsors were Allina Health and Cigna, and UCare was our Presenting sponsor. NAMI's steadfast Gold sponsors included: Blue Cross and Blue Shield of Minnesota, HealthPartners and Regions Hospital, St. Joseph's Hospital as part of the HealthEast Care System, Mayo Clinic and Hennepin County Medical Center. View all of our sponsors on this page.

NAMIWalks Sponsors

Premier Sponsor

Allina Health, Cigna

Presenting Sponsor

UCare

Gold Sponsor

Blue Cross & Blue Shield of Minnesota, HealthPartners & Regions Hospital, Hennepin County Medical Center, Mayo Clinic, St. Joseph's Hospital, a member of HealthEast Care System

Silver Sponsor

AM950, Genoa Healthcare, Josie & Denis Daly, High & Mighty, Lilly, USA; Medica, Optum, PrairieCare, Vinland National Center

Start / Finish Sponsor

Allan & Lou Burdick, Scott Craven, Al & Pat Rousseau, Behavioral Healthcare Providers, LifeSpan of Minnesota, Inc., Metro Transit

Bronze Sponsor

Dynamex, Janssen Pharmaceuticals Companies, North Memorial Medical Center, Nystrom & Associates, Ltd., Mental Health Resources, Inc., MN Ambulance Association, Midwest Kettlecorn

Supporter Sponsor

Canvas Health, Carlson Capital Management in memory of Kurt Rousseau, Choices Psychotherapy, Ltd., Cort Holten of Chestnut Cambronne, Fraser, John & Janet Carey, Pediatric Consultation Specialists, Resource Spectrum Community Mental Health, Vail Place

Kilometer Sponsor

Alerus Financial, Dano Golf & Banquet, Community Options Fridley, Community Options St. Paul, Guild Incorporated, Jami Alanna Marks Tikkun Olam Fund of Temple Israel, Minnesota Recovery Connection, Northwest Residence, People Incorporated, Sharon Autio, Supportive Living Services, Supportive Living Solutions, Suicide Awareness Voices of Education: SAVE, Touchstone Mental Health



NAMIWalks emcee Ken Barlow chose NAMIWalks to share his recent diagnosis with bipolar disorder.



More than 160 walk teams flooded Minnehaha Park.



NAMIWalkers helps empower lives.



There was always a chance of being hugged by a giant dog.



Raising awareness and stomping out stigma.



Allina Health Super Team



A mom is all smiles with tiny NAMIWalks advocate.

to eliminate the pervasive stigma of mental illness.



With a little help, a young boy gets a view above the crowd as the Walk starts.



High and Mighty band members climbed down from the stage to rev up the crowd.



Advisory council member Otis Zanders praised the strides NAMI is making in educating the public.



Group dancing and cheerleading was done with flair.



In Our Own Voice team presenters joined the Walk.



Bringing mental health awareness to every part of the galaxy!

Huge Thanks To NAMIWalks Teams and Volunteers!

Huge thanks to over 175 volunteers who worked to pull off this big event by helping with set-up, staffing tables and park clean-up, especially to team leads Frank Bellanger, Kristy Collier, Michelle Greene, Kate Hersey, Lee Keller, Steve Loop, Amanda May, Anna McLafferty, Kelly McLaughlin and Janet Sawyer. Heartfelt thanks to the NAMIWalk committee: Sharon Autio, Michelle Greene, Samantha Kolles, Amanda May, Janet Sawyer and Nancy Silesky. In addition, the Minnesota CIT officers provided security and the Minnesota Ambulance Association & HMC provided an on-site ambulance and first aid.



Bobz Headphones team

Voice 31, Bobz Headphones 29, Drama Mamas 27, Landon's Light 19, and Family-to-Family 18. The top affiliate teams: Kaleidoscopes 48, Rural Rowdies 18, Tremolos 16, and Hennepin Heroes 13.

Thank you to all those who participated in NAMIWalks, to all those who joined the walk for the first time, recruited walkers, raised funds and most importantly raised awareness! The walk will remain open until Nov. 22nd and donations will be gladly accepted online and by mail. Mail to NAMI Minnesota, 800 Transfer Rd., Suite 31, St. Paul, MN 55114. Please, indicate the team or walker's name to designate funds. NAMIWalks 2013 is set for Sept. 28!



David Wellstone cheered NAMI for leading the fight for mental health parity.



The Starr Walkers carried signs along the Walk.

The top large company teams by size: HealthPartners Family of Organizations with 223, Team UCare 184, AllinaHealth Super Team 147, Team Cigna 134, Fairview Super Team 126, PrairieCare 105, and OptumHealth Bloomington 96. Top smaller organization teams: People Incorporated 79, Lifespan of Minnesota 40, Supportive Living Solutions 32, Nystrom & Associates 30, and The Emily Program Foundation 25. Top family teams: STARR Walkers 69, In Our Own



HealthPartners had the largest corporate team.

Second Annual NAMIWalks Held in St. Cloud

September 22, 2012 marked the second satellite NAMIWalks held in St. Cloud Minnesota. With over 300 walkers and 21 teams NAMI St. Cloud filled Whitney Memorial Park with hope. Organizers say the event was a success. The T-shirt design contest winners were: We Have a Dream Team, NAMI North Central Region & Friends, and Team Red Cloud. Walkers donated nearly \$20,000 with donations still coming in. Proceeds will benefit the NAMI St. Cloud affiliate and other local affiliates that walked in St. Cloud.

Thanks to our St. Cloud sponsors: HealthPartners, Regional Diagnostic



Radiology PA, Nystrom & Associates, St. Cloud Hospital Behavioral Health Services, Centracare Health System Marketing, Crafts Direct, St. Cloud Surgical Center, Catholic Charities, Brenny Transportation, Inc., W3i Holdings, LLC, Patrick Spellacy Agency, Opportunity Services, Benson Funeral Home, Adult & Pediatric Urology, Great River Bowl, Short Stop Custom Catering, GNP Company, Pinecone Family Counseling, Schnetler Properties, LLC, Northway Eye and Contact Lens.

Project on Parenting Needs of Mothers

DHS has selected and contracted with three agencies to better understand the parenting needs of mothers with serious mental illness and their young children: Central Minnesota Mental Health Center in St. Cloud, Human Development Center in Duluth, and Mental Health Resources in St. Paul.

The purpose of the project is to develop a deeper understanding of the factors that contribute to sensitive care in mothers with serious mental illnesses, and then develop relationship-focused interventions that support both the parenting needs of the adult mothers with serious mental illnesses and the developmental needs of their young children.

Funded projects will partner with the State to engage adult clients receiving

Adult Mental Health Rehabilitative Mental Health Services (ARMHS), Assertive Community Treatment (ACT), or Adult Mental Health Targeted Case Management (AMH-TCM), and who are parenting young children in order to better understand their parenting experiences through interviews and observations of them interacting with their children.

Funded projects will have ACT, ARMHS, or AMH-TCM staff attend trainings on early childhood development and early childhood mental health. Funded projects will also work with the State to either partner with early childhood mental health providers or develop current staff to pilot relationship based treatments for their adult clients with serious mental illness and those clients' young children.

Experienced Project Offers Peer Support

The Experienced Parent Project is a parent-to-parent support and advocacy program that provides support to parents of children with mental illnesses. The program matches an experienced, trained parent with a newly referred parent to help them understand the children's mental health system and educate them

about services that may help their child. A child does not have to have a mental health diagnosis in order for their parents to participate in the program. NAMI is currently working with 53 families in Dakota County. For information, contact Jennie at jbennett@namimn.org or 651-645-2948, ext. 300.

Midwest Continuum of Care for Child Trauma

The Midwest Continuum of Care for Child Trauma was recently awarded a grant from the federal government. This builds on the work of the Ambit Network as a National Child Traumatic Stress Network center by partnering with Minnesota and North Dakota governments, providers and advocates.

The focus will be on children ages 4-18, including children in the Child Welfare and Juvenile Justice systems, children affected by parental military deployment, refugee and immigrant children, and American Indian children. The goals of the project are: 1) to improve access to trauma informed practices and treatment, 2) to implement and sustain evidence-based treatment models, and 3) to build and maintain consensus on child trauma. NAMI has again signed on as a partner to provide parent-led activities and provider education.

Respite Care for Families

Patients and families facing serious illness and loss have a new resource to help them cope, thanks to a partnership between Fairview Health System's Foundation and Faith's Lodge. The Lodge is a nonprofit retreat center located two hours from the metro area in northwest Wisconsin. It provides a restful and peaceful setting where parents and children facing serious illness or loss of a child can retreat to reflect on the past, renew strength for the present and build hope for the future.

Programming is offered at specified times for families facing the critical illness of a child; families facing the death of a child, including through suicide; and families who have experienced a miscarriage or stillbirth. Families who need financial assistance may choose a sliding fee scale to stay. No family will be turned away for inability to pay. For information, contact Faith's Lodge at info@faithslodge.org or 715-866-8200.

to eliminate the pervasive stigma of mental illness.

In Our Own Voice Presenter Shares Hope with Others

Albert Z. Garcia commented in June 2012 during his performance in “Minds Interrupted” at the packed History Theatre in St. Paul, “I can’t make the voices go away. It took four years to train myself to follow what I want and not what my voices want. I had to stop the drugs and drinking for that to happen.” A feature story on him in the St. Paul Pioneer Press helped draw nearly 500 people to that event.

Garcia, 56, is employed full-time as a Certified Peer Specialist with People Incorporated and uses his “gift of dual diagnosis” to help others who are seeking a life of recovery from mental illness and chemical dependency.

In the past, Albert Garcia struggled with alcoholism, drugs and mental illness and has come into contact with the criminal justice system as a result of those struggles. As part of his diagnosis of Schizoaffective Disorder, he hears voices 24/7. He has pursued a college education with a major in Chemical Dependency, hopes to work in Behavioral Health, is an active NAMI Connection support group facilitator for people who live with a mental ill-



Albert Garcia has found a variety of ways to help others who are seeking a life of recovery.

ness, and also a Recovery support group facilitator.

Garcia reduces the stigma of mental illnesses by presenting his personal story as a NAMI Minnesota “In Our Own Voice” presenter as well as by speaking to police and corrections officers through his involvement with CIT (Crisis Intervention Team) training. He has also taken on the important roles of membership in the Regions Hospital Family and Patient Advisory Council, Fairview Riverside Hospital Mental Health Committee, and Ramsey County Mental Health Committee. Most recent-

ly, he was a speaker at NAMIWalks.

Garcia has three sons: Joe 34, Albert Jr. 30, Donald 28, and a daughter, Tina 39 who lives in Texas, and also two step daughters, Maria 36 and Renee 40. He enjoys spending time with his wife Joyce, his 15 grandchildren, and two great-grandchildren. He has put his experience to good use, advocating for people who experience dual diagnosis with an emphasis on people under control of the court system.

Individual Placement and Support, Part of IOOV

IPS – Individual Placement and Support is an evidence-based practice that is very successful in helping people with serious mental illnesses obtain and retain employment. The model has key practice principles such as everyone who wants to work is eligible, the job search starts right away, individualized job supports are not time limited, and the employment services are integrated with mental health treatment.

NAMI is beginning to use the In Our Own Voice Program to promote the importance of employment, and in particular the importance of IPS. If you have received assistance through an employment program and would like to be an IOOV speaker, please contact the NAMI office at 651-645-2948.

Get to Know NAMI

Get to Know NAMI provides a deeper understanding as to how to get involved, take action and make a difference in the lives of children and adults living with a mental illness and their families. Meet NAMI’s staff and volunteers to hear firsthand about our work. The next Get to Know NAMI sessions are Nov. 13, Dec. 4, Jan. 15 and Feb. 12. For information or to RSVP, contact Kay at 651-645-2948 x113 or kking@namimn.org.

Keeping Non-Emergency Medical Transportation

Non-emergency medical transportation is a service covered under Medical Assistance (MA). MA covers bus fare, cab fare, special transportation, etc. for medical appointments. For children and adults with mental illnesses it is used to attend day treatment, see a therapist or psychiatrist, etc.

For the past two years the legislature has been looking at how to control costs by making sure that there is a statewide assessment, that people are using the least expensive mode of transportation, that there are standardized measures, and by streamlining administrative functions. For the second year an advisory committee has been appointed to look into these

issues. NAMI’s executive director is the co-chair of the committee.

NAMI’s main concern is to make sure that the program is not “penny wise and pound foolish” by making it more difficult for people with mental illnesses to get to their appointments. NAMI wants to make sure that the difficulties people may have with mass transportation are recognized, such as disordered thinking, vulnerability, impact of high heat, etc.

The committee is meeting every other week in order to complete its report to the legislature on time. If you have had problems with non-emergency transportation, please let us know.

Patriots for Parity Tour

Key authors of the federal Mental Health Parity law Patrick Kennedy and Jim Ramstad were joined by Rep. Betty McCollum and Dave Wellstone at a hearing on July 16 in St. Paul about implementing the law. Joining in on video were Senators Al Franken and Amy Klobacher, and Rep. Ellison. Family members and persons living with a mental illness also spoke at the event hosted by NAMI Minnesota and six other organizations. Over 350 people attended the event.



Patrick Kennedy explained there are still roadblocks that advocates must fight through before the mental health parity law is fully implemented.

Group Works to Reduce Hospital Readmissions

Transitioning from the hospital to another care setting or home can be a very vulnerable time for people with mental illnesses. In 2010, depression was the 4th diagnosis by volume for readmissions in Minnesota according to data collected by the Minnesota Hospital Association.

To address this issue a work group of psychiatrists, physicians, nurses, social workers, health plan and county representatives, staff from ICSI (Institute for Clinical Systems Improvement) and Sue Abderholden from NAMI has been meeting to develop recommendations to reduce readmissions among people with mental illnesses in psychiatric care and other areas of the hospital.

The report, released in October, contains recommendations in five key areas:

1. Patient and Family Engagement and Activation,
2. Medication Management,
3. Comprehensive Transition Planning,
4. Care Transition Support, and
5. Transition Communication.

The specific recommendations call for understanding that families (as defined by the patient) are an often unrecognized resource for safe transitions. Hospitals are urged to ask the patient to identify their network of supportive persons, to involve them in admissions and discharge planning meetings (with

verbal consent), to use the “teach-back” method, and to refer people to community resources such as support groups and classes.

The group also wants to make sure that medication can be accessed in the community under the person’s health insurance and that the person understands their medication plan. There should be a detailed patient-centered transition plan that looks at self-care activities, recovery goals, crisis management, and physical health considerations.

Post-hospitalization follow-up would include a variety of items such as seeing a mental health provider within 7 days of discharge and connecting to a primary care provider. Lastly, the community mental health and primary care provider should be aware of the hospitalization and discharge plan.

NAMI Minnesota is pleased that the Minnesota Hospital Association and ICSI were interested in improving the care provided to people with mental illnesses and that we were able to have a representative at the table. The complete report will be available on the NAMI website.



Seclusion & Restraints in Schools

The Dept. of Education has launched its committee to discuss how school districts can reduce the use of seclusion and restraints. This committee and its report were mandated by the legislature last session. The law has been in effect since Aug. 2011 (passed in 2009), so we now have data on their use and have identified where the law needs to be clearer.

While the state could say that schools should stop using these types of procedures altogether, NAMI is greatly concerned that students with mental illnesses would be placed in home-bound education, referred to the juvenile justice system, or restrained by staff under the “reasonable force” law that allows them to protect students and staff (with no reporting or training requirements).

This committee will look broadly to identify the resources, training, technical assistance, mental health services and collaborative efforts needed so that the use of these procedures is reduced and so there are not negative consequences to these students. Sue Abderholden is representing NAMI on the committee.

Center for Mental Health

The University of Minnesota received a \$440,000 grant under the Affordable Care Act to boost the number of social workers and psychologists who work with Americans in rural areas, military personnel, veterans, and their families. This effort will be carried out as part of the new Minnesota Center for Mental Health, which is being formed through a grant from the MN Dept. of Human Services to the School of Social Work, the College of Continuing Education, and the Dept. of Psychiatry at the University of Minnesota. The purpose of the center is to prepare a workforce that can deliver evidence-informed, integrated mental health services, including IDDT (Integrated Dual Diagnosis Treatment).

to eliminate the pervasive stigma of mental illness.

Reform Looks to Enhance Key Services

The Adult Mental Health Reform 2020 steering committee, whose purpose is to review the mental health continuum of care, identify system gaps, and provide recommendations to DHS on potential changes to the publicly funded mental health system of care for adults, met for the first time on September 11.

The committee, chaired by Sue Abderholden from NAMI and Cynthia Godin, head of the Adult Mental Health Division, has formed five working groups on specific issues:

- Intensive Residential Treatment Services (IRTS): This group will be asked to identify the service components that are needed in an IRTS to meet the needs of individuals who have co-occurring physical health needs and/or psychiatric symptoms which may result in aggressive behavior.

- Early Onset of Psychosis: This group

Seeking NAMI Family Support Group Facilitators

Having a loved one who lives with a mental illness can be an isolating experience. When the symptoms of a mental illness begin to surface, the relationship balance within a family can be thrown into disarray, even chaos. NAMI programs strive to help families in their efforts to stabilize and achieve balance.

One strategy that has proven helpful is peer-to-peer support. Talking with others who have similar experiences, sharing coping skills and insights, as well as problems and concerns can be an important step. NAMI family support groups provide a nonjudgmental place for open discussion with people who understand and who can offer encouragement and hope based on their own life experience.

NAMI family support groups are free, and no registration is required. You just need to have a loved one who lives with a mental illness. If you have attended a

will develop recommendations on how to best address the needs of young adults experiencing their first psychosis, and psychotic symptoms in youth.

- Behavioral Health Home: This group will be asked to define the needs of the participants who would benefit from a behavioral health home model and recommend service options to support the model.

- Adult Rehabilitative Mental Health Services (ARMHS) and development of a new state plan option, Intensive Mental Health Recovery Services: This group will evaluate the options available to support ARMHS and/or a 1915i (enhanced community based services) rehabilitation option.

- Peer Run Services: This group will describe consumer run service options and recommend state policy direction.

NAMI support group and feel you would like to help other family members, please consider applying for NAMI's free Family Support Group Facilitator Training, Jan. 25-26, 2013 in St. Paul.

Ideally, two facilitators lead the groups and NAMI is presently looking for co-facilitators in already established family support groups in Brooklyn Center, Eagan, Mankato, Roseville, and West St. Paul, and for new group in Oakdale.

If you grew up as the child or sibling of someone who lived with a mental illness, NAMI's Daughters and Sons group in Maple Grove also needs a co-facilitator. Or, if your spouse or partner lives with a mental illness, NAMI has a group in South Minneapolis and one in St. Paul in need of a co-facilitator to help with an established group. For information, contact Donna Fox at dfox@namimn.org or 651-645-2948 x101.

Advocates Challenge MnChoices Tool

MnCHOICES is an automated comprehensive assessment and support planning tool that will be used by the MN Department of Human Services (DHS) and combines developmental disability screening, long-term care consultation, personal care assistance and private duty nursing.

The MnChoices tool will be used to determine the level of care needed, eligibility for waivers (including CADI – Community Alternatives for Disabled Individuals) and other needs.

NAMI and other mental health advocates and providers have been meeting with DHS over the summer and into the fall to discuss concerns that the tool is not sensitive to the needs of children and adults with mental illnesses.

For example, it could identify if someone needed help with meal preparation because they didn't know how to cook but not necessarily because their symptoms (such as fatigue) prevented them from being able to cook a meal.

After a very productive meeting with DHS staff in October representatives from the mental health community now believe that the tool will be revised to more accurately identify the needs of people with mental illnesses.

Hope for Recovery Teachers



This summer nine new teachers were trained to teach NAMI's one-day Hope for Recovery workshop.

Through education, advocacy, and support, we strive

NAMI Welcomes New Staff Members

NAMI's new office manager is Virginia (Gin) Kujawa, who has worked as office manager at MinnPost, executive assistant at the James J. Hill Reference Library, office administrator at Best and Flanagan, and as administrative services specialist at Andersen Consulting. She replaces Laura Ibsen, NAMI's office manager for the past five years.

Pearl Kilbride, former co-owner of the Hungry Mind Bookstore and publisher of the Ruminator Magazine and Hungry Mind Press has been hired as NAMI's new outreach director. Gin and Pearl both started on Oct. 1.

Amanda May became NAMI's new special events coordinator on July 9. She is a recent graduate of Concordia College in Moorehead and has interned at a number of places, including the Ronald McDonald House, working on special events.

In addition, former outreach director Jennie Bennett is now coordinating NAMI's experienced parent program and parent resource groups, and other NAMI efforts to support families in Dakota and Scott counties.



NAMI's newest staff members Virginia (Gin) Kujawa, Pearl Kilbride and Amanda May.

In Memory of

DANIEL LEE BORN
From
Jill Baker
Catherine Berens
Margaret A. Born
Curt & Mary Lenzmeier
Carlson
Gayler & Donna Case
Dennis & Jean Eich
Scott & Lisa Ellison
Robert & Marilyn Eshleman
Kevin & Julie Fossum
Laurence & Elna Goodspeed
Nathan & Lori Gove
Kevin & Susanna Gust
James & Laurie Haeg
K.D. & J.L. Heitkamp
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& Jeffrey Geske
Kay D. & R.A. Johnson
Jane Moriarty & Kathy Busch
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Deanna Ybarra
Erwin & Gail Zimmer

NICK WIEMANN
From
Donna Wiemann

KEVIN SCHARF
From
Leroy & Gladys Motz

FLORENCE MURRAY
From
Joe Murray

MICHAEL RUBASCH
From
Anthony Rubasch

PAUL SUMMERS
From
Kelley Leaf

WAYNE "BUMPS" BROWN
From
Sue Abderholden & Lee Keller
Charles & Catherine Arvesen
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Mary Jo Brooks
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Craig & Kathy Nelson
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Keith & Wilda Smith
LeRoy & Jacqueline Storby
Wayne & Evelyn Stuemke
Neil & Lois Swanson
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James & Brenda Walker

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Grant & Hege Herfindahl
Mary L. Hovland
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Dustin Leavell
Sandra & Walter Osterholt
Todd Pederson
Don & Deb Severson

RANI VOSS
From
Renee Hauwiler

JOHN GRITTI
Barbara Meyer
Myrt & Marvin Meyer
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KEVIN MULLIGAN
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Corrine Cavanagh
Paul Arden Hunziker
Ron A. Morris

TYLER THORESEN
From
Patricia McDonald

HAL SIEVERS
From
Dina Stewart

In Honor of
Katherine Doerr
From
The Windibrow Foundation

Jan Brown
From
Karen VanMeter

Christine Kostner & Addison
Rohr's Wedding
From
Janice & John Gray

Thanks DanO Golfers

The fourth annual DanO Golf Outing & Banquet held on Sept. 17 at the Minnesota Valley Country Club in Bloomington was a big success. The event benefits NAMI Minnesota's suicide awareness and education efforts. Watch for more information in the next newsletter.

Pub Trivia Fundraiser

NAMI's third annual Pub Trivia fundraiser will be back by popular demand in February. Watch our website and e-newsletters for more details.

GRANTS KEEP NAMI GROWING

BENEFACTOR (\$500-\$999)

- Minnesota Council of Nonprofits – Voter pledge program
- The Windibrow Foundation – General operating
- Deane C. Manolis & Nancy G. Manolis Charitable Giving Fund – General operating

IRIS CIRCLE (\$10,000 +)

- The Kunin Fund of the St. Paul Foundation – Anti-stigma campaign

In Sympathy

Wayne "Bumps" Brown, founder of Brown Printing Company of Waseca and a former NAMI board member, passed away on July 23 at the age of 87. Bumps also served as NAMI's devoted volunteer bookkeeper for many years. He was a wonderful person and will be missed.

to eliminate the pervasive stigma of mental illness.

NEW & RENEWING MEMBERS

Contributions June 23 to Sept. 26, 2012

Susan Aberholden & Lee Keller
Don Allan
Orlin Anderson
Raymond & Carolyn Anderson
Shirley Anderson
Stanley Anderson
Brenda Arnold
Olukayode Awosika
Ariel Baldini
Gloria Baloga
Becky Barnes
Jim Bartol & Chris St. George
Nicholas Beck
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Russell Booth
Carrie Borchardt
Jeanne Born
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Laura Boyke
Jean Marie Brennan
Shelly Britton
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Forensic Network

Joe: 651-484-8218

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Minneapolis

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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: November 8, 2012
To: Sandy Lewandowski, Superintendent
From: Jane Holmberg, Executive Director of Teaching and Learning
Re: **What Board Members Should Know About the District 287 Conference Center**

The 287 Conference Center has been designed to be an exceptional location to engage in professional development, organizational retreats, and training conferences. Before fall 2009, the Center was operated by Hennepin Technical College. Since that time, the district has managed the Conference Center and seen growth in overall attendance and in number of events. For example, during the week of October 8-15, the Conference Center enjoyed the busiest week since its reorganization, registering over 985 seats among a diverse set of opportunities that included most notably *Learning Forward's* 3 day conference with Tom Guskey, national expert in Standards Based Grading practices where 130 participants representing 11 Minnesota School Districts learned together in our well-appointed and convenient location.

The Conference Center is a benefit to 287 internal staff (who represent over two-thirds of all users), member district staff, and to external customers.

	Total Attendees 2011-12	Percent of users 2011-12	Percent of users to date 2012-13
Internal Users	19183	66.7%	68.5%
Member District Users	786	2.7%	2.1%
External customers	8800	30.6%	29.4%
Total Users	28769		

Space rental from external customers helps support the Center and partially defrays costs of operating the training and meeting areas for 287 and member district staff. In 2011-2012 we realized \$27,503 in rental revenue and are projecting an increase of 23% for 2012-2013. Last year we executed 27 contracts with external customers, and this year we already have 34 contracts in place. Our external customers include such clients as University of St. Thomas, Bethel University, Minnesota Home Care Association, General Mills, Olympic Steel, Tonka Water Company, Baird Insurance, and Executive Connections.

Under the leadership of Coordinator Kim Green, the Conference Center continues to standardize operations and become known as a preferred meeting location. Recently we have:

- Refined the website marketing www.287Conference.org,
- Advertised in TwinWest Chamber publications and CVent.com, an online submission for RFP for conference space needs
- Instituted a credit card registration system, eliminating staff time for invoicing, accounts receivable and increased accuracy in financial management, and
- Increased seating capacity by 25% in our largest rooms

For the future, we are considering offering collaborative workspaces in addition to traditional training and meeting rooms. Collaborative workspaces are a natural progression in creating an innovative environment for increasing productivity, reducing real estate workspace, and improving employee satisfaction. We are examining creating a pilot/prototype for collaborative workspaces in the Conference Center that could be rented by external customers as well as used by 287 staff to realize the anticipated enhanced results of this new way of working together.

Registration Form

\$25 per person*

Name

Title

Organization or School District

Phone

Email

*Fee includes continental breakfast

Mail completed form with payment to:

Association of Metropolitan School
Districts

1667 Snelling Avenue North

Suite C-107

St. Paul, MN 55108

Questions:

651-999-7325 or sorourke@amsd.org

**The deadline for registration is
Friday, November 16.**

Bridging Children's Mental Health and K-12 Education

An increasing number of students are facing significant mental health challenges. Our public schools are being asked to address these challenges in the face of diminishing support from the state and community resources. Join educators, health care practitioners and state policymakers in an informative and thoughtful conference that will examine how Minnesota can build the programming and partnerships our students need to succeed in school and in life.

Conference Co-Sponsors

This conference is sponsored by the following:

- Association of Metropolitan School Districts (AMSD)
- Intermediate School District 287
- Intermediate School District 917
- Northeast Metropolitan Intermediate School District 916
- National Alliance on Mental Illnesses, MN



For More Information

Contact AMSD
651-999-7325

www.amsd.org/2012policysummit

Bridging Children's Mental Health and K-12 Education

Tuesday, November 27, 2012

7:30am-Noon

U of M Continuing Education
Conference Center St. Paul





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

Tuesday, November 27, 2012

7:30am-Noon

Join educators, health care practitioners and state policy makers on November 27, 2012 in a conference that will explore how we can better address the increasing mental health challenges facing our students. The conference will examine the need to build partnerships that will provide the support and resources students need to be successful in Minnesota. Topics will include:

Understanding Mental Illness in Children
Systematic Challenges Faced by Children and Families
What's Working in Minnesota?
Getting to Solutions for Minnesota's Children

Presenters and Panelists include:

- Dr. Joel Oberstar, Assistant Professor of Psychiatry at the University of Minnesota and CEO and Chief Medical Officer at PrairieCare & PrairieCare Medical Group
- Char Myklebust, Psy.D., Executive Director of Mental Health/Training/Partnerships, Intermediate District 287
- Mark Sander, PsyD, LP. Senior Clinical Psychologist. Mental Health Coordinator. Hennepin County/Minneapolis Public School

In addition, we will hear from experts from the Minnesota Department of Education, the Minnesota Department of Health, the Minnesota Department of Human Services and other professionals regarding strategies to address children's mental health issues.

Registration opens at 7:30 a.m. with a continental breakfast and the program begins at 8 a.m. Please join us!

University of Minnesota Continuing Education Conference Center

1890 Buford Avenue St. Paul, MN 55108

Children's Mental Health Conference
 Tuesday, November 27, 2012
 University of Minnesota Continuing Education Conference Center

Agenda

- | | | |
|-------------|--|------------------------------------|
| 7:30-8:00 | Registration and continental breakfast | |
| 8:00-8:10 | Welcome and Introductions | George Kimball, AMSD Chair |
| 8:10-8:15 | Video I | |
| 8:15-8:45 | Children's Mental Health: Where We Are
And How we Got Here | Dr. Char Myklebust |
| 8:45-9:40 | Keynote Address: Understanding Children's
Mental Health | Dr. Joel Oberstar |
| 9:40-9:45 | Video II | |
| 9:45-10:00 | Break | |
| 10:00-10:45 | What's Working in Minnesota | |
| | Video Presentation, Community Schools: The Brooklyn Center School District | |
| | Video Presentation, School-linked Mental Health Grants: Eden Prairie Schools | |
| | Video Presentation, PBIS, St. Cloud Public Schools and Eric Kloos | |
| | Live Presentation, School-linked Mental Health Grants: Dr. Mark Sander | |
| 10:45-11-15 | Panel Discussion | |
| | Dr. Mark Sander | |
| | Eric Kloos | |
| | Dr. Joel Oberstar? | |
| | Other? | |
| 11:15-11:20 | Video III | |
| 11:20-11:30 | Getting to Solutions for Minnesota's Children | Moderator: Supt. John Christiansen |
| | Robyn Widley, MDE | |
| | Glenace Edwall, DHS | |

Maggie Diebel MDH
Sue Abderholden, NAMI, MN

12:00

Wrap up

Strengthening Children's Mental Health Services through School-based Programs

by **Mark Sander, Psy.D.**, Hennepin County/Minneapolis Public Schools, **Tom Steinmetz**, Washburn Center for Children, **Anna Lynn**, Minnesota Department of Human Services, **Glenace Edwall**, Minnesota Department of Human Services and **Marcia Tippery**, Minnesota Department of Human Services

Introduction and Background

School success and positive mental health are critical for later success in life. The dropout rate for students living with serious mental illness is approximately twice that of other students. Mental health and school success are closely related since untreated mental health issues can be significant barriers to learning. One in five children has a diagnosable mental illness, yet 70 to 80 percent do not receive treatment or receive inadequate levels of care. The need to improve access to mental health services is urgent. Fortunately, schools provide significantly improved access to students and families. Schools are an ideal place for mental health promotion, prevention and early intervention activities such as Positive Behavioral Interventions and Supports (PBIS) and social emotional learning. When students have a more serious mental illness, research has shown that having a licensed mental health provider on-site at a school can dramatically increase these students' access to and participation in needed mental health services and supports.

Nationally, the school mental health movement has grown over the last 15 years. Minnesota has had more than 20 years of school and mental health collaboration, fostered by an investment of state funds in 2007 as part of larger mental health reform legislation. Minnesota's school-based mental health efforts include 21 School-Linked Mental Health (SLMH) grant programs serving urban, suburban and rural areas. These programs serve 63 counties, about 200 school districts and

more than 550 schools. The purpose of these programs is to increase access to children's mental health services in school and community settings.

Additionally, Washburn Center for Children has been providing services in Minneapolis Public Schools (MPS) since 2005 through a partnership with Hennepin County and MPS. Currently, Washburn provides services in seven schools in the Minneapolis Public School District as well as ten suburban schools in the nearby Bloomington and Eden Prairie School Districts.

As the provider in these schools, Washburn Center for Children collabo-

rates with school staff and parents to help identify children who are struggling with mental health issues and to ensure that they receive assessment and treatment services in a timely manner. Services are available and accessible to all children and families, whether they have health insurance or not, due to state and county grants.

Mental health and school success are closely related since untreated mental health issues can be significant barriers to learning.

Washburn clinicians provide a comprehensive diagnostic assessment and a range of therapeutic, care coordination and consultation services. These clinicians partner with teachers and parents to help them effectively work with a child who is experiencing social, emotional and behavioral problems, to provide consultation so parents and teachers understand mental health

How the Program Works

issues and interventions better and to coordinate services with other professionals serving the family. School staff members are able to consult with clinicians and receive guidance on how to provide an environment that is conducive to a student's learning and how to respond when issues arise.

In Minnesota, school-based mental health programs integrate a broad continuum of mental health services and supports into the schools by locating a mental health professional at the school and partnering with student support staff already in the schools. Through a contractual relationship with the school district, a community mental health agency places a licensed mental health professional at each school participating in the program. This professional provides a range of services on-site at the school from prevention and early intervention (including teacher training and consultation) to diagnostic evaluation and therapy.

The school-based mental health programs are designed to provide both mental health services and ancillary supports (e.g., teacher consultation, care coordination, classroom presentations). Most of the clinical services are

continued on page 4

continued from page 3

funded by health insurance reimbursement. The financial model is based on maximizing reimbursement for treatment through families' health insurance. Program leaders have found that up to two-thirds of their costs can be captured through health insurance reimbursement and the county paying for the uninsured, leaving one-third of the funding needed from grants and other funding sources. Work continues on collaborative financing and long-term sustainability strategies that braids health insurance reimbursement and county, state and school district financial support to create a strong financial base for the programs.

Brief Portrayal of Data

Outcome data has been critical to building school-based mental health programs across Minnesota. Program leaders have used data to guide the development and implementation of their programs as well as to assess individual student improvement and indicators of overall program success.

Bringing mental health providers into the schools to provide services offers a range of benefits, including:

- Reduced barriers to learning, both for children living with mental illness and their classmates

- Increased accessibility to mental health services and supports (especially for underinsured and uninsured children)
- Improved functioning of children living with mental illness
- Reduced symptoms
- Reduced time spent out of class
- Reduced time away from work for parents
- Eliminated transportation barriers
- Improved consultation for teachers to support children in the classroom
- Reduced truancy and suspension rates

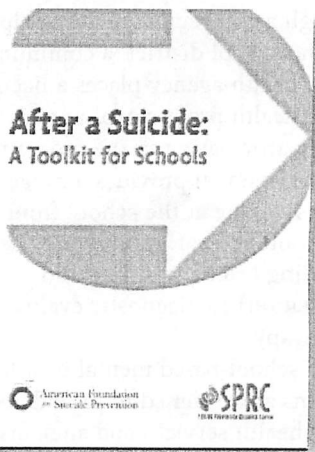
In Minnesota, from July 2008 to June 2010, more than 8,400 students in 63 counties have, with parental permission and involvement, been able to access mental health services in their schools through our state's SLMH programs. Data from the SLMH programs show that between 46 to 59 percent of students accessed mental health services for the very first time. Many children with serious mental health needs were first identified through the SLMH programs, including 45 percent of children who met the criteria for serious emotional disturbance (3,749 children total). For students from cultural and ethnic minority communities, school-based access to mental health services was

especially important. Overall, students of diverse racial/ethnic backgrounds were significantly more likely to access mental health services for the first time than Caucasian students (58 percent versus 52 percent). In particular, a higher portion of Asian American (69 percent) and African American (56 percent) students accessed services for the first time compared to Caucasian students (52 percent).

The Strengths and Difficulties Questionnaire (SDQ) is a behavioral health questionnaire that gauges the perspectives of the child, parent and teacher. The SDQ is useful clinically and has been reported by SLMH clinicians to be an important tool to discuss treatment progress with teachers and parents. SLMH students who had SDQ subscale scores in the abnormal range made significant movement to borderline or normal range scores from all raters. However, the greatest portion of student movement from abnormal to normal and borderline was for prosocial behaviors and emotional symptoms.

The MPS program has collected data since the beginning of the program in 2005 and trends have been fairly consistent over the years and similar to SLMH data. The MPS data has shown that about 85 percent of students were seen at least once face to

After a Suicide: A Toolkit for Schools



The American Foundation for Suicide Prevention and the Suicide Prevention Resource Center released a comprehensive toolkit, *After a Suicide: A Toolkit for Schools*. This resource provides step-by-step guidance on how schools should respond to a suicide.

The toolkit provides information on how schools should communicate with parents, students and the media when a suicide occurs and how to best prevent suicides. The toolkit includes sample press releases, best practices for responding to crises and how schools can help students cope, work with their community, use social media and move forward after a suicide happens.

To access the toolkit, visit www.sprc.org/library/AfteraSuicideToolkitforSchools.pdf.



face by a mental health professional, more than 70 to 85 percent of students were seen within two weeks and 50 to 65 percent of these students never received mental health services before. Program data also documents that students are receiving an appropriate level of treatment, averaging 15 face-to-face contacts during the year.

The MPS program has helped students improve their mental health and educational outcomes over the past several years. Both teachers and parents report improvements in students' mental health on the SDQ, which is similar to the outcomes reported in the SLMH programs. MPS program data also identified a decrease in school suspensions and an increase in attendance for some students. In addition, principals reported that they believed the program significantly reduced office referrals and student suspensions.

School-based mental health programs are reaching children at critical times in their lives and are reaching children with mental health symptoms that are more obscure than disruptive behaviors in the classroom.

Approximately 79 percent of SLMH students began services with moderate mental health service needs, typically requiring outpatient services and brief interventions. Conversely, 19 percent of students in the SLMH program started services with needs consistent with intensive services, case management and even inpatient level of care. Among the students with higher needs, 57 percent moved to a lower, less intensive level of care. Many students presented with low overall service needs but one or two areas of acute need such as day-to-day functioning, a stressful living environment or a co-occurring substance use disorder. For SLMH children with severe impairment in one of these areas, between 66 to 80 percent moved to minimal or moderate level of need in that area. These changes occurred in an average of seven months of service.

Lessons Learned

Recognizing that no one system can meet the mental health needs of youth alone, communities, schools and

mental health providers created programs to develop services when they did not exist and better align mental health services and supports with schools. Establishing strong relationships with schools and parents is critical to the success of the SLMH programs.

The challenges faced by the 21 SLMH providers across the state are varied, related to the size and geographic location of the school they serve.

As a provider in the urban setting of Hennepin County, Washburn Center for Children has encountered one lesson that is undoubtedly key for all

of bringing mental health services into the school setting is to ensure that all families have access to services their child needs, providers must work proactively with uninsured/underinsured families to ensure that services remain available and affordable for all children who need them. Ultimately, this fiscal pressure necessitates public contributions to guarantee sustainability.

Looking Toward the Future

School-based mental health programs can significantly increase access to services and supports and help sustain effective engagement in treatment, especially for families who in the past


Establishing strong relationships with schools and parents is critical to the success of the SLMH programs.

school-based mental health programs: investing in comprehensive planning with all key stakeholders to create clear agreements about boundaries, roles, expectations and policies among the various organizations involved, particularly between providers and school personnel. For example, policies related to data privacy, mandated reporting and parental consent may be different across systems and it is crucial to discuss these differences at the very start of the collaboration so a clear process can be defined. MPS and Hennepin County invested and supported this type of initial planning and collaboration and it benefited the project enormously.

Another challenge Washburn Center for Children has encountered through its school-based mental health program is supporting services for the large number of families needing services who are uninsured or underinsured. This financial challenge is more prominent in the school-based mental health program than in Washburn's other therapeutic programs due to the higher percentage of uninsured children served and families with large deductibles and co-pays. Since one goal

have had difficulty accessing the community-based mental health system. School-based mental health programs—when done well—are based on strong partnerships and provide the opportunity to leverage the expertise and resources of several major systems that touch children's lives to help achieve the best possible outcomes for children.

This important work can only be sustained through strong effective partnerships that have, at their core, the shared vision of school-based mental health and a fierce commitment to the well-being of children and their families. School districts, mental health providers, health plans and county and state governments all have a role. No one organization or system can do this work alone.

To learn more about the Minneapolis and Hennepin County school-based mental health programs, contact Dr. Mark Sander at Mark.Sander@co.hennepin.mn.us. To learn more about the Department of Human Services' state-funded grants, contact Dr. Marcia Tippery at marcia.tippery@state.mn.us. 

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: October, 2012
To: Sandy Lewandowski, Superintendent
From: Jane Holmberg, Executive Director of Teaching and Learning

Re: What Board Members Should Know About Collaborative Digital Curriculum Projects

In early 2012, The Teaching and Learning Advisory Committee of Intermediate District 287 initiated a collaborative project to design Minnesota Studies curriculum that would (1) be a web-accessible resource for teachers and (2) not require ongoing print purchase from publishers. Thirteen school districts each committed up to \$3000 to support a writing team to develop digital curriculum using the Moodle platform.

- Eden Prairie
- Edina
- Hopkins
- Minnetonka
- Orono
- Osseo
- Robbinsdale
- Wayzata
- Westonka
- Bloomington
- Buffalo-Hanover-Montrose
- Lakeville
- Prior Lake-Savage

These districts sent representatives to form a Steering Committee and nominated teachers to write the curriculum. Prior to beginning the work, the Steering Committee reached common agreement on the approach to the project and the guiding philosophy which was to focus on critical thinking throughout the curriculum and adhere to the MN state curriculum standards whenever there was a question. In addition, districts agreed that the product created would be available as open-source curriculum.

During the summer of 2012, a selected team of eight writers developed the course units under the coordination of online development specialist, Jon Fila. The cost to each district to this point has been \$1500 apiece. This school year, the 6th grade course is being piloted in a number of districts in various ways (one semester or two or as a secondary curriculum). If additional costs are incurred to refine the course or translate to other languages, districts will be billed up to an additional \$1500 apiece.

In 2013-2014 the final product will be shared publicly through *The Partnership for Collaborative Curriculum and Innovative Instruction* (<http://bit.ly/innovativeinstruction>) which was begun last year as a statewide umbrella for groups of districts working together to create digital curriculum. *The Partnership for Collaborative Curriculum* is a project of the Minnesota Learning Commons (<http://mnlearningcommons.org>) of which Dr. Jon Voss has been a long-term member, representing Intermediate District 287's Northern Star Online. The MN Studies project is the first major effort being shared through this partnership.

Because of the success of the MN Studies project, there is interest to continue developing digital social studies curriculum. The next phase of working together **will begin with writing 7th grade social studies curriculum and creating content for other grade levels as resources permit.** The extent of additional content will be dependent on the number of districts that join the project. Because we have created a successful template for districts working together and have been invited to present at the MDE and regional curriculum groups, we anticipate that many more districts statewide will join this project through Intermediate District 287.

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

Regular Meeting – November 8, 2012

AGENDA SECTION: BOARD BUSINESS

ITEM: District Administration/Organization (DAO) Policy Bucket
Employee Rights & Responsibilities (ERR) Policy Bucket,
and Financial Planning/Operations (FPO) Policy Bucket

PRESENTED BY: Anne Becker, General Counsel/Human Resource Director

1. Background Information

District Administration/Organization (DAO) Policy Bucket, Employee Rights & Responsibilities (ERR) Policy Bucket, and Financial Planning/Operations (FPO) Policy 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 District Administration/Organization (DAO) Policy Bucket, Employee Rights & Responsibilities (ERR) Policy Bucket, and Financial Planning/Operations (FPO) Policy Bucket as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY (Second Read)

POLICY SERIES: Financial Planning & Operations

SUBJECT: Goals - Finance

BOARD APPROVED:

REVISION DATE:

FPO 100 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 stakeholder 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 efficient systems to ensure accurate and timely in-all-aspects-of accounting and reporting,
6. Use the best available techniques of long-range planning, budget development and review;
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, including cash and checks, collected within District programs.
10. Provide for an annual audit of the books and records of the District to provide guidance and a record of its financial position, and
11. Maintain adequate insurance coverage for the most economical cost.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY (Second Read)

POLICY SERIES: Financial Planning & Operations

SUBJECT: Establishment, Adoption, & Modification of District Budget

BOARD APPROVED:

REVISION DATE:

FPO 120 Adoption & Modification of District Budget

I. PURPOSE

The purpose of this policy is to provide for the Board's, adoption and, if necessary, modification of annual District budgets.

II. GENERAL STATEMENT OF POLICY

The achievement of the Board's financial goals and priorities for the District requires budget planning as an integral part of program planning to reflect Board goals and provide a framework within which District staff can effectively operate.

The Board will adopt and modify budgets in accordance with the applicable provisions of Minnesota law.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY (Second Read)

POLICY SERIES: Financial Planning & Operations

SUBJECT: Funds Management

BOARD APPROVED:

REVISION DATE:

FPO 140 Fund Balance

I. Purpose

The purpose of this policy is to ensure the financial stability of the District, to provide a sound basis to justify continuation of a strong financial rating, and to provide a reserve enabling the District to respond to unforeseen shortfalls or expenditures.

II. General Statement of Policy

To ensure the financial strength and stability of the District, the Board will endeavor to maintain an unassigned fund balance of at least 6% to 8% of the District's General Fund operating budget, excluding operating capital programs.

III. Definitions

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the District's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the District's intended use of those resources.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the Board and that remain binding unless removed by the Board by subsequent formal action.
- C. "Fund balance" means the arithmetic difference between the assets and liabilities reported in the District fund.

- D. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- E. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- F. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose.
- G. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

III. ASSIGNING FUND BALANCE

The board delegates the power to assign fund balances to the Director of Finance. Assignments so made shall be reported to the school board in its annual financial report.

IV. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY (Second Read)

POLICY SERIES: Financial Planning & Operations

SUBJECT: Funds Management

BOARD APPROVED:

REVISION DATE:

FPO 180 Investments

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of District funds.

II. GENERAL STATEMENT OF POLICY

It is the policy of the Board that the District's investment portfolio be managed in a manner designed to attain a market rate of return through budgetary and economic cycles while preserving and protecting capital in the overall portfolio. Investments shall be made in accordance with statutory constraints. The Board's primary investment criteria are listed below in priority order:

- Safety
- Liquidity
- Yield

III. Delegation of Authority

The District's Director of Finance is designated as the investment officer for the District and is responsible for investment decisions and activities under the direction of the Board.

IV. Internal Controls

The investment officer shall establish internal controls which shall be documented in writing. The internal controls shall be reviewed by the Board and shall be annually reviewed for compliance by the District's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by the officer or others.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY (Second Read)

POLICY SERIES: Financial Planning & Operations

SUBJECT: Sources of Revenue

BOARD APPROVED:

REVISION DATE:

FPO 200 Sources of Revenue

I. PURPOSE

The purpose of this policy is to assist the District in obtaining additional resources to support the District's educational programs and meet the Board's financial goals.

II. GENERAL STATEMENT OF POLICY

The District is committed to providing the best educational opportunities possible for students by seeking additional sources of revenue to supplement the monies provided by local taxation and educational funding from the state and federal governments.

III. SUPERINTENDENT RESPONSIBILITIES

The Superintendent shall establish a comprehensive District plan for obtaining adequate revenue that is regularly and consistently evaluated and updated. The plan shall include consideration of, at a minimum, the following additional sources of revenue:

1. Participation in federal aid programs which provide direct educational and auxiliary services and opportunities to students enrolled in District programs;
2. Funds from other units of state and local governments;
3. Funds from private sources including individuals, businesses and foundations;
4. Tuition and fees assessed and collected from other districts and from patrons;
5. Board-approved sales or leasing of books, instructional materials, equipment, buildings and/or sites.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY (Second Read)

POLICY SERIES: District Administration & Organization

SUBJECT: Goals

BOARD APPROVED:

REVISION DATE:

DAO 100 Goals

I. PURPOSE

The purpose of this policy is to articulate the role of District administration in achieving the goals set by the Board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. Strong, responsive, and innovative leadership is required to achieve the District’s mission of being the premier provider of innovative specialized services that will ensure each member district can meet the unique learning needs of its students.

- B. District administration, under the leadership and authority of the Superintendent, is responsible for effectively and efficiently managing the District in accordance with state and federal laws and regulations, Board policies, District procedures, and the best educational and management practices.

III. ADMINISTRATION GOALS

The Board is committed to the selection and retention of administrators who:

- A. Create an atmosphere which is conducive to learning and based on respect and consideration for individual students and their differences;

- B. Demonstrate strong and effective leadership in implementing Board policies and achieving District goals;

- C. Interact with District personnel in a manner that recognizes the importance of each person’s contribution to the work of the District;

- D. Practice sound judgment and good stewardship in the allocation and management of financial and personnel resources in order to receive the greatest educational return for the dollars expended;
- E. Demonstrate an awareness of and responsiveness to member districts' and community members' expressed ideas and concerns related to the District and its schools;
- F. Use strategic planning, research, and evaluation in order to continuously strive to improve educational programs and member district services;
- G. Provide a positive role model for students and staff; and
- H. Adhere to the Administrator Code of Ethics and other applicable standards of professional and ethical conduct.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY (Second Read)

POLICY SERIES: Employee Rights & Responsibilities

SUBJECT: Activities

BOARD APPROVED:

REVISION DATE:

ERR 4132 Publication or Creation of Products or Content

I. PURPOSE

The purpose of this policy is to identify and reserve the District's legal claim on all products or content created by its employees which in any way may be an outgrowth of their job responsibility.

II. GENERAL STATEMENT OF POLICY

During the term of any District employee's employment and for three years thereafter, any legal rights to publications, instructional materials or content, including those supported online, programs or other software, and any other products or content developed or created by any District employee shall be assignable to the District, unless the employee develops or creates the product or content entirely on their own time and without the use of any District facilities or equipment.



Association of Metropolitan School Districts

1667 Snelling Avenue N, St. Paul, MN 55108 • 651-999-7325 • fax 651-999-7328 • www.amsd.org

October 26, 2012

To: AMSD Board of Directors

From: Scott Croonquist, Executive Director

RE: Board of Directors Meeting
Friday, November 2, 2012, 7:00 AM – 9:00 AM
3rd Floor Cafeteria, TIES Building
St. Paul

Breakfast served at 7:00 AM
Business Meeting begins at 7:30 AM

AGENDA

- | | | |
|------|--|------------|
| I. | Welcome | Kimball |
| II. | Routine Business | |
| | Approval of Minutes of October 5 Meeting | Kimball |
| III. | Guest Speaker | Kimball |
| | Commissioner Myron Frans
MN Department of Revenue | |
| IV. | Legislative Committee Report | Kimball |
| | - Discussion of DRAFT 2013 AMSD Legislative Platform | |
| V. | Executive Director's Report | Croonquist |
| VI. | Upcoming Meetings | |
| | Executive/Legislative Committee Meeting
7:30 – 9:00 a.m., Friday, November 30, 2012
TIES Building, 4 th Floor Boardroom
1667 Snelling Avenue
St. Paul | |
| | Board of Directors Meeting
7:00 – 9:00 a.m., Friday, December 7, 2012
TIES Building, 3 rd Floor Cafeteria
1667 Snelling Avenue N.
St. Paul | |

DRAFT
2013 AMSD Legislative Platform Outline

Modernize Minnesota's Education Funding and Delivery System

Adequate, Sustainable and Predictable

The Governor and Legislature should reform Minnesota's education funding system to ensure that it is sustainable and predictable, provides the resources necessary to allow each student to meet state performance expectations and reduces the reliance on voter-approved operating referenda. Specifically, the new funding system should:

- Link the basic formula to inflation
- Allow school boards to renew an existing operating referendum by a majority vote of the elected school board
- Recognize regional labor cost differentials to reduce the reliance on voter-approved referenda
- Make new investments in education a priority while paying back the education shifts over time using the mechanisms in current law

Early Learning

The evidence is overwhelming that investments in early childhood education yield enormous dividends to individuals and to society. Investments in quality early childhood education programming leads to improved educational outcomes for all students, a reduction in the achievement gap, lower crime rates and fewer people in need of economic assistance. The Governor and Legislature should:

- Ensure all 3-4 year old children have access to quality early childhood education and school readiness programs that are designed to align with district and state K-12 standards
- Fully fund voluntary, full-day kindergarten for all students
- Increase the lease levy authority to ensure that every school district has the classroom capacity necessary to offer full-day kindergarten to all students

Special Education

The failure of the state to adequately fund special education programming has created perennial budget challenges for Minnesota's school districts. The Department of Education projects that Minnesota school districts will have to re-direct over \$600 million in funds meant for general education programs to meet state special education mandates in the current school year.

In addition, a growing number of students come to school with mental health needs that are not being met. State budget cuts have reduced programming previously provided by the state and communities placing a greater burden on our schools to fund these unmet needs.

To help all students reach their full potential, the Governor and Legislature should:

- Reform and fully fund the state special education formula
- Expand and provide ongoing funding for school-linked mental health grants

Integration

The research is clear that students in integrated settings have a greater chance for success than students in segregated schools and classrooms. To ensure integrated and equitable learning opportunities and increase achievement for all students, the Governor and Legislature should:

- Reform the desegregation rule
- Create a new Integration Revenue Program following the recommendations of the Integration Revenue Replacement Task Force.

Maintain Safe Facilities and Modernize Technology

- Broaden eligibility for the Alternative Facilities Bonding and Levy Program
- Increase Deferred Maintenance Aid
- Provide a stable source of funding to allow all school districts to invest in new technology to enhance student learning
- Increase the Safe Schools Levy to allow school districts the resources they need to ensure a safe, supportive learning environment for all students and staff

Ensure Effective Teachers in the Classroom

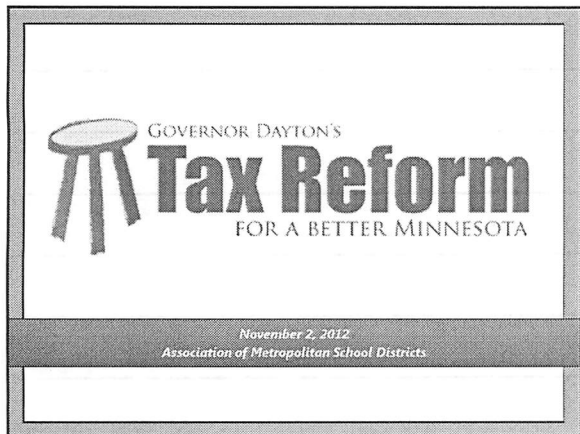
- Amend the continuing contract/teacher tenure law to give school boards and administrators the flexibility they need to retain their most effective teachers and maintain learning opportunities for students
- Provide a path for non-native English speaking teachers to acquire and maintain licensure to ensure the continued development and growth of immersion and world language programs

Enhance Local Control and Eliminate Unfunded Mandates

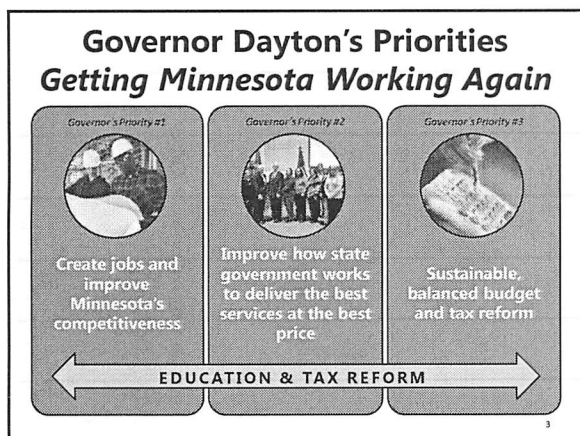
- Allow locally elected school boards to establish the school calendar that best meets the needs of their students and community
- Provide the necessary funding to effectively implement the teacher and principal evaluation systems
- Allow greater flexibility in the use of revenue streams, such as compensatory revenue, to close student achievement gaps
- Allow appropriately trained staff to use approved restraint procedures to ensure student and staff safety

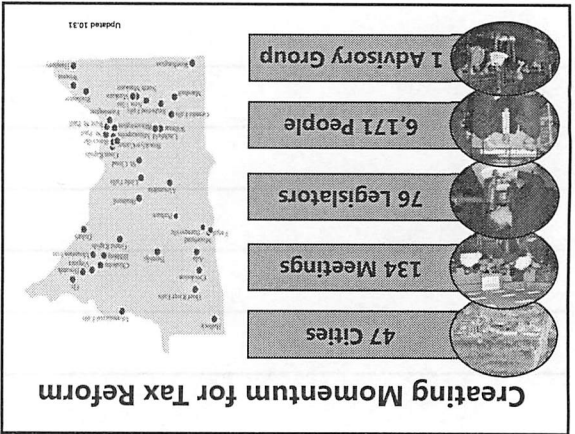
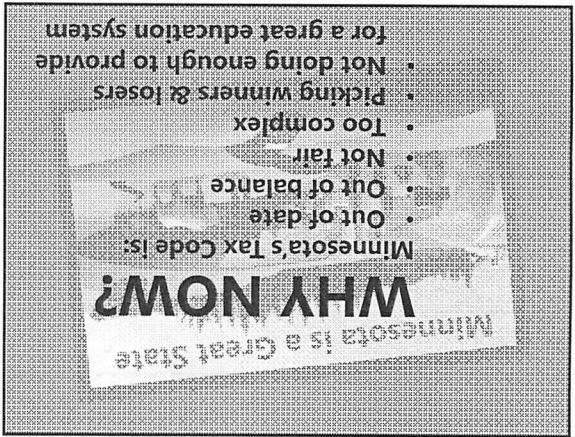
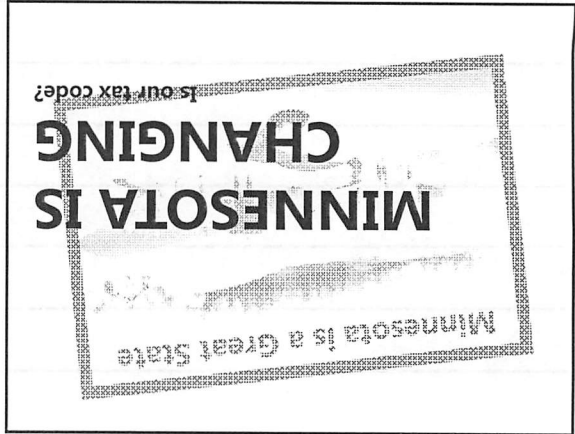
Reform the Testing and Assessment System

- Replace the Math GRAD test with a system of multiple measures of student achievement





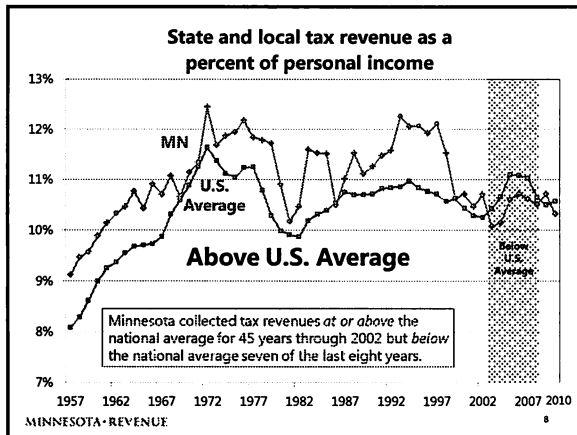




Taxes tell part of the story...

MINNESOTA • REVENUE

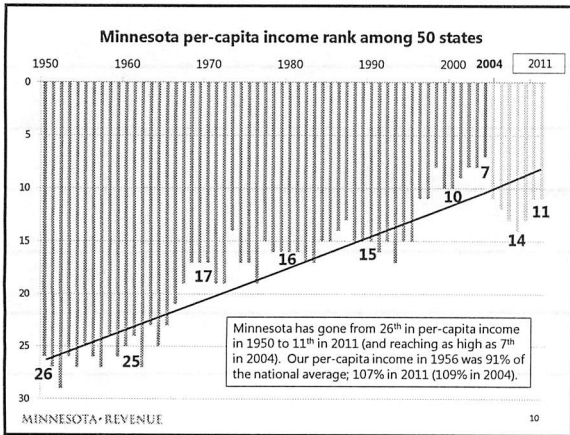
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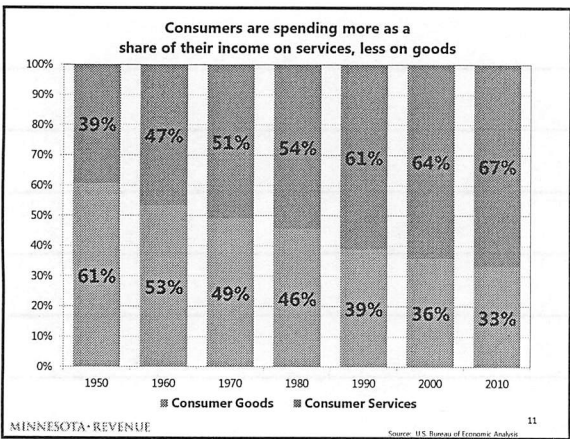


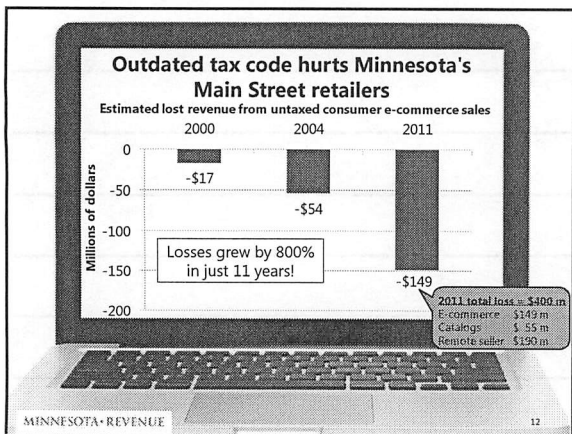
...But taxes don't tell the whole story

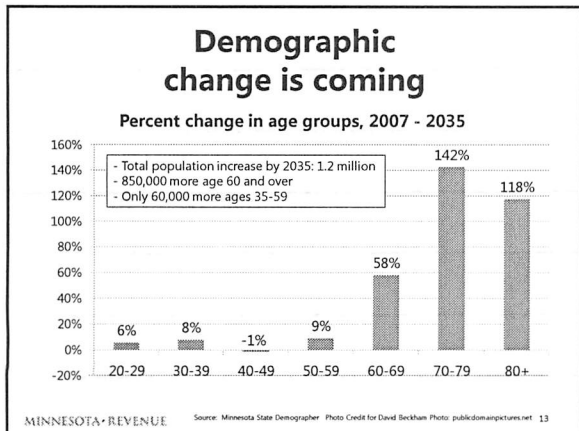
MINNESOTA • REVENUE

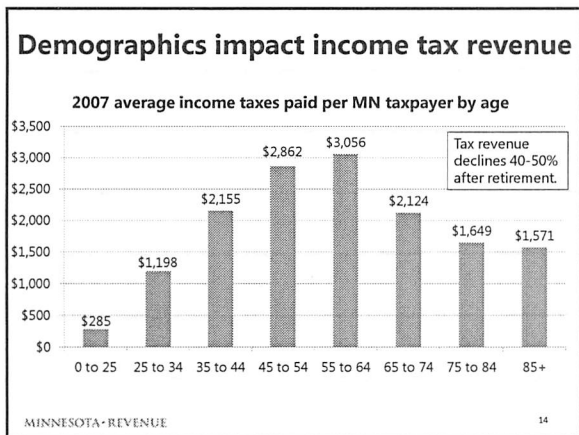
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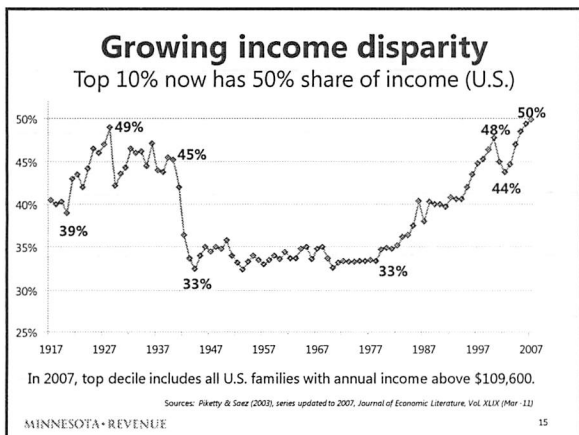


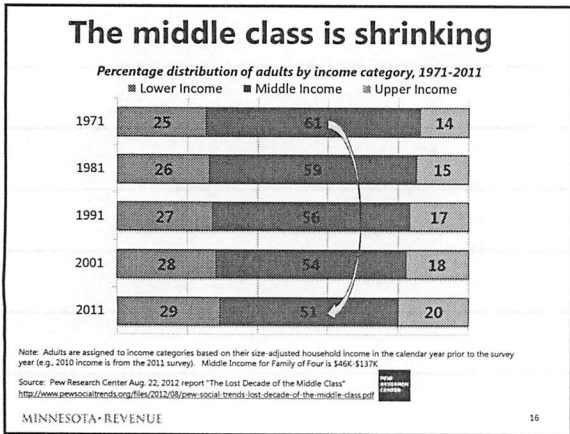


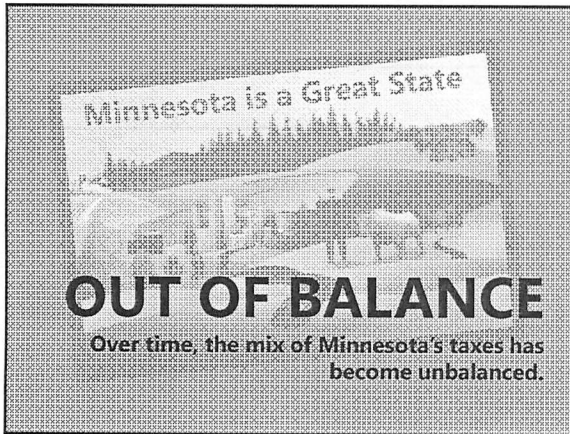


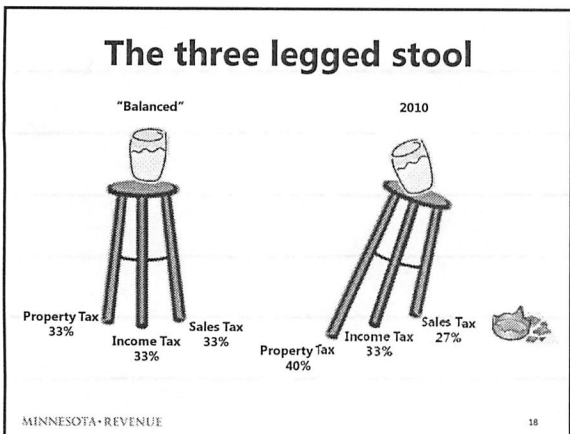




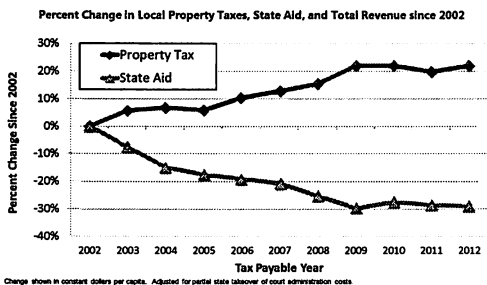








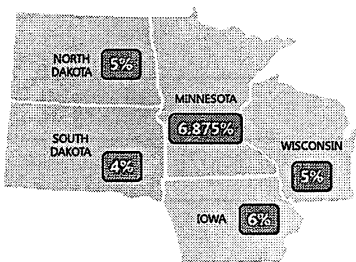
Property Tax: Longest Leg of the Stool



MINNESOTA REVENUE

19

Sales Tax: Shortest Leg of the Stool and yet our rate is highest in five state area



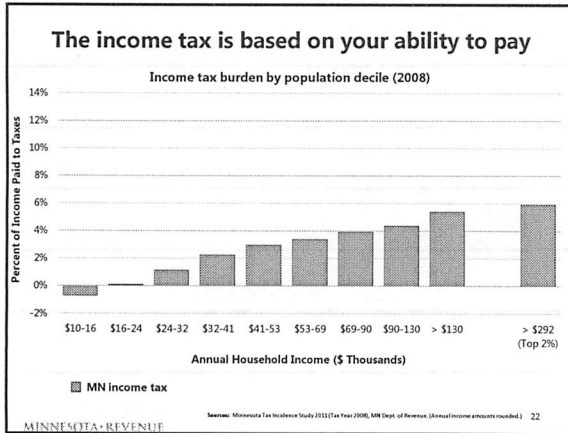
- Minnesota has the highest sales tax rate in the five state area
- Of the five states, Minnesota taxes the least amount of goods
- Minnesota also has a very narrow sales tax base for services

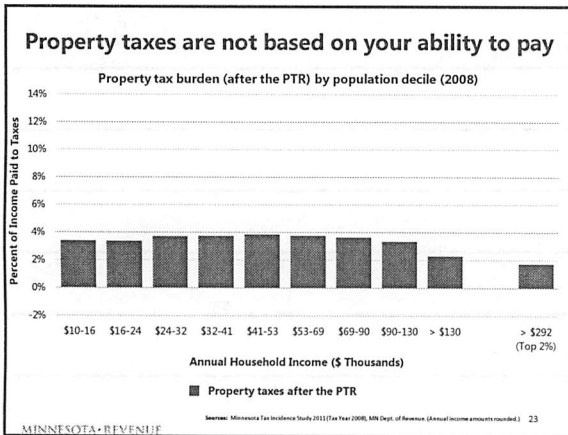
MINNESOTA REVENUE

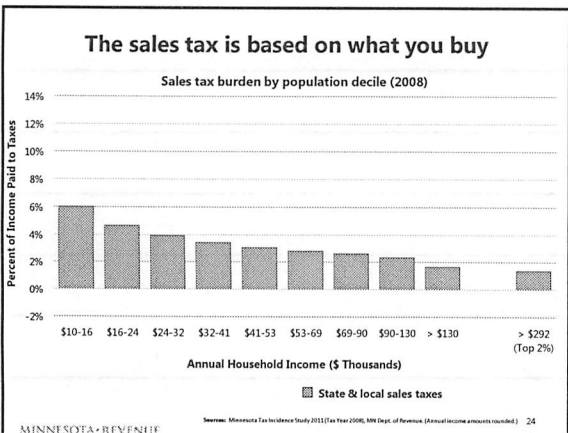
Minnesota is a Great State

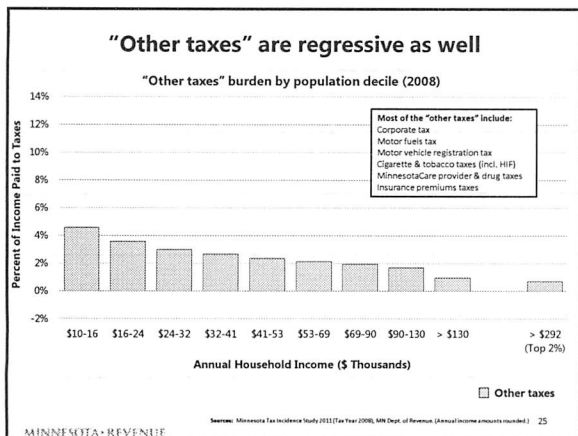
WHO PAYS?

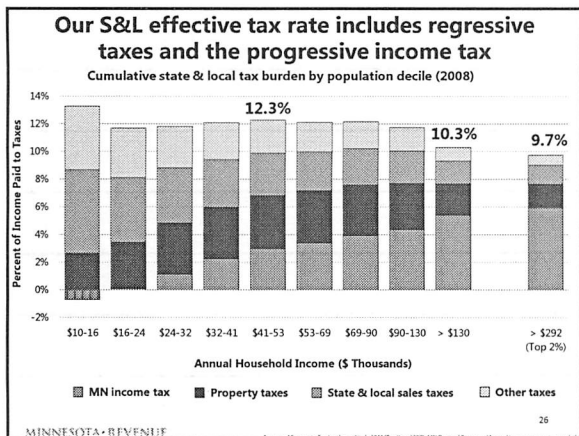
When Income, Sales, Property and other taxes are added up, Minnesotans pay different amounts of their income in state and local taxes.











The tax burden is being shifted to those with the least ability to pay

MINNESOTA • REVENUE

27

Does the sales tax apply to a...



Bob Dylan album bought from a neighborhood record store?

YES



Bob Dylan album downloaded from the internet?

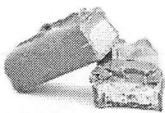
NO

Reason: State law does not tax digital downloads and products

MINNESOTA REVENUE

34

Does the sales tax apply to a...



Milky Way Candy Bar?

YES



Twix Candy Bar?

NO

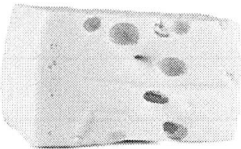
Reason: Flour content rules in the Streamlined Sales and Use Tax Agreement

MINNESOTA REVENUE


35



"Swiss cheese" tax policy?



**Bigger block,
lots of holes**



**Smaller block,
not as many holes**

MINNESOTA • REVENUE 37

\$27b

**Total state tax
revenue before
preferences**

-\$11b


Tax breaks

=\$16b

**Annual state tax
revenue (2010)**

MINNESOTA • REVENUE 38

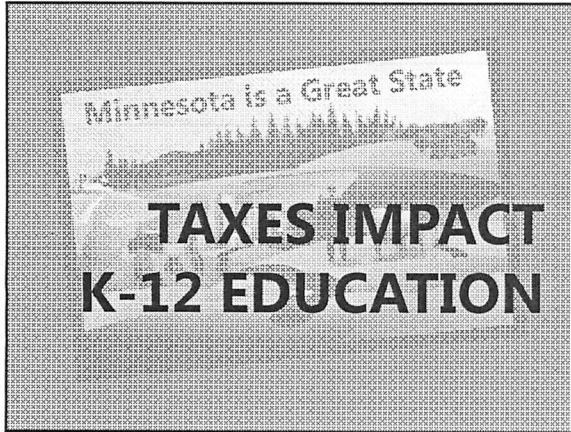
For every dollar of state tax revenue without preferences...



60¢
goes to education, health
care and other public
expenditures

40¢
goes to tax breaks

MINNESOTA • REVENUE 39



Inflation-adjusted state aid per student declined significantly between 2003 and 2013:

- Between 2003 and 2013, the general education formula allowance has increased by 13.5%, while inflation has been 26.4% as measured by the CPI or 42.9% as measured by the IPD.
- The unfunded cost of special education ("special education cross subsidy") has increased from \$397 million in FY 2003 to a projected \$614 million in FY 2013.
- Total inflation-adjusted state aid per student will decline by 2.0% if inflation is measured using the CPI or by 13.3% if inflation is measured using the IPD.
- These declines are in addition to the loss of cash flow from the state aid payment and property tax shifts

Minnesota Department of
Education

Our public schools are serving a more diverse population with growing needs. Between 2003 and 2011:

- Students eligible for free or reduced price lunch increased from 27% to 37% of total enrollment
- Students in special education increased from 13% to 15% of total enrollment
- Students with limited English proficiency increased from 6% to 8% of enrollment
- Students of color increased from 19% to 26% of enrollment

Minnesota Department of
Education

With growing needs and declining state aids, school districts increased their reliance on property taxes to balance budgets between taxes payable in 2002 and 2012:

- Total school levies increased 120%, from \$986 million to \$2.167 billion.
- Growth in voter approved operating referendum levies accounted for the largest share of the increase: up 222%, from \$226 million to \$729 million
- Debt service levies also increased: up \$294 million or 58%
- Funding shifts from state aids to the property tax (e.g., Operating Capital, \$120 million, Equity \$76 million) also contributed to levy increases, as did decline in state equalization aids, which caused the local share of equalized levies to increase.

Minnesota Department of
Education

Growing reliance on voter-approved property tax levies has increased disparities among school districts and created instability in school funding:

- The disparity between the 95th percentile and the 5th percentile of general revenue per student (excluding cost differential funding) increased from 19% in FY 2003 to 30% in FY 2012
- Some districts have been unable to pass an operating referendum levy despite repeated efforts
- Due to the erosion of state equalization formulas, there is wide variation among school districts in property tax rates needed to raise a given level of referendum revenue per student
- State-wide, 12% of school district general education revenue is from voter approved referendums; 16% in the 7 county metro area

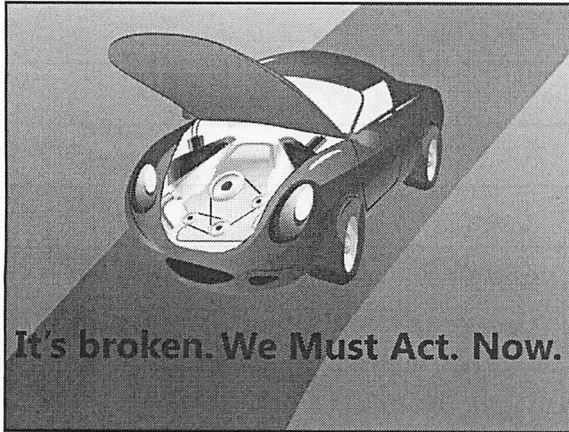
Minnesota Department of
Education

What do we value in a tax system?

 **Fair**

 **Simple**


 **Supports Growth**





What are your ideas for reform in education and taxes?

Tell us!
 Myron Frans
 Commissioner of Revenue
 651-556-6003
revenue@state.mn.us
<http://bit.ly/TaxReformMN>
 @MNRRevenue
 #MNTaxReform
 Sign up for email updates



MINNESOTA • REVENUE

North Park Elementary in Columbia Heights Pilots 21st Century Learning Studio

AMSD Calendar

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

November 27, 2012
Bridging Children's Mental Health and K-12 Education Conference 8:00 a.m.—12:00 p.m. U of M Continuing Ed Conference Center St. Paul

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

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

December 14, 2012
Executive/Legislative Committee Meeting, 7:30 a.m., TIES Building, St. Paul

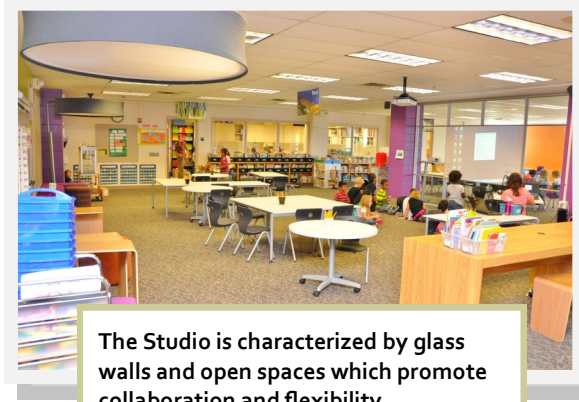
AMSD's Mission

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



Association of
Metropolitan School Districts

“It would be great if we could have this space,” quipped second grade teacher Meredith Shafer in August 2011, “we could collaborate on everything all day long.” As the grade level team and principal developed new programming for the forthcoming STEAM (Science, Technology Integration, Engineering, Arts and Math) pilot, it was obvious that taking over the media center, computer lab and adjacent offices was not an option. The beginning of school was less than a month away. The Technology Department and Buildings and Grounds footed the bill to move the 32 desktop computers into the room from the adjacent computer lab vacated to create more classroom space for a student population bursting the seams of the 45-year-old school building. No, it was simply a fleeting inspiration; but the idea lodged into the back of every mind in the room.



The Studio is characterized by glass walls and open spaces which promote collaboration and flexibility.

The first day of school soon arrived and the second grade teachers implemented an innovative plan with nearly flawless aplomb. Students spent mornings working on the mastery of requisite reading and math content and skills like other second graders before them. But the typical afternoon was entirely different than those of their predecessors. The afternoons saw the innovation kicked into overdrive. Each child developed a web page embedded with podcasts and work from throughout the year. The principles of design were a mainstay as Engineering is Elementary curriculum was implemented. Projects were documented with photos, audio and video recordings. Movie Maker became an application of choice as second graders developed new ways of documenting their work. The 4 C's of 21st Century Skills - collaboration, communication, critical thinking and creativity - grew to be as integral as phonics and math facts. The plan was implemented with high rigor and relevance. Yet, so many opportunities for relevant collaboration were missed.

Continued on page 2

From the Chair

It is hard to believe that Election Day is almost here. I'm sure most of you have had your fill of political ads and you are ready to cast your ballot. Personally, I am now muting the volume or flipping the channel when these ads appear! If you have last minute election questions, please consult the AMSD election guide which includes a wealth of information:

<http://www.amsd.org/amsd-election-guide>

In addition to the presidential contest and congressional elections, all 201 State House and Senate seats are up for election. The new Legislature will make critical decisions on important education funding and policy issues during the 2013 session. If you haven't already done so, I encourage you to find out where your local candidates stand on these significant education issues. Most importantly, make sure you exercise your right to VOTE on November 6!

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

North Park Elementary in Columbia Heights site of 21st Century Learning Studio

Continued from page 1

Collaboration was highly evident within the context of a single class, but it was difficult to accomplish across the grade level. Walls and distance made this level of collaboration impossible. As this was identified as the area in need of improvement in our spring debriefing, the old idea lodged in each of our minds began to metastasize. It was soon understood that flexible, collaborative space was the missing piece of this puzzle.

The building was constructed in 1966 with a typical footprint for elementary schools in the 19th and 20th centuries. It consists of hallways connecting to a series of boxes that are very much alike. This set-up may have been “good enough” for students throughout previous decades, but its effectiveness is significantly diminished by the current need for students to engage in 21st century skill building.

With significant support from Superintendent Kathy Kelly and district administration, we were enabled to put together a design team of 15 educators to work with architects from The Cuningham Group to create a new space for all second graders. We were in the fortuitous position of moving innovative pedagogy into innovative space.

The process employed by John Pfluger and Dr. Gary Prest of the Cuningham Group encouraged the educators on the team not to think of an effective space, but to dream of the perfect space. After a morning anticipatory set consisting of shared discussion and videos from *The Third Teacher* organization, the group was turned loose to design its dreams.

After a single afternoon we had enough ideas to create a “sketch-up” that proved to be impressively close to that of the final product. The design emphasizes flexibility of space, serving the dual need for pragmatism and practicality over a sustained period - we do not want our successors to be stuck with instructional space that falls egregiously short of meeting the needs of learners 25 or 50 years from now. Our second day as a design team consisted of tweaks, timelines and price points; abstraction was well into the process of becoming concrete.



Teachers roles switch from instructor to facilitator during STEAM time.



Students collaborating in the learning studio.

While the process defined staff development at its best, the astounding results have provided the remaining ingredients for raising student and staff engagement exponentially. With the removal of unneeded materials and the addition of copious glass and attractive, comfortable, child appropriate furniture, the feel of collective space was transformed from that of a dingy attic to that of comfortable home. There are now large instruction/collaborative spaces on opposite sides of a glass wall, filled with light, comfortable furniture begging to be moved into the formations needed for each learning moment.

Learners can choose to work in quiet enclosed spaces and smaller, quiet spaces enclosed by glass doors. We now have a room that invites students and teachers to complete messy projects and our more massive areas have stations specifically for students who work better while standing. The floor is proving to be the perfect furniture for learning for some learners, while soft furniture may be the seat of choice for others.

While the return on innovative pedagogy quickly plateaued and risked diminishing returns when classes were segregated, with the support of innovative space, engagement is growing exponentially. We have learned the value of creating flexible space to fit programming over fitting programming into space. In the end, what we gained in space has exceeded the expectations created by the seed planted in our minds two summers ago. Then we simply wished room, instead, we have gained flowing stream of inspiration. As for plans for sustaining and replicating this pilot, it is becoming clear that North Park and Columbia Heights staff have developed a meme, a new cultural ideal in student learning.

This month's member spotlight was submitted by Jeff Cacek, Principal, North Park Elementary, Columbia Heights Public Schools.

Elk River, Osseo, Richfield and St. Paul Seek Referendum Approvals

Last year, 126 school districts across Minnesota placed 176 referendum questions on the ballot. Approximately 123 of the 176, about 70 percent, of the referenda questions passed. While there are fewer operating referendum questions on the ballot this year, referendum revenue continues to provide critical funding for school districts. This year, the Minnesota Department of Education reports that there are 41 school districts seeking approval of at least one referendum question. Included are four AMSD member districts: Elk River, Osseo, Richfield and St. Paul. A brief explanation of these important referendum requests follows.

Elk River Area School District

Elk River is seeking to renew an existing 10-year levy and will also have a second question on the ballot. The first question will allow the district to maintain existing curriculum, services, class sizes and staffing levels. The second question, contingent on the passage of the renewal of the existing operating levy, would bring in \$6 million (\$400 per student) to implement all-day, every-day kindergarten across the district, enhance technology and curriculum to improve student learning, and offset the loss of \$3 million in state and federal funding.

Osseo Area Schools

Osseo is seeking approval of two questions: an operating levy and a second question for technology funding. Neither levy request is contingent upon the other. The operating levy request is for \$9 million for five years. The operating levy would be used to continue the improvements Osseo schools are making in student achievement, college/career preparation and on-time graduation. The technology levy would generate \$5 million for 10 years (averaging about \$188 per student) and would increase access to classroom technology that engages students in learning, provide training to teachers in how to help students use technology to learn and improve the technology infrastructure. The district estimates that without the new operating levy, the district will need to cut \$14 million over the next two years, which could result in approximately 200 staff layoffs and reduced programs and services. Without the technology levy, the district believes that students will fall behind their peers in districts with greater access to technology, and schools won't be able to replace aging technology without cutting other materials that teachers need.

Richfield Public Schools

Richfield is seeking the renewal of an existing referendum and will also have a second question on the ballot. The first question renews an existing referendum of \$301.40 per student. The second question would authorize an increase in funding of \$60 per student. According to the district, if both questions pass, budget reductions would be limited to about \$1.2 million. On the other hand, if both questions fail the district would be forced to reduce budgets by as much as \$3.7 million, or the equivalent of 72 teachers.

Saint Paul Public Schools

St. Paul is seeking to renew and increase its 2006 levy in one question. The referendum question would renew the \$30 million levy approved in 2006 and maintain critical services such as pre-kindergarten, all-day kindergarten, Early Childhood Family Education, special education and reducing class sizes in math and science classes. An additional \$9 million is being sought to enhance classroom technology and to integrate technology and teaching and learning. Saint Paul Public Schools expects that if the referendum question does not pass, the district will lose funding for all-day kindergarten and funding for Early Childhood Family Education. In addition, the district projects that it would be forced to lay off 364 teachers, increase class sizes in secondary math and science courses and cut online learning opportunities.

Continued on page 4

Conference Registration Open

Bridging Children's Mental Health and K-12 Education

7:30 AM– Noon, Tuesday, November 27, 2012

U of M Continuing Education Conference Center

More information and registration form at: <http://www.amsd.org/2012policysummit>

Panelists and Presenters include:

- *Dr. Joel Oberstar, Assistant Professor of Psychiatry at the University of Minnesota and CEO and Chief Medical Officer at PrairieCare & PrairieCare Medical Group
- *Char Myklebust, Psy.D., Executive Director of Mental Health/Training/Partnerships, Intermediate District 287
- *Mark Sander, PsyD, LP, Senior Clinical Psychologist, Mental Health Coordinator, Hennepin County/Minneapolis Public School

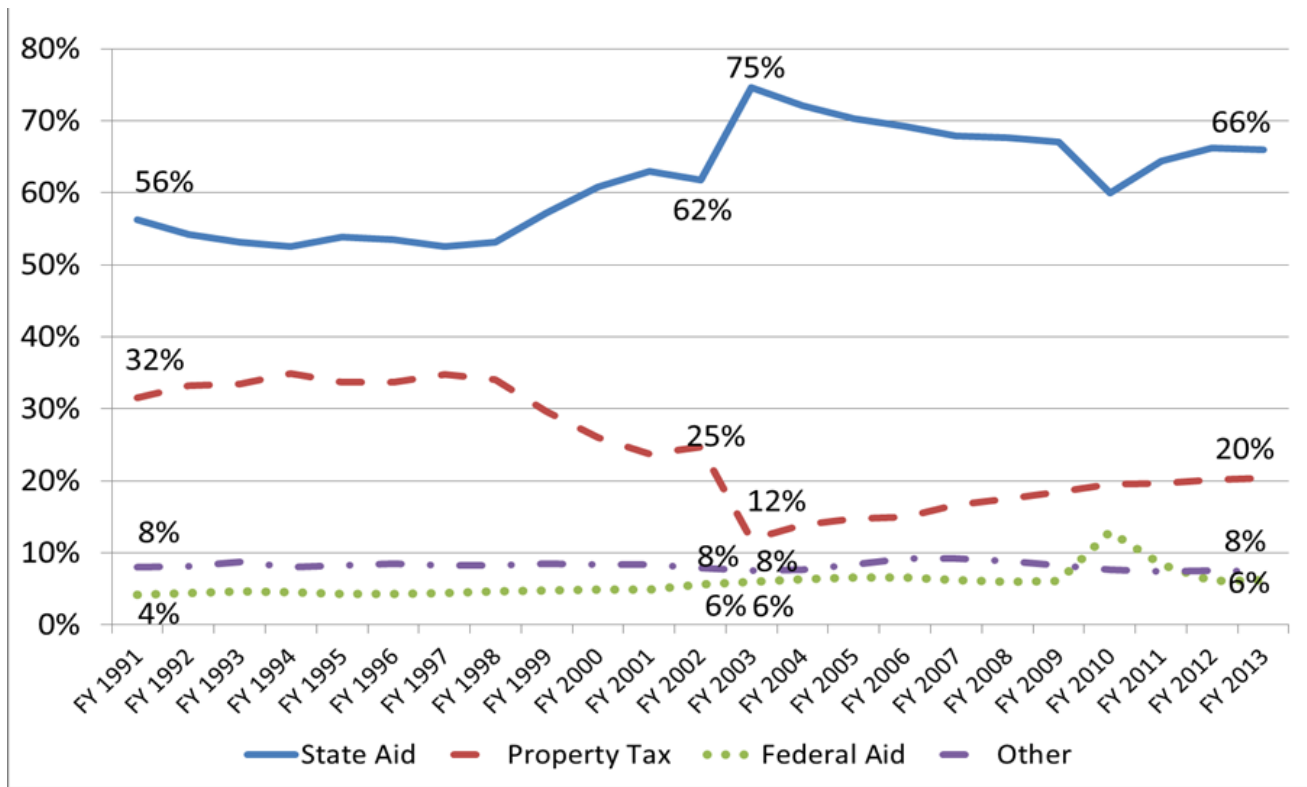
Referendum Revenue Provides Critical Resources

Continued from page 3

Referendum Revenue Provides Critical Resources

As the graph below shows, operating referendums provide critical resources for our schools. In the current school year, Minnesota school districts will receive 20 percent of their operating revenue through local property taxes. School districts in the metropolitan area are especially reliant on referendum revenue. Ninety percent of school districts in Minnesota have at least one operating referendum in place – a clear sign of how important this source of revenue is to our schools. As Minnesotans head to the polls on November 6, it is important that they understand that the operating referendum is a critical component of education funding in Minnesota. Citizens having questions about their local referendum request should contact their superintendent or consult their district web site.

Figure 1: PreK-12 Education Revenue by Source FY 1991-FY 2013



Source: MN Department of Education, “Role of the Property Tax in Pre K-12 Education Funding,” Education Finance Working Group, July 2012.

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, 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.

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) PLC’s Results/Goals Report on Crisis Planning
OCTOBER 11, 2012 (Canceled) OCTOBER 25, 2012	
Board Officers/Operations Bucket (Second Read) Nondiscrimination/Equal Opportunity Bucket (Second Read) Prior Year Agenda Review	District Administration/Organization Bucket (First Read) Employee Rights & Responsibilities Bucket (First Read) NEC Facility Committee Report 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) What the Board Members Should Know About McCarthy Grant	Prior Year Audit Review NEC Facility Committee Report Legislative Initiatives Results Only Work Environment (ROWE)

INFORMATIONAL ITEMS TO REMEMBER:

** Board role in setting/supporting goals
 Board TLC

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
November 8, 2012
SCHOOL BOARD CALENDAR

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

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

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 Night	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

◆ General Board Meeting – Date Change

◆ New Event

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Intermediate District 287 Program Planning Timeline for 2013-2014

11-15-12 to 1-18-13

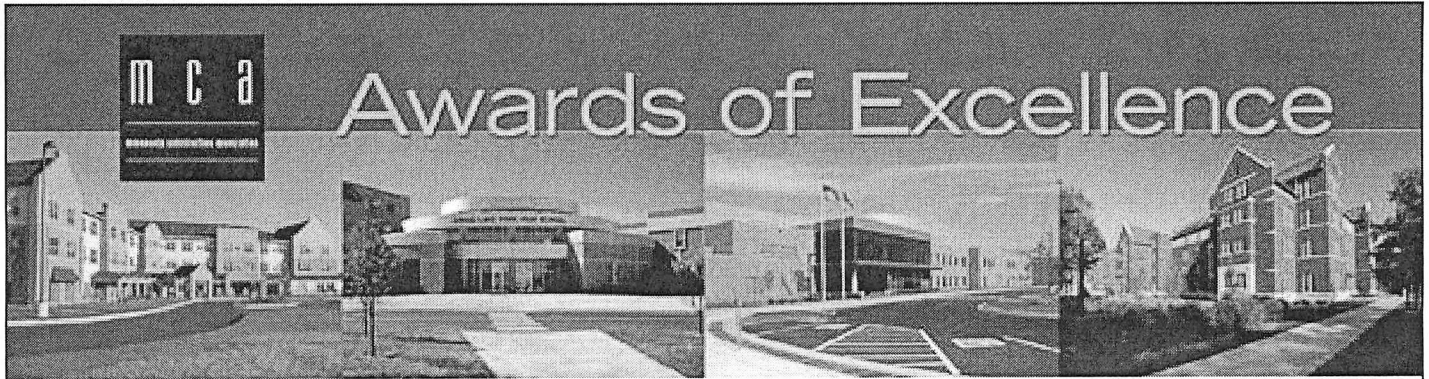
Planning with Member District Contacts and Key Communicators

- Special Education Advisory Committee and Teaching and Learning component group Advisory Committees (Career Tech, Area Learning Center, and Gifted Education) will review and suggest changes to current programs and give early indications of potential interest in new programs.
- Special Education planning meetings, scheduled 1-15-13 to 1-18-13 give opportunities to discuss potential enrollment.
- Teaching and Learning component group contacts receive suggested program enrollments based on three year averages and are invited to contact their 287 counterpart to discuss new potential programs and services.
- Named “key communicators” from each district in Special Education, Teaching and Learning and Finance work with their 287 counterparts to do a mid-year check in on their unique conditions of satisfaction for programs and services delivered by District 287.

1-24-13 to 3-1-13

Review and Approval by Member District Superintendents

- After the program-level planning, Superintendents are sent four projected enrollment planning forms for all programs and services to affirm or change and sign, and a program withdrawal form indicating intent to completely withdraw from a program or service and offer the program or service in another way.
- Projected Enrollment Planning Forms and any Program Withdrawal Notices are due back from Member District Superintendents on 2-8-13.
- Districts are given the opportunity to submit revised planning forms based on high school registration for selected areas: Career Tech, World Language, and Honors Mentor Connection Revised Planning Forms Due: 3-1-13.



MCA CHOICE AWARD:

FINAL REQUEST FOR SUGGESTIONS!

Send your suggestions to info@mnconstruction.org.

**DEADLINE FOR MCA CHOICE AWARD SUGGESTIONS
IS OCTOBER 12, 2012.**

The MCA Awards of Excellence committee is always searching for the best and most challenging projects in the Midwest to consider for the MCA Choice Award at the annual Awards of Excellence Gala (being held at the Minneapolis Golf Club on January 23, 2013). They are continuously in need of recommendations of projects that should be at the top of the list for consideration. The MCA Choice Award is unique as it is not a nominated award or a people's choice award. A panel of MCA members seeks out challenging projects completed by MCA member companies and select the project they feel is most deserving.

The award is presented to a project that was constructed through:

- Resourceful blending or construction techniques and professionals.
- Evokes positive ideals through community service or historical preservation
- Showcases a truly professional team effort
- Spearheaded by strong leadership
- Unique or visionary in design, stands out aesthetically
- Achieved through an innovative blending of progressive business and financial methods
- Involved creative use of materials
- Utilized public and private involvement and cooperation
- Completed safely with minimal injuries