

Intermediate District 287

Responsive. Innovative. Solutions.



Intermediate District 287

Regular Meeting

Thursday, June 26, 2014 6:30 PM

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS

GENERAL MEETING OF THE BOARD

Thursday, June 26, 2014

6:30 PM @ District Service Center Board Room

AGENDA

	<u>Page #</u>
1. CALL TO ORDER (Action)	
2. APPROVAL OF GENERAL MEETING AGENDA (Action)	
3. OPEN FORUM FOR COMMUNITY COMMENTS (Information)	
4. APPROVAL OF CONSENT AGENDA (Action)	
4. 1. General Board Meeting Minutes from June 12, 2014	4
4. 2. Routine Human Resource Activities for June 26, 2014	6
5. SHARE THE SUCCESS & RECOGNITION - (10 minutes) (Information)	
5. 1. Dolly Lastine, Executive Director of Special Education & Student Support Services and Dr. Jane Holmberg, Executive Director of Teaching & Learning, will be recognized for their service to the district.	
6. SUPERINTENDENT'S REPORT - (10 minutes) (Information)	
6. 1. What Board Members should know about Federal Grant Applications	16
7. INSTRUCTIONAL REPORT - (30 minutes) (Information)	
7. 1. Annual Professional Learning Community (PLC) Accountability Report Dolly Lastine, Executive Director of Special Education and Student Support Services, and Dr. Jane Holmberg, Executive Director of Teaching and Learning, will answer questions about the 2013-2014 Professional Learning Community (PLC) report. This annual report provides accountability for student achievement, offering summary information on the goals, assessments, and reflections from all district full and part time programs.	17
7. 2. Strategic Plan Final Report Dr. Jane Holmberg, Executive Director of Teaching and Learning will reference documents and introduce a video that will provide final reporting on the extent to which the district has met the objectives of the 2009-2013 Strategic Plan. This information is intended to provide guidance for the November 2014 meeting of the Core Planning team, which will begin the next round of strategic planning for the district.	31
8. ADMINISTRATIVE SERVICES REPORT - (30 minutes)	
8. 1. Financial Report (Action)	
8. 1. 1. Approval of Routine Monthly Finance Report Mae Hawkins, Director of Finance will provide an overview of the monthly finance reports and the Board will be asked to approve it.	59
8. 1. 2. Original 2014-2015 Budget (Action)	70
Mae Hawkins, Director of Finance will provide an overview of the 2014-2015 Budget and the Board will be asked to approve it.	
8. 2. Facilities Report - None	
8. 3. Information Technology Report -None	
8. 4. Human Resource Report	
8. 4. 1. Non-Tenured, Non-Renewals & Probationary Non-Licensed (Resolutions) There will be two subsets of the main action. Each subset requires a roll call vote of the Board.	
8. 4. 1. 1. Resolution for Termination of Probationary Licensed	76

8. 4. 1. 2. Resolution for Termination of Probationary Non-Licensed Non-Renewals/Layoffs	78
9. BOARD BUSINESS - (20 minutes)	
9. 1. Policy Review & Revision	
9. 1. 1. Bullying Policy <i>(Action)</i>	80
Anne Becker, General Counsel/Human Resource Director, will present the revised Bullying Policy as a Second Read.	
9. 2. Bloomington Hearing Update <i>(Information)</i>	
9. 3. Board Reports	
9. 3. 1. Chair Report - None	
9. 3. 2. AMSD Report (Ann Bremer)	
9. 3. 2. 1. AMSD Connections Newsletter June 2014	86
9. 3. 3. District News	
9. 3. 3. 1. School Board Planning Calendar 2013-2014	90
9. 3. 3. 2. School Board Calendar of Events	92
9. 4. Once Around the Table	
10. ADJOURNMENT	

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
June 12, 2014
MINUTES

1. CALL TO ORDER

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

272	Eden Prairie	Carol Bomben
273	Edina	Regina Neville
270	Hopkins	Laura Ronbeck
276	Minnetonka	Karen Filla
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
283	St. Louis Park	Nancy Gores
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 286/Palm

Guests: Todd Palmberg

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Anne Becker, Michael Cowles, Jane Holmberg, Dolly Lastine, Chad Maxa, and Wauneen Mgeni

287 Staff Members: Donna Moe, Sherry Landrud, Mary Peters, Bruce Mulder, Greta Palmberg, Kendra Rask, Katie Hoffman, Janet Christensen, Jennifer McIntyre, Elisabeth Rogers, Jon Voss, Jaynie Leung, and Gregg Krohn

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Carol Bomben, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. OPEN FORUM FOR COMMUNITY COMMENTS

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 22, 2014, Area Learning Center (ALC) Plus Contract, and Estoppel Certificate for New Property Owner at Northwest Tech Center (NWTC). *Motion by Ann Bremer, seconded by Laura Ronbeck, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Board Chair Bremer announced to the Board that Ms. Wauneen Mgeni, Executive Assistant to the Superintendent and School Board, was the June 2014 “Above & Beyond” winner.

6. SUPERINTENDENT’S REPORT

Superintendent Lewandowski announced to the Board, Intermediate District 287 had received the distinction as being one of the Star Tribune’s “Top 100 Workplaces” in Minnesota for 2014. This award is bestowed as result of positive employee responses to questions about their job satisfaction and perception of organizational health.

Sandy announced to the Board that three North Education Center students’ artwork received top honors for the 2014 Minnesota School Bus Safety Poster Contest “Be Smart. Be Seen”.

Sandy briefly updated the Board on the many graduations that had taken place over the past two weeks and showed a video that highlighted the successes and post-secondary plans for students in one of the district’s newest programs, Gateway to College. Several Board members added their remarks regarding these memorable events.

Sandy introduced to the Board three administrators new to their positions and four administrators new to the district beginning July 2014.

7. INSTRUCTIONAL REPORT

Superintendent Lewandowski introduced Dr. Jane Holmberg, Executive Director of Teaching and Learning. Jane introduced Ms. Greta Palmberg, Deaf/Hard of Hearing Instructor and Ms. Kendra Rask, Emotional Behavioral Disorders Instructor from the VECTOR-North Transition program. Greta and Kendra presented to the Board their groundbreaking work to prepare students, most of whom are deaf and hard of hearing, for college reading and literacy requirements. The program’s remarkable results were published in the 2014 issue of *Odyssey*, Gallaudet University’s journal on education of the deaf and hard of hearing.

Jane introduced Ms. Donna Moe, Read 180 and Assessment Coordinator, and Mary Peters, Math Teacher and Peer Coach. Donna and Mary presented to the Board how the district is closing the achievement gap through remediation, using three intensive programs from Scholastic. They discussed 1) student reading gains using the Read 180 and System 44 programs; 3) student math gains piloting Math 180; and 3) plans for next year.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report - None

Mr. Michael Cowles, Director of Facilities presented and recommended approval of Hennepin County Recycling Grant. *Resolution motion by Carter Peterson seconded by Nancy Rowley, to waive the reading of the resolution and approved the Hennepin County Recycling Grant as presented. The following voted in favor of the resolution: Gores, Kunz, Rowley, Tyrrell, Bomben, Peterson, Filla, Neville, Henke, Bremer and Ronbeck. The resolution passed.*

Facilities Report - None

Information Technology Report - None

Human Resources Report

Ms. Anne Becker, General Counsel/Human Resource Director, briefly updated the Board on next steps in the matter of the Bloomington District’s withdrawal from the District 287 consortium. A six-day hearing before an administrative law judge will begin June 23.

9. BOARD BUSINESS

Policy Review & Revision

Ms. Jaynie Leung, District Attorney, presented and recommended approval of the revised Drug and Alcohol Testing for Prospective Employees Policy. *A motion was made by Carol Bomben, seconded by Dean Henke, to waive the reading of the Drug and Alcohol Testing for Prospective Employees Policy, as presented. No discussion. Motion carried unanimously.*

Jaynie presented to the Board a first read of the proposed Bullying policy. Board members asked varying questions for clarification, the policy will be presented at the June 26 general board meeting for approval.

Chair Report

Board Chair Bremer and Vice-Chair Bomben summarized the outcomes of the superintendent’s evaluation. [Superintendent Review Summary 2013-2014](#)

Closed Session - Negotiations

At the recommendation of Board Chair Bremer, *a motion was made by Carter Peterson, seconded by Sherry Tyrrell, the school Board may hold a closed meeting to consider strategy for labor negotiations. All in favor. Motion carried unanimously. All in favor. Motion carried unanimously.* The meeting was closed to the public at 8:29 PM. *A motion was made by Dean Henke, seconded by Michèle Kunz, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 8:51 PM.

Anne presented and recommended approval of the tentative contract agreement with Local 284. *Motion by Ann Bremer, seconded by Michèle Kunz, to approve the tentative contract agreement with Local 284 as presented. All in favor. Motion carried unanimously.*

Board Chair Bremer presented and recommended approval of the Annual Organizational Memberships. *A motion was made by Carter Peterson, seconded by Regina Neville, to approve the Annual Organizational Memberships as presented. No discussion. All in favor. Motion carried unanimously.*

AMSD Report - None

Once Around the Table - None

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:06 PM.

The next general meeting will be held on June 26, 2014, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – June 26, 2014**

LICENSED STAFF

1. New Hires:

A. Regular

- DANIELLE C. BERRY, Math Instructor at Hennepin County Home School, **refill for K. Bartish**, effective August 25, 2014 – 1.0 FTE.
- JANET L. CHRISTENSEN, Assistant Principal at North Education Center, **refill for J. Fry**, effective July 1, 2014, Grade 11 – 1.0 FTE.
- REBECCA L. KLEIVE, EBD Instructor at West Education Center, **new position**, effective August 19, 2014, MA+20, Step 2 – 1.0 FTE.
- MELISSA MENDICK, Administrative Intern at the District Service Center – Itinerant, **new position**, effective July 1, 2014, Grade 9 – 1.0 FTE.
- JENNIFER McINTYRE, Director of Special Education at the District Service Center, **refill for D. Lastine**, effective July 1, 2014, Grade 14 – 1.0 FTE.
- ELISABETH LODGE ROGERS, Executive Director of Special Services & Education Programs, **refill for J. Holmberg**, effective July 1, 2014, Grade 17 – 1.0 FTE.
- JOHANNA L. SOLIE, EBD Instructor at West Education Center, **new position**, effective August 19, 2014, MA+10, Step 2 – 1.0 FTE.
- IAN E. WELLS, EBD Instructor at West Education Center, **refill for S. LaVelle**, effective August 19, 2014, MA, Step 2 – 1.0 FTE.

B. Reinstatement of Licensure Waivers

-

C. Temporary

- MATTHEW AHLBERG, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- KIRSTIN S. BAILEY, Independent Study English Instructor at Eden Prairie Central Middle School, effective June 16, 2014 through June 30, 2014.
- LISA BONK, Independent Study Work Experience Coordinator at Mound Westonka High School, effective June 10, 2014 through June 30, 2014.
- TAMARA M. BUSSMAN, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- CARA A. DAGENAIS, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- JIMMIE L. HEAGS, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.

- JEREMY E. KIENITZ, Independent Study English Instructor at Eden Prairie High School, effective June 9, 2014 through June 30, 2014.
- LAURA KELLER-GAUTSCH, Administrator on Assignment, effective July 1, 2014 through July 15, 2014.
- AMANDA D. KLUTMAN, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- DEBRA L. KRUG, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- ANN C. LUCASSE, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- CARLA McCARTY, Independent Study Math Instructor at Eden Prairie High School, effective June 9, 2014 through June 30, 2014.
- ERIN McCARTY, Independent Study Math Instructor at Eden Prairie High School, effective June 9, 2014 through June 30, 2014.
- DAVID T. NUNEZ, Language Arts Instructor at SECA, effective June 9, 2014 through July 3, 2014.
- LINDA OBERG, Safe Schools Coordinator at North Education Center, effective June 10, 2014 through June 30, 2014.
- ANGELA ROESNER, Independent Study Math Instructor at Eden Prairie High School, effective June 9, 2014 through June 30, 2014.
- ERLENE M. SCHWARTZ, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- MICHELLE A. SEIGER, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- GEORGIA SILVA, NSO Work Experience Coordinator, effective September 1, 2013 through June 30, 2014.
- PAUL STERLACCI, Safe Schools Coordinator at North Education Center, effective June 10, 2014 through June 30, 2014.
- KAYLEEN L. TAFFE, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- AMANDA VINCENT, Independent Study Math Instructor at Eden Prairie High School, effective June 16, 2014 through June 30, 2014.
- JOHN O. VITTERA, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.
- SAMUEL L. WHITE, CPI Instructor at the District Service Center, effective July 1, 2013 through June 30, 2014.

2. Extended Leaves of Absence:

A. Unpaid

- MICHAEL C. ANDERSON, Social Studies Instructor at Hennepin Gateway Academy, .3 FTE effective for the 2014-15 school year.
- JANET R. MAYER, Speech Language Pathologist at the District Service Center, .1 FTE effective for the 2014-15 school year.
- AMY M REID, Autism Instructor at South Education Center, .4 FTE effective for the 2014-15 school year.

3. Separations:

A. Dismissal

B. Resignation

- ANDREA D. COPELAND, EBD Instructor at North Education Center, effective July 31, 2014.
- KIMBERLY DOTY, Program Facilitator at Northwest Tech Center, effective June 30, 2014.
- KRISTIN A. GUSTAFSON, School Psychologist at North Education Center, effective June 30, 2014.
- ANNE M. McGANNON, DCD Instructor at North Education Center, effective June 9, 2014.
- HEATHER MIRON, School Social Worker at North Education Center, effective 9, 2014.
- CARA PERSZYK, Autism Instructor at North Education Center, effective June 9, 2014.
- JUSTENA E. THOMAS, Autism Instructor at North Education Center, effective June 30, 2014.

C. Retirement (Regular/Disability)

-

4. Other:

- The Board authorizes Janet R. Mayer to participate in the Part-Time Teacher Program through TRA with the understanding she accepts responsibility for all costs associated with her participation for the 2014-15 school year.

NON-LICENSED STAFF:

1. New Hires:

A. Regular

-

B. Temporary

- MARCIA PHILLIPS, Education Assistant at Prairie Care Edina, effective May 8, 2014 through June 9, 2014 - .875 FTE.
- REBECCA KLEIVE, Education Assistant at West Education Center, effective May 19, 2014 through June 6, 2014 - .875 FTE.
- BENJAMIN ELLRINGER, Facilities Maintenance Worker at South Education Center, effective June 10, 2014 through August 22, 2014.
- RADOMIR GOSTOVIC, Facilities Maintenance Worker at North Education Center, effective June 16, 2014 through August 15, 2014.
- JOHN ZIMMER, Facilities Maintenance Worker at West Education Center, effective June 10, 2014 through August 19, 2014.
- JOHANNA SOLIE, Education Assistant at West Education Center, effective May 27, 2014 through June 6, 2014 - .9375 FTE.

C. Substitutes

- Paul Tinerella

2. Extended Leaves of Absence:

A. Unpaid

- JENNIFER HALVORSON, Education Assistant at North Education Center, .875 FTE effective for the 2014-15 school year.
- HOLLY CARLSTEDT, Education Assistant at South Education Center, .875 FTE effective for the 2014-15 school year.
- CANDACE LOVETT, Education Assistant at South Education Center, .875 FTE effective for the 2014-15 school year.
- ANNETTE SCHUMM, Education Assistant at South Education Center, .2 FTE effective for the 2014-15 school year.

3. Separations:

A. Dismissal

-

B. Resignation

- KRISTY COSTELLO, Education Assistant at South Education Center, effective May 20, 2014.
- GWEN LEHRKE, Education Assistant at Northwest Tech Center, effective June 9, 2014.
- JOHN PALM, Education Assistant at North Education Center, effective June 9, 2014.
- KEVIN ARMSTRONG, Education Assistant at North Education Center, effective June 9, 2014.
- RYAN QUITNEY, Education Assistant at North Education Center, effective June 9, 2014.
- SARAH KNOX-NGUYEN, Education Assistant at Various Sites, effective June 9, 2014.
- RICHARD COFFEY, Education Assistant at West Education Center, effective May 16, 2014.

C. Retirement (Regular/Disability)

-

D. Other

- TONI ZITLOFF, Clerical at the District Service Center, permanent reduction from .875 FTE to .75 FTE effective July 1, 2014.

ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT - June

Special Education (FY14 wrap-up and FY14 start-up hours)

Therese Feldmeier	Amy Koch	Kathy Paulsen
Ann Verdegan	Christine Zweber	

Curriculum Writing and other Summer Projects

Carrie Agre	Melissa Alexander	Nathaniel Armour
Mark Bastiansen	Danielle C. Berry	Megan Bugge
Courtney Carry	Mariah Carter	Jodi Cherwenka
Teresa Cosgrove	Mitzi Curtis	Hannah M. Cushing
Sherrie Dewey	Andrea Faeh	Terrence Hagggar
Jessica R. Hansen	Timothy Holzhueter	Ross Hyde
Jennifer Jensen	Rashmi Kapil	Julie Kent
Rebecca Kleive	Amanda Klutman	Nancy Kracl
Retha Kraay	Jonathan Jones	Vena Jones
Laurie Levin	Theresa Mette	Tammy Mezzenga
Laura Moore	Brandi Nelson	Kerry Newstrom
Ruth Norman	Cathleen Pinkosky	Linda Seifried
Michelle J. Shanley	Michael W. Smart	Scott Swanson
Kaoru Thompson	Samantha Thompson	Katherine Utter
Travis Voels	Sherry M. Weise	Scott Wright
Elizabeth Zaccardi	Karen Berger	Beth Bruner Shorten
Jennifer Curtis	Michelle Hald	Jimmie Heags
Kathy Lettas-Cornwall	Dawn Peterson	Evelynn Souza Johnson
Christina Sundae		

Summer School

Licensed

ALC

Lynda J. Benkofske	Noah W. Franske	Paul Bennett
Hannah Cushing	Sherrie Dewey	Tim Holzhueter
Kristin Karlson	Allison Loomis	

NSO

Bob Andresen	Josephine Auyeung	Sarah Christopherson
Joe Curran	Connie Demillo	Marit Dohse
Susie Evans	Jon Fila	Tom Franke
Jennifer Heimlich	Karah Holle	Darlene Leimer
Tarik Lemtouni	Julie Lentz	Mike Matuska
Dee McCarthy	Don Myhre	Jennifer Nelson
Stephanie Owen	Alyson Purdy	Willie Rauen
Mark Sateren	Mike Smart	Donna Smestad
Jennifer Tuuri	Princesa VanBuren Hanson	Chris Whritenour

Career Tech

Constance Hall

Candace Leopold

Special Education

Rachel Cordo

Jessica Larson

Heather Nissen

Bonnie Rinker

Eve Thomas Brook

Erin Barnes

Melissa Brandenburg

Max Carruth

Jodi Cherwenka

Erin Colligan

Jennifer Curtis

Jodi Eggenberger

Andrea Faeh

Anna Franske

Terrence Haggard

Jimmie Heags

Kaylee Jacobson

Jessica Kast

Julie Kent

Robert Laumann

Diane Linde

Catherine MacLaughlin

Brent Maves

Doris Moylan

Justin Ore

Desiree Quinlan

Sandra Shetka

Carrie Snyder

Ann Verdegan

Sandra Wilson

Scott Wright

John Stallman

Rhonda Greiff

Debby Brody

Patricia Larson

Cara Dagenais

Chelsea Gates

Kathleen Anderson

Nancy Kracl

Gail Morris

Alicia Jensen

Anne Lucasse

Alexia Poppy

Rick Sauer

Andrew Ward

Robert Bathke

Brian Burns

Mariah Carter

Nicole Christensen

Andrea Copeland

Carla Danielson

Sarah Ekelund

John Fishbaugher

Lynn Goggin

Peter Harrell

Mary Hogetvedt

Timothy Johnson

Anne Keeffe

Glenda Kibat

Jesse Lesnau

Maren Lindner

Kristie Mahar-Ortiz

Anne McGannon

Cheryl Nelson

Lyla Peterson

Teresa Ressen

Susan Skulborstad

Jody Southerling

Larissa View

Blake Wilson

Elizabeth Zaccardi

Rebecca Mijal

Mary Semmer

Jason Backes

Cara Perszyk

Michelle Spaeth

Teresa Schrempp

Lynn Bathke

Jennifer Schmitz

Brooke Peterson

Vena Jones

Ann Mitty

Katherine Ramey

Johanna Solie

Emily Axtmann

Jayme Bennett

Greg Cardelli

Kathy Causton

Sonja Cleary

Teresa Cosgrove

Ben Drewelow

Kathy Enselein

Molly Forrest

Ashley Gramling

Stephanie Hawley

Tim Holzhueter

Mary Grace Johnson

Talia Kendozora

Amanda Klutman

Laurie Levin

Kristofer Lyngaas

Amanda Matter

Vincent McMahon

Brandi Nelson

Don Pietrick

Connie Richardson

Stephanie Slaughter

Leanne Steffens

Sherry Weise

Georgeann Wobschall

Christine Zweber

Justena Thomas

Steve Higgins

Laura Shirley

Debra Gormley

MaryKate Hanagan

Jeanette Mutchler

Karen Berger

West Suburban Summer School

Steven Auer	Gary Bowman	Bryan Bjorlin
Jane Copes	Steve Cullison	Judith Dailey
Denise DuBois	William Nate Edwards	John Foty
Ray Frigard	Kari Govig	Miranda Hendrickson
Kristina Holtmeyer	MaryBeth Huttlin	Angela Jamieson
Dana Jensen	Tracy Johnson	Walter Johnson
Tamara Junkermeier	Suzanne Kehret	Cory Knudtson
Jack Kreitzer	Abby Maus	Masey McDowell
Sarah Menk	Colin O'Brien	Bryan Olson
Jennifer Olson	Robyn Owens	James Pekarek
Harry Pulver	Ann Richter	Benjamin Roub
Gerry Sasse	Matthew Scheidler	Jodi Schleyer
Jenine Severson	Julie A. Sotak	Guy Stewart
Mary Stewart	Cindy Stoa	Kristiann Stotz
Emily Wyse Moore	Jane Zins	

Non-Licensed

Area Learning Center

Jemel Brewer	Melisha Carroll	Shanika Lundberg
Lisa Mahowald	Mackenzie Terry	Samuel White
Amy Zylka		

Special Education

Eriika Andrade	Terrance Anthony	Leann Arnquist
Dieudonne Asambang	Aissatou Bah	Shannon Bass
Anne Bathke	Thomas Beers	Joe Bessman
Grace Bessman	Zane Bishop	Christine Blood
Jan Boyer	Marcell Branch	Jamel Brewer
Cindy Brose	Melisha Carroll	Krystal Champ
Shawn Cook	Bobbi Cox	Gabriel Daniels
Jamie DeLong	Jamar Dickens	Sarah Dodge
Janene Dold	Henry Dolopei	Jodi Dyvig
Donald Edmondson	David Ellingson	Diane Erickson
Alicia Fink	Todd Frank	Subor Freeman
Tara Freiberg	Susandhra Friesen	Etta Gbeizon-Bornor
Gail Goodfellow	Cheryl Gorman	Nancy Guelich
Natalie Haugen	Jessica Hentig	Jeannette Hibbler
Roseanne Hooper	Diane Hoyos-Gomez	Denise Hukriede
Letitia Jennings-Holmes	Melissa Jenson	Scott Johnson
Nasha Jordan	Wannie Kamuelyu	Sandra Kast
Heather Kenney	Lamin Khan	Sherry Krause
Debra Krug	Debra Kubiak	Paris Kyles
David Leyk	Shanika Lundberg	Denys Mason
Marlon McCoy	Tangela McElroy	Kelly McIntosh

Vonetta McNeal
G. Sarwee Nah
Kathryn Pierce
Danyale Potts
Logan Reed
Eric Rios
Wayne Scroggins
Gretchen Shogren
Julie Soule
Jeffrey Tillman
Melissa Vanderbush
Crystal Visneski
Sunsearay Watson
Irene Yahwon
Sefika Zejnilovic
Antwayn Hunter
Todd illig
George Ewefada
Anders Hanson
Eric Mickelson
Susi Forsans
Jason Williams
Tom Ekelund
Chad Tauer
Bielle Thomas
Paul Kracl
Patricia Bergren
Jared Kramer
Stephanie Coleman
Kathy Bennett
Keith Dawson
Cari Cordova-Sandstrom
Joanne Weum
Ashley Tauer
Cristal Sanchez
Tracee Bradley
John Wiley
Jessica Ikegboma
Paul Tinerella
Kelly McIntosh
Heidi Crandell
Laura Lancrete
Jeffrey Stensrud

Brenda Mendel
Demetrius Parrett
Patrick Pilla
Ryan Quitney
Dawn Reese
Ann Rodning
Jordana Sharapata
Robert Smith
Susan Stradtmann
Veronica Tucker
Cyrus Varney
Debbie Voight
Elisa Wheeler
Lawrence Yahwon
Mical Zere
Jeremy Anderson
Angela Johnson
Dean Powers
James Schmidtke
Tom Simshauser
Tara Meland
Thomas Jackson
Gregory Milbrath
Lanika Rogers
Grace Kayongo
Vickie Nelson
Barbara Laflin
Caitlin Deutschman
Timm Loyd
Dan Luedtke
Judy Marhula
Markel Frankel
Stephanie Deloach
Jonathan Dosedall
Heather Brandmire
Sherifat Jaiyesimi
Samuel White
Nicholi Ashland
Elaine Matama
Judy Marhula
Radomir Gostovic
Andrew Bachman

Erin Mura
Jessica Petrowiak
Larry Polys
Ray Garner
Kimberly Richter
Ruthann Ruffin
Kenna Shearman
Lisa Smith
Breann Thorne
Elizabeth Turan
Jeff Vilorio
David Ward
Kim Woodworth-Anderson
Senajda Zec
Lawrence Anthony
Zebede Howell
Pierce Harrington
Kari Cardelli
Pamela Doll
Natt Dakagboi
Pierre Phillistine
Tessa Ewert
Grant Haley
Lisamarie Czyson
Haley Paszkiewicz
Benjamin Sibila
Theresa Awobamise
Anne Egan
Laury Force
Patricia Kilkelly
Emilia Woods
Ester Nimley
Vickie Nelson
Kenny Baierl
Eric Spencer
Kathy Adams
Daniel Norsten
Roberta Martin
Laura Lancrete
Pam Taylor Berry
John Zimmer
Kelley Nelson

West Suburban Summer School

Trevor Aufderheide
Jennifer Stoa
Sara Wakeham

James Holden
Lisa Cullison

Bitz Ramstad
Adam Katz

Fall Prep/Miscellaneous Projects

Antwayn Hunter

Kelly McIntosh

Donald West

Ryan Henderson

Sherry Krause

Jan Boyer

Paris Kyles

Tara Freiberg

Marlon McCoy

Rickey Rucker

Richard Hammonds

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTER-OFFICE MEMORANDUM

Date: June 26, 2014

To: Sandra Lewandowski, Superintendent

From: Char Myklebust, Director on Special Assignment

Re: **What Board Members should know about Federal Grant Applications**

Overview:

Intermediate District 287 is pursuing three major Federal Grants; all grants will be awarded to local educational agencies (LEAs) and are very competitive.

Project Prevent Grant: is intended to increase capacity to help schools in communities with pervasive violence to better address the needs of affected students and to break the cycle of violence. It would provide funding for 5 years; the estimated size of the award could be up to \$500,000 spread out over 5 years. The District would use the funds to support school-based mental health services, chemical health services, and restorative justice practices at West Education Center.

School Climate Transformation Grant: is intended to focus on infusing Positive Behavior Interventions and Support (PBIS) in schools in order to reduce racial and special education disability disparities in the use of exclusionary practices. These disparities impact student suspension and expulsion, arrests at schools, the use of punishment instead of teaching new skills, and dropout rates. Funding is for 5 years; the 287 request is for over 1.5 million dollars. The funding would support regional school leader training through **A Better Way**.

Secondary School Counseling Grant: is intended to increase school counseling, mental health, and psychiatric support for students attending North Education Center Alternative School (NECA). The grant proposal requests three years of funding for a total of \$965,000.

Project Aware: District 287 is included in a Minneapolis Public Schools grant application. The \$50,000 request is designed to secure funds to provide mental health train-the-trainer education, developed by the National Alliance for the Mentally III-MN, to a small group of representatives from Minneapolis Public Schools and Intermediate District 287.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: Care and Treatment					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
<p>Headway: During the 2013-14 school year, given direct instruction in academic language vocabulary through the Word Generation Curriculum and 1-1 literacy conferences with the reading specialist, 85% of Headway students, who attend school 80% of the time or more, will improve the equivalent of one year academic growth on MAP Reading Scores by May 2014.</p>	<p>MAP RIT scores: Fall, Winter, Spring</p> <p>Interventions: Literacy Conferencing; 1-1 with literacy specialist, develop and used Dist. 287 form.</p> <p><u>Word Generation Curriculum Reading Evaluations</u> as requested by staff; followed by remedial help on Word Identification, auditory or silent reading comprehension as needed.</p>	<p>50% of Headway students who attended school 80% of the time or more showed improved MAP RIT scores an average of 4.6 points during the first semester at Headway Academy; 36% of Headway students who attended school 80% of the time or more improved MAP RIT scores an average of 6.3 points during the second semester at Headway Academy.</p>	<p>No</p>	<p>Staff changes mid-year affected the way reading was integrated into the curriculum. We know that we must be purposeful in establishing a stronger literacy climate.</p> <p>Students test better when their formal literacy conference is refreshed with a check-in by the person who originally set the goal with the student. This did not happen systematically this year.</p> <p>Staff experimented with creating their own Word Generation Units. After using the program for two years, staff felt comfortable collaborating to generate their own materials following the Word Generation Unit template. This enabled topics to reflect the curriculum of the program.</p> <p>Inconsistent commitment to the program across subject areas.</p> <p>Liked integrating sign language as a tactile/kinesthetic presentation of weekly vocabulary words.</p>	<ul style="list-style-type: none"> Purposefully working to establish a stronger literacy climate. Possibly sharing the role of literacy conferencing to enable more than one contact with each student. Give students input into selecting topics (like Omegon and Epsilon). Biweekly instead of weekly topics, offering more depth instead of breadth. Develop meaningful rubrics for final paper that will vary from student to student (accounting for developmental differences). Hold students accountable for different levels of proficiency. <p>Share results of literacy conferences at staff meetings.</p>
<p>Omegon: During the 2013-14 school year, given direct instruction in academic language vocabulary through the Word Generation Curriculum and 1-1 literacy conferences with staff, 85% of students who attend classes at least 80% of the time AND complete the program as planned by Volunteers of America, will demonstrate measurable growth on MAP Reading Scores during their</p>	<p>MAP RIT scores entrance, exit</p> <p>Interventions literacy conferences; Informal</p> <p>Reading Evaluations as requested by staff; followed by remedial help on Word Identification, auditory or silent reading</p>	<p>45% of Omegon students attending class 80% of the time or more AND successfully completing their VOA program demonstrated measurable growth in their MAP RIT reading scores, with an average increase of 7.8 points.</p>	<p>No</p>	<p>Working on one topic for two weeks worked well.</p> <p>Inconsistent use of WG across all subject areas.</p> <p>Letting students vote on topics improved "buy in" to the curriculum. Students liked knowing the topic was rated "high interest" by their peers. (This idea was borrowed from Epsilon).</p> <p>Staff experimented with developing supplemental activities.</p>	<ul style="list-style-type: none"> Continue biweekly topics and student participation in topic selection. Intentionally restructuring the literacy climate, encouraging a school/evening connection. Explore wrapping more activity changes into the process Develop meaningful rubrics for final paper that will vary from student to student. Hold students accountable for different levels of proficiency.

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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: Care and Treatment					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
period of enrollment at Omegon.	comprehension as needed <u>Word Generation Curriculum</u>			Liked integrating sign language as a tactile/kinesthetic presentation of weekly vocabulary words. WG chart activity was too stimulating/overwhelming for a few students. Literacy conferences were handled informally.	
Epsilon: During the 2013-14 school year, given direct instruction in academic language vocabulary through the Word Generation Curriculum and 1-1 literacy conferences with staff, 85% of students attending classes at least 80% of the time AND completing their non-educational treatment program, will demonstrate expected growth on MAP Reading Scores during their period of enrollment at Epsilon.	MAP RIT scores entrance, exit Interventions literacy conferences; 1-1 with sped teacher, used and developed District 287 form Reading Evaluations as requested by staff; followed by remedial help on Word Identification (SONDAY System), auditory or silent reading comprehension as needed <u>Word Generation curriculum</u> Aggressive literacy campaign run by school and county library; supported in the cottages. All students read	92% of Epsilon students attending class 80% of the time or more AND completing their non-educational treatment program showed expected growth on their exit MAP RIT reading scores, with an average increase of 13.5 points.	Yes	Staff questions validity of MAP due to the intense anger most students feel upon entering this program. Should literacy conference happen BEFORE first testing? Literacy Conference form was developed, revised, and has been shared upon request with various programs throughout the district. All staff lead weekly kick-off Word Generation activity first hour each Monday. All staff do essay writing the last hour of the week. Need modeling of how to use sentence frames provided by EL teacher. Reading evaluations provided by Reading Specialist for struggling readers, and remedial program using Sondag System implemented by EAs and teachers. Staff, who are not English majors, would appreciate some help/modeling with kick-off activity to create fair competition between classrooms. (Class who generates the most related words wins each week. Winning lists are posted in hallway) Final product needs to count for something. This year energy went toward rolling out the	<ul style="list-style-type: none"> • Consistent reporting of Literacy Conference and reading evaluation data within staff meetings • Conduct exit interview to check on whether student met personal goal. Compare data with initial literacy interview. (Possibly rewrite some items on the literacy conference form so that we collect comparative pre/post data. • Offer staff support in learning to use sentence frames and in leading WG opening activity. • Continued 1-1 or small group Sondag System instruction for struggling readers. • Develop rubric for final paper, taking developmental differences into account. • Revisit how much time we are spending on kick off activity...be consistent across the program. • Continue to post results of WG in hallway; add best essay displayed in hall, publish student debate quotes. • Encourage use of old words in summative paper.

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Intermediate District 287

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: Care and Treatment					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
	outside of school.			program. Ready to shift to evaluating final writings.	<ul style="list-style-type: none"> Revisit pacing of the program. Continue library program with Hennepin County.
<p>Prairie Care: During the 2013-14 school year, all Prairie Care teachers will incorporate one Social Emotional Learning strategy (breathing) into their daily class routine, using it both ritually and responsively to regulate their class. Participation rate of students will be monitored weekly and anecdotal logs will be kept by each teacher and shared at periodic late-start meetings.</p>	<p><u>Mind Up</u> SEL curriculum</p> <p>Weekly data monitoring of student Participation</p> <p>Anecdotal logs kept by each teacher</p>	<p>Weekly participation data kept by teachers/EAs, learning intentions submitted weekly to the program supervisor reflected use of SEL strategies and anecdotal logs kept by each hospital teacher indicate that breathing (and other SEL strategies) were practiced daily as opening ritual, transitional activity, and responsively to calm students. Students of all ages participated willingly and sought opportunities to lead the group in these activities.</p>	Yes	<p>Learning intentions demonstrated blended SEL strategies and Common Core. Ex. "I can identify different perspectives of the characters in a story. I can apply open-minded perspective talking in social situations."</p> <p>Multiple needs and opportunities to use breathing focus:</p> <ul style="list-style-type: none"> Daily breathing exercises to open class. Periodic "breathing breaks" as needed. Regular use of breathing activities to transition between activities. Students enjoyed leading breathing activities. The "breathing ball" was a favorite. Most students chose to lead the breathing exercise on their last day of class as a sort of rite of passage. <p>Sample anecdotal comments:</p> <ul style="list-style-type: none"> "Students were VERY chatty throughout class. There was a constant buzz amongst the room. After everyone participated in the breathing break, the extra conversations seemed to halt, and the students were able to refocus on the next lesson being taught for the day. Overall, the room was much more calm and quiet after the breathing break." My favorite student comment... "Be Quiet! I need to breathe." 	<ul style="list-style-type: none"> SEL and Literacy are blended at this site and are almost indistinguishable. Staff would like support in learning new instructional strategies that can be applied to their curriculum. Increased communication between the hospital sites. Increased staff development overlap with other Care and Treatment sites.

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RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: Career and Technical Education					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
By June 30, 2014 students enrolled in Career and Technical courses that complete one semester at Eden Prairie campus will achieve a growth rate of 35% on the occupational vocabulary assessment which is content specific to their class. Each semester a new vocabulary list will be developed.	A content specific vocabulary list of 20 words was used in each program. Since the students continue second semester, a new vocabulary list was developed for second semester.	Students enrolled in Career and Technical courses that completed one semester at Eden Prairie campus achieved a growth rate of 40% on the occupational vocabulary assessment which was content specific to their class. Each semester a new vocabulary list was developed. This was accomplished by June 30, 2014.	Yes	Occupational vocabulary is a critical element for success in both job and postsecondary training. Our PLC results indicated that in only one semester students were able to significantly increase their occupational vocabulary.	Next year we will establish a writing goal. Since we have concentrated on vocabulary for the last couple of years, this will be a welcome change.

SITE/PROGRAM: Edgewood and Northland					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
Using visuals and direct teaching, 80% or the students from a VET Northland pilot group will increase their ability to recognize and define 15 out of the 20 Employability vocabulary words by May 2014	List of Employability Vocabulary words with visual symbols.	9 students were included in the pilot group. Of the 9, 6 recognized 15 words/symbols, 1 recognized 14, and 2 recognized 9. Of the 9 students 2 defined 15 of the words/symbols, 1 student defined 14, 1 defined 13, 1 defined 11, 10, 9, 8, 6 Just out of curiosity the students were asked to read the 15 words without the symbols. 5 read 15, 1 read 14, 1 read 8, 1 read 0 and the other student was absent.	Yes	The difficulty of the words was greater than we expected our population to be able to master!	We need to continue challenging our students with high level vocabulary words. In addition, we need to include the symbols as those are more universal.
75% of Explore Middle School students that utilize the Read 180 program on a daily basis and participate in both pre and post testing will demonstrate an increase in their Lexile level a minimum of 1.33 Lexile points per week or 50 Lexile points over the course of a year.	Read 180 Lexile test.	88% of Explore Middle students increased their Read 180 test scores by at least 50 points. The average gain was 147 points!	Yes	Students continue to do well with this curriculum.	Continue with fidelity, increase writing focus in content areas

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: Edgewood and Northland					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
80% of Edgewood Transition students who are readers will demonstrate a two point increase in their literacy skill in one strand of the MAP assessment as measured fall 2013 and spring 2014.	MAP	81% of our Transition students who were given the MAP test fall 2013 and spring 2014 made at least a 2 point increase in literacy skills in at least 1 strand of the MAP assessment.	Yes	We have the MAP test to more students this year due to the lower level test that was added. We were curious whether our lowest level readers would show progress, and they did.	We will continue to use the MAP test for as many of our students as possible. We will work on improving our teaching to the strands where the test identifies students who need skill-building.
80% of Edgewood Transition students who are non-readers will increase at least two pre-reading skills by one level of independence as measured with a Literacy Development Checklist as measured fall 2013 and spring 2014.	Literacy Checklist	79% of our non-readers improved in at least 2 pre-reading skills by one level of independence.	No, the goal was 80%!	This is a difficult group to project growth with. Many are non-verbal and just obtaining communication devices once they arrive, so much of their literacy needs interface with their communication needs.	I think we should examine our curriculum and instruction with this group to see which types of instruction are most successful.

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SITE/PROGRAM: Gateway To College – Brooklyn Park Campus					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
By June 30, 2014 80% of the students enrolled in the Gateway to College program will progress at a minimum one level of proficiency in the area of Word Choice (vocabulary) using a six level scoring rubric. The same writing prompt will be used in November 2013 and again in May 2014.	A six level scoring rubric was used.	One level of proficiency in vocabulary was obtained by 58% of the students enrolled in the Gateway to College Program. One level of improved as measured by the rubric was obtained by 66% of the students who completed both the pre and post writing prompt.	No	Improved was noted in their spelling, grammar and organization of their thoughts when writing.	Next year students will complete the ACCUPLACER prior to starting the Gateway program. This will provide a more in depth analysis of their reading and writing skills. This information will be critical as we develop our writing PLC goal next year.

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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: Itinerant					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
To align Intermediate District 287's Itinerant Service Model to reflect member districts' desired outcomes for their students and staff.	I. Create documents outlining current services and results provided to member districts by the following District 287 Itinerant programs: <ol style="list-style-type: none"> 1. Autism Spectrum Disorders 2. Augmentative Communication 3. Audiology 4. Blind/Visually Impaired 5. Deaf/Hard of Hearing 6. Occupational Therapy 7. Orientation/Mobility 8. Physical Therapy 9. Physical/Other Health Disabilities II. Discuss and document potential evolution of best practices within each discipline area. III. Identify which service tasks/activities member district staff members could accomplish and complete through consultation and training. IV. Design staff training modules to increase knowledge and skills of member district staff in providing student specific interventions.	The current services documents were completed with outcome checklists which included best practices. Examples of staff training have been developed through TLC (transfers) app, training videos and YouTube.	Yes	Programs reflected on their practice and developed a shared understanding and vision of what and how services are provided. Outcomes that were shared with SEDAC did not impact planning for services.	We will continue to develop digital coaching, consultation and learning while partnering with member district staff and collect data on the feasibility of virtual connections. In April/May an itinerant initiative with program representatives to define the implementation of IV.

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Intermediate District 287

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: North Education Center (Special Education Programs, NECA, and ELC)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
Given a Reading Assessment, 90% of students at the North Education Center, who took the pre and post-tests, will show an increase in their individualized assessment profile of literacy skills in one of the following assessment areas: Word ID, Print Processing or Language comprehension.	Whole to part assessment used for result reporting	88% of students at North Education Center, who took the pre and post-tests, showed an increase in their individualized assessment profile of literacy skills in one of the following assessment areas: Word ID, Print Processing or Language comprehension.	No, missed by 2%	<p>We first learned that ongoing training and review in all assessments is essential to both understanding and completion of assessments.</p> <p>Furthermore, regular and consistent student conferencing/goal setting is essential and should be defined clearly as an expectation.</p> <p>Additionally, regular review of student growth will identify the students who remain below grade level earlier so intensive interventions can be implemented.</p> <p>Finally, we have recognized that we need to support staff in understanding the relationship between assessments and instruction. In doing so, we provide clarity, support, clearly defined expectations and most importantly the best opportunity for students to succeed.</p>	<p>We will plan earlier, provide clarity and define the expectations as teachers reviewing their assessment data regularly throughout the year, conferencing, and goal setting with students; we will attain 90% or more growth in more areas of literacy skills.</p> <p><i>(Dramatic music plays in background ...think Rocky theme song.)</i></p>
Given a Reading Assessment, 90% of students at the North Education Center Alternative, who took the pre and post-tests, will show an increase in their individualized assessment profile of literacy skills based on their MAP Reading (RIT) score.	MAP Reading Assessment	54% of students within North Education Center Alternative, who took the pre and post-tests, showed an increase in their individualized MAP reading score.	No	<p>We learned that we need to use a variety of instructional strategies to meet the needs of students who have an overall lower reading level than their high school peers. PLC groups worked to address this; however, we needed more training, individualized and differentiated instruction to meet the learning needs of our students.</p>	<p>Next year, we will have a dedicated Reading Specialist who will provide direct training and support to all teachers. The Reading Specialist will support teachers with learning how to use the Descartes within NWEA MAP and we will add a written assessment with a rubric so we are measuring more than one area of development.</p>
NECA ELC will use Assessment Gold by Teaching Strategies.	Assessment Gold works in concert with <i>Creative Curriculum</i> . It is an assessment tool that is based on 38 researched based objectives aligned	The goal statement was not written in alignment with PLC guidelines or expectations.	No	<ul style="list-style-type: none"> A PLC SMART goal will be written and implemented for FY15. Assessment Gold will be used to record all future PLC work. 	<ul style="list-style-type: none"> The goal statement was not written in alignment with PLC guidelines, standards and assessments. While assessments were used, they were not posted in

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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: North Education Center (Special Education Programs, NECA, and ELC)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
	with CCSS and state early learning guidelines and Head start child development and <i>Early Learning Framework</i>				alignment with the PLC process. <ul style="list-style-type: none"> Recommend for FY15 to work on specific SMART goal and to record and fully report Assessment Gold results to PLC format.

SITE/PROGRAM: Northwest Technical Center					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
By May 2014, students at NWTC will demonstrate overall growth and progress in literacy (competence or knowledge in a specified area), through direct instruction of the identified 12 Power Words by Larry Bell (High School) and learning intentions (Transition) with measurement prescribed in next column.	Secondary: NWEA Measure of Academic Progress (MAP) Reading, Transition: Curriculum based pre and post-tests, and Community Based Vocational Assessments	Secondary: By May 2014, at least 61% of NWTC students with 70% attendance demonstrated measurable growth in their literacy comprehension skills through direct instruction of the identified 12 Power Words by Larry Bell and formative assessments as measured by NWEA-MAP Assessment Reading scores. Transition: By May 2014, at least 90% of NWTC students with 70% attendance demonstrated measurable growth in their literacy comprehension skills through direct instruction of learning intentions in transition classes and community based career exploration as measured by formative assessments, curriculum based pre and post-tests scores, and Community Based Vocational Assessments during 3rd quarter.	Yes	There is variability between the secondary and transition programs likely dependent on the rigor of the curriculum and assessment instruments. In addition, there is the percentage of students in the transition programs that meet the attendance criteria is higher, which could impact achievement. The transition programs measured achievement during third quarter while the secondary programs measured fall and spring. The transition program achievement is similar to previous years but for secondary programs increase is significant and hopefully can be replicated.	The increase in the secondary scores is encouraging compared to previous reading assessments where there has been minimal to no improvement compared with 61% showing improvement in skills measured by standardized achievement assessments. Within the transition programs, we will look more closely at scores from individual teachers to understand possible reasons between the significant differences in achievement.

SITE/PROGRAM: South Education Center (SUN, CIP, SUN Transition, Intersect, and PHASE)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: South Education Center (SUN, CIP, SUN Transition, Intersect, and PHASE)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
<p>By June 2014, 80% of programs at South Education Center will demonstrate an increase in literacy, defined as 80% of students in a program who complete pre and post-tests demonstrating progress on evidence-based reading measures (see list below). Assessment instruments and professionally recognized expectations or individual growth targets as determined by program.</p>	<p><u>Paul Eastwold's Programs</u></p> <ul style="list-style-type: none"> • SUN: MAP, MPG, WTPRA, ERSI, Bridge • CIP: MAP (or MPG), or WTPRA, SRI, SPI • SUN Transition: MAP, MPG, WTPRA, ERSI, Bridge, SRI, SPI • PHASE: MAP, MPG, WTPRA, ERSI, Bridge, SPI • Intersect: MAP, MPG, WTPRA, ERSI, Bridge, SPI <p><u>Jayne Tiedemann's Programs</u></p> <ul style="list-style-type: none"> • SECA: MAP • VECTOR Basic: MAP (or MPG), or WTPRA • VECTOR Low-Incidence: MAP (or MPG), or WTPRA • InVEST Transition: MAP (or MPG), or WTPRA • FOCUS: MAP (or MPG), or WTPRA 	<p>60% of programs at South Education Center demonstrated an increase in literacy, defined as 80% of students in a program who completed pre and post-tests demonstrating progress on evidence-based reading measures.</p> <p>Looking specifically at Paul Eastwold's programs (SUN, CIP, SUN Transition, Intersect, and PHASE), 81% demonstrated progress.</p>	<p>Yes (Paul Eastwold's programs)</p> <p>No (Jayne Tiedemann's programs)</p>	<p>In an effort to better reflect the unique needs of our programs, we chose to consider growth in terms of 80% of students within each program making progress, with a site goal of 80% of programs demonstrating progress, rather than in more general terms of 80% of students at SEC, as we had in the past.</p> <p>We learned that:</p> <ul style="list-style-type: none"> • When results are reported as percentage of students across all programs, then 74% of students demonstrated growth. <p>Looking specifically at Paul Eastwold's programs (SUN, CIP, SUN Transition, Intersect, and PHASE), 80% of students tested demonstrated growth.</p> <ul style="list-style-type: none"> • Small program sizes impact the data analysis (i.e., the performance of one student can determine whether the program meets its goal or not). Consequently, the format results are reported in SEC's Site Goal do not reflect adequately assessment results for the site. • We have high expectations for all of our students; however, the populations in our 10 programs vary widely in many ways (e.g. age, ability, unique challenges), which do not lend themselves readily to one common measurement or goal. The expectations for each program must be considered and appropriate instruments selected to measure growth toward the goal. • Finding an appropriate assessment tool continues to be a challenge. Student performance on assessments offer a 	<p>We will continue:</p> <ul style="list-style-type: none"> • PLC goals at the program level to focus efforts that will lead to student growth • Inclusion of educational assistants and other programs in our PLC efforts in a way that is meaningful to them and a benefit to students • Offer multiple options to measure literacy skills, where appropriate. <p>Additional considerations for next year:</p> <ul style="list-style-type: none"> • Given diverse programs, it is difficult to have one common goal for the entire building in a way that is measurable and meaningful for all. If possible to approach site goal in a different way, consider grouping options for goal and data analysis (e.g. individual programs; like-programs grouped together; age; K-12 and transition) rather than entire building. • Examine more closely other factors that may impact student performance on assessment (e.g. extent and type of literacy instruction received) • Administer MAP with Sub-goals (rather than Survey) to students who are able to tolerate the longer version. (Provides information about student growth

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: South Education Center (SUN, CIP, SUN Transition, Intersect, and PHASE)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
				<p>snapshot in time, keeping in mind that other factors (e.g. physical/emotional state, test anxiety, medication changes) may impact a student's ability to best demonstrate their skills.</p> <p>The addition of MAP for Primary Grades (MPG) has allowed us to administer this instrument to a larger number of students, but results have been mixed.</p>	<p>in sub-goal areas.)</p> <ul style="list-style-type: none"> • Consider level of student involvement in preparation for assessment and review of results (e.g. orientation to task, 1-1 conferences) at the program level and on an individual basis. • Utilize new interactive DesCartes feature to be introduced in 2014-2015 for instructional planning and writing literacy goals for IEPs. Include professional development for staff on the use of new feature.
26	<p><u>Cumulative 2013-14 Literacy Data:</u></p> <p>SUN: Students completing both pre and post-assessment (n=23)</p> <ul style="list-style-type: none"> • 87% demonstrated increased MAP, MPG, WTPRA ,ERSI, or Bridge scores • Average net change to overall MAP performance was -5.8 RIT points <p>CIP: Students completing both pre and post-assessment (n=3)</p> <ul style="list-style-type: none"> • 100% demonstrated increased MAP, MPG, or WTPRA scores • Average net change to overall MAP performance was +16.7 RIT points <p>SUN Transition: Students completing both pre and post-assessment (n=14)</p> <ul style="list-style-type: none"> • 71% demonstrated increased MAP, MPG, WTPRA, ERSI, or Bridge scores • Average net change to overall MAP performance was -5.5 RIT points <p>PHASE: Students completing both pre and post-assessment (n=11)</p> <ul style="list-style-type: none"> • 82% demonstrated increased MAP, MPG, WTPRA, ERSI, or Bridge scores • Average net change to overall MAP performance was +1 RIT points <p>Intersect: Students completing both pre and post-assessment (n=3)</p> <ul style="list-style-type: none"> • 67% demonstrated increased MAP, MPG, WTPRA, ERSI, or Bridge scores • Average net change to overall MAP performance was -4.0 RIT points 				

<p>Key CCSS: Common Core State Standards ERSE: Ekwall/Shanker Reading Inventory MPG: Measures of Academic Progress (MAP) for Primary Grades NWEA MAP: Northwest Evaluation Association's Measures of Academic Progress</p>	<p>RIT: Rasch Unit (scale to measure growth) SPI: Scholastic Phonics Inventory SRI: Scholastic Reading Inventory WTPRA: Whole to Part Reading Assessment</p>
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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: South Education Center (VECTOR Low-Incidence, InVEST Transition, FOCUS, VECTOR Basic, SECA, and ELC)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
<p>By June 2014, 80% of programs at South Education Center will demonstrate an increase in literacy, defined as 80% of students in a program who complete pre and post-tests demonstrating progress on evidence-based reading measures (see list below). Assessment instruments and professionally recognized expectations or individual growth targets as determined by program.</p>	<p>VECTOR Basic, VECTOR Low-Incidence, InVEST and FOCUS: MAP (or MPG), or WTPRA for students completing both pre/post-assessment</p>	<p>80% of programs at South Education Center demonstrated an increase in literacy, defined as 80% of students in a program who completed pre and post-tests demonstrating progress on evidence-based reading measures.</p> <p>VECTOR Low Incidence (n=5) 100% demonstrated increase. Average net change to overall MAP performance +11.6 RIT.</p> <p>InVEST Transition (n=8) 88% demonstrated increase. Average net change to overall MAP performance was +7.3 RIT.</p> <p>FOCUS: (n=2) 100% demonstrated MAP performance was +8.0 RIT.</p> <p>VECTOR Basic (n=31) 81% demonstrated increase. Average net change to overall MAP performance was +4.2 RIT.</p>	<p>Yes</p>	<ul style="list-style-type: none"> 80% of students across all programs at SEC demonstrated growth. SECA did not meet its program goal. Special education programs met the goal with 85%. The expectations for each program needs to be considered and appropriate instruments selected to measure growth toward the goal. Student performance on assessments offer a snapshot in time, keeping in mind that other factors (e.g. high mobility, physical/emotional state, test anxiety, medication changes) may impact a student's ability to best demonstrate their skills. Multiple measures need to be considered. 	<ul style="list-style-type: none"> Examine more closely other factors that may impact student performance on assessment (e.g. instruction, attendance, mobility, student engagement in assessment, include Read 180 and Systems 44 data). Consider level of student involvement in preparation for assessment and review of results (e.g. orientation to task, 1-1 conferences) at the program level and on an individual basis. Administer MAP with Survey with goals to students who are able to tolerate the longer version and utilize new interactive Descartes feature to be introduced in 2014-2015 for instructional planning and writing literacy goals for IEPs. Include professional development for staff on the use of new feature.
<p>80% of students continuously enroll from October 1, 2013 to May 1, 2014 will show overall growth or growth in one or more sub strand as measured by the NWEA Measures of Academic</p>	<p>SECA: MAP</p>	<p>SECA (n=52) 60% demonstrated increased MAP scores. Average net change to overall MAP performance was -2 RIT</p> <p>However, SECA increased from 53.5% last year to 60% this year.</p>	<p>No</p>	<ul style="list-style-type: none"> Repeating a goal might be helpful for the students. Have pre-assessment data before writing the SMART goal. It helped to make cross-content connections and real world applications of the power words 	<ul style="list-style-type: none"> Examine factors that may impact student performance on assessment (e.g. instruction, attendance, mobility, student engagement in assessment, consider Read 180 assessment data.) Consider level of student involvement in preparation for

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Intermediate District 287

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: South Education Center (VECTOR Low-Incidence, InVEST Transition, FOCUS, VECTOR Basic, SECA, and ELC)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
Performance.				<ul style="list-style-type: none"> We need to figure out ways to get students to buy into cross-curricular work. The Common Core raises reading and writing expectations in all classes 	<ul style="list-style-type: none"> assessment and review of results (e.g. orientation to task, 1-1 conferences) at the program level and on an individual basis. Have a common focus, goals, strategies and rubrics in all classrooms in SECA.
By June 2014, 90% of the Early Learning Center students who are enrolled at least 90 days and are present at least 80% of those days will make developmentally appropriate progress in the areas of Language and Literacy as described by the <i>Creative Curriculum</i> .	Assessment Gold works in concert with <i>Creative Curriculum</i> . It is an assessment tool that is based on 38 researched based objectives aligned with CCSS and state early learning guidelines and Head start child development and <i>Early Learning Framework</i>	100 % of students who met the eligibility requirements, made developmentally appropriate progress in the areas of language and literacy.	Yes	<ul style="list-style-type: none"> Good data: The observations done for Creative Curriculum provide concrete and consistent evidence of the children's progress More "Attainable" SMART goal than last year. 100% achievement is too broad of a goal. Outside supports: SECA's partnership with the Hennepin County Library is providing reinforcement of the early literacy objectives Curriculum was more inclusive of dual-language learners: Creative Curriculum has built-in objectives for speakers of both Spanish & English. Therefore, more children were able to meet goals 	<ul style="list-style-type: none"> Current SMART Goal is not as meaningful as it could be: Typically developing children are almost guaranteed to be in their color bands. Does not fully support wider SECA PLC goal: Include the parents in the literacy goal to support their literacy as well as their children.

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Intermediate District 287

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: West Education Center (West High School, InVEST, SAFE, STRIVE, W-Alt)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
By May 2014, 80% of students enrolled in the Read 180 program with 60% attendance for 4 months will increase their reading levels by 25 Lexiles, as measured by the Scholastic Reading Inventory (SRI).	Scholastic Reading Inventory	By May 2014, 50% of students enrolled in the Read 180 program with 60% attendance for 4 months increased their reading levels by 25 Lexiles, as measured by the Scholastic Reading Inventory (SRI).	No	Two students met the attendance criteria for the goal. One student increased Lexile score and the other decreased. Attendance for Read 180 students continues to be an issue.	Next year it will be important to find creative ways to increase student attendance.
By May 2014, 80% of students enrolled in the Read 180 program with at least 50% attendance for the entire year will increase their reading levels by 45 Lexiles, as measured by the Scholastic Reading Inventory (SRI).	Scholastic Reading Inventory	By May 2014, 83% of students enrolled in the Read 180 program with at least 50% attendance for the entire year increased their reading levels by 45 or more Lexiles, as measured by the Scholastic Reading Inventory (SRI).	Yes	Read 180 continues to be successful for our students when implemented with fidelity. Very few students met the attendance criteria set for this goal. However, it is exciting to see that students that increased their SRI scores also increased their MAP scores.	45 Lexile increase for our students is challenging yet attainable. It will be important that for next year we find a way to include more students in our PLC data.
By May 2014 school year, 80% of West Education Center students enrolled with 60% attendance for at least 3 months will learn and retain at least 20 new academic vocabulary terms as measured by either pre and post-tests given for each new unit introduced and by regular formative progress monitoring throughout the unit, and/or by an increase of at least 2 RIT score in the CCSS based MAP score.	NWEA MAP	By May 2014 school year, 87% of West Education Center students enrolled with 60% attendance for at least 3 months learned and retain at least 20 new academic vocabulary terms as measured by either pre and post-tests given for each new unit introduced and by regular formative progress monitoring throughout the unit, and/or by an increase of at least 2 RIT score in the CCSS based MAP score.	Yes	West Education Center embraced vocabulary this year and found that including the 12 Power words in the learning intentions had positive effects on student learning.	WEC will continue to post learning intentions as a focal point in the classroom. Staff will continue to use academic language in and out of the classroom to increase reading scores.
By May of 2014, 80% of West Education Center students enrolled with 60% attendance for the entire year will learn and retain at least 50 new academic vocabulary terms as measured by either pre and post-tests	NWEA MAP	By May of 2014, 100% of West Education Center students enrolled with 60% attendance for the entire year learned and retain at least 50 new academic vocabulary terms as measured by either pre and post-tests given for each new unit introduced and	Yes	All students that met the criteria and completed the MAP test in the Fall and in the Spring increased their MAP scores by 2 or more Lexile.	Next year we will need to ensure that all incoming students are tested. It may also be helpful to make the library into a library/media center with computers that can be used for testing.

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Intermediate District 287

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PROFESSIONAL LEARNING COMMUNITY (PLC) SITE/PROGRAM GOAL SUMMARY~ FY14

SITE/PROGRAM: West Education Center (West High School, InVEST, SAFE, STRIVE, W-Alt)					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
given for each new unit introduced and by regular formative progress monitoring throughout the unit, and/or by an increase of at least 2 RIT score in the CCSS based MAP score.		by regular formative progress monitoring throughout the unit, and/or by an increase of at least 2 RIT score in the CCSS based MAP score.			

SITE/PROGRAM: Administrative Services					
Site Goal	Summative Assessment	Summative Assessment Results	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year
By June 2014, the Administrative Services Division will maintain or increase our overall score of 4.29 in the Administrative Services Customer Service survey.	Hanover Research – Internal Customer Service Survey	The overall satisfaction score decreased from a 4.29 in Nov 2012 to a 4.10 in May 2014 out of a 5 point scale in the Administrative Services Customer Services survey.	No	<p>We learned that every department, except Finance, received lower overall satisfaction ratings in 2014. While both surveys asked about overall satisfaction with each department, the wording of these questions, as well as the rating scale, changed between the 2013 and 2014 versions of the survey and this makes it more difficult to compare results.</p> <p>We learned that employees are generally positive about the customer service they receive from the various departments. The lowest rating on any item in 2014 is 3.83 which falls between “Neutral” and “Somewhat Agree” on the five-point scale used in the survey. Thus, despite some declines between 2013 and 2014, employees are still satisfied with the service they receive.</p> <p>We learned that employees rated all departments highest on <i>Department staff treat me with dignity and respect</i> for an average rating score of 4.38.</p> <p>We learned that fewer employees completed the survey in 2014 (27% response rate), as in 2012 (38% response rate).</p>	<p>The departments will write action plans connected to their survey results as well as any positive or negative customer services experience common themes expressed in responses to open-ended questions.</p> <p>The team will review once again the timing of sending this type of survey to internal staff as a means of increasing participation.</p> <p>The team has realized the implications of changing survey wording and rating scale from year to year and have decided not to make any changes to the survey to ensure accurate data point comparisons.</p>

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A LETTER FROM THE SUPERINTENDENT

When our strategic plan was written over five years ago, member district representatives, board members, and staff came together to create a vision that would set the district on an innovative and successful path for the future. With a foundation of core values centered on respect for all people, integrity, responsiveness and innovation, we began a transformation. The following are highlights of that transformation:

- 1) Systems were created to measure and communicate both transparency and results.
- 2) Decision making was changed to better reflect the needs and insights of our customers.
- 3) Programs and services were re-designed and we were steadfast that our customers were our member districts.
- 4) Innovation became the hallmark of our district and over time staff began to internalize and take pride in a new identity as a premier provider of innovative specialized services.
- 5) Finally, we held ourselves accountable by measuring ourselves by the assessment of our member districts. We are proud that our member district superintendents have told us that we are vital to their missions.

Experiencing a successful transformation is a wonderful result of our strategic plan. However, more important, the lessons learned are instructive for the future. Thank you for being part of our journey to become a solution oriented, innovative and responsive school district!

Sincerely,

Sandy Lewandowski
Superintendent

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Responsive. Innovative. Solutions.

MEMBER DISTRICTS

BROOKLYN CENTER, EDEN PRAIRIE, EDINA, HOPKINS, MINNETONKA, ORONO, OSSEO, RICHFIELD, ROBBINSDALE, ST. LOUIS PARK, WAYZATA AND WESTONKA.

www.district287.org/strategicplan

**STRATEGIC PLAN
2009-2013
SUMMARY REPORT**



**1820 Xenium Lane
Plymouth, MN 55441
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Intermediate District 287
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Intermediate District 287
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Misson

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

CORE VALUES

- All people have intrinsic value.
- All people have the capacity to contribute to society.
- When people with varying perspectives collaborate, the impossible becomes possible.
- Learning unlocks human potential.
- Integrity is essential for sustaining effective relationships.
- Respect for all people and the diversity of ideas enriches the individual and strengthens society.
- Responsiveness and innovation are key to thriving in a changing world.
- People perform best when they are engaged, connected, and supported.

STRATEGIES

1. We will design and implement communication systems to include accurate and trusted data that guide individual and collective decision-making and clarify perceptions.
2. We will develop streamlined and transparent communication and decision-making to build trust and relationships to achieve our strategic objectives.
3. We will design and when necessary redesign a continuum of direct and indirect innovative services with the priority to ensure that each member district can meet the unique needs of its students.

STRATEGIC OBJECTIVES

1. By 2013, each member district will declare satisfaction with the value and effectiveness of specialized services delivered to it by Intermediate District 287.
2. By 2013, each member district will declare that Intermediate District 287 services are vital to ensure that the member district can meet the unique learning needs of its students.

An Uncommon Plan

While it's common for organizations to engage in strategic planning and report annually on progress, by the time of our third annual report, we could tell we were in the midst of something very *un*common:

Some strategic plans are an albatross. They hang around the neck of an organization as a purposeful way to slow down work under the guise of focusing attention.

Some strategic plans are distant relatives. We know we have their address somewhere but we haven't seen them in awhile, and frankly that's just fine with us.

Some strategic plans are an excuse. They provide a way to do what those in the organization wanted to do anyway regardless if those desires were really strategic or a reflection of customer and client requests. Some strategic plans are a tow truck. They drag the inert from one place to another to wait for the next fix.

But then there are strategic plans that are a jet stream.

They propel action along a sometimes-shifting path and are a force that will not be denied. They are a powerful driver of change. This is the type of plan that members of Intermediate District 287 helped design... and this is the kind of collaborative action that members continue to support as we embrace the watchwords:

Responsive. Innovative. Solutions.

The jetstream continued to propel action over the five years of the plan.* From constructing data portals, to creating an engine for innovation, to customizing programs, District 287 enacted a plan that put the needs of member districts front and center. The outcomes of this work are reflected in the results.



*Summary reports for each strategy and for the measurement of the objectives are available at www.district287.org/strategicplan.



Remarkable Results

In 2009, as we began the plan, the Morris Leatherman research firm conducted a stakeholder study for Intermediate District 287. In 2014, they followed up this study to determine the effects associated with the strategic plan. The summary of their findings* affirms the district has achieved the plan objectives:

*When looking at the five year Strategic Plan and its effect on member districts, Intermediate District 287 should feel very pleased about the results. On all four components tested, two-thirds of stakeholders felt the district improved. Five years ago, the District did not need to change stakeholder's opinions and evaluations from a negative to positive judgment. Instead, work needed to center around shifting "good" to "excellent" and "somewhat satisfied" to "very satisfied." This type of change tends to be more glacial. While this study shows a great level of stability in positive ratings, there are shifts throughout of stakeholders moving to the more intense positive evaluation. Combining this with their evaluations of the components of the five year Strategic Plan, this is validation of the work and effort put forth and will serve the District well moving into the next five years. *The complete report is available at www.district287.org/strategicplan*

AN EXHILARATING FUTURE

In Fall 2014 we will embark on the next phase of our strategic planning. We will reconvene the Core Team of our members who will consider how to chart the next course of action so that Intermediate District 287 can achieve its enduring mission in the midst of new challenges.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Strategic Plan Summary Report: 2009-2013

Strategy One: We will design and implement communication systems to include accurate and trusted data that guide individual and collective decision-making and clarify perceptions.

Steering Team Members: Lea Dahl (facilitator), Kim Helgeson, Gloria Wilder, Jan Joslin, Sandy Gaulke, Chad Maxa, and Jane Holmberg

Overall Assessment: Our observations, confirmed by customer feedback, support that this strategy has been implemented successfully.

Results to be Achieved	Past <i>What was the situation before the strategic plan?</i>	Present <i>What observable changes did the plan bring about?</i> <i>What has become part of regular operations in our system?</i>	Customer Feedback <i>*Intermediate District 287 Stakeholder Survey conducted by the Morris Leatherman firm 2014 as a followup to their baseline perception survey from 2009.</i>	Future <i>What are the future implications of this change? What should be considered in the next iteration of the plan?</i>
1. District 287 and member districts participate in the development, selection and annual review of data elements critical to making decisions and clarifying perceptions about 287 programs	-Perception of biased, incomplete, unreliable, and disparate data. -Inconsistent methods of sharing both confidential and non confidential data	We have changed past reports and developed new reports to include requested data elements. Billing practices have been revised with finance director input. More data are available on the website. As we've worked to identify	Report Summary*: <i>Are you satisfied with your current level of information you receive from Intermediate District 287? "Unanimity or near-unanimity of Special Education Directors, Teaching and Curriculum Directors and Finance Directors report satisfaction with the current</i>	287 and member districts are often reliant on one another's data for critical decision-making. Making commitments to a mutual process that ensures timeliness and data accuracy would improve data reporting.

<p>and services and agreed upon ways to collect.</p>	<p>-Cost of 287 services to member districts was unclear.</p>	<p>information important to key communicators in each district we have enhanced our relationship with individuals and, hence, with the district.</p>	<p>information they receive from Intermediate District 287”</p> <p><i>How informed do you feel about the programs and services provided by Intermediate District 287 – very important, somewhat important, not too important, or not at all important?</i></p> <p>“While negative ratings are still minimal, positive ratings have remained fairly stable in each group. Intermediate District 287 Board Members and Special Education Directors continue to post the highest ratings. District School Board Members and Superintendents were more generous in their positive ratings this year.... teaching and curriculum directors and financial directors were split [between “very informed” and “somewhat informed”] in their positive ratings .”</p>	<p>Having met the result of providing clarifying organizational data, the next step would be to provide meaningful student achievement data to inform decisionmaking.</p> <p>Changing educational priorities will continually change need for the types of information collected and shared. The system needs to be responsive to districts by providing information as requested.</p>
<p>2. Optimal web based and/or other tools have been selected and launched that visually present real time customized data for each district in order for them to make</p>	<p>Reports were sent periodically to different audiences</p> <p>Summary information was posted on the website</p>	<p>We now have secure, customized web portals for each of our member districts, where they can access their information and reports. We have included elements that relate to their requests for cost and student data and other</p>		<p>Increase the use and capabilities of the portals, capitalizing on the capacity of the new web platform for managing the content.</p>

<p>decisions.</p> <p>3. District 287 and a representative sample of at least three member districts have piloted and provided feedback on the usability of real time customized visual data tools.</p>		<p>conditions of satisfaction.</p> <p>The portals also provide more consist and secure data sharing of both confidential and non-confidential data.</p>		
	<p>Projected tuition costs were not available due to state tuition billing change.</p>	<p>Expense Estimator was developed in response to a direct Core Team request to be more transparent with our data. This highly customized web-based tool was developed as a means for member districts to estimate costs based on planned program enrollment.</p>		<p>A student graduation credit estimator a la the expense estimator would help students make more informed decisions about graduation and be a product that could be shared across districts.</p>
<p>4. District 287 provides real time customized visual data tools that member districts use for making informed decisions.</p>	<p>Inconsistent reporting, little use of visual data tools, and little knowledge about the use of the data.</p>	<p>- We've come to understand that these portals provide more accurate information than what can be obtained in "real-time." These reports are timely and updated regularly with verified data.</p>		<p>Institutionalize the use of the Expense Estimator as the means by which program enrollment planning is done each year.</p> <p>Provide a prompt on the portal for when new data are available.</p>

				<p>Future related observation: The complexities and liabilities of data sharing will become heightened as entities enter into broader data sharing agreements and as the technologies are employed.</p>
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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Strategic Plan Summary Report: 2009-2013

Strategy Two: We will develop streamlined and transparent communication and decision-making systems to build trust and relationship to achieve our strategic objectives.

Steering Team Members: Jenny Nelson (facilitator), Rose Hobson (facilitator), Tonya Allen, Linda Rees, Anne Becker, Mae Hawkins, Char Myklebust, Janet Johnson (ret)

Overall Assessment: Our observations, confirmed by customer feedback, support that this strategy has been implemented successfully.

Results to be Achieved	Past <i>What was the situation before the strategic plan?</i>	Present <i>What observable changes did the plan bring about?</i> <i>What has become part of regular operations in our system?</i>	Customer Feedback <i>*Intermediate District 287 Stakeholder Survey conducted by the Morris Leatherman firm 2014 as a followup to their baseline perception survey from 2009.</i>	Future <i>What are the future implications of this change? What should be considered in the next iteration of the plan?</i>
1: A system is in place for member districts and 287 to engage in professional learning, information sharing,	Advisories were a complex hierarchy structured for consensus decisionmaking about 287 programs and services	Advisories have become information sharing and problem-solving groups based upon their needs. Minutes and meeting materials are posted on our District website. Convened the Hennepin County	Summary Statement:* "Stakeholders do not see their School Districts in competition with Intermediate District 287. Majorities see a strictly cooperative relationship, while	Continue advisories as professional learning communities to work on regional issues.

<p>collaboration, identification of needs, and problem solving.</p>	<p>Because the focus was on 287 programming, the advisory committees were not considered to be the venue for regional problem-solving</p>	<p>Superintendents and Commissions to work towards achieving the collective goal of dramatically reducing the Countywide dropout rate.</p> <ul style="list-style-type: none"> • shepherded resolutions of commitment to the goal being adopted by all school districts.. • used the indicators of a successful model to begin redesigning our own Area Learning Center programs, and • identified large cross-system barriers to graduation and brought together work groups to address them. 	<p>smaller numbers report a balanced relationship encompassing both competition and cooperation. Near unanimity indicate they can have a say in the way Intermediate District 287 runs. Paired together, the District has done an excellent job over the past five years on this delicate balance with member districts.”</p>	
<p>2: Clear concise system of communication is established, understood, and used by 287 and members.</p>	<p>The district had an unclear identity with decentralized and inconsistent messages about its programs, services and purpose</p>	<p>New electronic formats were chosen as primary communication tools. Technology upgrades were made and new designs were created for the District website to serve as the primary repository for all strategic and key communication for District 287 staff, member districts and families. Other tools were introduced over time including social media presence and a staff and parent notification system. Each education site has its own electronic presence.</p>	<p>Report Summary*: <i>How informed do you feel about the programs and services provided by Intermediate District 287?</i> “While negative ratings are still minimal, positive ratings have remained fairly stable in each group. Intermediate District 287 Board Members and Special Education Directors continue to post the highest ratings. District</p>	<p>With such high levels of satisfaction reported, communication does not need to be the subject of the next strategic plan; however, ongoing attention must be paid to communication so that it is continually monitored, updated, re-defined and upgraded to be state of the art.</p>

			School Board Members and Superintendents were more generous in their positive ratings this year.... teaching and curriculum directors and financial directors were split [between “very informed” and “somewhat informed”] in their positive ratings.”	
3: An array of communication and meeting-facilitation skills that develop and foster trusting relationships will be used among members and District 287.	<p>There were inconsistent meeting formats among groups, and information was not readily available outside of each groups’ membership.</p> <p>There were internal silos of information.</p>	<p>The district has established and trains leadership to meet common expectations for communication (Process Communication Model) and meeting facilitation (based on Transformation Systems model). These expectations provide the foundation for our customer service focus.</p> <p>All of the information from each of the advisory groups is published on the district website.</p>	<p>Report Summary*: <i>What is your principal source of information about Intermediate District 287?</i> Meetings prove to be key source of information about District 287 for most groups.</p> <p><i>Are you satisfied with your current level of information you receive from Intermediate District 287?</i> “Unanimity or near-unanimity of Special Education Directors, Teaching and Curriculum Directors and Finance Directors report satisfaction with the current information they receive from Intermediate District 287”</p>	Customer responses affirm that a trusting relationship has been built and should continue to be nurtured.

<p>4: A clear, concise system of decision making is established, understood, and used to meet the unique needs of individual districts.</p>	<p>A cumbersome hierarchy of decision-making precluded customization and responsive solutions for meeting member district unique needs.</p>	<p>A system has been operationalized to gather and assess the extent to which “Conditions of Satisfaction” for each district have been met in three areas of decisionmaking: special education, teaching and learning, and finance.</p> <p>The School Board streamlined its membership to 13, with two monthly meetings.</p>	<p>Report Summary*: <i>Do you think your district can have a say in the way Intermediate District 287 runs?</i> “Respondents continue to be nearly unanimous in their affirmative responses.”</p>	<p>Although identifying unique Conditions of Satisfaction for each district was meant to recognize the need to tailor services, there is much commonality among these conditions. The need for measurement tools to assess unique accountability to each member should be reviewed.</p>
<p>5: The decision making system provides an accountability structure to build trust and relationships to achieve our strategic objectives.</p>	<p>We have gone from “one size fits all” to customizing for each member district.</p>	<p>Customers (Member districts) identified criteria that were important to them. These criteria-called “Conditions of Satisfaction” were identified by Special Education Directors, Teaching & Learning staff and Business Managers. Their levels of satisfaction on the identified criteria were assessed each year. In the final year of the strategic plan a phone survey was completed by an independent third party. This survey incorporated the most commonly identified conditions of satisfaction and asked about the extent of satisfaction of all respondents. The results from this survey are being used for future strategic planning.</p>	<p>Report Summary*: “Satisfaction levels with ‘services’ and ‘support to member districts’ continues to remain very high. No dissatisfaction was registered by anyone in these two areas. The District has done an excellent job over the past five years on these two critical areas. In fact, majorities across the sample indicated the intense positive position of ‘very satisfied.’”</p>	<p>New accountability measurement tools may need to be identified if in the strategic plan update new objectives are written to focus on another part of the mission.</p>

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Strategic Plan Summary Report: 2009-2013

Strategy Three: We will design and when necessary redesign a continuum of direct and indirect innovative services with the priority to ensure that each member district can meet the unique needs of its students.

Steering Team Members: Mike Smart, facilitator; Jon Voss, Dolly Lastine, David Van Den Boom

Overall Assessment: Our observations, confirmed by customer feedback, support that this strategy has been implemented successfully.

Results to be Achieved	Past <i>What was the situation before the strategic plan?</i>	Present <i>What observable changes did the plan bring about?</i> <i>What has become part of regular operations in our system?</i>	Customer Feedback <i>*Intermediate District 287 Stakeholder Survey conducted by the Morris Leatherman firm 2014 as a followup to their baseline perception survey from 2009.</i>	Future <i>What are the future implications of this change?</i> <i>What should be considered in the next iteration of the plan?</i>
1: District 287 has an established mechanism that responds to internal and external needs and ideas and generates innovative solutions.	Innovative solutions were provided but not as a result of a clear mechanism. Adopting innovations was not based on	These four results together helped us create a system of innovation that includes 1. innovation coaches shepherding hundreds of projects 2. a report card that annually reports on measures of innovation	Report Summary*: <i>What, if anything, do you consider to be the BEST aspects of the organization that should be preserved as Intermediate District 287 moves into the future?</i>	We've achieved significant progress in innovation in District 287. Because of this, the next steps might include: 1. Diffusing our model of innovation to other Minnesota Districts. 2. Providing training and support to members

<p>2: District 287 uses a responsive system that effectively designs, develops, and/or implements an array of innovative direct and indirect services.</p> <p>3: District 287 uses quality indicators to evaluate, modify, and continually improve a spectrum of cost-effective direct and indirect services.</p> <p>4: District 287 engages in collaborative processes both internally and externally to share expertise, practices, and solutions that promote consistent quality and value.</p>	<p>innovation research.</p> <p>Most customization was done reactively rather than proactively.</p> <p>The district did not clearly measure and track innovations nor indicators of a culture of innovation.</p>	<p>3. new revenue sources</p> <p>4. clear administrative emphasis on innovation goals</p> <p>5. greater freedom to innovate when all districts do not have to come to consensus</p>	<p>Among the most frequent responses were: Broad range of program, flexibility, innovative, and collaborative.</p> <p><i>Respondents were asked to evaluate Intermediate District 287 on four components related to the five year Strategic Plan.</i></p> <p>“Seventy percent of the sample saw improvement from the District on [the component] ‘customizing services based on member district’s unique needs’.”</p>	<p>districts and educators in how to develop educational innovators.</p> <p>3. Perpetuating district support for systemic innovation rather than specific innovation projects</p> <p>4. Promoting and Marketing innovations, such as the professional development modules, to increase impact and benefit to students.</p> <p>5. Achieving a balance between iterative innovation and fostering new innovation.</p>
<p>5: District 287 has a thriving, collaborative culture that embraces shared core values and is committed to achieving our mission.</p> <p>6: District 287 has a thriving, collaborative</p>	<p>There was more districtwide emphasis in providing standardized solutions to which all districts would agree than emphasis on</p>	<p>These two results relate to the culture.</p> <p>We have adopted Innovation Principles that guide skills training for innovation coaches and decision making for administrators.</p>		<p>Looking to the future, we see the potential to:</p> <p>1. Foster an innovator’s mindset in a greater percentage of District staff.</p> <p>2. Provide specific training on support on how to</p>

<p>culture that embraces risk-taking, fosters innovation and flexibility, celebrates success, and encourages fun.</p>	<p>providing customized solutions that only might relate to one district.</p> <p>The idea of the district as servant sometimes created the situation of the district as servile, not proposing innovation or being a premiere provider, only following another's lead.</p>	<p>Greater institutional knowledge of innovation has allowed for more effective practices that impact how we do everything, rather than just how we innovate.</p> <p>Greater connections beyond our District have fostered collaborative and innovative relationships that in turn improve of both our performance as well as that of a wider audience.</p> <p>Innovation coaches have created a system that allows people a place to go to develop ideas. A greater awareness of innovation has lead to a belief that change is possible. As a primary example of this, the Innovative Itinerant initiative team is working on a new model of service delivery through a digital format. Eight itinerant subgroups have documented their results and presented to the Special Education Directors.</p>		<p>become effective educational innovators.</p> <p>Questions remain to be tackled:</p> <ol style="list-style-type: none"> 1. How do we institutionalize an innovator's mindset across the whole staff? 2. How do we tailor messages and initiatives to facilitate a smoother diffusion through the middle portion of the bell curve of innovation, which includes the early and late majority?
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The Morris Leatherman Company

Intermediate School District 287 Stakeholders Study

METHODOLOGY:

This study comprises a sample of five stakeholder groups and a random sample of a sixth group. The unit of comparison is the School District member – 12 school districts in the Hennepin County suburbs. The questionnaires were administered through telephone interviews with District Superintendents, District Special Education Directors, District Teaching and Curriculum Directors, Finance Directors and District appointees to the Intermediate District Board. The sixth group – a member of each School District Board – was selected randomly from each board; the selection process excluded local board members who jointly served on the Intermediate School District Board. Telephone interviews were conducted by trained and supervised company employees from mid-January 2014 to mid-February 2014.

MAJOR FINDINGS:

Information Levels:

Initially, respondents were asked:

How informed do you feel about the programs and services provided by Intermediate District 287 – very important, somewhat important, not too important, or not at all important?

While negative ratings are still minimal, positive ratings have remained fairly stable in each group:

	Very Informed	Somewhat Informed	Not Too Informed
2009 Superintendents	6	6	1
2014 Superintendents	8	4	0
2009 School Board	4	9	0
2014 School Board	6	4	1
2009 District Board	13	0	0
2014 District Board	10	2	0
2009 Spec Educ	11	2	0
2014 Spec Educ	10	2	0

	Very Informed	Somewhat Informed	Not Too Informed
2009 Teach/Curriculum	8	5	0
2014 Teach/Curriculum	5	3	0
2014 Finance Directors	4	8	0

Intermediate District 287 Board Members and Special Education Directors continue to post the highest ratings. District School Board Members and Superintendents were more generous in their positive ratings this year. However, teaching and curriculum directors and financial directors were split in their positive ratings..

Next, respondents were queried:

And, how informed do you feel about the mission and strategic objectives of the organization – very informed, somewhat informed, not too informed, and not at all informed?

Intermediate District 287 Board Members and Special Education Directors still offer the most favorable views:

	Very Informed	Somewhat Informed	Not Too Informed
2009 Superintendents	7	6	0
2014 Superintendents	8	4	0
2009 School Board	7	5	1
2014 School Board	7	3	1
2009 District Board	13	0	0
2014 District Board	10	2	0
2009 Spec Educ	10	3	0
2014 Spec Educ	10	2	0
2009 Teach/Curriculum	9	4	0
2014 Teach/Curriculum	5	3	0
2014 Finance Directors	4	8	0

Again, District School Board Members, Superintendents, Teaching and Curriculum Directors and Finance Directors were split in their positive evaluations.

Finally, respondents were queried:

How informed do you feel about decision and policy-making by Intermediate District 287 – very informed, somewhat informed, not too informed, or not at all informed?

A majority of respondents still feel at least “somewhat informed” about decision and policy-making:

	Very Informed	Somewhat Informed	Not Too Informed	Not At All Informed	Unsure
2009 Superintendents	5	7	1	0	0
2014 Superintendents	5	5	1	1	0
2009 School Board	3	10	0	0	0
2014 School Board	3	4	3	1	0
2009 Spec Educ	4	8	1	0	0
2014 Spec Educ	6	4	2	0	0
2009 Teach/Curric	5	7	1	0	0
2014 Teach/Curric	3	5	0	0	0
2014 Finance Directors	4	8	0	0	0

Lower information levels about decision and policy-making were encountered more often among District School Board members.

Satisfaction Levels:

Respondents were first asked:

In general, how satisfied are you with the services provided by Intermediate School District 287 – very satisfied, somewhat satisfied, not too satisfied, or not at all satisfied?

No respondents post negative ratings:

	Very Satisfied	Somewhat Satisfied	Not Too Satisfied
2009 Superintendents	6	7	0
2014 Superintendents	5	7	0
2009 School Board	8	5	0
2014 School Board	7	4	0
2009 Spec Educ	11	2	0
2014 Spec Educ	10	2	0
2009 Teach/Curriculum	7	6	0
2014 Teach/Curriculum	5	3	0

	Very Satisfied	Somewhat Satisfied	Not Too Satisfied
2014 Finance Directors	3	9	0

Special Education Directors still post the highest ratings, while Superintendents, Teaching and Curriculum Directors and Finance Directors are more cautious in their positive evaluations.

Next, respondents were asked:

And, in general, how satisfied are you with Intermediate School District 287 support to member districts – very satisfied, somewhat satisfied, not too satisfied, or not at all satisfied?

School Board Members and Special Education Directors continue to report high levels of satisfaction with District 287 member districts:

	Very Satisfied	Somewhat Satisfied	Not Too Satisfied
2009 Superintendents	6	7	0
2014 Superintendents	5	7	0
2009 School Board	10	3	0
2014 School Board	8	3	0
2009 Spec Educ	10	3	0
2014 Spec Educ	9	3	0
2009 Teach/Curriculum	6	7	0
2014 Teach/Curriculum	6	2	0
2014 Finance Directors	3	9	0

Superintendents, Teaching and Curriculum Directors and Finance Directors were more split, although still positive.

Finally, satisfaction with current levels of information was ascertained:

Are you satisfied with your current level of information you receive from Intermediate District 287?

Unanimity or near-unanimity of Special Education Directors, Teaching and Curriculum Directors and Finance Directors report satisfaction with the current information they receive from Intermediate District 287:

	Yes	No	Unsure
2009 Superintendents	12	1	0
2014 Superintendents	9	3	0
2009 School Board	13	0	0
2014 School Board	8	3	0
2009 Spec Educ	12	1	0
2014 Spec Educ	11	1	0
2009 Teach/Curric	12	1	0
2014 Teach/Curric	8	0	0
2014 Finance Directors	12	0	0

While still positive, there was an increase in dissatisfaction among Superintendents and School Board members.

Empowerment:

Respondents were queried:

Do you think your district can have a say in the way Intermediate District 287 runs?

Respondents continue to be nearly unanimous in their affirmative responses:

	Yes	No	Unsure
2009 Superintendents	12	1	0
2014 Superintendents	11	1	0
2009 School Board	10	1	2
2014 School Board	11	0	0
2009 Spec Educ	11	0	2
2014 Spec Educ	12	0	0
2009 Teach/Curriculum	12	0	1
2014 Teach/Curriculum	8	0	0
2014 Finance Directors	10	1	1

Membership Value:

Respondents were asked:

When you consider the membership and cost of services of Intermediate District 287 and the quality of the services you receive, would you rate the general value of your Intermediate District 287 membership as excellent, good, only fair, or poor?

Positive ratings dominate the pattern of responses:

	Excellent	Good	Only Fair	Poor	Unsure
2009 Superintendents	6	6	1	0	0
2014 Superintendents	3	6	3	0	0
2009 School Board	3	10	0	0	0
2014 School Board	2	8	1	0	0
2009 Spec Educ	4	7	1	1	0
2014 Spec Educ	1	8	3	0	0
2009 Teach/Curric	2	9	1	0	1
2014 Teach/Curric	2	6	0	0	0
2014 Finance Directors	1	10	1	0	0

“Good,” though, still dominates the ratings rather than “excellent.” However, an increase in negative ratings occurred among Superintendents and Special Education Directors.

Purchased Services:

Respondents were read:

Now, let’s talk about the relationship between your School District and Intermediate District 287. Let’s consider services that may be purchased by your district, such as Special Education, Career-Tech, Honors Mentor Connection, World Language, and Legal services.

They were then asked:

First, do you view this relationship as strictly cooperative, strictly competitive, both cooperative and competitive, or in none of these perspectives?

Majorities of respondents still view the relationship as “cooperative:”

	Cooperative	Competitive	Both	None	Unsure
2009 Superintendents	8	0	5	0	0
2014 Superintendents	7	0	5	0	0
2009 School Board	7	0	4	0	2
2014 School Board	8	2	0	1	0
2009 District Board	8	0	5	0	0
2014 District Board	7	0	5	0	0
2009 Spec Educ	9	2	1	0	1
2014 Spec Educ	9	0	3	0	0
2009 Teach/Curric	8	1	2	2	0
2014 Teach/Curric	8	0	0	0	0
2014 Finance Directors	10	2	0	0	0

School Board members and Finance Directors are more apt to see the relationship as “competitive.” A smaller plurality views the relationship as “both competitive and cooperative.”

District Purchased Services:

Interviewees were asked:

I would like to read you a list of statements about district purchased services. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

Agreement remains high with three statements:

	Superintendents	Board Members	287 Board Members	Special Education	Teaching/Curriculum
2009 Available When Needed	12	12	13	13	13
2014 Available When Needed	10	7	12	11	8
2009 Costs No More Than	9	5	6	3	3
2014 Costs No More Than	6	7	8	3	8
2009 Educational Benefits Greater	10	9	9	7	9
2014 Educational Benefits Greater	9	8	11	9	7

	Superintendents	Board Members	287 Board Members	Special Education	Teaching/Curriculum
2009 Available Unique Expertise	12	12	13		
2014 Available Unique Expertise	11	11	12	12	8
2009 Comfortable Joint Solutions	13	12	13	12	13
2014 Comfortable Joint Solutions		11	11	12	8

The assertion eliciting the high level of disagreement continues to be: “The cost of Intermediate District 287 services and programs are no more than if my School District were to run like programs or services internally.” The second highest amount of disagreement focuses on the statement: “The educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in like programs and services.” Both statements address costs and resulting benefits.

Choice Programs:

Respondents were instructed:

Now, let’s consider choice programs offered by Intermediate District 287 that are fee-based or tuition programs that individual students can elect to take, such as Destination Imagination, Area Learning Center programs, West Suburban Summer School, and on-line learning.

I would like to read you a list of statements about choice programs. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

Agreement with four of the five statements was very high:

	Superintendents	Board Members	287 Board Members	Teaching/Curriculum
2009 Enhance and Expand	12	12	13	13
2014 Enhance and Expand	11	11	11	8
2009 No More Than	9	5	6	3
2014 No More Than		8	7	8
2009 Educational Benefits Greater	10	9	10	10
2014 Educational Benefits Greater	8	11	10	8
2009 Available Unique Expertise	11	13	12	
2014 Availalbe Unique Expertise	12	11	12	8
2009 Comfortable Joint Solutions	10	12	12	13
2014 Comfortable Joint Solutions		11	12	8

The only assertion eliciting higher levels of disagreement is: “The cost of Intermediate District 287 services and programs are no more than if my School District were to run like programs or services internally.”

Future of Intermediate District 287:

First, respondents were asked to consider their “top of the mind” thoughts about the District:

When you think of Intermediate District 287, is your first thought a specific site, a specific program, or something else?

“Broad program offerings” is the most often posted result among all five groups. Other responses include the following:

- Special Education
- Low incident services
- Collaboration
- Specialized Alternative programs
- Honors Mentor Connection
- District as a whole
- North Education Center
- Fills gaps for member districts
- Specialized services
- Financial costs

The “best aspects” of Intermediate District 287 were considered:

What, if anything, do you consider to be the BEST aspects of the organization that should be preserved as Intermediate District 287 moves into the future?

“Special education programs” are posted most often in response to this query. Other responses mentioned were:

- Low incident programs
- Broad range of program
- Flexibility
- Innovative
- Collaborative
- Focused on needs of children
- Individualized to needs of member districts
- Cost effective for member districts
- Specialized programs
- Professional and well-trained staff
- Leadership model

Meeting needs of member districts
Area Learning Center

“Flexibility,” “collaborative” and “innovatives” are the second highly rated aspects of the organization.

Next, respondents were queried:

What, if anything, is not as good as it could be in the organization today that needs to be fixed or improved in the future?

“Cost effectiveness” is the key concern mentioned by the five groups. Other responses indicated were:

Transparency of costs
Communication with parents
Transportation
Communication with member districts
More flexibility
More hands-on programs
Eliminate things that are not core mission
Increase itinerant services
Patience with children
Understanding facility needs
Technology
Staff safety measures
Staff training
Regular education program

A significant number of each group, though, are either “unsure” or think that “nothing” fits into this category.

Finally, interviewees were asked:

What, if anything, is currently missing from Intermediate District 287 which, if present, would greatly improve the quality and effectiveness of the organization?

Uncertainty or “nothing” are the most frequent choices. Responses include:

Continued Innovation
Transparency
Better budget management
More trade programs
Sharing of research data and trends

More state funding
More one-on-one services
Transportation
Improve website information
Better communication
Meeting development and staff needs
More input into curriculum group

Most posted comments focused on the need for better budget transparency or an expansion of services provided by District 287.

Sources of Information:

Interviewees were first asked:

What is your principal source of information about Intermediate District 287?

“Meetings” prove to be key source of information about District 287 for most groups:

Meetings
E-mail
Word of mouth
Business manager
Mailings
Meeting minutes
Board Representative
Written Report
SEDAC

Board representatives, e-mails and interpersonal communications with District staff and peers are the next most frequently cited information sources.

While a correspondence between current information sources and preferred information sources still exists in this study, the trend toward preferring e-mail communications continues to grow.

Evaluation of Five Year Strategic Plan:

Respondents were asked to evaluate Intermediate District 287 on four components related to the five year Strategic Plan.

As you know, Intermediate District 287 is completing its five year Strategic Plan. For each of the following components, please tell me if you think the district has greatly improved on that component over the past five years, somewhat improved, remained about the same, somewhat declined, or greatly declined over the past five years.

Almost every group gave the District credit for improving on all four components by wide margins. Superintendents were split on “customer service” and “communications.”

Providing value to member districts?

	Improved	Same	Declined	Unsure
Superintendents	7	4	0	1
School Board	7	3	0	1
District Board	10	1	0	1
Spec Educ	8	4	0	0
Teach/Curric	6	1	0	1
Finance Directors	7	1	0	4

Sixty-seven percent of respondents felt the District had improved on “providing value to member districts.”

Customizing services based on member district’s unique needs?

	Improved	Same	Declined	Unsure
Superintendents	7	2	1	2
School Board	6	3	0	2
District Board	11	1	0	0
Spec Educ	11	1	0	0
Teach/Curric	7	1	0	0
Finance Directors	5	2	0	5

Seventy percent of the sample saw improvement from the District on “customizing services based on member district’s unique needs.”

Customer service?

	Improved	Same	Declined	Unsure
Superintendents	5	5	0	2
School Board	6	2	0	3
District Board	11	1	0	0
Spec Educ	8	4	0	0
Teach/Curric	6	2	0	0
Finance Directors	7	2	0	3

Sixty-four percent reported improvement on the Intermediate District 287's “customer service.”

Communications?

	Improved	Same	Declined	Unsure
Superintendents	6	6	0	1
School Board	8	3	0	0
District Board	12	0	0	0
Spec Educ	8	2	1	0
Teach/Curric	8	0	0	0
Finance Directors	8	1	0	3

Seventy-five percent indicated improvement on “communications” over the course of the past five years.

CONCLUSIONS:

1. Satisfaction levels with “services” and “support to member districts” continues to remain very high. No dissatisfaction was registered by anyone in these two areas. The District has done an excellent job over the past five years on these two critical areas. In fact, majorities across the sample indicated the intense positive position of “very satisfied.”
2. Stakeholders are satisfied with their current levels of information about Intermediate District 287. Information levels were tested in three areas: “programs and services,” “mission and strategic objectives” and “decision and policy-making.” On all three aspects, the District retained its high ratings from the 2009 study. Shifts were noticed within the positive categories of “very informed” or “somewhat informed.” However, District School Board members did register an increase in “not too informed” or “not at all informed” about “decision and policy-making.” The District should look at improving communications in this area with this key group.
3. The tension between the cost and value of services remains the greatest challenge to Intermediate District 287. Wide majorities in each group rate the value of membership favorably when considering the costs and the services provided. However, most respondents rate the District as “good” instead of “excellent.” The key factor in their evaluations does not appear to be the services or support offered by Intermediate District 287, it is the cost. Some stakeholders feel they could provide similar services and programs at lower cost.
4. Stakeholders do not see their School Districts in competition with Intermediate District 287. Majorities see a strictly cooperative relationship, while smaller numbers report a balanced relationship encompassing both competition and cooperation. Near unanimity indicate they can have a say in the way Intermediate District 287 runs. Paired together, the District has done an excellent job over the past five years on this delicate balance with member districts.

5. When looking at the five year Strategic Plan and its effect on member districts, Intermediate District 287 should feel very pleased about the results. On all four components tested, two-thirds of stakeholders felt the district improved. Five years ago, the District did not need to change stakeholder's opinions and evaluations from a negative to positive judgement. Instead, work needed to center around shifting "good" to "excellent" and "somewhat satisfied" to "very satisfied." This type of change tends to be more glacial. While this study shows a great level of stability in positive ratings, there are shifts throughout of stakeholders moving to the more intense positive evaluation. Combining this with their evaluations of the components of the five year Strategic Plan, this is validation of the work and effort put forth and will serve the District well moving into the next five years.

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: June 26, 2014

To: Sandra Lewandowski, Superintendent

From: Colleen Baumtrog, Executive Director of Planning and Improvement

Re: Strategic Plan: 2015-2020

As we celebrate the *remarkable results* that have been achieved by the 2009-2013 Strategic Plan, the next phase of strategic planning is already underway. Once again, we have retained Transformation Systems, Ltd., (TSL) to assist with the District's strategic planning process. Susan Hintz, Associate of TSL and former Osseo Superintendent, will facilitate the five Core Planning Team meetings that have been scheduled during the 2014-2015 school year.

The dates for the Core Planning Team meetings are November 20 & 21st, March 10th, and May 7 & 8th. These will all be full day meetings. The November 20th meeting is scheduled to go through dinner and into the evening depending upon the progress of the group in reaching the goals for the first day.

The Core Planning Team of our members will retain the Core Values and Mission already established by the 2009-2013 Team. Their work together next year will build on the strong foundation, summary reports and recommendations from their predecessors to design strategic objectives for the next five years and strategies to achieve them.

I hope that 287 Board members who are interested in charting the course for an *exhilarating future* will consider participating on the Core Planning Team for the 2015-2020 Strategic Plan and put these five dates into their calendars!

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

Regular Meeting – June 26, 2014

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Mae L. Hawkins, Director of Finance

1. Background Information

The May Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds excluding Funds 06 (NEC Construction) & 09 (Agency Funds) total \$74,913,367, or 88.5% of the Revised Revenue Budget of \$84,601,954. The District’s monthly revenue will continue to be based upon the cash payments we receive from MDE Special Education Uniform Tuition system and other state aids. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds excluding Funds 06 (NEC Construction) & 09 (Agency Funds) total \$68,377,546, or 80.7% of the Revised Expenditure Budget of \$84,760,037.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the Finance & Donation Report items as presented.

Motion by: _____

Yes ____ Passed ____

Second by: _____

Yes ____ Failed ____

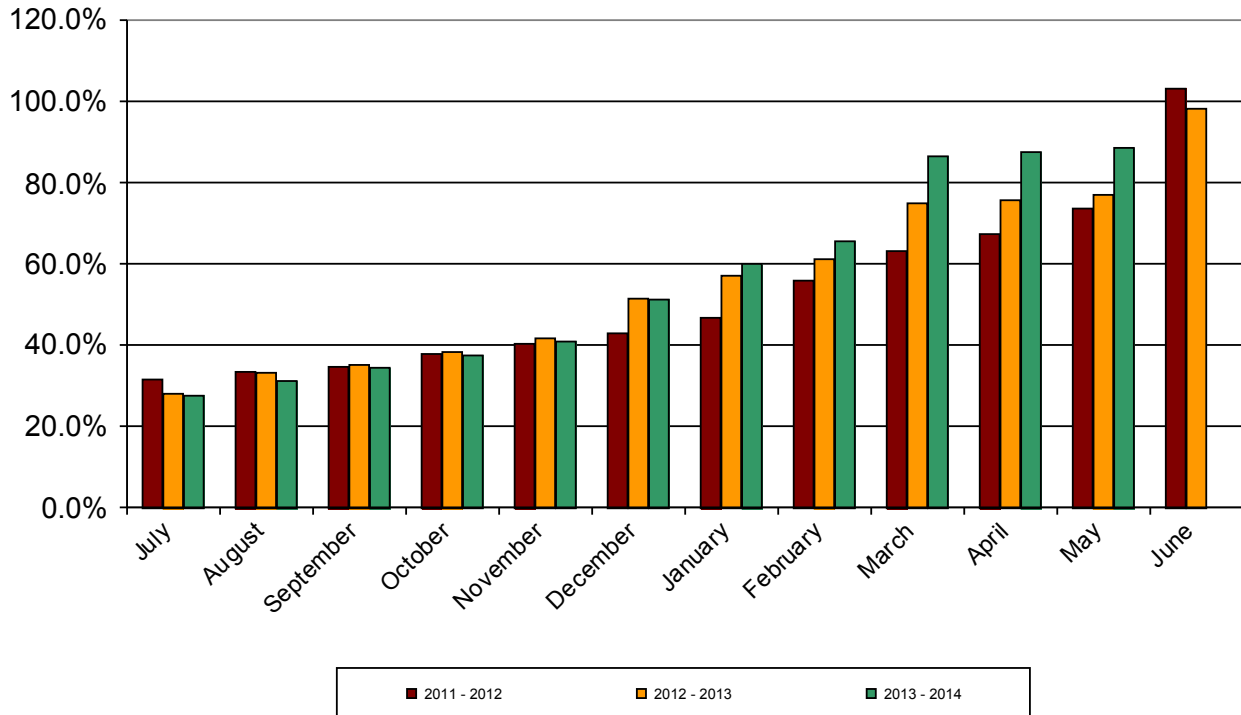
Abstentions: _____

**DISTRICT 287
REVENUE COMPARISON**

- EXCLUDING Funds 06 (NEC Construction) and 09 (Agency)

Month	2011 - 2012		2012 - 2013		2013 - 2014	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	25,873,696	31.5%	23,083,337	28.0%	23,266,115	27.5%
August	1,547,432	33.4%	4,277,483	33.2%	3,076,425	31.1%
September	1,014,685	34.6%	1,595,333	35.1%	2,766,649	34.4%
October	2,606,586	37.8%	2,620,908	38.3%	2,558,934	37.4%
November	2,065,709	40.3%	2,772,203	41.6%	2,904,928	40.9%
December	2,114,041	42.9%	8,060,459	51.4%	8,740,826	51.2%
January	3,139,401	46.7%	4,673,693	57.1%	7,444,596	60.0%
February	7,524,683	55.9%	3,338,082	61.1%	4,699,240	65.6%
March	5,978,317	63.1%	11,361,782	74.9%	17,705,512	86.5%
April	3,434,961	67.3%	636,685	75.7%	882,851	87.5%
May	5,160,949	73.6%	1,090,279	77.0%	867,293	88.5%
June	24,252,121	103.1%	17,481,161	98.2%		
TOTAL	84,712,582	103.1%	80,991,404	98.2%	74,913,367	88.5%
BUDGET	82,141,328		82,490,824		84,601,954	

**REVENUE COMPARISON - ALL FUNDS
EXCLUDING FUNDS 06 (NEC) & 09 (Agency)
YTD REVENUE BY MONTH**



REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report
 STATEMENT OF REVENUE
 DIST 0287 Intermediate District 287
 ACCOUNTING PERIOD 05/01/14 TO 05/31/14

RUN: MON 061614 08:51 PAGE 1

ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11
 SORTED BY: ACCOUNT FD
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

FD	PRIOR YEAR ACTUAL	REVISED BUDGET	05/01/14 05/31/14	FISCAL YEAR 201307 RECEIVED THRU 05/31/14	REMAINING ON 05/31/14	PERCENT REMAINING
01 GENERAL FUND	16,801,021.79	17,473,238	32,518.71	8,557,046.49	8,916,191.51	51.02 %
02 FOOD SERVICE FUND	590,029.26	655,439	36,197.53	287,579.16	367,859.84	56.12 %
04 COMMUNITY SERVICE FUND	200,356.47	170,592	12,634.01	76,797.44	93,794.56	54.98 %
06 BUILDING CONSTRUCTION FUND	98,584.95	0	0.00	0.00	0.00	0.00 %
07 DEBT SERVICE FUND	5,155,933.80	5,190,608	0.00	1,608,419.71	3,582,188.29	69.01 %
08 TRUST FUND	468,757.16	536,643	0.00	245,320.50	291,322.50	54.28 %
10 SCHOLARSHIP FUND	50,073.39	0	0.00	0.00	0.00	0.00 %
12 ALC-ACADEMIC	9,312,678.34	9,909,078	324,699.55	7,193,198.13	2,715,879.87	27.40 %
13 CAREER & TECH	1,452,720.05	1,385,517	753.80	1,033,409.12	352,107.88	25.41 %
14 SPECIAL EDUCATION	46,270,065.76	48,796,629	394,695.69	55,392,400.21	6,595,771.21-	13.51-%
20 INTERNAL SERVICE FUND	554,713.67	457,010	58,947.08	482,924.64	25,914.64-	5.67-%
41 DONATIONS	602.84	0	0.00	30.00	30.00-	0.00 %
51 STUDENT CLUBS	35,866.27	27,200	6,847.02	36,241.22	9,041.22-	33.23-%
*** REPORT TOTALS:	80,991,403.75	84,601,954	867,293.39	74,913,366.62	9,688,587.38	11.45 %

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DISTRICT 287
EXPENDITURE COMPARISON

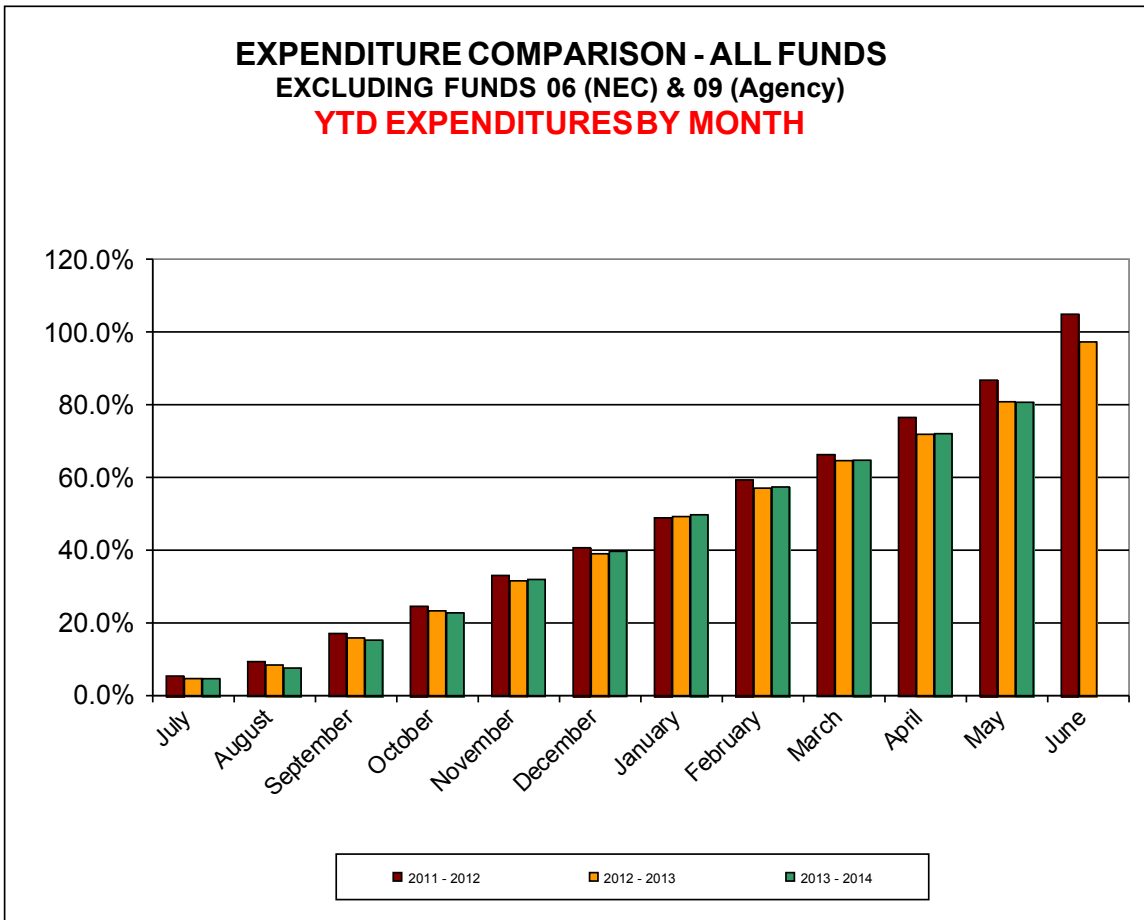
- EXCLUDING Funds 06 (NEC Construction) and 09 (Agency)

Month	2011 - 2012		2012 - 2013		2013 - 2014	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	4,426,791	5.4%	3,922,779	4.7%	3,962,038	4.7%
August	3,242,009	9.4%	3,118,331	8.4%	2,486,804	7.6%
September	6,314,818	17.1%	6,204,141	15.9%	6,489,103	15.3%
October	6,114,673	24.6%	6,207,454	23.3%	6,365,911	22.8%
November	6,924,324	33.0%	6,868,339	31.6%	7,781,071	32.0%
December	6,234,872	40.7%	6,204,082	39.0%	6,551,462	39.7%
January	6,740,058	48.9%	8,516,139	49.2%	8,521,477	49.7%
February	8,521,079	59.3%	6,519,986	57.1%	6,477,527	57.4%
March	5,671,596	66.3%	6,287,977	64.6%	6,241,384	64.7%
April	8,378,469	76.5% ¹	6,049,508	71.9%	6,167,270	72.0%
May	8,376,008	86.7% ²	7,446,228	80.8%	7,333,498	80.7%
June	14,816,672	104.9% ³	13,711,182	97.2%		
TOTAL	85,761,367	104.9%	81,056,146	97.2%	68,377,546	80.7%
BUDGET	81,786,192		83,352,386		84,760,037	

¹ Includes \$2,139,705.64 in MDE Tuition Refunds for prior years paid back to member districts (FY09-10)

² Includes \$531,813.67 in MDE Tuition Refunds for prior years paid back to other districts (non-member access fee)

³ Includes \$1,942,041.25 in MDE Tuition Refunds for prior years paid back to other districts (FY10-11)



REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept
 STATEMENT OF EXPENDITURES
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 05/01/14 TO 05/31/14

RUN: MON 061614 08:51 PAGE 1

ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11
 SORTED BY: ACCOUNT FD
 SUBTOTALED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

FD	PRIOR YEAR ACTUAL	< - - - - - REVISIED BUDGET	05/01/14 05/31/14	FISCAL YEAR EXPENDED THRU 05/31/14	201307 ENCUMBERED THRU 05/31/14	REMAINING ON 05/31/14	PERCENT REMAINING
01 GENERAL FUND	17,320,565.99	18,608,426	2,149,307.66	15,377,810.89	992,394.29	2,238,220.82	12.02 %
02 FOOD SERVICE	590,029.26	655,439	49,359.93	539,704.78	59,406.66	56,327.56	8.59 %
04 COMMUNITY SERVICE FUND	221,434.69	170,592	14,804.68	157,800.83	2,311.00	10,480.17	6.14 %
06 BUILDING CONSTRUCTION FUND	793,289.99	0	0.00	0.00		0.00	0.00 %
07 DEBT SERVICE FUND	3,973,668.76	3,965,332	0.00	3,964,231.26		1,100.74	0.02 %
08 TRUST FUND	472,715.78	536,643	314.20	217,464.95		319,178.05	59.47 %
10 SCHOLARSHIP FUND	8,868.77	20,000	1,552.60	22,221.74		2,221.74-	11.10-%
12 ALC-ACADEMIC	9,607,902.35	10,435,786	769,990.61	7,904,354.52	319,729.01	2,211,702.47	21.19 %
13 CAREER & TECH	1,493,258.60	1,390,477	101,488.57	1,051,816.01	2,288.31	336,372.68	24.19 %
14 SPECIAL EDUCATION	46,082,516.10	48,492,632	4,198,562.27	38,756,674.31	444,617.07	9,291,340.62	19.16 %
20 INTERNAL SERVICE FUND	462,733.42	457,010	46,733.54	364,267.95		92,742.05	20.29 %
51 STUDENT CLUBS	29,162.35	27,700	1,384.19	21,198.41	813.04	5,688.55	20.53 %
*** REPORT TOTALS:	81,056,146.06	84,760,037	7,333,498.25	68,377,545.65	1,821,559.38	14,560,931.97	17.17 %

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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

MEMORANDUM

DATE: **June 16, 2014**

TO: Members of the School Board

FROM: Mae L. Hawkins, Director of Finance

RE: **Cash Report - May** Claims, Payroll, Receipts, and Investments

A. Recommendation: Request the Board approve payment of the items listed below:

- | | | |
|--|-------------|----------------------|
| 1. Claim payments for: May 2014 | Totaling \$ | <u>4,809,077.60</u> |
| a) Check #'s 494158 - 494549
and Wire Transfers - #'s 2491 - 2495, 3097, 70014340 - 70014541, 80000694 - 80000715
and P-Card Purchases - #'s 90000245- 90000258 | | |
| 2. Payroll for: May 2014 | Totaling \$ | <u>2,445,952.23</u> |
| a) Check #'s n/a
b) Direct Deposit #'s 256576 - 257572, 257573 - 258568
and Wire Transfers - #'s 4109 | | |
| 3. Receipts for: May 2014 | Totaling \$ | <u>2,780,959.61</u> |
| a) Receipt #'s 135005 - 135240 | | |
| 4. Investments at end of month | Totaling \$ | <u>16,508,152.20</u> |

Claims/Expenditures, wire transfers, P-Card purchases, payroll, receipts and investments have been prepared under the direction of Dave Anderson and is presented for approval by the School Board. Dave and I would be glad to answer any questions.

Intermediate District 287

Cash Position Sheet- Monthly Total Net Cash- All Accounts

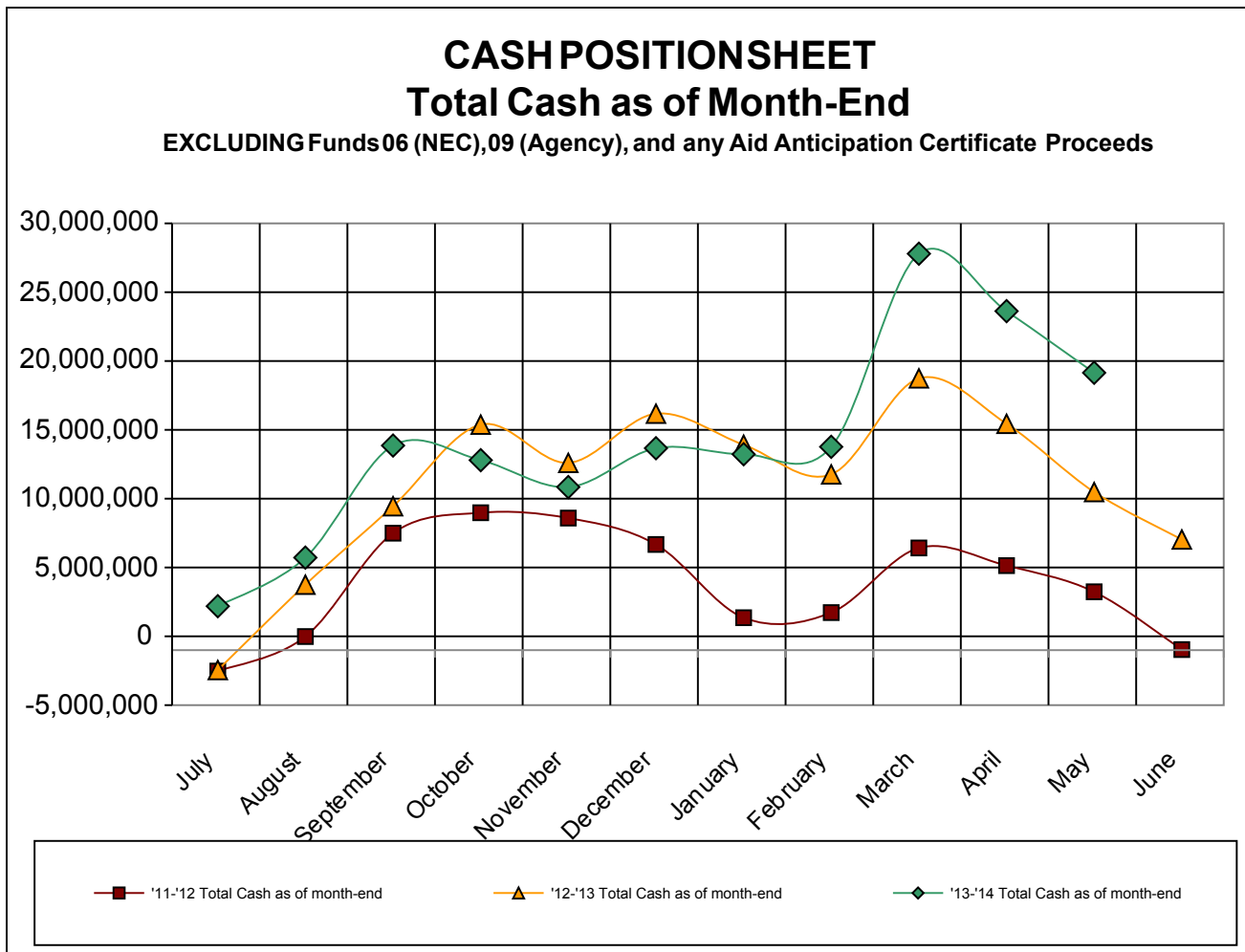
- EXCLUDING Funds 06 (NEC Construction), 09 (Agency), and any Aid Anticipation Certif. Proceeds

<u>Date</u>	'11-'12 Total Cash as of month-end	'12-'13 Total Cash as of month-end	'13-'14 Total Cash as of month-end
July	-2,523,529 ^{1,2}	-2,447,118 ²	2,191,127 ³
August	-15,086 ^{1,2}	3,754,626 ³	5,718,061 ³
September	7,492,933 ²	9,454,172 ³	13,862,706
October	8,982,957 ²	15,382,409 ³	12,796,587
November	8,595,697 ²	12,605,385 ³	10,848,256
December	6,678,835 ²	16,180,751 ³	13,665,705
January	1,358,298 ²	13,924,956 ³	13,229,251
February	1,728,796 ²	11,767,529 ³	13,767,789
March	6,426,638 ²	18,741,667 ³	27,803,669
April	5,136,821 ²	15,446,038 ³	23,625,636
May	3,240,235 ²	10,488,472 ³	19,151,688
June	-959,957 ²	7,041,623 ³	

¹ excludes Aid Anticipation Certif. proceeds of \$3,601,990.60 in Oct. 2010, paid back in Sept. 2011

² excludes Aid Anticipation Certif. proceeds of \$5,900,000.00 in July 2011, paid back in Aug. 2012

³ excludes Aid Anticipation Certif. proceeds of \$9,900,000.00 in Aug. 2012, paid back in Sept. 2013



INTERMEDIATE DISTRICT 287
INVESTMENTS ON HAND
MAY 2014

INV NBR	INSTITUTION	INV TYPE	RATE OF RETURN (%)	PURCHASE DATE	MATURITY DATE	AMOUNT INVESTED
	PMA- MNTRUST INVESTMENT SHARES PORTFOLIO					-
	PMA- MNTRUST SAVINGS DEPOSIT ACCOUNT	SDA	0.040	04/30/14	05/31/14	16,508,152.20
	TOTAL PMA- MNTRUST INVESTMENTS ON BOOKS					16,508,152.20
	INVESTMENTS ON OUR BOOK AT END OF MONTH					16,508,152.20
	INTEREST NOT RECORDED BY MONTH-END					0.00
	TOTAL INVESTMENTS AT END OF MONTH & UN-RECORDED INTEREST					16,508,152.20

INTERMEDIATE DISTRICT 287
MAY 2014 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
05/02/14	MN DEPT OF ED	MSDLAF	1862219	179.06	#71815 SUB REIMBURSEMENT - PALMBERG,G
05/06/14	DHS - MMIS	MSDLAF	1867700	388,111.10	THIRD PARTY PAYMENT
05/08/14	DEED VOC REHAB GRTS	MSDLAF	1876596	78,551.33	#71819 D/HH VECTOR & INVEST NOV-JAN14
05/09/14	HENN TECH COLL-BP	MSDLAF	1878428	46,003.98	#71821 HTC GATEWAY TO COLLEGE JAN-MAR14
05/19/14	DHH - VECTOR/INVEST	MSDLAF	1892384	55,046.01	#71820 YOUTH WORKFORCE PROJ CLAIM #2
05/22/14	EDUC - FNS	MSDLAF	1849594	8,374.81	02F705 FED BRKFST APR 2014
05/22/14	EDUC - FNS	MSDLAF	1849594	152.90	02F705 ST BRKFST APR 2014
05/22/14	EDUC - FNS	MSDLAF	1849594	17,073.90	02F701 FED FREE & RED LUNCHES APR 2014
05/22/14	EDUC - FNS	MSDLAF	1849594	828.21	02S300 ST LUNCHES APR 2014
05/22/14	EDUC - FNS	MSDLAF	1849594	1,987.80	02F701 FEDREG LUNCHES APR 2014
05/22/14	EDUC - FNS	MSDLAF	1849594	397.56	02F701 FED HHFKA LUNCHES APR 2014
MTD TOTALS				596,706.66	

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
05/01/14	MSDLAF	US BANK	2491	1,010,271.54	WELLS FARGO BROKEAGE
	MSDLAF	BANK OF MONTREAL	90000245 - 90000258	38,489.10	A/P P-CARD APR14 ACT - PD MAY14
	MSDLAF	BANK OF MONTREAL	2492	53,825.70	P-CARD APR14 ACT - PD MAY14
	MSDLAF	US BANK	70014340 - 70014394	7,205.88	DIRECT DEPOSIT EMPLOYEE EXPENSES
05/14/14	MSDLAF	US BANK	256576 - 257572	1,222,230.37	DIRECT DEPOSIT PAYROLL
	MSDLAF	EBC	80000694	23,695.14	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000695	141,473.96	FEDERAL TAXES
	MSDLAF	ING	80000696	1,907.09	MN STATE RETIREMENT SYSTEM - VEBA
	MSDLAF	PERA	80000697	55,390.79	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000698	78,726.48	TEACHERS RETIREMENT ASSN
	MSDLAF	EBC	80000699	65,710.16	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000700	316,157.01	FEDERAL TAXES
	MSDLAF	MN DEPT OF REVENUE	80000701	33.00	MN DEPT OF REVENUE-WAGE LEVY'S
	MSDLAF	MN DEPT OF REVENUE	80000702	73,887.55	STATE WITHHOLDING TAXES
	MSDLAF	PERA	80000703	47,750.63	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000704	79,185.72	TEACHERS RETIREMENT ASSN
05/22/14	MSDLAF	BANK CARD SERVICES	2493	260.97	MERCHANT CARD FEES APR14
	MSDLAF	US BANK	70014395 - 70014541	15,945.24	DIRECT DEPOSIT EMPLOYEE EXPENSES
05/27/14	MSDLAF	US BANK	2494	103.99	ARP FEES VOUCHER ACCT APR14
	MSDLAF	CHS	2495	31,358.95	CHS FLEX PAYMENTS MAY 14
	MSDLAF	US BANK	257573 - 258568	1,223,663.69	DIRECT DEPOSIT PAYROLL
05/30/14	MSDLAF	EBC	80000705	23,089.21	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000706	142,002.54	FEDERAL TAXES
	MSDLAF	ING	80000707	2,322.65	MN STATE RETIREMENT SYSTEM - VEBA
	MSDLAF	PERA	80000708	55,740.35	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000709	79,000.27	TEACHERS RETIREMENT ASSN
	MSDLAF	EBC	80000710	64,785.04	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000711	317,247.70	FEDERAL TAXES
	MSDLAF	MN DEPT OF REV	80000712	33.00	MN DEPT OF REVENUE-WAGE LEVY'S
	MSDLAF	MN DEPT OF REV	80000713	74,022.90	STATE WITHHOLDING TAXES
	MSDLAF	PERA	80000714	48,051.95	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	PERA	80000715	79,459.51	TEACHERS RETIREMENT ASSN
	MSDLAF	US BANK	3097	94.35	ARP FEES RECEIPT ACCT APR14
	MSDLAF	US BANK	4109	58.17	ARP FEES PAYROLL ACCT APR14
MTD TOTALS				5,373,180.60	

DONATIONS
INTERMEDIATE DISTRICT 287
2013-2014

May 2014							
DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	CAMPUS	PROGRAM
5/14/14	LAWNBOY MOWER		\$ 100.00	ANDELL, DAVID		HTC/EP	POWER SPORTS
5/23/14	CHECK		\$ 20.00	BROSTROM, IRVING & NATALIE		EDGEWOOD	GRADUATION
3/18/14	1995 SUBARU LEGACY	4S3BK6354S7333860	NONE PROVIDED	DREWELOW, MONICA		HTC/EP	AUTOMOTIVE
5/20/14	2 CHAIN SAWS, PUSH MOWER & LEAF BLOWER		NONE PROVIDED	KREMER, AL		HTC/EP	POWER SPORTS
5/1/14	MURRAY RIDING LAWN MOWER		NONE PROVIDED	LAUMEYER, BOB		HTC/EP	POWER SPORTS
5/28/14	1997 MERCURY	4M2DV1115VDJ03392	NONE PROVIDED	LUTHER BROOKDALE CHEVROLET		HTC/EP	AUTOMOTIVE
5/28/14	1996 VOLKSWAGEN JETTA	3VWRA81H6TM036880	NONE PROVIDED	LUTHER BURNSVILLE VOLKSWAGEN		HTC/EP	AUTOMOTIVE
5/28/14	1997 CHEVY CAVALIER	1G1JC1248V7166565	NONE PROVIDED	LUTHER WHITE BEAR ACURA SUBARU		HTC/EP	AUTOMOTIVE
5/6/14	2000 HONDA	1HGEJ8542YL020565	NONE PROVIDED	MULVAHILL, JULIE		HTC/EP	AUTOMOTIVE
5/28/14	1994 HONDA ALX	JHMCD5631RC078670	NONE PROVIDED	RUDY LUTHER TOYOTA		HTC/EP	AUTOMOTIVE
4/28/14	CHECK		\$ 246.00	SMOOTHIE SISTERS		DSC	DI
5/29/14	CHECK		\$ 400.00	TRAVELERS PROTECTIVE ASSN		NWTC	VECTOR
			\$ 766.00				

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

Regular Meeting – June 26, 2014

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: Approval For Adoption of the FY15 Budget

PRESENTED BY: Mae L. Hawkins, Director of Finance

1. Background Information

A motion is necessary to approve the Original Budget for School Year 2014-15 (Fiscal Year 15). The Total Projected Beginning Fund Balance of all funds for July 1, 2014 is \$16,119,649. The Original Budget for FY15 shows total revenue of \$84,136,797, and total expenditures of \$83,328,954, for a total projected fund balance of \$16,927,492 at June 30, 2015. The total Unassigned General Fund balance of \$5,059,398 or 6.9%, is within Board policy parameters. This budget approval also includes approval of the request to transfer \$320,277 from Special Education fund balance to the ALC Budget. Please read the attached memo from the Superintendent. This budget is based on budget assumptions and adjustments previously approved.

Those assumptions recognized that budgeted revenues are based on planned enrollments and expenditures reflect inflationary increases. Great care has been taken to not over staff or budget in areas of anticipated or potential growth, allowing that the budget could grow if increased enrollments materialize. Administration has maximized all available revenue sources and made appropriate reductions to balance budget areas and soften billing rates where possible.

2. Fiscal Impact/Funding Source: Establishes the budget for FY15.

3. RECOMMENDED ACTION: Board adopts the FY15 Budget as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: June 26, 2014

TO: Intermediate District 287 School Board

From: Sandra Lewandowski, Superintendent

RE: FY15 Budget Update and Fund Transfer Request

I am writing to update you on the FY15 budget development process and to request the transfer of \$320,277 from the district-wide fund balance to the ALC budget.

As I described in the March 27, 2014 memo regarding the Budget Proposal for 2014-15, the budget for the new fiscal year has been developed based on Board approved budget assumptions.

At this time, I am requesting Board approval to transfer \$320,277 from fund balance to support our ALC programs. This fund transfer is needed due to changes made in ALC tuition billing statutes late in the 2014 State Legislature process. The ALC programs have already done over \$1.1 million in budget reductions and the budget process was completed prior to this legislative change.

The approval of this fund transfer will allow District 287 ALC programs to maintain planned staffing levels in order to maintain reasonable class sizes and quality programming.

INTERMEDIATE DISTRICT 287 ORIGINAL BUDGET 2014-15

	Projected BEGINNING FUND BALANCE 7/1/2014 *	REVENUE FY15 ORIGINAL BUDGET	EXPENDITURES FY 15 ORIGINAL BUDGET	FUND BAL. 6/30/2015	Sep & Sev FY 15 Budgeted Transfer	Requested Transfer	FY 15 PROJECTED Adjusted FUND BALANCE	Percent Fund Bal to Total Exp
GENERAL FUND UNASSIGNED (FORMERLY UNRESERVED - UNDESIGNATED)								
DISTRICTWIDE ADMIN / OPS	\$ 327,763	\$ 16,344,245	\$ 16,410,974	\$ 261,034	\$ (132,000)		\$ 129,034	(1)
ALC / ACADEMIC EDUCATION	\$ 0	\$ 7,905,853	\$ 8,109,109	\$ (203,256)	\$ (117,021)	\$ 320,277	\$ 0	(2)
CAREER AND TECH	\$ 66,044	\$ 1,155,967	\$ 1,117,078	\$ 104,933	\$ (40,000)		\$ 64,933	(3)
SPECIAL EDUCATION	\$ 5,165,040	\$ 48,237,479	\$ 47,516,812	\$ 5,885,707	\$ (700,000)	\$ (320,277)	\$ 4,865,430	(4)
TOTAL UNASSIGNED	\$ 5,558,848	\$ 73,643,544	\$ 73,153,973	\$ 6,048,419	\$ (989,021)	\$ -	\$ 5,059,398	6.9%
GENERAL FUND ASSIGNED (FORMERLY UNRESERVED - DESIGNATED)								
Property Account	\$ (0)			\$ (0)			\$ (0)	
Separation / Severance	\$ 5,488,916		\$ 1,014,101	\$ 4,474,815	\$ 989,021		\$ 5,463,836	
Student Clubs	\$ 38,421	\$ 27,700	\$ 27,700	\$ 38,421			\$ 38,421	
North Education Center	\$ -			\$ -			\$ -	
Health Partners Rebate	\$ 78,049			\$ 78,049			\$ 78,049	
Collaborative Curriculum Project	\$ 16,509	\$ 166,408	\$ 166,408	\$ 16,509			\$ 16,509	
Transportation Vehicle Dep.	\$ 66,258			\$ 66,258			\$ 66,258	
MDE Tuition Appeal/MA Reserve	\$ 473,897			\$ 473,897			\$ 473,897	(5)
TOTAL ASSIGNED	\$ 6,162,049	\$ 194,108	\$ 1,208,209	\$ 5,147,948	\$ 989,021	\$ -	\$ 6,136,969	
GENERAL FUND RESTRICTED (FORMERLY RESERVED)								
for HEALTH & SAFETY	\$ 94	\$ 243,293	\$ 243,293	\$ 94			\$ 94	
for SAFE SCHOOLS	\$ 83,949	\$ 1,030,879	\$ 1,030,878	\$ 83,950			\$ 83,950	
for COMPENSATORY	\$ 41,580	\$ 1,902,808	\$ 1,889,650	\$ 54,738			\$ 54,738	
TOTAL RESTRICTED	\$ 125,623	\$ 3,176,980	\$ 3,163,821	\$ 138,782	\$ -	\$ -	\$ 138,782	
TOTAL GENERAL FUND	\$ 11,846,520	\$ 77,014,632	\$ -	\$ 77,526,003	\$ -	\$ -	\$ 11,335,149	
NONMAJOR FUNDS								
Food Service(02)	\$ -	\$ 686,485	\$ 686,485	\$ -			\$ -	(6)
Community Services(04)	\$ -	\$ 173,549	\$ 173,549	\$ -			\$ -	(7)
Building Fund (06)	\$ -			\$ -			\$ -	
Debt Service (07)	\$ 3,746,000	\$ 5,305,121	\$ 3,965,907	\$ 5,085,214			\$ 5,085,214	(8)
Trust (Flex Account)(08)	\$ 11,457	\$ 500,000	\$ 500,000	\$ 11,457			\$ 11,457	
Scholarship Fund(10)	\$ 118,154		\$ 20,000	\$ 98,154			\$ 98,154	
Internal Service Fund(20)	\$ 397,518	\$ 457,010	\$ 457,010	\$ 397,518			\$ 397,518	
TOTAL NONMAJOR FUNDS	\$ 4,273,129	\$ 7,122,165	\$ 5,802,951	\$ 5,592,343	\$ -	\$ -	\$ 5,592,343	
TOTAL ALL FUNDS	\$ 16,119,649	\$ 84,136,797	\$ 83,328,954	\$ 16,927,492	\$ -	\$ -	\$ 16,927,492	

ORIGINAL BUDGET
Recommended Board Approval
Approved by School Board

Date
6/26/2014

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommended Board Approval

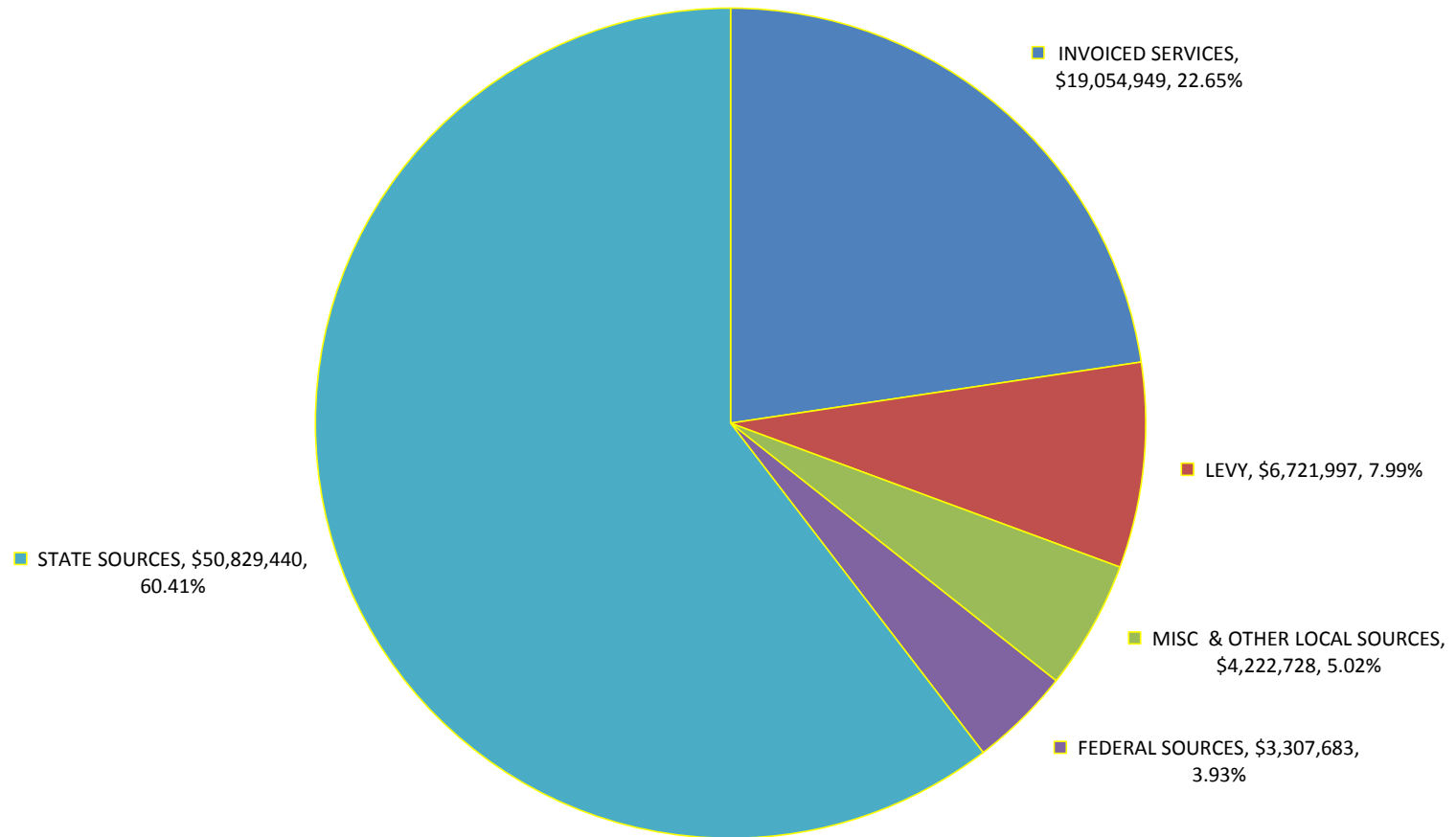
06/26/14

Notes: FY15 Original Budget Summary

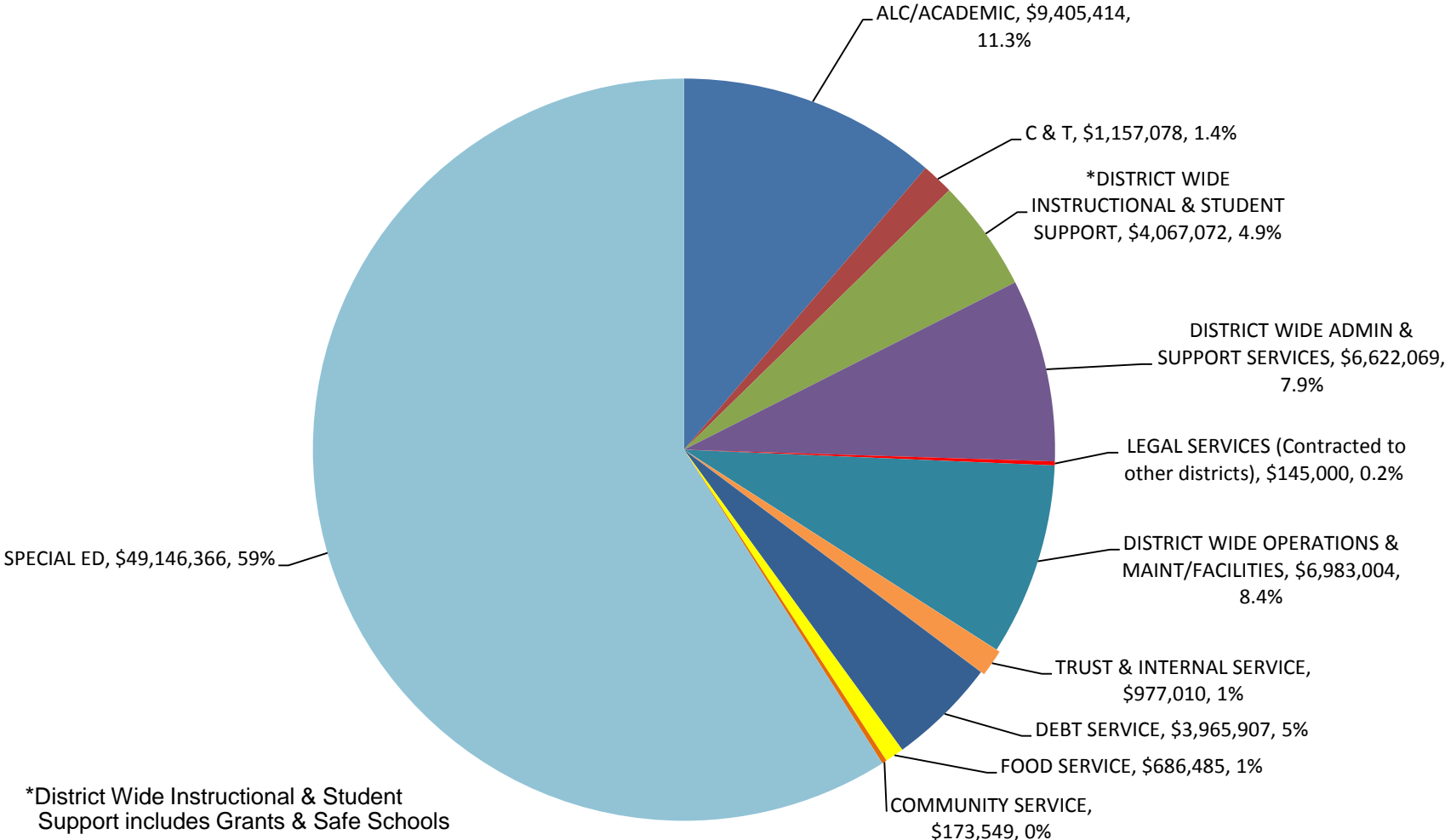
*Projected beginning fund balances reflect numbers presented with the FY14 revised budget.

1. Core fee has been budgeted in FY15 at \$12.05 per Adjusted Pupil Unit which will generate revenue consistent with FY12, FY13 & FY14. The per pupil dollar amount change reflects the adjustment for the new pupil weighting effective in FY15.
2. ALC/Academic is projecting a budget deficit due to restricted revenue sources including; declining ADM planning projections, legislative changes and a reduction of grant revenue. A reduction of \$1,175,304 was made in expenditures to accommodate a large portion of the decrease in revenue. The use of the one-time Teacher Evaluation State funding was also budgeted in this fund. A fund balance transfer from Special Education fund to the ALC/Academic fund in the amount of \$320,277 is requested to balance the deficit.
3. Career & Tech is projecting a balanced budget. Reductions were made in expenditures of \$273,369 to balance the budget. The decrease in revenue is due to declining enrollment projections.
4. Special Education is presenting a balanced budget.
5. The MDE Tuition Appeal/MA reserve will be used to offset any potential loss of revenue in these two areas.
6. Food Service - We have budgeted a transfer of \$366,537 from general fund to offset the estimated deficit in Food Service. Fund balances above reflect this transfer.
7. Community Services (Conference Center) - We have budgeted a transfer of \$93,349 from general fund to offset the estimated deficit in Community Services. Fund balances above reflect this transfer.
8. Debt Service fund balance is projected to increase the sinking fund; this fund balance is restricted and will be used to pay off the debt for North Education Center.

FY14-15 REVENUE BUDGET



FY14-15 Expenditure Budget



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

Regular Meeting – June 26, 2014

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: Resolution for Termination of Probationary Licensed

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

1. Background Information

Anne Becker will present two subsets of the main action and request approval of this resolution, which requires a roll call vote of the Board.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approve the Resolution for Termination of Probationary Licensed Staff as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

**RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE
PROBATIONARY TEACHING CONTRACT OF THE FOLLOWING
PROBATIONARY TEACHERS**

BE IT RESOLVED by the School Board of Intermediate District 287 that pursuant to the Minnesota Statutes 122A.40, Subdivision 5, that the probationary teaching contract of the following probationary teachers of Intermediate District 287 is hereby terminated at the end of the 2013-2014 school year on June 30, 2014.

BE IT FURTHER RESOLVED, that written notice be sent to said probationary teachers regarding termination and non-renewal of his/her contract, as provided by law.

<u>NAME</u>	<u>LICENSE</u>	<u>DATE OF EMPLOYMENT</u>
<u>ACADEMIC</u>		
Josephine S. Auyeung	Chinese/LD	August 31, 2010
Donna K. Adams	English/Language Arts	August 26, 2013
Lindsey L. Bowman	Physical Education	August 20, 2013
Mark Sateren	English/Language Arts	August 27, 2012

SPECIAL EDUCATION

John A. Coverstone	Audiologist	August 21, 2012
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Whereupon the Resolution was declared duly passed and adopted.

Clerk's Signature

Board Chair Signature

Date

Date

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 26, 2014

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: Resolution for Termination and Non-Renewal of Probationary Non-Licensed Employees

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

1. Background Information

BE IT RESOLVED by the School Board of Intermediate District 287 that the employment of the following non-licensed employee be terminated between June 26, 2014 and the end of the 2013-2014 year on June 30, 2014.

BE IT FURTHER RESOLVED, that written notice be sent to said employee regarding his/her termination.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The approval of the Resolution for Termination and Non-Renewal of Probationary Non-Licensed Employees as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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

Regular Meeting – June 26, 2014

AGENDA SECTION: BOARD BUSINESS

ITEM: Bullying Policy

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

1. Background Information

Bullying policy 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 Bullying Policy as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

DISTRICT POLICY

SECOND READ

Policy Series: Student Rights and Responsibilities

Subject: Bullying

Board Approved:

Board Reviewed:

SRR 140 Bullying

I. PURPOSE

The District is committed to compliance with the law and strives to maintain a safe and supportive learning environment. In consideration of the District's unique student population, the District will implement the law in a manner that serves students according to their individual needs with the goal of keeping all students in the learning environment. This policy provides a framework for engaging all students and staff in preventing, reporting and responding to acts of bullying with interventions appropriate to the circumstances and each student's needs.

II. GENERAL STATEMENT OF POLICY

The District is committed to providing innovative educational services that meet the unique needs of students. To that end, the Board advocates a proactive approach to any student behavior that may disrupt another student's learning environment. The Board recognizes and supports District staff in their efforts to educate students about the importance of respectful communication and the need to conduct themselves in a manner that does not interfere with the rights and privileges of others.

By adopting this policy, the Board seeks to engage students and staff with the goal of creating and maintaining a positive school climate within a framework of positive behavior interventions and supports.

III. STUDENT AND STAFF RESPONSIBILITIES

A. Students have the responsibility not to bully another student:

1. On District premises, at District functions or activities, or on District-owned or contracted vehicles used for transportation;
2. By use of electronic technology and communications on District premises, during District functions or activities, on District-owned or contracted vehicles used for transportation, or on District computers, networks, forums, and mailing lists; or
3. By use of electronic technology and communications off District premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. District employees, agents, contractors or volunteers who witness prohibited conduct or

possess reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct are responsible for reporting the conduct immediately to an appropriate District official designated by this policy.

IV. DEFINITIONS

The following definitions identify behaviors that are significant deviations from the norm among general education student populations. While these definitions provide valuable considerations, the District's small class sizes and a low student-teacher ratio promote staff awareness of behaviors and prompt interventions. The District's identification of behaviors that are significant deviations from the norm will reflect the advantages of its structure and the different needs among its student population.

For purposes of this policy, the following definitions shall apply:

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - 1. Involves an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
 - 2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in District functions or activities or receive educational benefits, services, or privileges.
- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device.
- C. Intimidating, threatening, abusive, or harming conduct may involve, but is not limited to conduct that:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in Minn. Stat. Chapter 363A. However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or Minn. Stat. chapter 363A.
- D. "Prohibited conduct" means bullying or cyberbullying as defined in this section or retaliation

for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

- E. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

V. REPORTING

- A. Any person who believes that he or she has been the target of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate District official designated by this policy. Anonymous reports are allowed but may not be relied upon solely to determine interventions or remedial responses.
- B. The District encourages the reporter to use the report form available online or from the building administrator, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting bullying directly to the Executive Director of Special Services and Educational Programs or to the Superintendent.
- C. The building principal or program supervisor shall receive reports of prohibited conduct. Any District employee who receives a report of prohibited conduct shall inform the building principal or program supervisor immediately, without screening or investigation. The building principal shall be responsible for ensuring that this policy and its procedures are fairly and fully implemented.
- D. Upon receiving a report, the building principal or program supervisor shall forward the report immediately to the Executive Director of Special Services and Educational Programs. The Executive Director of Special Services and Educational Programs shall investigate or designate an appropriate person to investigate the report within three school days.
- E. Reports of prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building principal, in conjunction with the Executive Director of Special Services and Educational Programs, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

VI. DISTRICT RESPONSES

- A. The District may take immediate steps, at its discretion, to protect the target of the prohibited conduct, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law. Such steps may include taking any of the following actions:
 - 1. Intervening to protect the target of the prohibited conduct;
 - 2. Providing information about available community resources to the students involved, and other affected individuals, as appropriate;
 - 3. Where appropriate for a child with a disability to prevent or respond to prohibited conduct, allowing the child's individualized education program or section 504 plan to address additional skills and proficiencies, if any, the child needs to respond to or not

- engage in prohibited conduct;
4. Allowing the student alleged to have engaged in prohibited conduct to present his/her perspective in an investigation;
 5. Informing affected students and their parents of their rights under state and federal data practices laws to obtain access to data related to the incident and their right to contest the accuracy or completeness of the data.
 6. Notifying the parents or guardians of students involved in a bullying incident and remedial action taken, to the extent permitted by law, based on a confirmed report.
- B. The District shall ensure that any remedial responses are tailored to the particular circumstances and students involved. Remedial responses shall be made with consideration of the following factors:
1. The nature of the conduct;
 2. Students' developmental age and behavioral history;
 3. The levels of harm and surrounding circumstances;
 4. Past incidences or past or continuing patterns of behavior;
 5. The relationship between the parties involved;
 6. The context in which the alleged incidents occurred; and
 7. Any other factors that may influence the effectiveness of a remedial measure or disciplinary action.
- C. Upon completion of the investigation, the District will develop and implement any responses as appropriate. Remedial responses will be developed consistent with the District's system of positive behavior interventions and supports.

VII. TRAINING AND EDUCATION

- A. The District shall develop and apply research-based, developmentally appropriate best practices that include preventive and remedial measures and effective discipline for deterring policy violations.
- B. The District shall discuss this policy with students, school personnel, and volunteers and provide appropriate training for all school personnel to prevent, identify, and respond to prohibited conduct. The District shall establish a training cycle, not to exceed a period of three school years, for school personnel.
- C. The District requires ongoing professional development, consistent with Minn. Stat. section 122A.60, to build the skills of all school personnel who regularly interact with students, to identify, prevent, and appropriately address prohibited conduct.
- D. Professional development includes, but is not limited to, information about developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct; the complex dynamics affecting a bully, a target of, and witnesses to prohibited conduct; research on prohibited conduct, including specific categories of students at risk for prohibited conduct in school; the incidence and nature of cyberbullying; and Internet safety and cyberbullying.

- E. The District will use new employee training materials, the District and school publications containing rules, procedures, and standards of conduct, and the Student Handbook to publicize this policy.

VIII. RETALIATION

- A. The District prohibits reprisals or retaliation against any person who asserts, alleges, or reports prohibited conduct or provides information about such conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment and intentional disparate treatment. Remedial responses, disciplinary or other appropriate action will be taken to address acts of reprisal or retaliation.
- B. The District will develop responses to address retaliatory behavior consistent with its system of positive behavior interventions and supports.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: Student Rights and Responsibilities Goals Policy
Student Conduct and Discipline Policy
Harassment and Violence Policy
Technology Responsible Use and Safety Policy
Student Data Privacy Rights and Access Policy

June 2014
vol 11 ♦ no 9

June 10, 2014

Executive Committee Meeting/Strategic Planning Retreat

7:30 a.m., TIES Conference Center, St. Paul

July 11, 2014

Executive Committee Meeting/Strategic Planning Retreat

7:30 a.m. 4th Floor Board Room TIES Building St. Paul

August 8, 2014

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

Grand Hall, TIES Conference Center, St. Paul

Save the Date!

AMSD Policy Conference

November 13, 2014

Details forthcoming!

AMSD's Mission

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



Association of Metropolitan School Districts

Enduring Through the Last Mile

Edina Public Schools ensures college readiness support extends beyond the graduation ceremony

When Jeff Lu (pictured back, second from right) moved to Edina from China four years ago, he barely knew English let alone what the roadmap to college readiness should look like. Lu's only brother had never attended college and opted out of moving to America, so that left him with his uncle and mother to turn to in Minnesota. The future seemed hazy, but things changed once Lu entered Edina Public Schools (EPS).

Under the guidance of Edina High School (EHS) English Learner (EL) teacher Natalia Kissock, Lu's English improved. He began to dream about what he could be and do in life, but as he began his senior year in 2013, he still wasn't sure what it would take to get there. That's when EHS student support volunteer Becky Briggs invited Lu to join the newly created Last Mile program aimed toward preparing and guiding students to college success.

"My life has been forever changed by Becky and the entire Last Mile team," Lu says. "I don't feel alone in this process anymore because I have a mentor to guide me through unknown experiences, which I now realize is very beneficial."



Continued on page 2

From the Chair

At the last AMSD Board of Directors meeting, staff from the MN Department of Education provided a comprehensive review of the education legislation adopted during the 2014 session. We were pleased to learn that positive action was taken on many of AMSD's session priorities including: a modest increase in the basic formula; expanding eligibility for English Learner services; new investments in School Readiness; ECFE and early learning scholarships; a streamlined application and funding process for the scholarship program; an increase in the building lease levy and the Safe Schools levy for the intermediate school districts; and a pathway to licensure for non-native English speaking teachers teaching in their native language in an immersion or world language program. While some new mandates were adopted during the session, we are pleased that we were able to work with legislators to modify the original proposals to make them less burdensome and better allow for local control. You can access the MDE Power Point presentation at: <http://www.amsd.org/resources/amsd-presentations>

I found it very informative that FY 2015 will mark the first time that state education aid will surpass the level of aid provided in FY 2003 on an inflation adjusted basis. That certainly explains why school districts have faced so many financial challenges over the past dozen years and why we aren't out of the woods yet.

I would like to offer my thanks to all of the AMSD board members, staff, parents and concerned citizens who took time to advocate for our schools and our students during the recently completed 2014 legislative session. Your time and effort made a difference. I also encourage you to thank state policymakers for their work over the past two years for our schools and our students. Much was accomplished, but much work remains.

Holly Parker, school board member from Eden Prairie Public Schools, is chair of AMSD.

Edina's Last Mile Program Guiding Students to College Success

Continued from page 1

Though more than 90 percent of EHS graduates indicate they plan to attend college, it is often difficult tracking whether or not a student actually made it there.

Whether due to a lack of resources, motivation, mentors or ample guidance and information, some students never show up for college welcome week—even if after they've been accepted. Lu says that if it weren't for the Last Mile, that could have been him, too.

"I have been trying to get a part-time job for the last two years with no luck, but Becky and the Last Mile volunteers have changed that. Not only do I have a summer job to support myself and save money before going to college, but I have also received two local scholarships that are a big financial help. Having this kind of support helps me relax."

As NPR social sciences correspondent Shankar Vendatam reported in a July 16, 2013, Morning Edition radio segment, college-hindering factors contribute to a summer "melting effect" that keeps one in five first-generation or low-income high school graduates from making it to college. Vendatam explains this summer melt phenomenon occurs during the "last mile," the period between high school graduation and the first day of college.

Inspired by Vendatam's findings and looking to ensure all of its students intending to go to college have the support and resources to do so, EPS administrators began brainstorming ways to track and mitigate the summer melt in Edina. After months of planning, administrators presented a funding proposal of "The Last Mile" program to the Edina Challenge, an initiative of the Edina Community Foundation focused on mitigating the negative effects of poverty and socio-economic factors in the community.

"We received a lot of positive encouragement from the Edina Challenge committee to move forward," says EPS Director of Human Resources and Operations Gwen Jackson, one of the key leaders in the development phase of The Last Mile project. "We will continue to look for additional support so that we can involve more students in the future, but for this first year, we are excited to have 26 students involved in the program."

Lu's classmate and fellow Last Mile participant, Brandon Friedrichs (pictured back, far right in photo on page 1), says that the Last Mile has not only better prepared him for the college experience, but helped boost his confidence as well.

"College can be pretty intimidating," Friedrichs says. "In addition to helping me fill out the FAFSA and understand student loans, Becky and all of the Last Mile mentors take a personal interest in everyone and go out of their way to help us...it has really made a difference in our lives. This kind of personalized support should be available to everyone."



Because of the Last Mile's influence, Lu plans to study Hydrology at the University of Wisconsin-Stevens Point, and Friedrichs plans to pursue either a psychology-related or social work major at Mankato State University.

The 26 students participating in the initial Last Mile pilot program were selected by a team of EHS counselors and staff who looked at student need and their access to transition resources. They have been meeting monthly since February, and will continue to connect electronically through the students' first semester at college. Whether it is connecting students with adult counselors and mentors, scheduling campus visits, receiving help registering for classes, or just discussing their goals and aspirations, the students are finding the support they need to make the transition from high school to college. Last Mile participants also receive help in accessing financial resources, including financial aid and scholarships, as well as more tangible needs, such as preparing for the actual move to college, including transportation and housing accommodations.

Jackson noted that in addition to transition resources for college, the students are also learning important life lessons about networking and how to set a budget and create financial plans that will assist them both in and out of academia.

"Edina Public Schools is committed to supporting our students in a new and exciting way that bridges the gap for our students in need," Jackson says. "The Last Mile program provides personalized support that will see our students through while helping them stay accountable to their goals and plans."

This month's member spotlight was written by Susan Brott, Director of Communications and Community Engagement, and Lauren Hardy, Communications Specialist, Edina Public Schools.

New Assessment System Tied to College and Career Readiness

In recent years, working groups and task forces related to education have served as the force behind significant education finance and policy reform at the legislature. In 2012, the Commissioner’s Assessment and Accountability Working Group reviewed Minnesota’s assessment system and recommendations from the group were adopted during the 2013 legislative session. The 2013 changes removed existing requirements that students pass a high stakes test to demonstrate proficiency on state reading, math and writing tests in order to graduate from high school. New requirements were adopted requiring students in grade 8 in 2012-2013 and later to 1) take college entrance exam 2) take achievement and career and college tests in math, reading and writing in grades 8 and 10 3) engage in activities and assessments for developing career interests.

Last month, Assistant MDE Commissioner Kevin McHenry spoke to the AMSD Board of Directors and provided an overview of Minnesota’s assessment program and shared the draft testing schedule. In the tables below we have summarized the information from the Department’s presentation and organized it according to grades, legislative requirements and school year. In Table 1, grades 3-7 are outlined. It is worth noting that all MCA assessments will be online starting in the spring of 2015. (Paper will only be allowed for accommodations.) Furthermore, during the 2015-2016 school year, the grade 3-7 math and reading tests will be adaptive -- the tests will adapt to responses and will include items out of grade level based on replies. Tables 2, 3 and 4 outline legislative requirements for grades 8, 10 and 11 and also include the plans in place for 2014. The Department has released a draft 2014-2015 testing schedule, with the MCA Reading, Math and Science beginning on March 9, 2015 and closing on May 8, for Reading and Math, and May 15 for Science. The draft schedule, updated by MDE on May 8, 2014 is available on the AMSD web page at: <http://www.amsd.org/wp-content/uploads/2012/04/2014-2015-MDE-Testing-Schedule-DRAFT-2.pdf>

The implementation of the Assessment and Accountability Working Group recommendations reflects the importance of aligning Minnesota’s assessments to post-secondary education and also marks a significant step towards preparing Minnesota’s students for the world’s best workforce.

Table 1: Grades 3-7

	Legislative Requirements	2014-2015 School Year	2015-2016 School Year
Mathematics and Reading	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • Online • Adaptive • Predictive of College Entrance Exam • Includes items out of enrolled grade level based on student’s responses 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • All Grades 3-8 MCA will be administered online (except for accommodations) • Conduct study and analysis to allow reporting for Grades 3-7 assessments to provide predictive information for College Entrance Exam. • Develop test design to include items from other grade levels 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • Online • Adaptive • Predictive of College Entrance Exam • Includes items out of enrolled grade level based on student’s responses
Science	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • For grades 3-7, there is only a grade 5 science assessment 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • For grades 3-7, there is only a grade 5 science assessment 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • For grades 3-7, there is only a grade 5 science assessment
Impact of Legislation for Grades 3-7	All MCA assessments online only starting in Spring 2015. Paper only an option for students requiring an accommodation.		

Continued on page 4

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

New Testing Schedule Unveiled

Continued from page 3

Table 2: Grade 8

	Legislative Requirements	Plans for 2014
Mathematics, Reading and Writing	<ul style="list-style-type: none"> Aligned to Minnesota Academic Standards Predictive of College Entrance Exam Career Interest Survey 	<p>Early 2014</p> <ul style="list-style-type: none"> Conduct analysis to determine the Mathematics, Reading, and Writing Career and College Assessment (test design, prediction, etc.) <p>Mid 2014</p> <ul style="list-style-type: none"> Announce detailed plans for 2014-2015 school year based on the findings from analysis -Test schedule -High School tests used for state and federal accountability (required to align and assess Minnesota Academic Standards) Determine the possibility and criteria for administering College Placement Diagnostic Exam in 2014-2015
Science	<ul style="list-style-type: none"> Aligned to Minnesota Academic Standards 	
<p>Career and College Ready Legislation Fall Grade 8 Explore Federal and State Accountability Spring Grade 8 Math MCA</p>		

Table 3: Grade 10

	Legislative Requirements	Plans for 2014
Mathematics, Reading and Writing	<ul style="list-style-type: none"> Aligned to Minnesota Academic Standards Predictive of College Entrance Exam Career Interest Survey 	<p>Early 2014</p> <ul style="list-style-type: none"> Conduct analysis to determine the Mathematics, Reading, and Writing Career and College Assessment (test design, prediction, etc.) <p>Mid 2014</p> <ul style="list-style-type: none"> Announce detailed plans for 2014-2015 school year based on the findings from analysis -Test schedule -High School tests used for state and federal accountability (required to align and assess Minnesota Academic Standards) Determine the possibility and criteria for administering College Placement Diagnostic Exam in 2014-2015
<p>Career and College Ready Legislation Fall Grade 10 Plan Federal and State Accountability Spring Grade 10 Reading MCA</p>		

Table 4: Grade 11

	Legislative Requirements	Plans for 2014
Demonstration	<p>If a student does not demonstrate sufficient mastery/growth/progress on Grade 8 and Grade 10 tests, student will take College Placement Diagnostic Test.</p> <ul style="list-style-type: none"> Must be taken after receiving grade 10 score and prior to the College Entrance Exam Provides information for targeted instruction 	<p>Early 2014</p> <ul style="list-style-type: none"> Conduct analysis to determine the Mathematics, Reading, and Writing Career and College Assessment (test design, prediction, etc.) <p>Mid 2014</p> <ul style="list-style-type: none"> Announce detailed plans for 2014-2015 school year based on the findings from analysis -Test schedule -High School tests used for state and federal accountability (required to align and assess Minnesota Academic Standards) Determine the possibility and criteria for administering College Placement Diagnostic Exam in 2014-2015
Mathematics, Reading and Writing	<ul style="list-style-type: none"> College Entrance Exam 	
<p>Career and College Ready Legislation ACT and Compass (for some students) Federal and State Accountability Spring Grade 11 Math MCA</p>		

School Board Planning Calendar January 2014 – December 2014

1 st Meeting of the Month	2 nd Meeting of the Month
START TIME 6:30 PM	
<p>JANUARY 9, 2014 <i>Organizational Meeting</i></p> <p>Election of Board Officers Oath of Office Financial Report November</p>	<p>JANUARY 23, 2014</p> <p>Financial Report December FY13 Audit Legislative Platform Uber Goal #2</p>
<p>FEBRUARY 13, 2014</p> <p>ALC Plus Report DI Presentation Communication with Local Boards Hennepin County Graduation Update Superintendent Mid-Year Evaluation Procedure Teacher Eval Presentation What the Board Needs to Know about Children’s Health Grant Award</p>	<p>FEBRUARY 27, 2014</p> <p>Financial Report January FY15 Budget Assumption FY14 Budget Revision Program Withdrawal Report Report on Uber Goal Staff Reduction ULA Resolution Changes for following Year</p>
<p>MARCH 13, 2014</p> <p>SEC Playfield Update Teacher Evaluation</p>	<p>MARCH 27, 2014</p> <p>Financial Report February FY14 Budget Reduction Realignment Proposal Program Reduction Resolution Proposed District 287 School Calendar 2014-2015 Reduction ULA for tenured staff (<i>provide names</i>) Strategic Plan Report</p>
<p>APRIL 10, 2014 <i>(Only one Board meeting this month!)</i> Local 284 Parameters - (Closed Session) Superintendent & Board Evaluation Update</p>	
<p>MAY 8, 2014</p> <p>Financial Report March Morris-Leatherman Survey Results Summary Status Report on Board Policy & Procedure</p>	<p>MAY 22, 2014</p> <p>Areas of Literacy Focus for 2013-2014 (Sherry/Mary) Financial Report April Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution What The Board Needs To Know About District 287 Purchasing Efforts</p>
<p>JUNE 12, 2014</p> <p>Read 180 & Math 180 Results Superintendents Evaluation Update</p>	<p>JUNE 26, 2014</p> <p>2014-2015 Budget Approval Financial Report May Final ULA Resolution for Licensed Staff Presentation</p> <ul style="list-style-type: none"> • Strategic Plan Final (Report & DVD) • Written PLC Report

INFORMATIONAL ITEMS TO REMEMBER:

** Board role in setting/supporting goals
Board TLC

Community use of Facilities Bucket

School Board Planning Calendar January 2014 – December 2014

1 st Meeting of the Month	2 nd Meeting of the Month
<p>AUGUST 21, 2014</p> <p>Approval of Cash Flow Borrowing Resolution District Operations Financial Report July Superintendent Goals</p>	
<p>SEPTEMBER 11, 2014</p> <p>Hennepin County Gateway to College Report What Board Members Should Know About Our 2013-2014 Back to School Start-Up</p>	<p>SEPTEMBER 25, 2014</p> <p>Financial Report August</p>
<p>OCTOBER 9, 2014</p> <p>Collaborative Curriculum Care & Treatment, Prairie Care w/ Todd Archbold, Chief Development Officer</p>	<p>OCTOBER 23, 2014</p> <p>Financial Report September What the Board Should Know about Crisis Planning Guidelines for Safety and District Resources</p>
<p>NOVEMBER 13, 2014</p> <p><i>(Only one Board meeting this month!)</i></p> <p>Update on Hennepin County Superintendent/Commissioner Meeting Attracting & Retaining a High Performing Workforce Facilities Management Update Food Service Recommendations OPEB Reporting & Funding What the Board Should Know About Restrictive Procedures What the Board Should Know About the MDE & Hennepin County Task Force</p>	
<p>DECEMBER 11, 2014</p> <p><i>(Only one Board meeting this month!)</i></p> <p>Financial Report October Prior Year Audit Review</p>	

INFORMATIONAL ITEMS TO REMEMBER:

** Board role in setting/supporting goals
Board TLC

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
June 26, 2014
SCHOOL BOARD CALENDAR

26	Thursday	General Board Meeting	6:30PM	Board Rm
August 2014				
28	Thursday	General Board Meeting	6:30PM	Board Rm
September 2014				
11	Thursday	General Board Meeting	6:30PM	Board Rm
25	Thursday	General Board Meeting	6:30PM	Board Rm
October 2014				
09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm
November 2014				
13	Thursday	General Board Meeting	6:30PM	Board Rm
December 2014				
11	Thursday	General Board Meeting	6:30PM	Board Rm
TENTATIVE 2015 DATES				
January 2015				
08	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	General Board Meeting	6:30PM	Board Rm
February 2015				
12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm
March 2015				
12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm
April 2015				
09	Thursday	General Board Meeting	6:30PM	Board Rm
May 2015				
14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm
June 2015				
11	Thursday	General Board Meeting	6:30PM	Board Rm
25	Thursday	General Board Meeting	6:30PM	Board Rm
August 2015				
27	Thursday	General Board Meeting	6:30PM	Board Rm

September 2015

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

October 2015

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

November 2015

12	Thursday	General Board Meeting	6:30PM	Board Rm
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December 2015

10	Thursday	General Board Meeting	6:30PM	Board Rm
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◆ General Board Meeting – Date Change

◆ New Event