

Regular
Thursday, September 24, 2009 6:30 PM

Boardroom / Teleconference
1820 Xenium Ln N
Minneapolis, MN 55441-3790

Agenda

1. CALL TO ORDER
2. APPROVAL OF GENERAL MEETING AGENDA
3. OPEN FORUM
4. APPROVAL OF CONSENT AGENDA
5. SHARE THE SUCCESS & RECOGNITIONS - None
6. SUPERINTENDENT'S REPORT
7. INSTRUCTIONAL REPORT
8. ADMINISTRATIVE SERVICES REPORT
 - 8.1. Financial Report
 - 8.2. Facilities Report - None
 - 8.3. Human Resource Report - None
9. BOARD BUSINESS
 - 9.1. Policy Review & Revision
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.2. AMSD Report
 - 9.3. District News
 - 9.4. Once Around the Table
10. ADJOURNMENT

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GENERAL MEETING OF THE BOARD

THURSDAY, September 24, 2009

6:30PM @ DSC

AGENDA

A = Action
R = Roll Call
I = Information
- Page #

1. **CALL TO ORDER**.....A
2. **APPROVAL OF GENERAL MEETING AGENDA**A-3
3. **OPEN FORUM FOR COMMUNITY COMMENTS**I
4. **APPROVAL OF CONSENT AGENDA**A
 - 4.1 General Board Meeting Minutes from September 10, 2009 -5
 - 4.2 Routine Human Resource Activities for September 24, 2009 -8
5. **SHARE THE SUCCESS & RECOGNITIONS** - None
6. **SUPERINTENDENT’S REPORT** (5 minutes)
 - 6.1 287 Begins New Presence via Facebook.....I
Mike Smart will provide a brief viewing of the recently launched 287 Facebook page.
 - 6.2 Board Information.....I
A short verbal update will be provided in response to the Board request for clarification on “Role of Board Members on Intermediate School Board”.
 - 6.3 Career & Technical Construction Project.....I-14
A photo is provided of the house renovated by C-Train students during the 2008-2009 school year.
 - 6.4 Follow up to Welcome Back Staff Workshop/Strategic Plan Messages to Staff.....I-17
Two examples are shared that convey feedback from staff about Key Messages sent to staff at the beginning of the school year. Key Messages include a culture of strategic planning that emphasizes 1) instructional excellence; 2) customer service; 3) innovation; and 4) efficiency.
7. **INSTRUCTIONAL** (40 minutes)
 - 7.1 Measuring Student Achievement through Professional Learning Communities (30 minutes).....I-20
Jane Holmberg and Laura Keller-Gautsch will review how Professional Learning Communities provide structure for guiding and measuring our impact on student achievement.
 - 7.2 Minnesota Department of Education (MDE) Monitoring Report (10 minutes).....I-51
On March 3, 2009, the District received official notification of MDE’s intention to review 287 during the 2009-2010 school year. A written report will be presented to the Board on the anticipated visit from the Minnesota Department of Education’s Division of Monitoring and Assistance.



8. ADMINISTRATIVE SERVICES REPORTS (20 minutes)

8.1 Financial Report

- 8.1a Approval of Routine Monthly Finance Report (20 minutes).....**A-53**
 Janet Johnson will provide an overview of the monthly finance report.

8.2 Facilities Report - None

8.3 Human Resource Report - None

9. BOARD BUSINESS (25 minutes)

9.1 Policy Review & Revision

- 9.1a Harassment Policy Review.....**I-61**



In response to a Board request for review of the policy on harassment, Anne Becker will provide a written status of the district policy and show a sample of the required staff training. (Document not ready at time of BoardBook upload, document will be loaded on Tuesday, September 22, 2009.)

- 9.1a.1 Harassment Policy Review Memo to the Board.....**I**

- 9.1a.2 Harassment & Violence Policy VP140.....**I**

- 9.2 Board Reports (5 minutes).....**I**

- 9.2a Chair Report.....**I**

- 9.2a.1 Board Sunshine Fund.....**I**

- 9.2a.2 Strategic Plan Board Workshop – October 8 Board Meeting.....**I**

- 9.2b AMSD Report (Ann Bremer)**I**

- 9.2b.1 AMSD September 2009 Connection Newsletter.....**I-68**

- 9.3 District News.....**I**

- 9.3a School Board Planning Calendar.....**I-72**

- 9.3b September 24, 2009 Calendar.....**I-74**

- 9.3c Local 2209 Uniflier September 2009.....**I-75**

- 9.5 Once Around the Table.....**I**

10. ADJOURNMENT.....A

Recommended Action: Board Chair calls meeting adjourned @ _____PM

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
September 10, 2009
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the regular meeting to order at 6:35 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

271	Bloomington	Arlene Bush
272	Eden Prairie	Barbara Gabbert
270	Hopkins	Sally Johnson
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
279	Osseo	Steven Antolak
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
283	St. Louis Park	Pam Rykken
284	Wayzata	Carter Peterson
286	Brooklyn Center	Greg Thielsen
277	Westonka	Ann Bremer

Absent: 273/Robb

Guests: Dennis Dahlman

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

287 Staff Members:

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from August 27, 2009. *Motion by Greg Thielsen, seconded by Nancy Rowley, to approve the consent agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski briefly gave an overview on the All Staff Workshop held August 31 at the Hopkins Center for the Arts. A report on the All Staff Workshop was presented with a viewing of the final "Welcome Back" video. Sandy highlighted the themes of her address that stressed everyone's role in the strategic plan. Sandy also showed several video clips of students on the first day. All administrators are being asked to capture video clips of instructional moments during the school year.

Sandy briefly gave an overview on the suggested 2009-2010 Superintendent Goals with the recommendation to prioritize four main goals: 1) through innovation, increased efficiencies, and expanded use of technology, operational budgets will be reduced by a minimum of two percent for FY11; 2) the School Board will be provided data and a process to finalize a decision on long term facilities in the northern area; 3) using credible data and a collaborative process approach, member district Superintendents will be provided at least one cost savings area for regional consideration; and 4) standardized assessment tools will objectively verify student achievement goals addressed through Professional Learning Communities. At the recommendation of Board Chair Linda Johnson, *a motion was made by Carter Peterson, seconded by Michèle Kunz, to approve the 2009-2010 Superintendent Goals as presented. All in favor. Motion carried.*

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Janet Johnson, Director of Finance Services, presented to the Board that District 287 has been awarded \$610,043 from the Minnesota Department of Education - Title II, Part B of the Elementary and Secondary Education Act and \$19,756 from the Minnesota Department of Education Special Education funding. *Motion by Ann Bremer, seconded by Greg Thielsen, to approve the Minnesota Department of Education - Title II, Part B of the Elementary and Secondary Education Act funding and the Minnesota Department of Education Special Education funding as presented. All in favor. Motion carried unanimously.*

Janet presented and recommended approval of a resolution to issue Aid Anticipation Certificates in the amount of \$5,550,000 to meet cash flow requirements for the balance of FY10. The Board requested an update on the interest rate at a future date. Janet also reported that cash flow needs were being met for September. *Resolution motion was made by Greg Thielsen, to waive the reading of the resolution and approve it as written, seconded by Ann Bremer. No further discussion. Those voting in favor were: Antolak, Bremer, Bush, Draayer, Gabbert, Kunz, L. Johnson, S. Johnson, Peterson, Rowley, Rykken, and Thielsen. There were no votes against, no abstentions. Resolution passed.*

Facilities Report

Mr. Tom Shultz, Facilities Administrator, provided a brief overview of the Hennepin County Board of Commissioners "Incentive Funds" award. The project will reduce waste through the ability to recycle additional materials. Tom recommended approval of the Hennepin County Board of Commissioners "Incentive Funds" award. *Motion by Steven Antolak, seconded by Michèle Kunz, to approve the Hennepin County Board of Commissioners "Incentive Funds" award as presented. All in favor. Motion carried unanimously.*

Facilities Report & Human Resources Report-LABOR NEGOTIATIONS (CLOSED SESSIONS)

At the recommendation of Board Chair Johnson, *a motion was made by Arlene Bush, seconded by Carter Peterson, to close the meeting to review confidential or nonpublic appraisal data under section 13.44, subdivision 3; and to develop or consider offers or counteroffers for the purchase or sale of real or personal property. Minn. Stat. §13D.05, subdivision 3, section C. and to consider strategies for labor negotiations, as required in Minnesota Statute §13D.03. All in favor. Motion carried.* The meeting was closed to the public at 7:40 PM. *A motion was made by Nancy Rowley, seconded by Arlene Bush, to reopen the general meeting. All in favor. Motion carried.* The general meeting reopened at 8:36 PM.

9. BOARD BUSINESS

Chair Report

Chair Johnson informed the Board that she will call together a group of the Board to review the Superintendent Evaluation Tool.

Chair Johnson briefly discussed submitting a write-up on C-Train for the MSBA Magna Award.

Chair Johnson announced to the Board two powerful leadership seminars designed by Transformation Systems: 1) Designing and Facilitating Effective Meetings, and 2) Achieving and Sustaining Greatness. District 287 PREP Center will offer both fall and spring sessions of each seminar so that new District 287 leadership staff and individuals from other school districts may attend. School Board members are invited to register for either or both seminar.

Chair Johnson announced the new "Get on the Bus" schedule and the dates for the 2209 Union & Board Breakfast.

AMSD Report - None

Organizational Report - None

Once Around the Table

Arlene Bush

Barbara Gabbert

Carter Peterson

Don Draayer

Greg Thielsen

Linda Johnson

Michèle Kunz – MSBA Area Fall Meeting is scheduled for Friday, September 11, 2009 at TIES. Everyone is not getting the notice because we are listed incorrectly, I informed MSBA we should be listed under Intermediate District 287.

Nancy Rowley
Pam Rykken
Peyton Robb
Sally Johnson
Sandy Lewandowski
Colleen Baumtrog
Jane Holmberg
Janet Johnson
Tom Shultz
Wauneen Mgeni

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:45 PM.

The next general meeting will be held on September 24, 2009, 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 – September 24, 2009**

1. New Hires:

A. Regular

- MICHAEL C. ANDERSON, Instructor EBD at South Education Center, **refill for Lana Schilz**, effective August 31, 2009 – 1.0 FTE.
- EMILY AXTMANN, Instructor DCD at Hosterman Education Center, **refill for Naomi Kaar**, effective August 31, 2009 - 1.0 FTE.
- MAX A. CARRUTH, Instructor DCD at Edgewood Education Center, **additional position due to increased enrollment**, effective August 31, 2009 – 1.0 FTE.
- SOPHIE A. CHABIN, Orientation & Mobility Specialist at the District Service Center, **additional position due to increased enrollment**, effective August 31, 2009 – .37 FTE.
- LORI E. DOZIER, Speech Language Pathologist at the District Service Center, **refill for Margaret Toonen**, effective August 31, 2009 – 1.0 FTE.
- TERRA FOSTER, Instructor EBD at Hosterman Education Center, **refill for Sarah Henningsen**, effective August 31, 2009 – 1.0 FTE.
- PETER R. HARRELL, Instructor DCD at Edgewood Education Center, **refill for Anne Morseth**, effective September 11, 2009 – 1.0 FTE.
- STEPHEN A. HIGGINS, School Counselor at Hosterman Education Center, **refill for Tom White**, effective August 31, 2009 – 1.0 FTE.
- AMANDA D. KLUTMAN, Instructor EBD at Bren Road Education Center, **refill for Ryan Korolewski**, effective August 31, 2009 – 1.0 FTE.
- LYNN M. LEGOIS-GOGGIN, School Nurse at Edgewood Education Center, **refill for Jenne Hongosh**, effective August 31, 2009 1.0 FTE.
- BROOKE MENSING, Instructor Deaf/Hard of Hearing at the District Service Center, **refill for Mary Zielund**, effective August 31, 2009 – 1.0 FTE.
- SAMMY J. NELSON, Instructor EBD at Bren Road Education Center, **additional position due to increased enrollment**, effective August 31, 2009 – 1.0 FTE.
- JASON E. REESE, Instructor Math at Shady Oak, **additional position due to increased enrollment**, effective August 31, 2009 – .4 FTE.
- MARK L. SATEREN, Instructor Mentor Connection at the District Service Center, **refill for Connie Lewis**, effective August 31, 2009 - .5 FTE.
- MELISSA W. SIMMER, Instructor EBD at South Education Center, **additional position due to increased enrollment**, effective August 31, 2009 – 1.0 FTE.
- JUSTENA E. THOMAS, Instructor EBD at Hosterman Education Center, **refill for Andrea Faeh**, effective August 31, 2009 – 1.0 FTE.

- DOROTHY A. WELCH, Instructor Mentor Connection at the District Service Center, **refill for Del Bosacker**, effective August 31, 2009 - .7 FTE.

B. Reinstatement of Licensure Waivers

- GREGORY T. BAKER, Instructor Auto Body at Brooklyn Park Campus, effective August 31, 2009.
- JESSICA E. BURMESTER, Instructor D/HH at the District Service Center, effective August 31, 2009.
- JENNIFER L. CURTIS, Instructor EBD at Edgewood Education Center effective August 31, 2009.
- ERIN DOHERTY, Instructor EBD at Hosterman Education Center, effective August 31, 2009.
- CHELSEA D. GATES, Instructor EBD at Hosterman Elementary, effective August 31, 2009.
- CONSTANCE M. HALL, Instructor Medical Careers at Eden Prairie Campus, effective August 31, 2009.
- ANDREW HANNAN, Instructor DCD at Hosterman Education Center, effective August 31, 2009.
- TIMOTHY S. JOHNSON, Instructor Visual Arts at Epsilon, effective August 31, 2009.
- JONATHAN T. JONAS, Instructor EBD at Hosterman Education Center, effective August 31, 2009.
- SARAH KNOX-NGUYEN, Instructor Food Service Assistant at Brooklyn Park Campus, effective August 31, 2009.
- AMANDA MATTER, Instructor EBD at Hosterman Education Center, effective August 31, 2009.
- ANNE McGANNON, Instructor DCD at Hosterman Education Center, effective August 31, 2009.
- JUSTIN ORE, Instructor EBD at Hosterman Education Center, effective August 31, 2009.
- JASON A. ROHMAN, Instructor Language Arts at Epsilon, effective August 31, 2009.
- MATTHEW C. SMITH, Instructor EBD at Bren Road Education Center, effective August 31, 2009.
- ANDREW R. WARD, Instructor Social Studies at Epsilon, effective August 31, 2009.
- DWAIN E. WEDDALL, Instructor Social Studies at Omegon, effective August 31, 2009.

C. Temporary

- JOSEPHINE AUYEUNG, Online Chinese Instructor effective August 1, 2009 through August 31, 2009.

- SHERYL BLAISDELL, Instructor EBD at South Education Center, effective August 17, 2009 through September 11, 2009.
- APRIL BRYNTESON, Independent Study Social Studies Instructor at Robbinsdale Cooper High School, effective July 1, 2009 through June 30, 2010.
- YILIN CHANG, Online Chinese Instructor (course development) effective July 20, 2009 through December 31, 2009.
- PETER R. HARRELL, Instructor DCD at Edgewood Education Center, effective August 31, 2009 through September 11, 2009.
- JIMMIE L. HEAGS, School Counselor at Edgewood Education Center, effective August 14, 2009 through August 19, 2009.
- YOUMEI HOU, Online Chinese Instructor effective August 1, 2009 through August 31, 2009.
- ANDREA LEWIS, Instructor DHH at the District Service Center effective August 20, 2009 through August 21, 2009.
- TAMARA B. LONG, Physical Therapist at the District Service Center effective September 1, 2009 through November 30, 2009.
- LING MA, Online Chinese Instructor effective August 1, 2009 through August 31, 2009.
- DEBRA SETTAMBRINO, Instructor DCD at South Education Center, effective August 31, 2009 through January 22, 2010.
- SHIOW-JEN LIANG-SUN, Online Chinese Instructor effective July 20, 2009 through March 31, 2010.
- AMANDA YENNI, School Psychologist Intern at Hosterman Education Center, effective August 25, 2009 through June 30, 2010.

D. Substitutes

- JOHN STALLMAN, Building Substitute at Hosterman Education Center, effective August 31, 2009.
- JOANN DUNSTAN, On-Call Substitute at South Education Center, effective September 8, 2009 through June 9, 2010.

2. Extended Leaves of Absence:

A. Unpaid

- Sachie Makabe, Instructor Japanese, effective for the 2009-10 school year.
- Domenic Lalama, Instructor DCD, FMLA effective August 31, 2009 through January 22, 2010.

3. **Separations:**

A. **Dismissal**

-

B. **Resignation**

- Erin M. Drew, Instructor Japanese, effective July 1, 2009.

C. **Retirement (Regular/Disability)**

-

4. **Other:**

- A. The Board authorizes Mary W. Peterson to participate in the Part Time Teacher Program through TRA with the understanding she accepts responsibility for all costs associated with her participation.

NON-LICENSED STAFF:

1. **New Hires:**

A. **Regular**

- MEGHAN ANDRYSKI, Interpreter for Itinerant Services, **refill for L. Shirley**, effective August 31, 2009 Step 4 Lane 4 +90 credits - .875 FTE.
- JOSEPH BRANDSMA, Information Technology Specialist at Hosterman Education Center, **due to increasing complexity in the district's technology systems**, effective August 11, 2009 Grade 1 - 12 month – 1.0 FTE.
- NAOMI PEREZ, Education Assistant at Hosterman Education Center, **refill for E. Axtmann**, effective August 31, 2009 Step 4 Lane 5 + BA - .875 FTE.
- BILL SANDY, Education Assistant at Hosterman Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 3 Lane 3 +30 credits - .875 FTE.
- MICHAEL BROWN, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 4 Lane 5 +BA - .875 FTE.
- ERICA FRETT, Education Assistant at Hosterman Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 7 Lane 5 +BA - .875 FTE.
- RETHA KRAAY, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 4 Lane 4 +90 credits - .875 FTE.

- REGINA JOHNSON, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 7 Lane 2 + 15 credits - .875 FTE.
- SUSAN GOODWIN, Education Assistant for Itinerant Services, **refill for S. Wilson**, effective August 31, 2009 Step 7 Lane 5 +BA - .875 FTE.
- KELLY GOETHEL, Education Assistant/Intervenor for Itinerant Services, **additional position due to increased enrollment**, effective August 31, 2009 Step 6 Lane 5 +BA - .875 FTE.
- ZANE BISHOP, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 11 Lane 1 - .875 FTE.
- LUNGA SINUKA, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 10 Lane 5 +BA - .875 FTE.
- SAMUEL WHITE, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 11 Lane 1 - .875 FTE.
- AUGUSTUS BROOKS, Education Assistant at South Education Center, **refill for N. Guelich**, effective August 31, 2009 Step 10 Lane 5 +BA - .875 FTE.
- RANDY CARTER, Education Assistant at Bren Road Education Center, **refill for A. Klutman**, effective August 31, 2009 Step 11 Lane 4 +90 credits - .875 FTE.
- RUSSELL GARY, Education Assistant at Bren Road Education Center, **refill for M. Breiner**, effective August 31, 2009 Step 11 Lane 5 +BA - .875 FTE.
- MARLON MCCOY, Education Assistant at Bren Road Education Center, **refill for M. Backer**, effective August 31, 2009 Step 11 Lane 4 +90 credits - .875 FTE.
- RICHARD HAMMONDS, Education Assistant at Bren Road Education Center, **additional position due to increased enrollment**, effective August 31, 2009 Step 11 Lane 3 +30 credits - .875 FTE.

B. Temporary

-

C. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

- JOY HART, Interpreter, .125 FTE for the 2009-10 school year.
- EVELYNN SOUZA-JOHNSON, Interpreter, 1.0 FTE to work as an Instructor for the 2009-10 school year.

- LAURA BOGENREIF, Education Assistant, .275 FTE for the 2009-10 school year.
- MEE JONES-HERMERDING, Clerical, .2 FTE effective August 19, 2009 through June 30, 2010.
- PAUL KRACL, Education Assistant, .875 FTE effective August 31, 2009.

3. Separations:

A. Dismissal

-

B. Resignation

- KERRY NEWELL, Occupational Therapy Assistant for Itinerant Services, effective August 20, 2009.
- VIVIAN JACOBSON, Education Assistant at South Education Center, effective August 27, 2009.

C. Retirement (Regular/Disability)

-

4. Other:

- A.** JAY MARUSKA, Clerical – Brailist, from Grade III to a Grade IV due to receiving his Literary Braille certification, effective August 19, 2009.
- B.** RECOMMEND the Board's approval to credit, Paul Kracl, Education Assistant at Hosterman Education Center, with four (4) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balance by one (1) day.

Brad Wing

Nancy Kracl

Carrie Agre

Barb Hagel







Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

From: Mitzi B. Curtis

Sent: Tuesday, September 01, 2009 7:07 PM

To: Sandra L Lewandowski

Subject: Great Start!

Hello Sandy,

I am so very pleased to see the strategic plan actually being implemented! I must admit I was a bit skeptical about how the plan would translate into action even though I was able to participate in a small part of the development process last year.

The keynote speaker Monday absolutely touched me and captured exactly what I hoped to be our district's focus. He gave me words (poisoned pedagogy; providing intellectual support, etc.) and reinforced so much of what I believe and try to share with others that I connect with.

But even better than the keynote was what I experienced this morning at the SEC. Paul E. spoke brilliantly and I might add bravely to a tough group of staff at one of the SEC programs. He is holding us accountable for excellence in our work and treatment of children and each other as staff members. He not only obviously embraces the strategic plan, he has taken it to the most basic implementation, and in my mind, one of the most crucial levels, to the direct line staff who work with some of the toughest kids in the metro area.

For real change to happen the administration has to embrace the change and lead us through it even though we might follow dragging our heels.

Your leadership (as well as Paul's) rocks! What a great way to start the year. When times get tough this school year, I know that the strategic plan is there to use as a guide back to equilibrium.

Thanks for your hard work.

Mitzi (an autism specialist at the SEC)

EDGEWOOD EDUCATION CENTER

****What will you do to make magic happen****

Focus on Students Needs
Encourage, relax and have fun
Say something positive every day
Realize we can only do so much each day
Try to always encourage students and staff
Keep a positive attitude
Connect new brain information to strategies
Support each other
Listen to new ideas
Positive attitude
Start and end meetings on time
Watch, listening and following new vision
Helping students reach their goals
Teach to the IEP
Come to work with a good attitude
Invite inspirational guest speakers
Show the love
Come to work on time
Be open minded
Greet others as you walk down the halls
Smile and be happy
Use patience, teamwork, collaboration and have fun
Work as a team respectfully
Smile ☺
Magic happens here
Slow down and enjoy the progress
Communicate and compromise
Responsive, innovative solutions
Bring treats
Calm down
Try new ideas
Learn more technology
Develop better on-line resources
Bring back the bunnies
Approach each day with a fresh attitude
Be an open communicator with team members
Treat the students as adults
Work with the students, not just tell them what to do
Pursue excellence every day
Do a little something extra daily



Agree to stop talking poorly about staff
Involve students in all stuff ~ they are our purpose
Work hard
Be here everyday
Use gift of art
Everyday saying to myself: I can make a difference in someone's life today
Listen and share ideas
Be flexible
Implement lots of new ideas
Respect our students
More mixing of students from each program
All classes share teachers and paras
Everyone get along and be positive

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Measuring Student Achievement Through Professional Learning Communities: **Group Goals for Individual Success**

Intermediate District 287 School Board Report
September, 2009



The essence of
Professional Learning Communities
embraces two big ideas



First big idea of PLCs

FOCUS ON LEARNING

We accept learning for ALL students as the fundamental purpose of our district, therefore we are willing to examine all practices in light of their impact on learning.



Focus on *Learning* Rather Than *Teaching*

The PLC structure forces administration to shift the focus to the school community, from inputs to outcomes and from intentions to results!



We will:

- Establish what each student will learn
- Monitor each student's learning on a timely basis
- Create systems to ensure students receive additional support if they are not learning



What is the link with PLCs and student achievement?

Provides more information than state testing

- Last year, tested about 1200 students in statewide assessments across both divisions
 - This includes member district ALC programs as well as our own
 - 38% of these students have IEPs
- Very few are proficient according to these measures:
 - 7.97 % were proficient in science
 - 4.39% were proficient in math
 - 24.36% were proficient in reading
- Only about 10% of our students were enrolled a sufficient amount of time to be included in the state growth index.



Second big idea of PLCs

A CULTURE OF COLLABORATION

- We can only achieve our fundamental purpose of learning if we develop high performing teams that work together
- Staff resolves issues and answer questions by building shared knowledge



Learning together is, by definition, the essence of a learning community



Cultural shift

Traditional Schools

- Random and excessive goals
- Goals focus on means rather than end
- Goals are difficult to measure
- Not monitored
- Primary staff focus on teaching
- Each teacher decides what to teach

PLC Schools

- Linked to vision/few in numbers
- Focused on desired outcome
- Translated into measurable outcomes
- Continuously
- Primary focus on learning
- Collaborative decision on what students are to learn



Cultural shift cont.

Traditional Schools

- Curriculum overload
- Staff isolation
- Improvement decisions are made by averaging opinions
- Administrators are leaders and teachers are followers

PLC Schools

- Meaningful content taught at a deeper level
- Collaboration
- Decisions are made by teachers seeking best practice
- Teachers are viewed as transformational leaders of learning



Role of Administration

Despite the emphasis on site-based school improvement that is inherent in PLCs, the administration can play a powerful role in enhancing the capacity of schools to successfully function as PLCs.



Administration must be “tight” on the fundamental purpose of the organization (learning)

Administration must be “loose” by encouraging individual program autonomy in the day-to-day operations



“The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as Professional Learning Community. The path to change lies within and through PLCs.”

- Milbrey McLaughlin



Over 90% of the time, the central office attacks a problem with at structural change

- Eaker, NES Institute 2005



“For decades, the central office has been the sun, and the programs have been the planets. For schools to be more effective, programs must become the group of suns at the center of the organization and all of the support services must revolve around them.”

- Gerry House



What is the scope of District 287's
PLC effort?



District-wide involvement

- All district employees participated in the initiative
 - Licensed staff in both divisions, all programs and services
 - Non-licensed staff
 - Clerical staff
 - Administrative services staff



Realistic Timelines

Research suggests a successful PLC initiative takes 5 years to fully integrate into the culture of an organization.

As we begin year 5 we are embracing that to which we have aspired.



How have PLCs evolved in our district?

2005-2006

- Districtwide Kickoff
- Training on all components of PLCs
- Learning Community goals related to individual growth plans

2006-2007

- SMART goal training emphasized
- PLCs related to other district systems
- Learning Communities confirm assessment to be used
- Use of SharePoint

2007-2008

- Site goals provide direction for Learning Communities
- Learning Communities report on results of assessment

2008-2009

- Report on results of assessment includes confirmation if goal was met
- Common format for sites to report on results and reflect on potential 2009-2010 goal



What are the Outcomes of the 2008-2009 Work?

16 separate
site goals

65
Communities

9 sites met
their goals

37
Communities
met their goals



What are the Outcomes of the 2008-2009 Work?

Sites that met their goals

ALC Targeted Services

Brooklyn Park and Eden Prairie Campuses

Edgewood Education Center

Hosterman Education Center

Northwest Tech Center

Omegon/Epsilon

South Education Center

World Language

X-Track



Examples of Site Goals

Site: Prairie Center Alternative

Goal:

By June 2009, 100% of Prairie Center Alternative program students who are assessed at or below reading grade level will improve their reading scores by at least one grade level in school year 2008-2009.

Community Goal/s: only one site goal



Examples of Site Goals

Site: Prairie Center Alternative

Outcomes: Did not meet goal

Initially tested 81 students

27 above grade level

9 at grade level

45 below

Retest in spring: 18 students (others left for GED, graduated, returned to high school, enrolled in other programs, or dropped out)

Of 18 retested 78% (14 of 18) gained one grade level



Examples of Site Goals

Site: Prairie Center Alternative

Implications for Year Five:

- Analyze results related whether or not students were at grade level when they began
- Determine if we can write a goal that is sensitive to the needs of both students who are behind and those who are ahead
- Consider when it may not be appropriate to use 100% in a goal



Examples of Site Goals

Site: Itinerant Service

Goal: Given a variety of measurement tools and access to learning environments, students receiving Itinerant services will demonstrate an increase in academic and/or functional skills as measured by pre and post data collection by the end of the 2008-09 school year

Community Goal/s:

- D/HH – CBM (curriculum based management) monitoring regimen was used to increase student fluency and reading comprehension
- B/VI (blind/visually impaired) – B/VI Self Advocacy Checklist measured improvement on a student's ability to articulate and initiate communication regarding their vision loss
- Augmentative Communication Specialists – measured increase in functional communication (initiates and responds to greetings, shares information and controls environment through choices)



Examples of Site Goals

Site: Itinerant Service

Outcomes:

D/HH - Goal met!

Reported improvement on individual IEP goals

BVI - Goal met!

Reported improvement on related IEP goals

Augmentative Communication - Goal partially met!

Reports on related IEP goals met on one or more of the collected items



Examples of Site Goals

Site: Itinerant Service

Implications for Year Five:

D/HH

Continue to use Edcheck and continue goal

BVI

Continue goal and determine a numerical method to measure progress

Augmentative Communications

Repeat goal to increase number of areas to show improvement



Examples of Site Goals

Site: Epsilon (Hennepin County Home School)

Goal: During the 2008-2009 school year, given the content are of ___ each student will increase from ___ to ___ his/her understanding of vocabulary by completing a weekly curriculum based measurement or another data-based progress monitoring toll with weekly self-charting measure of ___ words in ___ minutes.

Community Goal:

- Epsilon students will increase their reading skill by an increased understanding of vocabulary areas as measured by CBMs
- 80% of students will show improvement in KTEA results from their pre-test to their post-test



Examples of Site Goals

Site: Epsilon (Hennepin County Home School)

Outcomes:

80% of students of students increased their vocabulary in all content areas. On the average, Epsilon students demonstrated a 1.6 grade level increase in reading comprehension



Examples of Site Goals

Site: Epsilon (Hennepin County Home School)

Implications for Year Five:

The vocabulary initiative has been very successful at Epsilon. The plan is to maintain this reading activity but shift to math and writing



How Do We Build on the 2008-2009 Outcomes?

- Continue to look for ways to state meaningful, measureable site goals in sites with highly diverse student populations
- Confirm site goals state a similarly achievable challenge
- Provide more guidance for use of appropriate measures: all communities will use validated assessments
- Share PLC resources developed by Math and Science Teacher Academy
- Continue to look for ways to measure and report goal attainment in sites with highly mobile students



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: September 24, 2009

To: Sandy Lewandowski

From: Laura Keller-Gautsch

RE: Monitoring Review

Overview:

District 287 is gearing up for a visit from the Minnesota Department of Education's Division of Monitoring and Assistance. On March 3, 2009, the District received official notification of MDE's intention to review 287 during the 2009-2010 school year. As part of the review process, every aspect of the District's special education system will be reviewed for compliance. This includes all special education processes and procedures, facilities, allocation of fiscal resources, staffing and professional development, interagency collaboration, parent involvement and discipline and behavior interventions.

Process:

The review process includes randomly selected student files which are submitted electronically to MDE and evaluated for due process implementation and compliance. The review will also include stakeholder surveys completed by parents, licensed staff and paraprofessionals. The review process has already begun with a formal request for the submission of staffing numbers and assignment locations and the completion of a comprehensive Director of Special Education questionnaire.

MDE Training:

On October 6, 7 and 8, a team including the Director of Special Education and four other Due Process Committee members will attend three days of training at MDE in Roseville. The purpose of this training is to learn the process for electronic submission of student records.

SITE Visit:

During the week of February 8th, MDE will send a monitoring team to the District to facilitate several activities including site visits and staff interviews. During this time they will also request documentation of the required special education processes and forms that demonstrate the District's compliance in state and federal mandates.

Follow Up:

After the review is completed the District will receive a preliminary report identifying any areas of concern. The District will have 60 days to correct those problems and submit additional documentation. Any remaining, systemic issues will result in corrective action which the District will have one year to address.

We have been preparing for this compliance review for the past two years and we are looking forward to the opportunity to showcase our strong programs and services. We have confidence that our review will be a successful experience that demonstrates our rigorous due process standards and commitment to special education requirements.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – September 24, 2009

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: 8.1 Financial Reports

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

The August Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds (excluding the SEC building project) totals \$27,981,855, or 40.8% of the revenue budget of \$68,645,483. Year-to-date expenditures in all funds (excluding the SEC building project), total \$5,295,789 or 7.8% of the expenditure budget of \$67,594,041.

The reports show actual amounts (Revenue on one sheet and Expenditures on the other), and their percentage of budget. The Prior Year Actual column represents June 30, 2009. These numbers are still preliminary. The numbers will be adjusted as we finalize the year and work on the audit. Additional detail is available on request.

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: _____

REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report
 STATEMENT OF REVENUE
 DIST 287 Intermediate District 287 ACCOUNTING PERIOD 08/01/09 TO 08/31/09

RUN: TUE 091509 15:26 PAGE 1

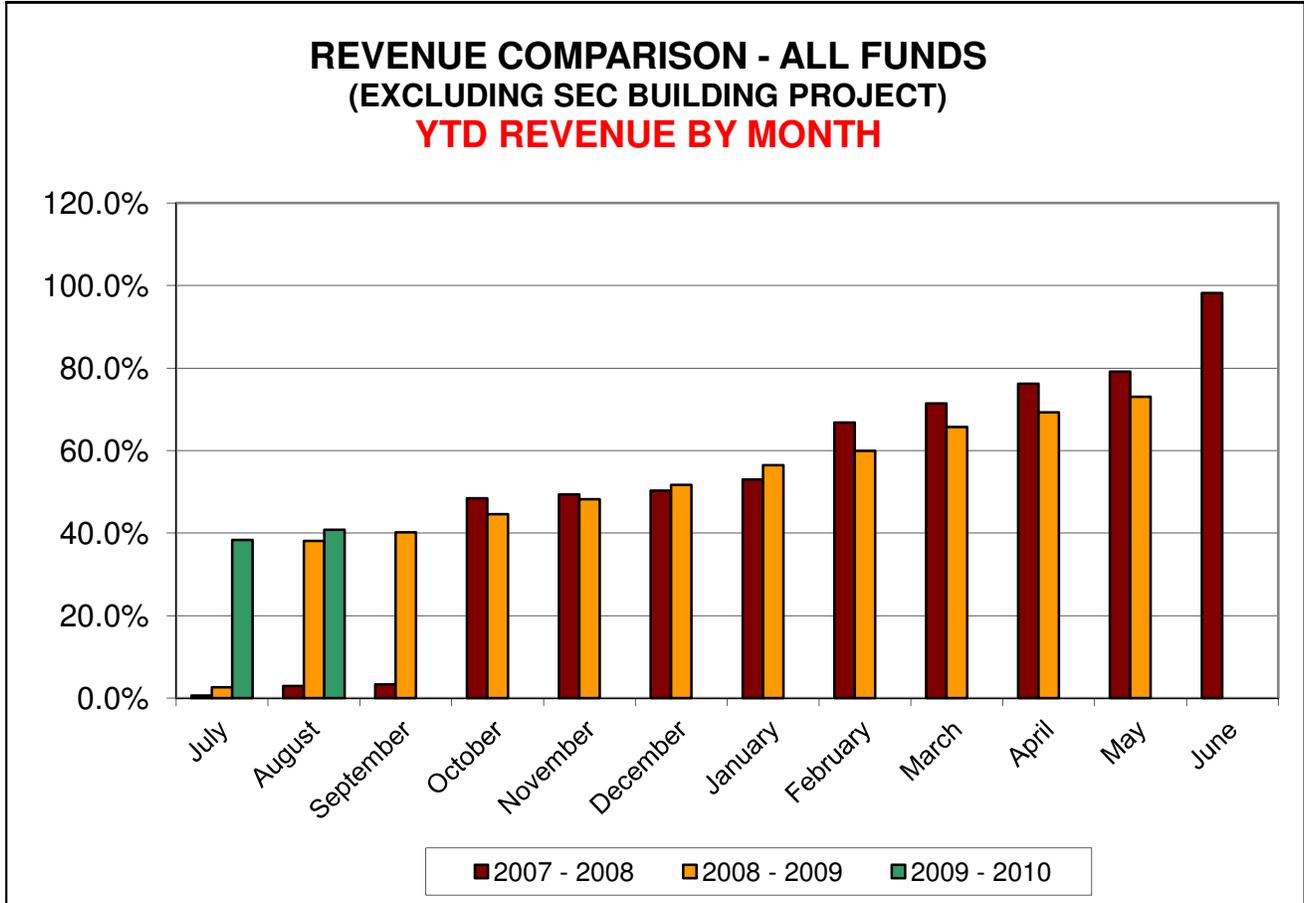
ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 51-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 11 11
 SORTED BY: ACCOUNT FD
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

FD	PRIOR YEAR ACTUAL	REVISD BUDGET	08/01/09 08/31/09	FISCAL YEAR 200907 RECEIVED THRU 08/31/09	REMAINING ON 08/31/09	PERCENT REMAINING
01 GENERAL FUND	12,223,698.37	17,855,366	6,477.68	24,292,369.52	6,437,003.52-	36.05-%
02 FOOD SERVICE FUND	125,718.37	292,083	0.00	0.00	292,083.00	100.00 %
04 COMMUNITY SERVICE FUND	266,614.17	298,238	2,932.00	3,007.00	295,231.00	98.99 %
09 AGENCY FUND - FLEX FUND	352,275.14	0	18,918.62	29,272.88	29,272.88-	0.00 %
12 ALC-ACADEMIC	7,655,806.85	6,594,462	57,211.89	188,299.06	6,406,162.94	97.14 %
13 CAREER & TECH	1,815,963.45	2,096,042	0.00	847.00	2,095,195.00	99.95 %
14 SPECIAL EDUCATION	38,050,899.58	41,480,492	1,570,546.54	3,461,367.79	38,019,124.21	91.65 %
20 INTERNAL SERVICE FUND	452,781.52	0	6,020.43	6,020.43	6,020.43-	0.00 %
30 KEYSTONE ITD	789,702.24	0	0.00	0.00	0.00	0.00 %
51 STUDENT CLUBS	32,161.86	28,800	14.41	671.48	28,128.52	97.66 %
*** REPORT TOTALS:	61,765,621.55	68,645,483	1,662,121.57	27,981,855.16	40,663,627.84	59.23 %

DISTRICT 287

REVENUE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

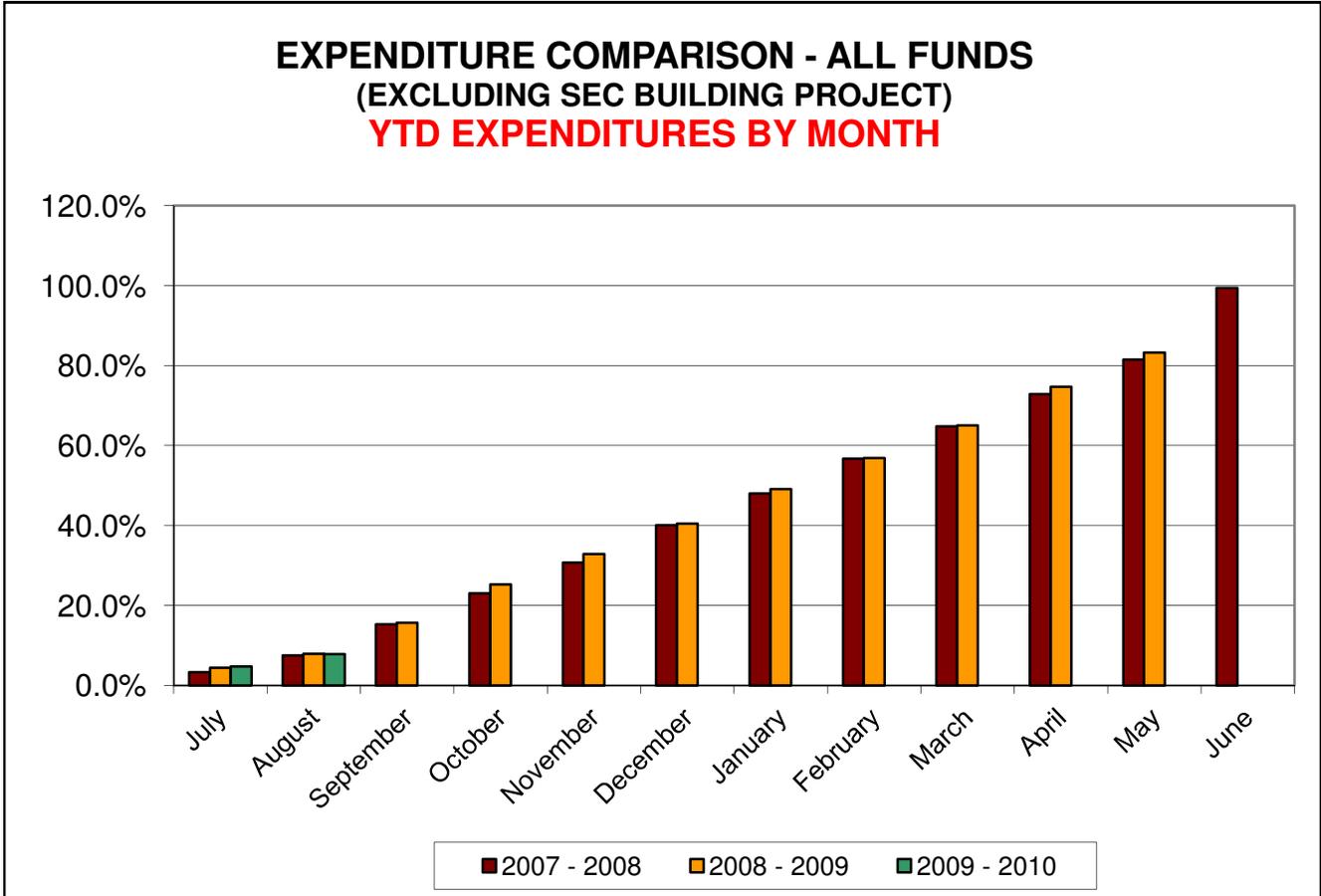
Month	2007 - 2008		2008 - 2009		2009 - 2010	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	400,609	0.6%	1,848,739	2.6%	26,319,734	38.3%
August	1,432,190	3.0%	25,269,197	38.1%	1,662,122	40.8%
September	235,664	3.3%	1,488,574	40.2%		
October	27,973,935	48.4%	3,156,289	44.6%		
November	612,106	49.4%	2,534,489	48.2%		
December	542,422	50.3%	2,467,467	51.6%		
January	1,662,562	52.9%	3,455,875	56.5%		
February	8,585,201	66.8%	2,420,448	59.9%		
March	2,880,213	71.4%	4,158,279	65.7%		
April	2,946,944	76.2%	2,528,874	69.3%		
May	1,848,504	79.1%	2,695,389	73.1%		
June	11,826,805	98.2%				
TOTAL	60,947,155	98.2%	52,023,620	73.1%	27,981,855	40.8%
BUDGET	62,060,730		71,203,550		68,645,483	



DISTRICT 287

EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

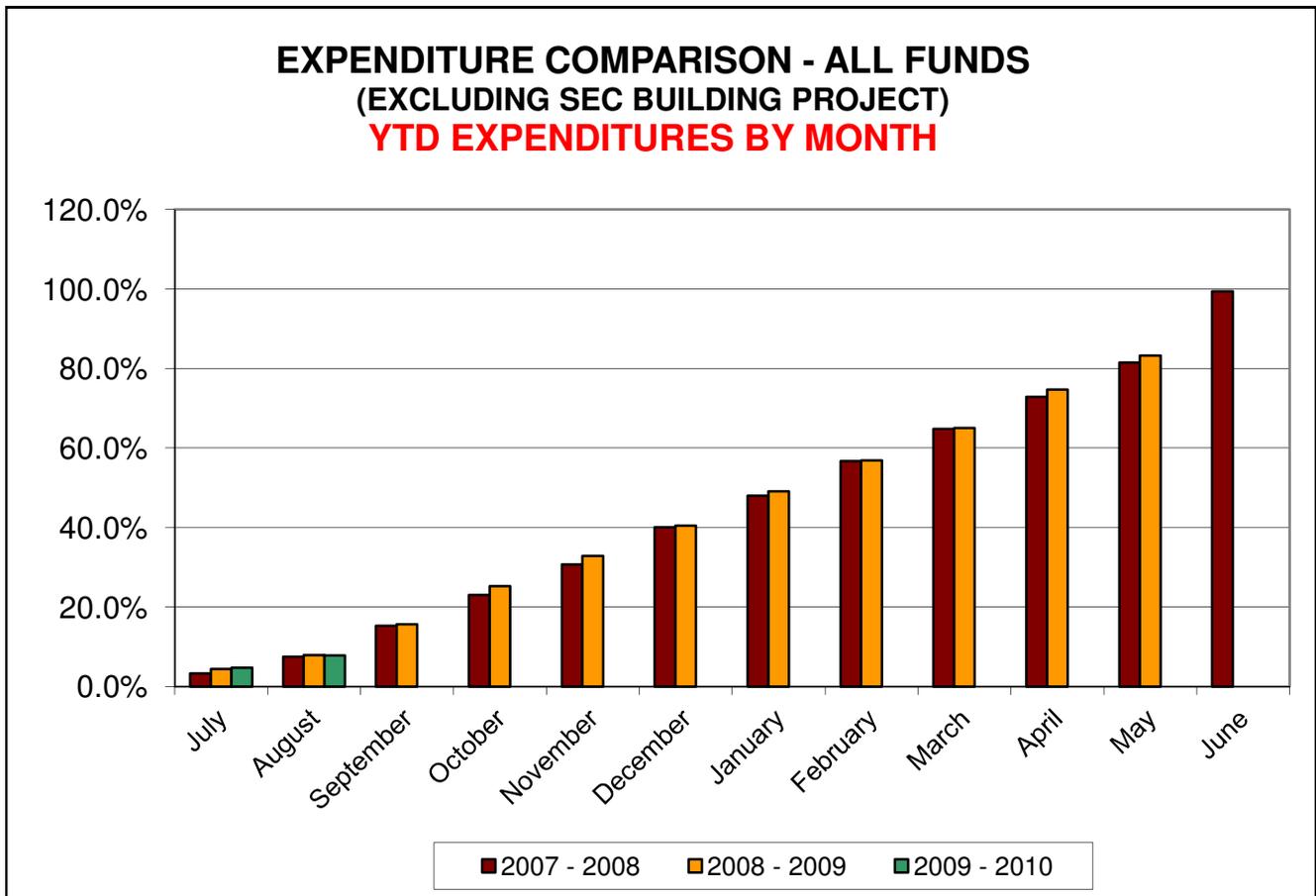
Month	2007 - 2008		2008 - 2009		2009 - 2010	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	2,008,388	3.3%	3,131,464	4.5%	3,186,677	4.7%
August	2,561,280	7.5%	2,428,763	7.9%	2,109,112	7.8%
September	4,716,139	15.3%	5,457,295	15.7%		
October	4,726,362	23.0%	6,728,518	25.3%		
November	4,673,596	30.7%	5,330,730	32.8%		
December	5,674,687	40.1%	5,361,530	40.5%		
January	4,836,357	48.0%	6,044,579	49.1%		
February	5,284,415	56.7%	5,459,050	56.8%		
March	4,912,859	64.8%	5,770,557	65.1%		
April	4,917,092	72.9%	6,755,660	74.7%		
May	5,233,528	81.5%	6,017,108	83.2%		
June	10,913,129	99.4%				
TOTAL	60,457,830	99.4%	58,485,254	83.2%	5,295,789	7.8%
BUDGET	60,816,267		70,271,671		67,594,041	



DISTRICT 287

EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2007 - 2008		2008 - 2009		2009 - 2010	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	2,008,388	3.3%	3,131,464	4.5%	3,186,677	4.7%
August	2,561,280	7.5%	2,428,763	7.9%	2,109,112	7.8%
September	4,716,139	15.3%	5,457,295	15.7%		
October	4,726,362	23.0%	6,728,518	25.3%		
November	4,673,596	30.7%	5,330,730	32.8%		
December	5,674,687	40.1%	5,361,530	40.5%		
January	4,836,357	48.0%	6,044,579	49.1%		
February	5,284,415	56.7%	5,459,050	56.8%		
March	4,912,859	64.8%	5,770,557	65.1%		
April	4,917,092	72.9%	6,755,660	74.7%		
May	5,233,528	81.5%	6,017,108	83.2%		
June	10,913,129	99.4%				
TOTAL	60,457,830	99.4%	58,485,254	83.2%	5,295,789	7.8%
BUDGET	60,816,267		70,271,671		67,594,041	



INTERMEDIATE DISTRICT 287

Partner in Education

DATE: **September 15, 2009**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

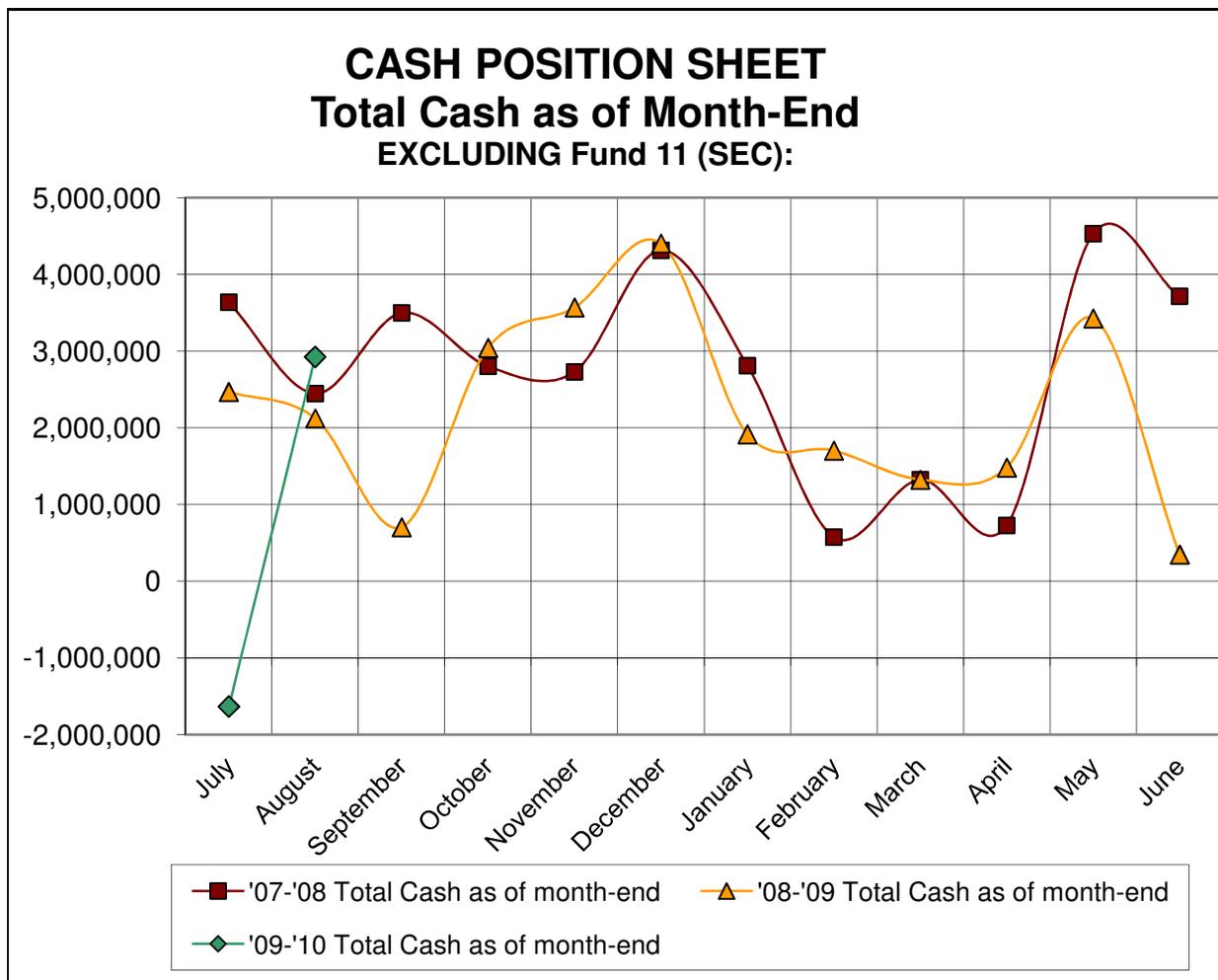
- | | |
|--|--|
| 1. Claim payments for: August 2009 | Totaling <u><u>\$ 2,553,661.16</u></u> |
| a) Check #'s 474458 - 474725, 70004948 - 70005033
and Electronic Wire Transfers out - #'s 2047 - 2056 | |
| 2. Payroll for: August 2009 | Totaling <u><u>\$ 758,187.32</u></u> |
| a) Check #'s 674914 - 674931 | |
| b) Direct Deposit #'s 155700 - 156523 | |
| 3. Receipts for: August 2009 | Totaling <u><u>\$ 7,847,985.03</u></u> |
| a) Receipt #'s 125059 - 125133
and Electronic Wire Transfers in | |
| 4. Investments at end of month | Totaling <u><u>\$ -</u></u> |

Expenditures, wire transfers, payroll, claims 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 Fund 11 - SEC):

<u>Date</u>	<u>'07-'08 Total Cash as of month-end</u>	<u>'08-'09 Total Cash as of month-end</u>	<u>'09-'10 Total Cash as of month-end</u>
July	3,634,310	2,466,323	-1,635,886
August	2,446,506	2,120,954	2,924,129
September	3,498,121	703,434	
October	2,800,950	3,040,273	
November	2,729,418	3,565,934	
December	4,311,267	4,399,671	
January	2,810,576	1,915,347	
February	575,941	1,701,975	
March	1,323,615	1,323,076	
April	727,725	1,481,056	
May	4,527,215	3,423,055	
June	3,711,348	347,873	



INTERMEDIATE DISTRICT 287

AUGUST 2009 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
08/01/09(7/31)	MDES-BLIND	MSDLAF	41298595	1,700.00	INV#65656 5409102829 1518 STP TRANSITION BLIND SS
08/01/09(7/31)	MDES-BLIND	MSDLAF	41298595	1,700.00	INV#65656 5409102830 1518 STP TRANSITION BLIND SS
08/01/09(7/31)	MDES-BLIND	MSDLAF	41298595	1,700.00	INV#65656 5409102831 TRN STP TRANSITION BLIND SS
08/01/09(7/31)	MDES-BLIND	MSDLAF	41298595	1,700.00	INV#65656 5409102832 1518 STP TRANSITION BLIND SS
08/01/09(7/31)	MDES-BLIND	MSDLAF	41298595	1,700.00	INV#65657 5409103416 1519 STP TRANSITION BLIND SS
8/4/2009	US BANK	MSDLAF	GAP	105,345.16	INV#65805 EDUCATION GAPS
08/04/09	DHS-MMIS	MSDLAF	4134996	86,628.18	INV#65826 THIRD PARTY BILLING FY0708
08/05/09	ST PAUL COLLEGE	MSDLAF	4139045	25,000.00	INV#65721 CONTRACTUAL SERVICES-PALMBERG
08/05/09	OFFICE OF HIGHER ED	MSDLAF	4139045	24,827.00	INV#65804 ADVISING AT RISK STUDENT PROJECT
08/07/09	DEPT OF EDUCATION	MSDLAF	4142955	1,500,000.00	01S360 SPEC EDUC FY10 AID
	G45 MEDIATION SVS	MSDLAF	4142955	4,500.00	INV#65816 BUREAU OF MEDIATIONS
08/10/09	MDES-BLIND	MSDLAF	4144655	1,700.00	INV#65654 5409102933 1518 STP TRANSITION BLIND SS
	MDES-BLIND	MSDLAF	4144655	1,700.00	INV#65654 5409102935 1518 STP TRANSITION BLIND SS
	MDES-BLIND	MSDLAF	4144655	1,700.00	INV#65654 5409102936 1518 STP TRANSITION BLIND SS
08/11/09	DEED-FISCAL	MSDLAF	4146176	115,822.66	INV#65811 D/HH VECTOR INTERPRETER TRANSITION
	MN STATE COL & UNIV	MSDLAF	4146176	3,736.05	INV#65809 ONLINE INSTRUCTIONAL INTERNSHIP
08/13/09	EDUCATION AID	MSDLAF	4153552	10,164.25	01S360 SPEC EDUC FY10 AID
	EDUCATION AID	MSDLAF	4153552	68,086.40	01S211 GEN ED AID 10 50/50 COMPENSATORY REV
	EDUC LEARNER OPTIO	MSDLAF	4153552	26,954.86	INV#65828 01F417 09 TITIII FED LEP 84365
	EDUC LEARNER OPTIO	MSDLAF	4153552	476.10	INV#65827 01F414 TITLE II 0809 CFDA 84367
08/18/09	DHS-MMIS	MSDLAF	4160570	48,274.60	INV#65852 THIRD PARTY BILLING FY0809
	WELLS FARGO	MSDLAF	WF	77,728.82	SEC CONSTRUCTION PROPERTY COSTS
08/25/09	PERPICH CTR ARTS E	MSDLAF	4171566	780.00	INV#65851 PERPICH CTR FOR ARTS-PROF SERVICES
8/27/2009	EDUCATION AID	MSDLAF	4175174	2,151,460.74	01S360 SPEC EDUC FY09 AID RECEIVABLE 01-121-08
	EDUCATION AID	MSDLAF	4175174	17,917.47	01S211 GEN ED AID 10 50/50 COMPENSATORY REV
8/27/2009	DEPT OF EDUCATION	MSDLAF	4175175	895,780.08	01F341 2008-00110 MATH & SCIENCE

MTD TOTALS **5,177,082.37**

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	EF#	AMOUNT	DESCRIPTION
8/15/2009	MSDLAF	MN DEPT OF REVENUE	2047	25,420.93	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	2048	157,371.31	FEDERAL TAXES
	MSDLAF	US BANK		497,629.27	DIRECT DEPOSIT PAYROLL
	MSDLAF	ING	2049	11,663.82	MN STATE RETIREMENT(ING)
	MSDLAF	EBC	2050	14,606.78	EMPLOYEE & EMPLOYER 403B
8/15/2009	MSDLAF	US BANK	2052	34,635.12	CORP. HEALTH SYSTEMS MAY09
	MSDLAF	MN DEPT OF REVENUE	2053	13,948.54	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	2054	85,548.78	FEDERAL TAXES
	MSDLAF	US BANK		248,445.12	DIRECT DEPOSIT PAYROLL LESS STOP PAYMENT
	MSDLAF	EBC	2056	22,252.09	EMPLOYEE & EMPLOYER 403B
	MSDLAF	ING	2055	3,252.37	MSRS MN STATE RETIREMENT FUND
	MSDLAF	US BANK	4051	84.80	US BANK ARP CHGS PAYROLL ACCT MAY09
	MSDLAF	US BANK	2051	102.78	US BANK ARP CHGS VOUCHER ACCT MAY09
	MSDLAF	US BANK	3039	26.50	US BANK ARP CHGS RECEIPT ACCT MAY09

MTD TOTALS **1,114,988.21**

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

DATE: September 21, 2009

TO: Sandra Lewandowski, Superintendent

FROM: Anne Becker, Director of Human Resources

RE: Review of Harassment and Discrimination Policies

Last year, District administration requested a review of all Board policies relating to bullying, harassment, and equal educational and employment opportunities. Each of these policies seeks to ensure that the District has an environment conducive to learning and working that is free from offensive and discriminatory behaviors.

This review included an analysis of whether current Board policies were consistent with the recommendations of the Rainbow Families School Policy Report. That Report evaluated the policies of several districts to determine whether they included prohibitions against discrimination based on real or perceived sexual orientation and gender identity/expression. The purpose of the Report's study and resulting recommendations was to improve the school climate for GLBT students and staff.

The policy review, which I conducted in my former role as attorney for the District, found that 287's policies were largely consistent with the best practices described in the Report. At the time of the review, the Equal Employment and Equal Educational Opportunity policies were being revised. The two policies were ultimately combined to create the new Equal Opportunity Policy (NEO120), adopted by the Board in November 2008. NEO120 incorporated the language recommended in the Report by prohibiting discrimination based on *actual or perceived* sexual orientation and *gender identity/expression*.

When the Student Handbook was revised for the 2009-2010 school year, the recommended language was incorporated there as well. (The 2009-2010 Employee Handbook will be printed after the negotiations with the teachers and paraprofessionals have concluded and it will contain this new language as well).

The 2008 policy review, and a more recent review in light of recent events in the Anoka-Hennepin District, confirmed that the District's policies are comprehensive and responsive to the concerns about school climate raised in the Rainbow Families School Policy Report. District administration recognizes, however, that policies are only as good as the training provided to ensure their implementation. Therefore, the District has developed an online staff training module, which all employees must complete by September 30, 2009, to educate staff concerning these issues.

The Board policies, and related staff training, demonstrate that the District has taken harassment and discrimination issues seriously and sought to address them. Continued staff training concerning bullying and harassment and appropriate intervention when it occurs, will help to increase awareness of the District's commitment to non-discrimination and equal opportunity for all students and staff.



Intermediate District 287
DISTRICT POLICY

POLICY SERIES: Violence Prevention
SUBJECT: Harassment & Violence
BOARD APPROVED: July 2007
REVISION DATE:

VP140 Harassment & Violence

I. PURPOSE

The purpose of this policy is to assist the District in maintaining learning and working environments that are free from harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. The District prohibits any form of religious, racial or sexual harassment and violence or harassment based upon gender, sexual orientation, physical or mental disabilities, or national origin.
- B. It shall be a violation of this policy for any student, teacher, administrator or other employee of the District to harass a student, teacher, administrator or other District personnel through conduct or communication(s) of a sexual nature or regarding religion, race, gender, sexual orientation, physical or mental disabilities, or national origin as defined by this policy. (For purposes of this policy, District personnel include Board members, District employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.)
- C. It shall be a violation of this policy for any student, teacher, administrator or other District personnel to inflict, threaten to inflict, or attempt to inflict religious, racial, or sexual violence upon any student, teacher, administrator or other District personnel.
- D. The District will discipline or take appropriate action against any student, teacher, administrator or other District personnel who is found to have violated this policy.

III. DEFINITIONS

A. Sexual Harassment

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually-motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence

Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

1. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
2. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
3. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
4. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence

Racial violence is a physical act of aggression or assault upon another because of, or in a manner related to, race.

F. Religious Violence

Religious violence is a physical act of aggression or assault upon another because of, or in a manner related to, religion.

G. Assault

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

H. Gender, Sexual Orientation, Physical or Mental Disabilities, or National Origin Harassment

Gender, sexual orientation, physical or mental disability or national origin harassment shall mean any conduct, comment or communication within the educational or work place environment which is reasonably related to an individual or a group of individuals or a class of individuals based on their gender, sexual orientation, physical or mental disabilities, or national origin, when:

1. The conduct has the purpose or effect of creating an intimidating, hostile or offensive work place or educational environment; or
2. The conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work place or educational performance; or
3. The conduct otherwise adversely affects an individual's employment or academic opportunities.

IV. REPORTING

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence or harassment based upon gender, sexual orientation, physical or mental disabilities, or national origin by a pupil, teacher, administrator or other District personnel, or any person with knowledge or belief of the above conduct toward a pupil, teacher, administrator or other District personnel should report the alleged acts immediately to an appropriate District official designated by this policy.
- B. The District encourages the reporting party or complainant to use the report form available from the program administrator of each building or available from the District office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the District human rights officer or to the Superintendent.
- C. The Board hereby designates the human resources director as the District's human rights officer.
- D. The human rights officer is to receive reports or complaints of sexual, religious, or racial harassment or violence. If the complaint involves the human rights officer, the complaint shall be filed directly with the Superintendent.
- E. The name, address, and phone number of the District human rights officer will be conspicuously posted in each building.

- F. At the District level, the department head is the responsible authority for receiving reports of sexual, religious, or racial harassment or violence. Upon receiving any such report, the program administrator must notify the District human rights officer immediately, in a period of time not to exceed seventy-two hours. The report must be forwarded without screening or investigation.
- G. The program administrator is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any District employee who receives a report of religious, racial or sexual harassment or violence shall inform the program administrator immediately.
- H. Upon receipt of a report, the program administrator must notify the District human rights officer immediately, without screening or investigating the report. The administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the administrator to the human rights officer. If the report was given verbally, the administrator shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the administrator. If the complaint involves the program administrator, the complaint shall be made or filed directly with the Superintendent or the District human rights officer by the reporting party or complainant.
- I. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- J. Use of formal reporting forms is not mandatory.
- K. The District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. DISCIPLINE

- A. The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.

- B. Such disciplinary action may include, but is not limited to,
1. Warning
 2. Suspension
 3. Exclusion
 4. Expulsion
 5. Transfer
 6. Remediation
 7. Termination or
 8. Discharge.

September 2009
vol 6 • no 11

AMSD Calendar

September 25, 2009
Executive/Legislative Committee Meeting,
7:30 a.m., TIES Building,
St. Paul

October 2, 2009
Board of Directors Meeting, 7 a.m., TIES Building, St. Paul

October 30, 2009
Executive/Legislative Committee Meeting,
7:30 a.m., TIES Building,
St. Paul

Save the Date!
November 10, 2009
AMSD Advocacy Workshop
5:00 p.m. - 8:00 p.m.
Ties Building, St. Paul
Details coming soon!

AMSD's Mission

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



**Association of
Metropolitan School Districts**

Taking on the Achievement Gap With a Lens of Equity



These elementary students are participating in the Young Scholars summer camp in June. Young Scholars is a program designed to serve students with high potential who are not likely to be identified for gifted and talented programs using traditional methods of identification, and is offered at all 18 Rosemount-Apple Valley-Eagan elementary schools.

The Rosemount-Apple Valley-Eagan Public Schools (District 196) has a long and proud history of excellence in student achievement. It is something we value in our district and a reason many parents cite for choosing to raise their families here. Nearly 9 of 10 school-aged children who live in the communities served by District 196 attend District 196 schools (88.6 percent in 2009).

The introduction of the No Child Left Behind Act (NCLB) in 2003 required school districts to begin disaggregating achievement data by race to determine how effective we are educating all students. District 196 data shows that while the majority of our students outperform their peers in Minnesota, we have a significant, racially predictable achievement gap.

While achievement is often correlated to income level, in
(Continued on page 3)

From the Chair

Greetings! It is hard to believe that another summer is in the books and the 2009-10 school year is off and running. Unfortunately, as the accompanying research article shows, students returning to school this fall are being met by fewer teachers and other support staff. In addition, many students have fewer curricular options and higher fees for extra curricular activities as school districts balanced their budgets in the face of reduced support from the state.

The long-term budget forecast does not provide much room for optimism. The current legislative leadership recently convened a Leadership Summit that brought together former governors and former legislative leaders to exchange ideas about how to address Minnesota's structural budget problem. Former Governor Arne Carlson referred to the budget crisis as an "economic tsunami." The combination of an aging population and significantly lower revenue projections does indeed

(Continued on page 3)

New Survey Shows Impact Of Reduced Education Funding

A recent survey of members of the Association of Metropolitan School Districts shows the impact of reduced state support for our schools. Even with an influx of federal stimulus money for FY2010, metro school districts have been forced to lay off staff and make significant reductions in their operating budgets. Heading into the new school year, these thirty-two school districts have reduced their operating budgets by more than \$82 million. This includes staff reductions totaling nearly 900 FTE's. School districts avoided further cuts by spending down budget reserves to the tune of nearly \$50 million. Many school districts have seen their budget reserve dip to dangerously low levels as they have tried to avoid drastic cuts to important programs for students.

Budget Area	Reductions
Reductions in Budget Reserves	(\$45,710,173.00)
Operating Budget Reductions	(\$82,064,823.00)
Projected Interest Costs	(\$3,716,715.00)
Staff Reductions:	
Licensed -384.35	
Non-Licensed -492.65	
TOTAL	- 877 FTEs

**Results based on AMSD survey of 32 member districts.*

The staff layoffs and program reductions are directly related to the results of the 2009 legislative session. The education funding bill approved by the legislature and signed by Governor Pawlenty froze education funding for the next two years at FY 2009 levels. State aid was actually reduced by \$500 million in the budget but that reduction was offset by \$500 million in federal stimulus funds. This is the second time since 2003 that the Legislature and Governor have enacted a biennial budget freezing the basic formula allowance.

In 2003, the State of Minnesota eliminated the general education levy and assumed a greater responsibility for funding Education. The unfortunately reality is that the State has failed to live up to its commitment to fund our schools. By the 2010-11 school year, inflation adjusted, per pupil state aid to school districts will have declined by 14 percent since FY 2003.

In addition to the basic formula allowance being frozen again, school districts are facing interest costs related to the Governor's unallotment action implementing school aid payment and property tax recognition shifts. Many school districts will be forced to short-term borrow to meet their cash flow needs. Other districts will not have to borrow cash but instead will have to use reserves that normally would have earned interest income.

Current revenue and expenditure projections do not promise immediate relief. Current projections show the state facing a budget shortfall of between \$4.5 – 7 billion for the 2012-13 biennium. It is imperative that state policymakers take steps to address the state budget shortfall and work to find a solution that will protect our educational infrastructure and invest in our future workforce.

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

AMSD Honors Sen. Rummel and Rep. Davnie



AMSD was pleased to present 2009 Friend of Public Education Awards to Sen. Sandy Rummel and Rep. Jim Davnie at its August board meeting. AMSD Chair Jon Tynjala thanked the recipients for their contributions in support of public education. Rummel was recognized for her efforts to establish a state center for educational research and leadership, and her work on establishing a growth model. Davnie has been instrumental in crafting legislation to increase charter school accountability and co-authored the New Minnesota Miracle funding reform legislation. Congratulations to Sen. Rummel and Rep. Davnie.



From the Chair: Forecast not Optimistic

(Continued from page 1)

present significant challenges to maintaining necessary investments in critical state services.

However, there was near unanimous agreement among the Summit participants that the key to solving the budget challenge is increasing productivity and that productivity growth is directly tied to an educated workforce. In other words, it is imperative that state policymakers find a way to make the critical investments necessary to ensure our schools are able to offer the educational opportunities our future workforce needs. AMSD board members stand ready to work with our Legislators and the Governor toward that end.

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

Data Shows Achievement Gap

(Continued from page 1)

District 196 we found that our Black, Latino and Native American students are performing at lower levels than their White and Asian peers, regardless of income. In fact, in some areas, Black and Latino students who do not qualify for free-or-reduced price school meals (a federally designated indicator of low-income) are outperformed by their White peers who do qualify for free-or-reduced price school meals.

Our long-standing mission in District 196 is *educating our students to reach their full potential*. Though we have embraced that mission and intended it to include *all* our students, our methods have not produced the level of excellence and success that we pride ourselves in among our Black, Latino and Native American students. That is the sobering reality we face, as it likely is for many other school districts throughout our state and nation.

What needs to change for us to raise the achievement of all students while eliminating the racial predictability of student achievement? That is the question we've begun to wrestle with in the Rosemount-Apple Valley-Eagan Public Schools. Since there was no deliberate intent to create this gap, examining our policies and practices to determine what changes are needed requires us to look at things differently, to use a different lens, an *equity lens*.

During the 2007-08 school year, a district task force of staff and parents extensively examined student achievement data from our district. In spring 2008, the task force recommended that the School Board adopt a "vision for educational equity" and begin to foster the culture and conditions to support this vision at the district and school level.

Educational equity is defined as the raising of achievement for all students while narrowing the gaps between the highest- and lowest-performing students, and eliminating the racial predictability of students that occupy the highest and lowest achievement categories.

Throughout the 2008-09 school year, district administrators reviewed data and began to lay the groundwork for understanding the historic intersection of race and education in our country, and the importance of examining our policies and practices with a lens of educational equity. In recognizing we have work to do to change the racial predictability of achievement in our

(Continued on page 4)

Mission: Educating Our Students to Reach Their Full Potential

(Continued from page 3)

district, we knew we needed to begin to have open and honest conversations about race.

With district and school administrators committed to continuing our equity work, this year equity teams of six to 10 staff members have been established at each school and are receiving similar training. As these teams meet they are examining equity challenges within their buildings and using an equity lens to examine district, school and classroom practices.

Pacific Educational Group (PEG) has provided the careful, focused and sustained training necessary to honestly examine our policies and practices to lay the foundation for change. PEG's expertise, coupled with the district's own committed staff and a District Equity Leadership Team, has been guiding this critical work forward.

The District Equity Leadership Team has defined three broad areas for our equity work in District 196:

Equity leadership and systemic equity transformation

Increasing district and school site understanding of, and capacity to, eliminate racial achievement disparities.

Culturally relevant student-centered instruction

Ensuring that an aligned, sequenced, essential curriculum and high-quality, relevant instruction is consistently delivered to *all* students.

Family empowerment and community engagement

Empowering families and communities of color as essential partners in achieving our equity vision.

Changes are starting to happen as we wrestle with our racial achievement disparities. Programs like A.V.I.D. (Advancement Via Individual Determination), which has been added at the middle school and high school level, and Young Scholars at our elementary schools are making a difference. They are changing the demographics in our gifted and talented programming by providing access, affirmation and advocacy for students who are traditionally under-represented in these programs. Schools are increasing efforts to connect with families of color, are conducting "equity walks" to evaluate their school environment and considering other school-led

efforts to increase cultural awareness and competence in their buildings. In addition, more than 800 staff members have participated in "Beyond Diversity" workshops conducted by PEG.



AVID students from Rosemount-Apple Valley Eagan tour Augsburg College. AVID is available at some secondary schools in the district, and prepares students for college-level work.

Though the training will continue over several years, increasingly staff members do the important work they do with a new lens of equity to challenge them to be more conscious of the decisions they make and how those decisions might be impacted by race. We know we have outstanding staff members dedicated to making sure our equity effort doesn't come up short.

Educating our students to reach their full potential must be the promise we make to all of our students and families. Only then can we continue to fully celebrate the success and accomplishments of our students and staff and the proud history of excellence in student achievement in District 196.

This month's member spotlight was submitted by Julie Olson, Director of Elementary Education, who is heading up Rosemount-Apple Valley Eagan Public School's equity efforts, in conjunction with Scott Thomas, Integration Coordinator.

School Board Planning Calendar 2009

1 st Meeting of the Month	2 nd Meeting of the Month
<i>Only one Board meeting this month!</i>	JULY 23, 2009 Financial Report June Legislative Session Review & Implications for District Operations C-Train Update
<i>Only one Board meeting this month!</i>	AUGUST 27, 2009 Financial Report July EBD Presentation (Laura Keller-Gautsch – 15 minutes) Report on Crisis Planning (Michelle Axell – 10 minutes) Approval of Cash Flow Borrowing Resolution School Start Up Program Report “Top 5 Things Board Members Should Know About the Start of School”. (Colleen, Laura, and Jane)
SEPTEMBER 10, 2009 Superintendent Goals Closed Session on Negotiation	SEPTEMBER 24, 2009 Financial Report August PLC’s Instructional Report - Student Achievement & Measurement of Progress (will include AYP). (Jane & Laura) Resolution Authorizing 287 to purchase Edgewood (Don Lifto may come to Board Meeting)
OCTOBER 8, 2009 Prior Year Agenda Review Strategic Plan – Role of the School Board (Steven Barone)	OCTOBER 22, 2009 Financial Report September Strategic Plan Update MSTA – Instructional Report
NOVEMBER 12, 2009 <i>(Only one Board meeting this month!)</i>	
Financial Report October Facilities Management Update Legislative Initiatives & White Paper Review	Prior Year Unaudited Fund Balance Report OPEB Reporting & Funding
DECEMBER 10, 2009 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Restraints and Seclusion – Instructional Report	Prior Year Audit Review

School Board Planning Calendar 2010

****Proposed Dates****

1 st Meeting of the Month	2 nd Meeting of the Month
<p>JANUARY 14, 2010 <i>Organizational Meeting</i> ○ Oath of Office ○ Election of Board Officers <i>Regular Meeting</i> Transition DHH – Kelsey Dahl (Instructional Report – Greta Palmben)</p>	<p>JANUARY 28, 2010 Finalize Legislative Annual Report Platform Strategic Plan Review & Measurement Report Financial Report December Pay Equity Implementation Report (every other year)</p>
<p>FEBRUARY 11, 2010 FY10 Budget Revision FY11 Budget Assumptions Technology Use Policy Explanation Online Learning Instructional Report (Jane Holmberg)</p>	<p>FEBRUARY 25, 2010 Financial Report February Program Withdrawal Report Staff Reduction ULA Resolution Changes for following Year Facilities Management Update SUN – Instructional Report (Laura Keller-Gautsch)</p>
<p>MARCH 11, 2010 Federal Stimulus Efficiency Efforts Status Report Program Planning Projections FY11 Financial Report January Capitol Improvement Recommendations HR–Past and Proposed Board Actions Tenured Permanent Staff Reduction ULA</p>	<p>MARCH 25, 2010 Reorganization & Reductions Financial Report February Long-Term Facility Recommendation Program Reduction Resolution Professional Development Update Open Track – Instructional Report</p>
<p>APRIL 22, 2010 <i>(Only one Board meeting this month!)</i></p>	
<p>Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update</p>	<p>Minnesota Math and Science Teacher Academy Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2010-2011</p>
<p>MAY 13, 2010 Food Service Report</p>	<p>MAY 27, 2010 Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution FY 10 Budget Revision Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs</p>
<p>JUNE 10, 2010 Student Achievement in the Area of Reading 2010-11 Budget Final ULA Resolution for Licensed Staff Board Evaluation MDE Monitoring in Special Education</p>	<p>JUNE 24, 2010 Financial Report May Employment Guides for Unaffiliated and Admin. Superintendents Evaluation Summary Closed Session on Negotiations using Superintendent & School Board Evaluation to plan for Board Retreat outcomes.</p>

INFORMATIONAL ITEMS TO REMEMBER:

**Update on Wells Fargo/Richfield Addendum
 City of Richfield Addendum to Master Plan**

INTERMEDIATE DISTRICT 287
September 24, 2009
SCHOOL BOARD CALENDAR

September 2009				
24	Thursday	General Board Meeting	6:30PM	Board Rm

October 2009				
8	Thursday	General Board Meeting	6:30PM	Board Rm
20	Tuesday	Hosterman Open House	6:30PM	Hosterman
22	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	Edgewood Open House	6:30PM	Edgewood

November 2009				
12	Thursday	General Board Meeting	6:30PM	Board Rm

December 2009				
10	Thursday	General Board Meeting	6:30PM	Board Rm

PROPOSED DATES				
January 2010				
14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

February 2010				
11	Thursday	General Board Meeting	6:30PM	Board Rm
25	Thursday	General Board Meeting	6:30PM	Board Rm

March 2010				
11	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

April 2010				
20	Tuesday	Hosterman Appreciation Night Parent/Guardian/Caregiver	6:30PM – 8:00PM	Hosterman
22	Thursday	General Board Meeting	6:30PM	Board Rm

May 2010				
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

June 2010				
09	Wednesday	Edgewood Graduation	6:30PM	HTC, North Campus
10	Thursday	General Board Meeting	6:30PM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

“How do you feel being BACK TO SCHOOL?”



Christine Hunsburger * DSC
'Surprised that summer is over... yet invigorated and purposeful.'



Don Vavrosky * DSC
'It was a great summer... but it's nice to get back to the routine of work. It's always hard to get used to the alarm clock again, though!'



Jeff Jacobs * Phase North
'I'm excited to be back, to see all the new students and staff and look forward to a great new year!'



Jeremy Bauerfeind * Hosterman
'There is nothing like the feeling of kicking off a new school year with all the wonderful students.'



Dana Trattles * DSC
'I am so glad that my Itinerant family is back. I missed them so much over the summer.'



Joan Elliott * DSC
'Returning to school always means stories to be told and shared about summer adventures and that always feels like a good way to re-connect for the year ahead.'



Timm Lloyd * Phase North
'Great. Can't wait. Very excited.'



Will Wheelock * Bren Road
'Ecstatic beginning another year! Excited to use new technology.'



Sharon Rowan * Bren Road
'It's all new and fresh. A clean page for us and for our students.'

Pamela Doll * Hosterman
'Excited and hopeful for a successful year with the students and staff.'



Randy J. Mason * Hosterman
'I am really excited to start the new school year with new students and staff.'



Terry Haggar * Bren Road
'Wow! Heaven can wait!'



Kathy Bennett * Phase North
'Excited!'



Welcome Back to another School Year!

from the Local 2209 Staff