

Agenda

1. **CALL TO ORDER** (Action)
2. **APPROVAL OF GENERAL MEETING AGENDA** (Action)
3. **OPEN FORUM** (Information)
4. **APPROVAL OF CONSENT AGENDA** (Action)
 - 4.1. General Board Meeting Minutes from April 22, 2010
 - 4.2. Approval of Hennepin County Contract
5. **SHARE THE SUCCESS & RECOGNITIONS** (Information)
 - 5.1. Linda Rees awarded the MinnSPRA Award
 - 5.2. Mentor Connection Parent Letter
 - 5.3. Career Tech Award - Anne Runck
6. **HUMAN RESOURCE REPORT**
 - 6.1. **Closed Session** - 2209 Tentative Agreement & 284 Fiscal Parameters (Information)
 - 6.2. 2209 Contract Agreement (Action)
7. **SUPERINTENDENT'S REPORT** (Information)
 - 7.1. Itinerant Feedback on Achieving & Sustaining Greatness
 - 7.2. Grants and Research Office (GRO) 2009-2010 Annual Report
 - 7.3. Application for Federal Innovation Grant (Information)
 - 7.4. Hennepin County Superintendents Meeting
 - 7.5. Bloomington Withdrawal Update
8. **INSTRUCTIONAL REPORT** (Information)
 - 8.1. System for Student Achievement Data Collection
9. **ADMINISTRATIVE SERVICES REPORT**
 - 9.1. Financial Report
 - 9.1.1. Refinancing Richfield (SEC) Land Loan (Resolution)
 - 9.2. Facilities Report
 - 9.2.1. Purchase Agreement (Resolution)
 - 9.3. Human Resource Report (*continued from April 22nd meeting*)
 - 9.3.1. Administrator/Unaffiliated Guides (Action)
 - 9.3.2. Change from 14 to 17 Salary Grades Recommendation for FY11 (Action)
 - 9.3.3. Job Reclassification for FY10 (Action)
10. **BOARD BUSINESS** (Information)
 - 10.1. Policy Review & Revision
 - 10.2. Board Reports
 - 10.2.1. Chair Report (Information)
 - 10.2.1.1. Superintendent Evaluation
 - 10.2.1.2. NSBA Conference Report
 - 10.2.2. AMSD Report (Ann Bremer)
 - 10.2.3. Honors Mentor Connection Scholars Forum

10.2.4. Hosterman - Family Night

10.2.5. South Education Center (SEC) - Family Night

10.3. District News *(Information)*

10.3.1. School Board Planning Calendar

10.3.2. May 13, 2010 School Board Event Calendar

10.3.3. Local 2209 Uniflyer - May 2010

10.3.4. Graduation & Special Events Schedule

10.4. Once Around the Table

11. ADJOURNMENT

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
April 22, 2010
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the regular meeting to order at 6:34 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

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

Absent: 271/ Bush, 286/Thielsen, and 279/Antolak

Guests: Sara Ruff, Laura Booth, and Jim Eichten

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

287 Staff Members: Mark Hoffer, Benita Oliver, Lisa Bachman, and Bruce Mulder

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval with the following change to move agenda item 6.2 Legal Services before agenda item 5.1 Bloomington Withdrawal and move agenda item 9.2.1.2. NSBA Conference Report agenda item to the May 13, 2010, Board agenda. *Motion by Michèle Kunz, seconded by Pam Rykken, 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 March 25, 2010, and approval of the Routine Human Resource Activities for April 22, 2010. *Motion by Carter Peterson, seconded by Nancy Rowley, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Sandy Lewandowski introduced the showing of a sample “Spotlight” video, one of the customized DVDs produced for each member district. The DVDs spotlight the District 287 services and include students from the respective member district. They are intended as a communication tool for District 287 School Board members to use with their local Boards.

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski introduced Mrs. Sara Ruff and Mrs. Laura Booth, Attorneys contracted by Intermediate District 287. Sara and Laura presented an overview of the legal services provided by the District. Over the past several years, the service has grown to provide cost-effective legal services for 28 major school district clients, most of which are member districts of Intermediate Districts 287 and 917.

Superintendent Lewandowski introduced Jim Eichten with Malloy, Montague, Karnowski, Radosevich & Co. Jim is the auditor for Intermediate District 287; he reviewed a letter in which he provides guidance on how the District 287 and Bloomington School Boards might go about determining the valuation and assignment of assets and liabilities given Bloomington's intent to withdraw from District 287.

Sandy recommended approval of the 2010-2011 District calendar. *Motion by Carter Peterson, seconded by Ann Bremer, to approve the 2010-2011 District calendar as presented. All in favor. Motion carried unanimously.*

Sandy presented a brief overview on the Washington Policy Seminar she attended earlier this month. Sandy briefly discussed her visit to the offices of Senator Klobuchar and Senator Franken.

7. INSTRUCTIONAL REPORT

Superintendent Lewandowski presented a brief overview of the coordinated curriculum and instruction investments plan for 2010-2011. The focus is on student achievement capitalizing on structures already in place. Sandy introduced Laura Keller-Gautsch, Executive Director of Special Education, and Dr. Jane Holmberg, Executive Director of Teaching and Learning. Laura and Jane summarized elements of the proposed 2010-2011 curriculum and instruction focus and investments. The District has put structures in place to centralize support to high quality teaching and learning, investing in reading instruction and Social Emotion Learning as well as creating Professional Learning Communities, curriculum work groups, and a sound technology infrastructure. Next year, the District intends to add more reading support and math specialists, infusing technology access and training, and coordinating curriculum review and purchase.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for March 2010. *Motion by Ann Bremer, seconded by Michèle Kunz, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

Janet announced that Gloria Wilder has been selected as the new Assistant Director of Finance.

Facilities Report

Board Facility Committee Chair Peyton Robb, on behalf of the Building Committee, recommended for approval the Charge Statement and Levels of Authority for the North Education Center (NEC) construction project. *Motion by Peyton Robb, seconded by Ann Bremer, to approve Charge Statement and Levels of Authority as presented. All in favor. Motion carried unanimously.*

Janet briefly gave an overview of the updated debt run, incorporating the Qualified School Construction Bonds that will provide a projected \$7 million in savings, and reported the District will likely bring a parameters resolution on financing before the Board in July.

Board Facility Committee Chair Robb reported to the Board that the Purchase Agreement was not complete at the time of the Board meeting. *Motion by Peyton Robb, seconded by Michèle Kunz, to table the Purchase Agreement to the May 13 Board meeting. All in favor. Motion carried unanimously.*

Board Facility Committee Chair Robb, on behalf of the Building Committee, recommended for approval Superintendent Lewandowski to sign the TSP Architects Contract for the North Education Center. *Motion by Peyton Robb, seconded by Don Draayer, to approve Superintendent Lewandowski to sign the TSP Architects Contract as presented. All in favor. Motion carried unanimously.*

Board Facility Committee Chair Robb, on behalf of the Building Committee, recommended for approval to use Best Value procurement method, as appropriate. *Motion by Peyton Robb, seconded by Carter Peterson, to approve use Best Value procurement method as presented. All in favor. Motion carried unanimously.*

Human Resources Report

Mrs. Anne Becker, Director of Human Resources, presented to the Board an overview of the Administrative and Unaffiliated employment guides as a first read. Significant change in the guides is a cap in the insurance plan. Anne also presented the results of a job reclassification and compensation study that will be brought for action to the May 13 Board meeting.

At the recommendation of Board Chair Johnson, *a motion was made by Ann Bremer, seconded by Sally Johnson, to close the meeting to discuss an employee grievance, as required in Minnesota Statute §13D.05. All in favor. Motion carried.* The meeting was closed to the public at 8:47 PM. *A motion was made by Carol Bomben, seconded by Peyton Robb, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 9:08 PM

Anne presented and recommended the approval to deny employee grievance. At the recommendation of Board Chair Johnson, a Roll Call vote was made. *Motion by Ann Bremer, seconded by Carol Bomben, to deny employee grievance as presented. The following voted in favor of motion: C. Bomben, P. Robb, S. Johnson, D. Draayer, M. Kunz, N. Rowley, L. Johnson, P. Rykken, C. Peterson, and A. Bremer. No votes against. Motion carried unanimously.*

9. BOARD BUSINESS

Policy Review & Revision – None

Chair Report

Chair Johnson briefly updated the Board on the Superintendent Evaluation process and timeline.

Chair Johnson briefly discussed with the Board the need for Board evaluation or just have a discussion meeting.

AMSD Report

Board member Bremer gave a brief overview of the AMSD meeting. Ann will send Wauneen the April 22 AMSD updates notice to forward to the entire Board.

Organizational Report - None

Once Around the Table – None

Carol Bomben
Peyton Robb
Sally Johnson
Don Draayer
Michèle Kunz
Ann Bremer
Nancy Rowley
Linda Johnson

Carter Peterson
Pam Rykken
Sandy Lewandowski
Colleen Baumtrog
Jane Holmberg
Janet Johnson
Char Myklebust
Anne Becker
Tom Shultz
Wauneen Mgeni

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:19 PM.

The next general meeting will be held on May 13, 2010, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____
Date _____ Date _____

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

Regular Meeting – May 13, 2010

AGENDA SECTION: CONSENT AGENDA

ITEM: Recommendation for Board Acceptance of the following Contract.

PRESENTED BY: Superintendent Lewandowski

1. Background Information

Contract

Recommend approval of a six-month contract with Hennepin County; January 1, 2010 – June 30, 2010 for the North Vista Pregnancy Prevention Program. The contract is for a not-to-exceed amount of \$3,900.00. The North Vista project provides a pregnancy prevention program that is open to all students who choose to participate.

2. Fiscal Impact/Funding Source: This is a revenue source that supports programs as noted.

3. RECOMMENDED ACTION: The Board accepts the Hennepin County contract as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

On Wed, Apr 28, 2010 at 4:33 PM, Dave Gibbons <dave_gibbons@comcast.net> wrote:

Dear Dr. Welch,

My daughter, Rachel Gibbons, participated in Mentor Connection the Spring of 2005. I want to give you an update on her education journey the past 5 years as a result of the positive impact your program had on her.

Rachel spent her MC time working in the Biology Lab at the U of M in the spring of 2005 and decided that this was what she wanted to study in college. She was accepted at Boston University and majored in Bio Chemistry, graduating with Honors in the Spring of 2009. Two summers during her undergraduate years, she interned at the 3M Company, working in their biology labs. After graduation at BU, Rachel was accepted into the Medical College at Mayo Clinic in Rochester, MN under full scholarship where she is studying in their Bio Chemistry / Immunology PhD Program.

I firmly believe that Rachel's positive experience in the Mentor Connection gave her the will and desire to pursue her interest in Biology.

The opportunity she had working in the research lab at the U of MN along with the two fine mentors she was assigned to would have never been possible without your program. One of her U of M mentors is now on the Staff at Mayo Clinic.

My wife and I cannot thank the Osseo School district and Intermediate District 287 enough for the education and opportunities that were made available to Rachel.

Sincerely,

Dave & Linda Gibbons
Maple Grove, MN

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – May 13, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: 6.2 Local 2209 Tentative Agreement 2009-2011

PRESENTED BY: Anne Becker, Director of Human Resources Department

1. Background Information

Recommend approval of ratified Master Contract 2009-2011 between Intermediate District 287 & Education Minnesota Local 2209 as present in attachments.

1. **Fiscal Impact/Funding Source:** The total cost of this two-year package including salaries and benefits is \$2,269,696.00, which is a 5.74% increase.
3. **RECOMMENDED ACTION:** Approval of Master Contract 2009-2011 between Intermediate District 287 & Education Minnesota Local 2209.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

**INTERMEDIATE DISTRICT 287- LOCAL 2209
2009-2011 TENTATIVE AGREEMENT HIGHLIGHTS**

1. A tentative Master Agreement was reached with Education Minnesota Local 2209 on April 28, 2010. The tentative agreement is being referred to as the “Mediator’s Proposal.”
2. The Contract will be voted upon by Local 2209 on Tuesday, May 11, 2010, and assuming ratification will be presented to the School Board at its next regular meeting on May 13, 2010. District 287 administration recommends approval of this tentative Contract.
3. The Contract would be effective from July 1, 2009, through June 30, 2011. All pay and benefits that have not already been provided to 2209 members (such as steps and lanes) will be retroactive to July 1, 2009.
4. For year one of the Master Contract, the top step in each of the lanes on all of the salary schedules is increased by 1%. All other steps remain at their 2008-2009 levels.
5. Year two of the Master Contract provides for a 1.33% increase to the top step in each of the lanes on all salary schedules. Again, there is no across-the-board increase to the salary schedules; all steps but the top one remain at their 2008-2009 levels.
6. Medical insurance premiums and contributions remain the same for year one.
7. In year two, all plans will be significantly redesigned. The Open Access and Select Choice plans will change from 100% to 90% coverage plans and from a \$10 to a \$20 copay. Prescription drug costs will also increase. The amount that the District contributes toward employee health insurance premiums will also decrease by a few percentage points as a further incentive for employees to move to the deductible plan. These changes will result in significant short-term savings and even greater long-term savings in District health insurance premiums.
8. The Deductible plan will change from a \$500 single/\$1000 family to a \$1000 single/\$2000 family deductible plan. The District’s annual contribution to the VEBA will increase from \$400 to \$500 for single coverage, and from \$800 to \$1000 for families.
9. The -2% health insurance renewal, coupled with the redesign of all of the health plans, results in an 8% reduction in FY 11 health insurance premiums overall.
10. While there were a number of language improvements that were negotiated as part of this contract, they were relatively minor, and mostly served to clarify existing language and provide clear expectations in a number of areas.
11. The total cost of the Contract package is 5.741% over two years. This converts to a MSBA total package of 4.93%, which places the 287 settlement below the average of the 13 member districts. Please see the attached document entitled “MSBA Settlement Numbers” showing settlements of member districts and District 287.

On 4/29/10 5:16 PM, "Suzanne F Bodelson" <SFbodelson@District287.org> wrote:

Dear Pam,

Thank you very much for selecting me to take part in the Leadership Seminar. I thought it was wonderful. I found it to be enlightening, energizing, thought-provoking, and empowering. The seminar was able to help give me new perspectives; help in looking at old problems in new ways, and new ways of looking at issues that are inherent in our work with teachers and parents.

Thank you very much for this excellent opportunity!

Sincerely,

Suzanne Bodelson



2009-2010 Annual Report

GRO is a dynamic and successful partnership between two Minnesota intermediate school districts. Intermediate districts partner with K-12 school districts to meet more effectively the unique learning needs of every student. In order to achieve this mission, GRO helps districts obtain resources, share effective practice, and stay on the cutting edge of educational research.

Applying Research to Practice – a resource for best practice applications of research based teaching and learning, including 1) Differentiated Instruction 2) Secondary School Re-Design and 3) Evidence Based Education.

Grant Seeking Assistance – a resource for GRO member districts and their staffs to write proposals and research funding prospects for projects they seek to fund.

Professional Learning Opportunities – a resource for professional development offered by 287/916 such as training events, seminars and workshops, on-line learning, and idea sharing in repositories for curricula and what other districts are doing.

Applying Research to Practice

Differentiated Instruction for All (DIAL) Project

- Exemplary programs and resources gathered from other schools and institutions are hot-linked to the website were updated and expanded.
- Differentiated strategies focusing on reading/language arts/English, math, science, and social studies for elementary, junior high/middle school and high school were expanded.
- The DIAL E-Learning Community course was included in the Hamline University catalog in the fall of 2009. Six participants were registered for the Winter 2010 semester.

Evidence Based Education Research Project

- Evidence based education researched literacy curriculum, assessment, and instructional resources were expanded on the website.
- Evidence based education researched science, math and social studies curriculum, assessment, and instructional resources were expanded on the website.
- Jim Pellegrino facilitated a workshop entitled Intensified Algebra: Interventions for Helping Students Over the Basic Algebra Threshold on June 16, 2009.
- Lin Kuzmich facilitated a workshop entitled Gap Closing Instruction in Literacy: What Works? on April 20, 2010.

Secondary School Redesign Project

- At the High School Success Emporium II held in June, 2009, high school redesign success stories were shared by teams from:
 - Eden Prairie High School: *Jing, Smartboards, & Moodle - Tipping Points in Technology Integration*
 - Mahtomedi Public Schools: *Mahtomedi Engineering Leadership Program*
 - Minnetonka High School: *Embedded Health Model-Move from Traditional to Whole Student Support*
 - Richfield High School: *Teacher Leadership Development*
 - Robbinsdale Armstrong High School and Plymouth Middle School: *Raised Academic Achievement – Advanced Placement*
 - Rochester Century High School: *One Student and One Staff Member at a Time*
- Resources from the High School Success Emporium II are posted on the website.
- High School Success Emporium III is being sponsored in collaboration with the Minnesota Association of Secondary School Principals and is scheduled for June 23, 2010. Sessions will include:
 - Century High School and Mayo Clinic, Rochester: *Mayo Clinic Partnership for Student and Teacher Learning-STEEP (Student & Teacher Education Enhancement Program)*
 - Intermediate District 287, Plymouth: *Serving Millennials in Times of White Water Change*
 - Lakeville South High School: *STEM: Inquiry, Connections, Redesign*
 - Minnetonka High School: *Building Leadership Capacity*
 - Minnetonka High School: *Embedded Health Model-Move from Traditional to Whole Student Support*
 - Shakopee High School: *Dual Language Students Need Support-What They Don't Know They Don't Know*
- Middle School Success Emporium I is being sponsored in collaboration with the Minnesota Middle School Association and the Minnesota Association of Secondary Principals and is scheduled for June 22, 2010. Sessions will include:
 - New London-Spicer Middle School: *Breaking Ranks in the Middle, A Practical Approach*

- Oak Grove Middle School, Bloomington: *Professional Learning Communities at the Middle Level*
- Olson Middle School, Bloomington: *Implementing a STEM Way of Thinking*
- Pioneer Ridge Middle School, Chaska: *A New View from the Middle*
- Roseville Area Middle School: *Risk Takers on the Move*
- Valley View Middle School, Bloomington: *A Renaissance*
- Westwood Middle School, Spring Lake Park: *Maximizing the Middle*
- Expanded secondary school redesign resources were added to the website.

Grantseeking Assistance

- The Grant Search Help Request Form was reinstated on the website in March, 2010. No requests for assistance have been received to date this year.

Grants

- MSTP
The Math and Science Teacher Partnership (Region 11) has provided professional development for elementary and secondary teachers in metro districts. The focus this year has been on Grades 3-6: Algebrafication (17 districts, 208 teachers), and Secondary STEM/Engineering (8 districts, 79 teachers).
Funding period: July 1, 2009 – June 30, 2010
Amount received: \$610,043
- CAREI: PLC Sustainability Project
This CAREI (Center for Applied Research & Education Improvement) funded project investigates whether the Region 11 MSTA PLCs from the 2008-09 school year continued after the training ended. It also examines conditions that allowed or prohibited PLC sustainability.
Funding period: March, 2010 – December, 2010
Amount awarded: \$4000
- ACE V (Academics in Career Education)
Improving Academic Achievement for EBD Students through Career and Technology Training Programs - FY10 Computer Applications (MS Office)
Funding period: January, 2010 – January, 2011
Amount awarded: \$24,947
- ACE VI (Academics in Career Education) Application submitted 3/31/2010
Improving Academic Achievement for EBD Students through Career and Technology Training Programs – extending current ACE projects to additional sites.
Proposed funding period: June, 2010 – January, 2011
Proposal amount: \$49,930

- **Transforming School Counseling**
This program had two goals: (1) train and coach staff members to effectively counsel students to access post-secondary education and (2) enhance existing structures for supporting 80 first year high school students attending four area learning center programs.
Funding period: April 2008 – June 30, 2009 Amount received: \$99,309. Remaining funds were used to send six staff (3 from each intermediate) to AVID (Advancement Via Individual Determination) training in January, 2010.
- **Alternatives to Suspension**
Grant dollars have be used to create a comprehensive program of support for reducing suspensions based on the Collaborative Problem Solving (CPS) model.
Funding period: July, 2009 – June 30, 2010 (possibility of continuation)
Amount received: \$19,756.00.

Professional Learning Opportunities

- High School Success Emporium II was held for 35 participants.
- High School Success Emporium III is scheduled is scheduled for June 23, 2010.
- Middle School Success Emporium I is scheduled for June 22, 2010.
- A workshop entitled Intensified Algebra: Interventions for Helping Students over the Basic Algebra Threshold was held for 40 participants.
- A workshop entitled “Gap Closing Instruction in Literacy: What Works?” was held for 45 participants.
- The Friday Forum network continued:
 - The Friday Forum network of gifted education professionals from area districts is sponsored by GRO in cooperation with Metro ECSU. Friday Forum explores effective practice in gifted education. Friday Forum met five times during the year to discuss issues common to the group and be exposed to the products available through GRO that promote gifted education. In 2009-2010, there are 25 registered members in the Friday Forum Network, representing 21 area educational organizations and districts.
Examples of Friday Forum initiatives include:
 - Continued work on designing the **Middle School Student Career Commons**.
The Career Commons is envisioned as an online clearinghouse where information can be accessed at the middle school level. Northern Star Online is funding 2 staff to coordinate and develop the MSSCC.
 - Posting of RTI support documents on the GRO website.

Grants and Research Office Communications

- Issues of the GRO-o-gram e-newsletter were electronically distributed to over 1800 people.
- A Grants and Research Office PowerPoint slide show was added to the website for use in providing member districts an overview services.
- *Your Opinion Counts!* was added to the GRO-o-gram to provide an opportunity for readers to share their ideas about significant educational issues. Questions include:
 - Should end-of-course assessments substitute for MCA-II tests?

- Is there a sense of urgency in your school district for elementary science staff development? Why? or Why Not?
- Do you support the movement to national common core standards? Why? or Why Not?
- A significant revamping of the website has resulted in:
 - Curriculum review process resources and resources for evaluating curricular areas have been expanded.
 - Professional Learning Community resources have been expanded.
 - A Curriculum Repository continues to be a feature of the website. A process for soliciting exemplary curriculum, assessment, and instructional procedures, practices, programs, policies and projects for addition to the website has been shared with district leadership.
 - Quick Links to Professional Development has been revised. Included within the quick links are the Teaching and Learning Leadership ShareSite, Professional Learning, and Gifted Education Friday Forum.
 - The Teaching and Learning Leadership ShareSite includes:
 - Curriculum Repository
 - Curriculum Practices Clearinghouse
 - College Level Examination Program
 - Curriculum Review Process Resources
 - Resources for Evaluating Curricular Areas
 - The Professional Learning section includes:
 - PLC Resources
 - Workshops
 - E-Learning Community
 - Region 11 Math and Science Teacher Center
 - Gifted Education Friday Forum
- Materials associated with GRO initiatives are frequently distributed at professional meetings and to intermediate district advisory groups.

Compiled by:

Duane Udstuen, Applying Research to Practice Consultant

Barbara Wojcik, GRO Administrative Assistant

Jane Holmberg, Intermediate District Executive Director of Teaching and Learning

Jessica Wiley, Northeast Metro 916 Director of Academic Services

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

May 5, 2010

Secretary Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

District Service Center
1820 Xenium Lane North
Plymouth, MN 55441-3708

Telephone: 763-550-7101
SLewandowski@district287.org

Dear Secretary Duncan:

Intermediate School District 287 in Plymouth, Minnesota is excited to partner with Destination ImagiNation, Inc., a 501 (c)(3) nonprofit, in their application for i3 Grant funding. As described below, ISD 287 has had great success using the Destination ImagiNation (DI) program to impact our efforts in education, both in and out of the classroom.

ISD 287 is an intermediate school district, supporting 13 member districts in the western suburbs of Minneapolis, Minnesota. Our LEA provides services for more than 100,000 students in 108 schools, charter schools, ALCs and early learning centers, and operates another 20 schools. Nearly all of these schools receive Federal Title I Program funding. Our district member students are a diverse population, and include many students from different cultures, students who receive special education services, gifted education services, and ESL instruction. We offer online learning through our Northern Star Online virtual academy.

In addition, ISD 287 houses the statewide DI program (MN DI), which services more than 4,000 students throughout Minnesota. In 2009-2010, MN DI involved some 120 school districts across the state. In some rural school districts, MN DI takes the place of extracurricular activity offerings. MN DI has eight distinct service regions that serve MN populations at present, four Minneapolis/St. Paul Metro-area regions and four greater Minnesota regions, with a new region in the southwest part of the state in development for 2010-2011.

ISD 287 sponsors the MN DI program as it dovetails with our mission to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students. It is our experience that Destination ImagiNation complements school curriculum and makes a significant difference in students' lives. The program benefits non-traditional high needs learners, and, as well, has profound effects on all learners.

Early Learning: We have 50 Rising Stars teams that participated in DI tournaments this season, with an almost 100% historical retention rate for returning to the program at the elementary level.

Special Needs:

- An elementary student who is autistic and has difficulty with socialization has been part of his DI team for three years. Each year he uses his considerable technical skills to invent something new for team's challenge solution, and each year he has struggled to overcome his communication frustrations and fear of performing. This year he was able to verbalize how and why he found it difficult to interact with his peers or finish a task, yet he stuck

gamely to each process. During this year's performance, he was able to finish with his team and speak to the appraisers, a personal best. His team has developed a wonderful sensitivity to and acceptance of his autism, and he, in turn, is able to express his extraordinary creative imagination in a safe and caring environment.

- A team of five high school students made it to Global Finals after starting the season as immigrants from three different countries to the US, speaking different languages and representing very different cultures. Their ability to transcend their cultural differences and language barriers resulted in an extraordinary challenge solution that took them to Global Finals, and helped them fit in to their new Minnesota community.

College preparation: Now a senior, Alex entered the University of MN as a double major in Neuroscience and BioMedical Engineering after four years in DI. During his years on DI teams he discovered videography and a love for some serious computer/technical exploration. In his freshman year Alex overheard some folks from the Jane Goodall Institute for Primate Studies discussing their difficulties in accessing video footage. When he offered to help and solved their problem to digitize hundreds of hours of chimpanzee footage to form a massive database, he was rewarded with a special meeting with Jane Goodall. Soon afterward, Alex interviewed with a lab that has pioneered work in neuroimaging of the brain. In a nutshell, they have made a machine that hooks up to your head and transfers electrical activity from the brain to a computer. Motor imagination translates into electrical activity: imagine your left arm moving and when you do, the cursor on a computer screen moves correspondingly. The great tie in for DI is that the success of the machine relies on how vividly one imagines the motion. Coincidentally, Alex and one of his DI teammates dreamed up the same machine as part of a DI solution. Alex was invited to join the research team, where he has been since he was a freshman, and was awarded research grants with which he has refined this device.

Rural involvement: A team from Winona, a rural community in southeastern MN, took on the DI service learning project this season. This group of girls had been together as a team for seven years, and became leaders in their small community as they were successful in DI and took on mentoring roles to younger teams. This season, the girls took their skills into the streets of Winona, developing a huge public outreach event that drew all generations together as they dined on food the girls prepared from food shelf donations, danced and sang together through an evening meant to highlight this economically struggling community's need for donations of food. Later in the evening they hosted a battle of the bands to raise funds for the food shelf, and to showcase local talent. The power of what these young women have accomplished and their transformation into poised young women was remarkable.

13 Grant Actions

We will be developing new large creative problem solving (CPS) events for our Metro area member districts and each of our outstate regions, with a goal of reaching 20 new Metro teams, and 25 new outstate teams. Two LEA employees will oversee this process (see attached resumes).

We will target new Rising Stars teams with a goal of five teams in each of our outstate districts.

We will be developing a virtual challenge through NSO to reach across all districts.

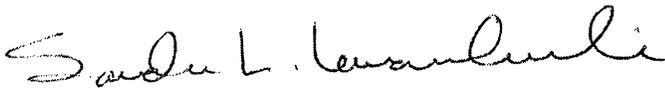
We will administer the VIEW to our ISD 287-owned ALC's.

Costs for the above:

- Stipends for development and delivery: \$4,000 (two ISD employees, two interns)
- Materials for CPS events: \$750
- Mileage for travel to outstate regions: \$838 (1675 miles @ \$.50)
- Team manager funds: \$32,500 (65 teams @\$250/Team Manager, 2 TMs per team, based on experience of what constitutes a successful DI season)

We would like to participate in an intervention study and support DI's proposal to make high need principals and teachers more effective by improving student performance in each of the competitive priority preferences.

Sincerely,



Sandra L. Lewandowski
Superintendent

Encl.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GROUP: Superintendents Advisory Committee

DATE: April 29, 2010

TIME: 8:30 AM – 11:30 AM

Location: Board Room, Intermediate District 287 Service Center

PROTOCOLS:

- Communicate openly and honestly.
- Reveal your interests and work toward the common good.
- Decisions shared publicly and conversations held confidential.

CONVENER: Sandy Lewandowski

FACILITATOR: Teresa Arpin

LONG TERM PURPOSE AND MAJOR PRIORITY

To meet student needs in 2012, maximizing student resources in a collaborative way with respect to: Time, Talent, Technology, and Communications

1. Clearinghouse for innovative ideas
2. Progress monitoring of the Strategic Plan
3. Superintendents' support system
4. Regional leverage /political action
5. Regional efficiencies

Proposed Dates for 2010-2011

- Friday, October 8, 2010
- Friday, January 21, 2011
- Friday, April 29, 2011

AGENDA	ANTICIPATED OUTCOMES	PRESENTER
Hennepin County Superintendents		
Regional Transportation Study Findings 8:30 a.m. – 9:30 a.m.	<ul style="list-style-type: none"> ✧ Understand key findings from Phase 3 of the Regional Transportation Study ✧ A document identifying the similarities of the transportation study methodology between 916 & 287 will be shared. ✧ Provide direction regarding study results to Michelle Axell, Intermediate District 287 	Sandy (60 minutes)
Hennepin County Superintendents are joined by Hennepin County Officials		
Welcome & Introductions 9:30 a.m. – 11:30 a.m.	<ul style="list-style-type: none"> ✧ Hennepin County Board Chair Mike Opat welcomes group, introduces County attendees, and additional County Commissioners in attendance. ✧ Kristine Martin & Sandy Lewandowski will introduce observers from the University of Minnesota Center for Integrative Leadership and will identify the purpose for their visit. 	Mike Opat (5 minutes) Kristine and Sandy (5 minutes)
Three Priority Projects	<ul style="list-style-type: none"> ✧ Review three short-term projects in priority order: shared social worker model, career technical programming and data sharing. 	Kristine (5 minutes)
First Priority: Shared Social Work	<ul style="list-style-type: none"> ✧ Propose model for first priority; district/county shared social work services will be in place in four suburban Hennepin County regions by the beginning of the '10-'11 school year. ✧ Propose shared funding between Hennepin County and 287 LCTS to support four shared regional social workers ✧ Superintendents will endorse proposal to advance request through the established Children's Mental Health Collaborative approval process. 	Kristine and Sandy (15 minutes)

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.

Second Priority: Data Sharing	<ul style="list-style-type: none"> ✧ Review elements of the shared data pilot. Kristine Martin, Les Fujitake, and Keith Lester ✧ Understand legal opinion regarding sharing data between the County and School Districts. ✧ Gather information about interest from other districts or request participation from additional districts. 	Kristine (20 minutes)
Assessing Work to Date	<ul style="list-style-type: none"> ✧ Assess success of work to date between the County and Schools using the following criteria: 1) Are we making progress in the two priority pilots; shared social work services and shared data? 2) Do we better understand each other's priority agendas and the potential for addressing additional topics of mutual interest? 	Kristine (15 minutes)
Third Priority: Career Technical Programming embedded in Multiple Pathways to Graduation	<ul style="list-style-type: none"> ✧ Review background interest in career technical programming. ✧ Brief regarding "ALC Plus" model to serve county-involved youth in suburban schools. ✧ Acquire additional information about student outcome data from the Multiple Pathways to Graduation philanthropic initiative (Youth Transitions Funders Group). 	Kristine (20 minutes)
Assessing Potential for Future Work Together	<ul style="list-style-type: none"> ✧ Determine interest and investment in a one-day symposium/summit to: 1) create an adaptive vision for dropout prevention for students in Hennepin County using an integrative leadership model. 	Mike Opat & All (30 minutes)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GROUP: Superintendents Advisory Committee

DATE: April 29, 2010

TIME: 8:30 AM – 11:30 AM

Location: Board Room, Intermediate District 287 Service Center

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Proposed Dates for 2010-2011

- Friday, October 8, 2010
- Friday, January 21, 2011
- Friday, April 29, 2011

AGENDA	ANTICIPATED OUTCOMES	ACTIONS
Hennepin County Superintendents		
<p>Regional Transportation Study Findings</p> <p>8:30 a.m. – 9:30 a.m.</p>	<ul style="list-style-type: none"> ✧ Understand key findings from Phase 3 of the Regional Transportation Study ✧ A document identifying the similarities of the transportation study methodology between 916 & 287 will be shared. ✧ Provide direction regarding study results to Michelle Axell, Intermediate District 287 	<p>Sandy Lewandowski summarized key findings and next steps related to the third phase of the Regional Transportation Study. Michelle Axell who has coordinated the study answered Superintendent questions. The study has looked at possible costs savings by consolidating transportation to District 287 special education sites instead of transportation being arranged by individual districts.</p> <p>Two major findings:</p> <ul style="list-style-type: none"> ▪ A conservative estimate of regional savings would be in the vicinity of \$1.8 million. The projected savings is built on the assumption that everyone would participate. ▪ There would be no substantial impact on student transportation times. <p>Next steps:</p> <ul style="list-style-type: none"> ▪ After this meeting 287 will send to each district the individual study data related to their students. Then

		<p>each district’s transportation director will be able to calculate savings individually. This will inform with even more accuracy the actual cost savings.</p> <p>Superintendents requested an accompanying written followup that would summarize key messages, including beginning assumptions about losses (for example, no district would lose dollars) and gains.</p> <ul style="list-style-type: none"> ▪ The group clarified there should be the opportunity in a June 15 survey that Lewandowski will send to 1) affirm whether or not they will send their transportation director or other official/s to a two-day planning session, and 2) if they have information to feed back to the planning process, such as observations and concerns prompted by the individual district discussions. ▪ Lewandowski made the request that if there is an outcome to continue planning together that Superintendents direct that activity.
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Hennepin County Superintendents are joined by Hennepin County Officials

<p style="text-align: center;">Welcome & Introductions</p> <p style="text-align: center;">9:30 a.m. – 11:30 a.m.</p>	<ul style="list-style-type: none"> ✧ Hennepin County Board Chair Mike Opat welcomes group, introduces County attendees, and additional County Commissioners in attendance. ✧ Kristine Martin & Sandy Lewandowski will introduce observers from the University of Minnesota Center for Integrative Leadership and will identify the purpose for their visit. 	<p>Commissioner Opat opened the second portion of the meeting and welcomed Commissioners and County staff. Lewandowski introduced guests and expressed commitment to ongoing work together.</p>
<p style="text-align: center;">Three Priority Projects</p>	<ul style="list-style-type: none"> ✧ Review three short-term projects in priority order: shared social worker model, career technical programming and data sharing. 	<p>Opat summarized prior meetings of the group in which three priority areas had been identified for work together. Kristine Martin gave an overview of work to date in each area, recognizing others in the group who have been part of the process.</p>
<p style="text-align: center;">First Priority: Shared Social Work</p>	<ul style="list-style-type: none"> ✧ Propose model for first priority; district/county shared social work services will be in place in four suburban Hennepin County regions by the beginning of the ’10-’11 school year. 	<p>The first priority is to develop a shared social work model, integrating county and school social work services to improve efficiency and outcomes for students and families. High level goals have been determined as well as some of the logistical considerations. Being proposed is a pilot beginning fall 2010 to share resources to support 4 social workers for a minimum 3 year agreement. These would be geographically distributed across the county. Lewandowski</p>

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.

	<ul style="list-style-type: none"> ✧ Propose shared funding between Hennepin County and 287 LCTS to support four shared regional social workers ✧ Superintendents will endorse proposal to advance request through the established Children’s Mental Health Collaborative approval process. 	<p>offered that use of the Local Collaborative Time Study Dollars generated at 287 could fund two positions in the pilot. The County would reallocate existing resources to fund the remainder of the pilot. The point was expressed that initial conversations had always discussed reallocation of existing resources. There was a question about how maintenance of effort issues would be addressed in the model as well as systems changes needed, such as shared supervision and training. Opat offered that the joint community policing model could be informative to this effort.</p> <p>The Superintendents confirmed work should begin on the pilot and that the recommendation be made to the LCTS group to use the funds collected through 287 as seed money. Martin will send an email asking if the Superintendents have anyone to contribute to the task force work.</p>
<p>Second Priority:</p> <p>Data Sharing</p>	<ul style="list-style-type: none"> ✧ Review elements of the shared data pilot. Kristine Martin, Les Fujitake, and Keith Lester ✧ Understand legal opinion regarding sharing data between the County and School Districts. ✧ Gather information about interest from other districts or request participation from additional districts. 	<p>Martin summarized a pilot to create an efficient and sustainable model of sharing student data (achievement, attendance, and discipline) between schools and the County for students each group has in common. District 287, Brooklyn Center and Bloomington would field test sharing through the TIES Personal Learning Plan system.</p> <p>While the technical solutions exist to share data, FERPA also must be considered. Attorney Sara Ruff shared a brief titled “Benefits and Barriers to Sharing Educational Data with County Officials. “ Ruff offered that a potential solution for the purpose of monitoring county programs is to share the de-identified information from records, but in most situations, consent is required. There also would need to be a way to withdraw that consent and to obtain consent again after the one-year time period. Working through these systems for consent will be a major part of the pilot.</p> <p>Legal ramifications and practical benefits of sharing Hennepin County data with schools also will be determined in the next phase. If other districts would like to be included in the pilot, they are invited to contact Martin.</p>
<p>Assessing Work to Date</p>	<ul style="list-style-type: none"> ✧ Assess success of work to date between the County and Schools using the following criteria: 1) Are we making progress in the two priority pilots; shared social work services and 	<p>The group expressed satisfaction with the success of the collaboration to date and the priority agenda items.</p>

	<p>shared data? 2) Do we better understand each other's priority agendas and the potential for addressing additional topics of mutual interest?</p>	
<p>Third Priority: Career Technical Programming embedded in Multiple Pathways to Graduation</p>	<ul style="list-style-type: none"> ✧ Review background interest in career technical programming. ✧ Brief regarding "ALC Plus" model to serve county-involved youth in suburban schools. ✧ Acquire additional information about student outcome data from the Multiple Pathways to Graduation philanthropic initiative (Youth Transitions Funders Group). 	<p>Commissioner Opat introduced the topic of "Multiple Pathways to Graduation," recognizing varied programs had been discussed in previous meetings but all focused on the need to talk about what Martin offered as "An adaptive vision for addressing the achievement gap and the dropout crisis for a region."</p> <p>Martin provided a summary of well-researched models that have positively affected graduation outcomes. Each of the large city reforms has had the support of a highly organized and diverse collaboration, including cities, counties, and higher ed.</p> <p>As part of a "plan to get a plan" for the Hennepin County region, the group discussed the need to learn what is currently in place in our area. Lewandowski offered to "map" effective programs currently in place in the County by asking districts to compile what's working currently and data they have that supports how they know it's a best practice.</p> <p>Requests were made to:</p> <ol style="list-style-type: none"> 1) look at comparative information about graduation rates in the region, 2) include MNSCU and the former Anoka Hennepin STEP Director who is now at MDE, 3) include the cities in the discussion, and 4) include the U of M College and Workforce Readiness Task Force. <p>Also, A decision was made to include the integration districts as potential partners.</p> <p>Kate Maguire offered to share with Martin and 287 contacts information from the Minnesota Graduation Summits held last fall as part of a federal initiative facilitated by McKnight foundation and the MDE. The research and recommendations from that effort might also provide a basis for discussion.</p>

<p>Assessing Potential for Future Work Together</p>	<p>✧ Determine interest and investment in a one-day symposium/summit to: 1) create an adaptive vision for dropout prevention for students in Hennepin County using an integrative leadership model.</p>	<p>At the next meeting, information from two areas will be shared to determine if a symposium would be the next best step to realizing the “multiple pathways” vision. These two areas are: (1) assessment of current programming in the region and (2) assessment of how collective work to achieve the multiple pathways vision might fit research and recommendations of the Minnesota Graduation Summits.</p> <p>The Superintendents expressed support for the vision, seeing how all of the priority areas are interconnected to achieve higher outcomes for students and also connect with Race to the Top planning. The group also recognized how attendance at these meetings has been a sign of genuine investment.</p>
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In attendance:

Les Fujitake, Bloomington Superintendent; Keith Lester, Brooklyn Center Superintendent; Ric Dressen, Edina Superintendent; John Schultz, Hopkins Superintendent; Dennis Peterson, Minnetonka Superintendent; Karen Orcutt, Orono Superintendent; Susan Hintz, Osseo Superintendent; Kate Maguire, Osseo Asst. Superintendent; Michael Schwartz, Richfield Business Manager; Aldo Sicoli, Robbinsdale Superintendent; Deb Bowers, St. Louis Park Superintendent; Chace Anderson, Wayzata Superintendent; Kevin Borg, Westonka Superintendent; Dennis Carlson, Anoka Hennepin Superintendent; Sandy Lewandowski, Intermediate District 287 Superintendent; Mike Opat, Hennepin County Commissioner Board Chair; Jeff Johnson, Hennepin County Commissioner; Gail Dorfman, Hennepin County Commissioner; Mark Stenglein, Hennepin County Commissioner; Jan Callison, Hennepin County Commissioner; Peter McLaughlin, Hennepin County Commissioner; Daniel Engstrom, Hennepin County Administrator; Kristine Martin, Hennepin County Research and Planning Director; Gretchen Wronka, Hennepin County, Teresa Arpin, Facilitator, Transformation Systems, Ltd.; Jane Holmberg, Emily Puetz, University of Minnesota Humphrey Center, Jane Holmberg, Intermediate District 287 Executive Director of Teaching and Learning; Char Myklebust, Intermediate District 287 Director of Mental Health & Partnerships and Michelle Axell, Intermediate District 287 Administrator

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

REGIONAL TRANSPORTATION STUDY SUMMARY - PHASES 1-3 | APRIL 2010

Students who attend District 287 special education programs are currently transported to/from school by their home district. A regional transportation study used existing data to simulate a regional system in an effort to gauge potential cost savings and benefits for the west metro region. **During the study, member Superintendents raised two needs:**

1. **Compare “apples to apples” in a regional transportation system to allow districts to do a cost comparison with current actual costs.**
2. **Address concerns related to student impact as well as costs.**

KEY FINDINGS/BENEFITS

After a thorough analysis of more complete transportation data from member districts and specific accommodations in students' IEPs, Phase 3 of the Transportation Study concluded:

- **Estimated savings: \$1.8 million** (40 fewer buses), reduced from Phase 2 estimate of \$2.7 million (60 fewer buses), based on a 1½ hour start time interval between early and late tier schools.
- **The students' day would not be impacted.** The refined simulation dramatically reduced overlap between early/late tiers, eliminating the need for an intentional drop early/pick up late flex window option.

FOR STUDENTS

- Comparable ride time service regardless of resident district
- Safer environment with fewer buses between parking lot traffic and students
- Continuum of education between transportation and the classroom
- No significant disadvantages for students

FOR MEMBER DISTRICTS

- Enable districts to focus on routing efficiencies and cost savings within their boundaries
- District transportation operations/costs less variable when students are placed in 287
- Additional costs and issues caused by calendar differences eliminated
- Varied savings based on district proximity (perceived negative impact)

FOR THE STATE AND TAXPAYERS

- Superintendents and the west metro region recognized for innovating operations toward economies of scale, resulting in significant cost savings and increased attention and resources for the schools' primary mission – providing a quality education for students
- Higher capacity utilization for school vehicles and less duplication of services and routes
- Potential for fewer special education buses/aides
- Assurance that drivers and aides are consistently trained to work with most vulnerable students

REGIONAL OPTIONS

- 287 operates regional transportation system for 287 programs with contracted buses
- 287 contracts with a provider to operate the regional transportation system for 287 programs
- Member districts contract with the same providers
- Member districts collaborate on an inter-district regional transportation system

POSSIBLE NEXT STEPS

- Superintendents meet with internal leadership teams to discuss and compare simulated data to actual costs.
- 287 surveys member superintendents by June 15 to gauge interest in developing a regional transportation system.
- If consensus is reached among superintendents, member district transportation directors would convene in a two-day workshop to design a cooperative transportation program.
- **Key to Success: Superintendents direct this activity.**

April 29, 2010

Sandra Lewandowski, Superintendent
District Service Center
1820 Xenium Lane North
Plymouth, MN 55441-3708

Telephone: 763.550.7100
www.district287.org

Dear Superintendents,

Thank you for the great attendance at the County-Schools meeting. It is because of your participation that we continue to adapt to the changing state and regional trends. I encourage you to give me feedback about the design of the meeting and its usefulness to you. The meeting minutes are attached for your information.

Secondly, I was asked to provide key messages to use with your administrative staff in regard to the transportation study. **On June 15th District 287 will survey Superintendents as to their interest in sending transportation directors to a two day planning meeting. The meeting outcome would be to design a cooperative regional transportation model.** This design would subsequently be reviewed by Superintendents. **Any final decision to proceed would be made subsequent to Superintendent review and approval.** The two-day meeting would be held this summer. The following assumptions would be the starting point for transportation directors charged with designing such a regional system:

1. The biggest dollar savings will be realized if all districts participate
2. A regional model should ensure that all 287 districts be held harmless financially by the new proposed model.
3. A regional model should ensure that the quality of service to students is, equal or improved, compared to current standards.
4. A regional model should include increased training for bus drivers and bus paraprofessionals.
5. A regional model should provide effective communication links with member district special education directors to ensure student needs are being met.
6. A regional model should consider other subsets of student populations for further study and analysis of expanded cost savings; however these subsets would not be part of any initial system.
7. A two-day planning process would be made at the direction of local Superintendents. District 287's role would be to facilitate the process and planning.

With those preliminary planning assumptions in place, I would suggest the following key messages or requests be made to your internal administration. The response of each district will be provided via a **June 15th survey** to Superintendents. The results of that survey will provide direction to proceed with a two day planning session that would occur in mid-summer. A key to proceeding with the two-day meeting will be based on broad buy in by all member districts.

Next Steps for individual school districts:

1. Compare the projected study costs against actual costs to determine the cost impact to your district. The phase three student results have been sent to your district. This information should allow transportation directors to re-optimize your local system to determine the cost impact. Michele Axell, 287 transportation study manager, and, our consultants will assist with any questions your district might have in that calculation.
2. Determine any locally identified impact, risk or advantage that should be addressed at a two-day regional cooperative transportation design meeting.
3. Identify any additional assumptions to the above list as a starting point for planning at a two-day cooperative transportation model meeting.

Thank you for your follow through on these next steps. I look forward to further discussion. Please let me know if I can be of assistance as we continue to work together on this study.

April 28, 2010

Mr. Les Fujitake, Superintendent
Bloomington Public Schools
1350 West 106th Street
Bloomington, MN 55431

Sandra Lewandowski, Superintendent
District Service Center
1820 Xenium Lane North
Plymouth, MN 55441-3708

Telephone: 763.550.7100
www.district287.org

Dear Les,

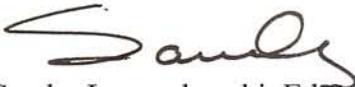
Thank you for your letter dated April 22, 2010. Your letter inquires about the status of the information received from our financial consultant. In addition, you specifically ask for options that your financial consultants might consider.

On April 22, 2010, our 287 School Board reviewed a letter providing consultation from Jim Eichton, MMKR. Jim's review of that letter at the Board meeting was the first opportunity for our Board to review his information. It was a first step in understanding the various components of value pertinent to the withdrawal of Bloomington from Intermediate School District 287. While mutual resolution is the goal of our Board, the process, timeline and resolution outcome is likely to take further discussion and significant time to reach a final agreement.

I would like to propose a meeting to identify the next steps in the process. Given the substance of the ultimate agreement between the Boards of 271 and 287, I would suggest that the meeting include the Board Chairs, Superintendents, and a business representative from each of our districts. The outcome of the discussion would then give needed detail to the process and timeline leading to a resolution.

Please let me know if my proposal meets with your agreement, or, if you would like to suggest an alternative. Our School Board and I both want to work cooperatively with Bloomington to culminate in a satisfactory outcome for all concerned.

Sincerely,



Sandra Lewandowski, Ed.S.
Superintendent

cc: Jim Sorem, Bloomington School Board Chair
Linda Johnson, Intermediate District 287 School Board Chair

Les Fujitake
Superintendent of Schools
952.681.6402
Fax 952.681.6406
lfujitak@bloomington.k12.mn.us



Educational Services Center
1350 West 106th Street
Bloomington, MN 55431-4126

www.bloomingtonschools.info

April 22, 2010

APR 24 2010

INTERMEDIATE DISTRICT 287
SUPERINTENDENT'S OFFICE

Sandy Lewandowski, Superintendent
Intermediate District 287
1820 Xenium Lane North
Plymouth, MN 55441

Dear Sandy,

In our last phone conversation on April 8, you indicated that your financial consultants were planning to present you with options on how to proceed with the distribution of assets process.

I responded that I would inform our financial consultants about the work of your financial consultants. Our consultants have been briefed and are ready to review the options.

Therefore, do you have the options to share with us?

Sincerely,

A handwritten signature in black ink, appearing to read "Les Fujitake", with a long horizontal flourish extending to the right.

Les Fujitake
Superintendent of Schools

Cc: Jim Sorum, Chair, Board of Education
Pat Geraghty, Executive Director of Student Services

Intermediate District 287

Responsive. Innovative. Solutions

M E M O R A N D U M

DATE: May 13, 2010

TO: Sandy Lewandowski, Superintendent

FROM: Laura Keller-Gautsch, Executive Director of Special Education & Student Services
Jane Holmberg, Executive Director of Teaching and Learning

RE: **Measuring Student Achievement in District 287 Programs:
Objective Assessment of Professional Learning Community Goals**

Why statewide assessment and measures can't adequately report achievement...

We have discussed often how statewide testing cannot adequately show student progress in our programs. [Neither the "proficient" designation nor the growth index provides information on achievement for most of our students.](#)

- Last year, we tested about 1200 students in statewide assessments across both divisions, 38% of whom were students with disabilities. This includes member district ALC programs as well as our own. Among this group [fewer than 25% showed proficiency in state tests.](#)
- Recognizing how the proficiency measure is insufficient for many types of schools and students, the state has instituted a growth measure that shows when progress is being made, regardless of the number of students who have achieved the proficiency standard. However, this measure is not helpful to us in our programs because last year [only about 10% of our students were enrolled a sufficient amount of time to be included in the state growth index.](#)

How we are using other standardized assessments to measure and report achievement...

Understanding that statewide test scores or growth indexes cannot adequately reflect student achievement among our very diverse student population, we have refined our Professional Learning Community (PLC) goal setting and reporting to provide student achievement data that is directly related to site goals. In previous years, we have reported on goal attainment but not always emphasized that the assessment of the goal should be an objective, standardized assessment (as opposed to such things as teacher-developed assessments or subjective judgments about IEP goals attained).

This year the Superintendent's goal related to student achievement sets forth the expectation that standardized assessments will be used. The goal states: ["Standardized assessment tools will objectively verify student achievement goals addressed through professional learning communities."](#)

Attached you will find a listing of PLCs from the student programs and the measurement tools each will use to report achievement. Indicated on the list is whether or not the assessment indeed can be considered standardized. You will see that in all but a few cases, the group has been able to find an appropriate standardized assessment—or participate in a program with other agencies to create a common assessment—to measure the impact of student learning.

We continue to work with those few programs that have not as yet found a standardized measure, understanding that they at least have instituted a standardized *process* for gathering information. It is especially challenging where we are not the primary instructional provider, such as in some itinerant areas, to identify standardized measures of student performance that appropriately express the value added by the service.

We also look forward to our opportunity this summer to report to the School Board the *outcomes* of using these measurement tools, and we would be happy to provide further information in the interim.

2009-2010 District 287 PLC Goals & Assessment Tools

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N
Career Tech: Brooklyn Park and Eden Prairie Campuses	By June 2010, 50% of students enrolled in career technical courses that complete one semester at Eden Prairie Campuses will increase math competency skills by 10% as measured by a math test based on the GRAD test strands.	Standardized math assessment of GRAD test strands developed in collaboration with NE Metro 916 and Carver Scott Cooperative, as part of a Perkins grant funded project.	Y
City West Academy	By June 2010, 90% of CWA's seniors who have attended CWA at least 1 previous semester will graduate on time OR complete a full year of academic credit as defined by their home school.	Graduation Rates and Home School definitions of one year's worth of academic credit.	Y
Honors Mentor Connection	By June 2010, 10% of Honors Mentor Connection students will have received awards or recognition from entities other than the school district and directly related to their Honors Mentor Connection work and research.	Documented awards and recognition from external agencies such as MDE: Scholars of Distinction and the Minnesota Science Academy awards.	Y
North Vista Education Center	By June 2010, 60% of NVEC students who are below reading grade level will have advanced two grade levels in one year of instruction.	Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in Reading	Y
North Vista Education Center Day-Care	By June 2010, 80% of NVEC infants and toddlers will advance at least one step on the Creative Curriculum Pre-Literacy Program in one school year.	Creative Curriculum Pre-Literacy Program Profile Checklist	Y
Prairie Center Alternative	By June of 2010, 80% of Prairie Center Alternative Program students who are assessed below Reading grade level will have improved their Reading scores by at least 1.2 grade levels.	Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in Reading	Y
RAMP-UP (known as ALC Admin PLC)	By June 2010, given approximately 24 hours of reading remediation tutoring, 85 % of the RAMP-UP tutoring students at Richfield Intermediate School and Earle Brown Elementary will see an increase in reading skills in a minimum of one area.	Diagnostic On-Line Reading Assessment (DORA)	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N
South Education Center Alternative	By June 2010, 50% of SECA students who are below reading grade level will have advanced two grade levels in one year of instruction.	Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in Reading	Y
South Education Center Alternative Day-Care	By June 2010, all of the young children enrolled in the Early Learning Center will meet at least 90% of their developmental milestones in the area of literacy, as appropriate for their individual ages and developmental levels.	Pre-School First Curriculum-Based Measure	Y
World Language	By June 2010, 60% of all first level language students will score a 70% or higher on the end-of-year curriculum-based assessment.	End-of-year assessment that accompanies the curriculum for each of the language areas.	Y
X-Track	By June 2010, given daily literacy instruction and district reading strategies resources, each student at X-Track/Open-Track will have demonstrated an increase in his or her literacy skills.	Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in Reading	Y
Bren Road Education Center	The students of Bren Road will demonstrate an increase in vocabulary over the course of the 2009/10 school year and, for those that are utilizing Read 180, there will be one year's growth in reading skills.	NWEA Curriculum-Based Measures Pre- and Post-SRI Demonstrated by criterion referenced teacher made weekly vocabulary tests, Read 180 testing, MAPS testing and the MCA.	Y
Edgewood Education Center (Explore Middle)	Given daily 90 minute blocks of reading during the 2009-2010 school year, each student will demonstrate an increase in his/her lexile reading level by 50 lexiles.	SRI (Scholastic Reading Inventory)	Y
Edgewood Education Center (Transition groups-Phase)	During the 2009/10 School year 80% of Edgewood transition students will show growth on skills delineated on their IEPs measured through a variety of techniques	Individual Data sheets related to specific skills a minimum of 3 times per year	N

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N
North, and STRIVE North, Sun Transition North)			
Epsilon/Omegon	<p>During the 2009-2010 school year, 90% of students will satisfactorily complete a life skills unit within each content area class per term. Progress will be measured by pre- and post-rating scales and student demonstrations of the main skills taught in each unit. In addition, 80% of students will demonstrate an overall increase in their skill level by increasing their MAP score in reading, math, and language use by at least matching the lexile score generated within the MAP growth calculator.</p> <p>In addition, 80% of students will demonstrate an overall increase in their skill level by increasing their MAP score in reading, math, and language use by at least matching the lexile score generated within the MAP growth calculator.</p>	<p>NWEA correlated with KTEA (Kaufman Test of Education Achievement)</p> <p>Progress will be measured by pre- and post- rating scales and student demonstrations of the main skills taught in each unit.</p> <p>MAP (Measures of academic progress)</p>	Y
Hosterman Education Center	<p>Given an Informal Reading Inventory, 85% of students at the Hosterman Education Center will show an increase in their individualized assessment profile of literacy skills:</p>	<p>Qualitative Reading Inventory (adapted.) Three literacy areas will be included:</p> <p>Word Identification skills Print Processing skills Language Comprehension skills</p>	Y
Itinerant ASD - Autism Spectrum Disorder	<p>To increase the understanding and knowledge of classroom and related services staff who work with students with ASD, as relates to the following:</p> <ul style="list-style-type: none"> The academic, social/emotional and functional challenges of students with Autism Spectrum Disorders (ASD) 	<p>Measure: 90% or more of staff who work with students with ASD and #287 itinerant ASD specialists will view the ASD Training module, and will demonstrate understanding of visual</p>	N

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N
	<ul style="list-style-type: none"> The use of visual strategies, resulting in increased student success in the above-mentioned skill areas. 	strategies as measured by a Zoomerang survey; and by creating a Flip video movie and/or other resources/materials that demonstrates a student utilizing a variety of visual strategies.	
Itinerant AT - Assistive Technology	Based on the protocols of the SETT process, staff providing assistive technology services during the 2009-2010 school year, will examine the fundamentals of voice recognition software, to determine best practice and effectiveness of students using voice recognition for written language assignments.	Newly developed tools including: -a Pre-requisite Skills Flowchart – to aid in determining if a trial opportunity (using voice recognition software) is warranted based on student skill level -a competence skills checklist – to assist with the documentation of new skill by a variety of staff	N
Itinerant - Augmentative Communicator	Augmentive Communication Specialists finalize the Essential Communication Skills Inventory and use it with at least 3 different students to verify and document growth in the area of communication, during the 2009-2010 school year.	Essential Communication Skills Inventory will be administered pre/post to measure student gains	Y
Itinerant BVI- Blind Visually Impaired	Create an online training module for staff working with DCD/BVI students that will increase staff's understanding of visual impairments, student accommodations, materials and strategies necessary to access their learning environment.	Zoomerang survey used with member district staff to measure an increase in disability awareness.	N
Itinerant D/HH – Deaf/Hard of Hearing	For students receiving direct service for reading: Option #1: Given an Informal Reading Inventory adapted from the Qualitative Reading	Qualitative Reading Inventory (adapted.) Three literacy areas will be included:	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N
	<p>Inventory (name of student) will show an increase in his/her individualized assessment profile of literacy skills in one of the following assessment areas based on a baseline assessment completed in October 2009 and a post-assessment completed in May 2010:</p> <ul style="list-style-type: none"> • Word Identification skills • Print Processing skills • Language Comprehension skills <p>Option #2: Given prescribed procedures from Curriculum Based Measurements in the area of silent reading comprehension, or content area vocabulary, (name of student) will show an increase in his/her individualized CBM graph.</p>	<p>Word Identification skills Print Processing skills Language Comprehension skills</p> <p>Ed Check up charting procedure completed in October 2009, weekly or monthly CBM charting, and analysis of progress with post baselines completed in May 2010.</p>	
Itinerant PHD – Physical/Health Disabilities	<p>During the 2009-10 school year, P/HD teachers will increase their capacity to use technology tools to a level that allows them to work in a more efficient manner, as observed and monitored through the use of following technology options.</p>	<p>Staff survey will measure:</p> <p>The development of chat rooms for professional discussions</p> <p>Increase use of Flip Video to measure evaluation data</p>	N
Itinerant OT – Occupational Therapy	<p>After in-service with a Flip camera for correct operation and video clip editing, Occupational Therapists will develop at least 6 uses for the camera (with instructions and examples), to assist with documentation of student skills during assessment or for an IEP, during the 2009-2010 school year.</p>	<p>Instruction sheets and/or data collection procedures</p>	N

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N
Itinerant PT – Physical Therapy	<p>The Physical Therapists will develop transition skill checklists to ensure successful student transitions to new learning environments. In addition to the checklists, they will incorporate the use of appropriate technology, specific to the unique age groups of transition groups. The groups are:</p> <ul style="list-style-type: none"> • Birth-2 to Early Childhood • Early Childhood to Kindergarten • Elementary to Middle School/Junior High • Age 14 – Formal Transition IEP • Graduation – Transition Programs • Age 21 – Adult Programs 	Transition Skills Checklist	Y
South Education Center (Vector, InVEST and Focus)	<p>Given an informal reading inventory each student in the VECTOR/InVEST Transition South program will show an increase in their individualized assessment profile of literacy skills in one of the following assessment areas based on a baseline assessment completed by November 14, 2009 and a post assessment completed by May 15, 2010.</p>	<p>Qualitative Reading Inventory (adapted.) Three literacy areas will be included:</p> <p>Word Identification skills Print Processing skills Language Comprehension skills</p>	Y
South Education Center (Transition groups-SUN Transition, PHASE and Intersect)	<p>Given daily literacy instruction at the student’s reading/literacy level, 85% of the students in the STIP program will demonstrate an increase in their individual reading/literacy skill profiles in at least one of the 4 block areas as measured by pre data collection completed by Nov 20, 2009 and post data collection by May 15, 2010.</p>	<p>Qualitative Reading Inventory (adapted.) Three literacy areas will be included:</p> <p>Word Identification skills Print Processing skills Language Comprehension skills</p>	Y
South Education Center-SUN	<p>SUN students will increase their ability to participate in literacy opportunities from a measured baseline level to 90 minutes a day at the end of the school year as measured weekly by staff.</p>	<p>Qualitative Reading Inventory (adapted.) Three literacy areas will be included:</p> <p>Word Identification</p>	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N
		skills Print Processing skills Language Comprehension skills	
South Education Center-SUN-2	SUN students in C-110 and C-112 will increase their ability to read, from a measured baseline level to a level of increased reading ability, as measured weekly by individual student mastery of Edmark reading lessons.	Qualitative Reading Inventory (adapted.) Three literacy areas will be included: Word Identification skills Print Processing skills Language Comprehension skills	Y
Northwest Tech Center	By April 21, 2010, 50% of the NWTC students who participate in the Transition Portfolio Project will demonstrate knowledge of at least 2 pieces of evidence in each of the transition areas, as measured by the standard Portfolio Evidence Assessment Tool.	-Portfolio Evidence Assessment Tool (PEAT measures student individual site/ learning/ understanding of goal) Transition Portfolio -Checklist/Rubric (measures progress for whole site progress: showing the data reflecting the number of evidence that students had in their portfolios.	Y
VET – Vocational Education and Training	Given daily 90 minute blocks of reading during the 2009-2010 school year, each student will demonstrate an increase in his/her lexile reading level by 50 lexiles.	Improve their score on a pre to post test from a rating of developing/ expanding (3-5) to increased proficiency/mastery (6-7) as measured by the pre and post Character Counts assessment tool by June 2010.	Y

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – May 13, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REFINANCING

ITEM: 9.1.1. Parameters Resolution to Refinance the South
Education Center (SEC) Land Purchase

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

In the economic environment where long-term interest rates continue to be low, the District’s financial advisor, Springsted Inc., has reviewed the feasibility of refinancing the lease/purchase arrangement for the SEC land purchase. That review shows the potential for meaningful savings. The Board is being asked to pass a parameters resolution authorizing the Director of Finance to proceed if the District would realize a minimum net present value benefit of \$233,000 or 3%.

2. Fiscal Impact/Funding Source: Lease principal and interest payments will be reduced by an average of \$20,000 annually at a minimum.

3. RECOMMENDED ACTION: The Board passes the attached parameters resolution.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

CERTIFICATION OF MINUTES RELATING TO
THE ISSUANCE OF A LEASE PURCHASE FINANCING AND
REFUNDING CERTIFICATES OF PARTICIPATION

Issuer: Intermediate District No. 287, Plymouth, Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on May 13, 2010, at 6:30 p.m. at the School District offices.

Members present:

Members absent:

Documents Attached:

Minutes of said meeting (pages):

RESOLUTION NO. _____

RESOLUTION STATING THE INTENTION OF THE SCHOOL BOARD TO ISSUE A
LEASE PURCHASE FINANCING AND REFUNDING CERTIFICATES OF
PARTICIPATION

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the certificates referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said certificates; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on this 13th day of May, 2010.

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION STATING THE INTENTION OF THE SCHOOL BOARD TO ISSUE A
LEASE PURCHASE FINANCING AND REFUNDING CERTIFICATES OF
PARTICIPATION

BE IT RESOLVED by the School Board of Intermediate District No. 287, Plymouth, Minnesota (the District), as follows:

SECTION 1. PURPOSE. It is hereby determined to be in the best interests of the District to enter into a Lease Purchase Agreement and a Trust Agreement, and to sell and issue its Refunding Certificates of Participation, Evidencing the Proportionate Interest of the Registered Owners thereof in Lease Payments to be made by Intermediate District No. 287, Plymouth, Minnesota pursuant to a Lease Purchase Agreement (the Certificates) in the total aggregate principal amount not to exceed \$7,495,000. The proceeds of the Certificates will provide funds to currently refund the Lease Agreement dated as of January 6, 2006 by and between Wells Fargo Brokerage Services, LLC, as Lessor, and the District, as Lessee.

SECTION 2. SOLICITATION OF PROPOSALS. The Superintendent or Director of Finance or Executive Director of Administrative Services in conjunction with Springsted Incorporated, financial advisor to the District, are hereby authorized to solicit proposals for the purchase and sale of the Certificates.

SECTION 3. AWARD OF SALE. The Superintendent or Director of Finance or Executive Director of Administrative Services, in consultation with and upon the advice of representatives of Springsted Incorporated, are hereby authorized and directed to select the best proposal for the Certificates and award the sale of the Certificates to the entity submitting such proposal (the Purchaser), provided that the aggregate principal amount of the Bonds shall not exceed \$7,495,000, the total net savings is at least \$233,000, the present value benefit as a percentage of the present value of the refunded debt service is at least three percent (3%). This Board shall meet at a time and place specified by the Superintendent or Director of Finance or Executive Director of Administrative Services to adopt a bond resolution incorporating the terms and conditions of the proposal so accepted.

SECTION 4. EXPIRATION. If the Superintendent or Director of Finance or Executive Director of Administrative Services have not approved the sale of the Certificates to the Purchaser and executed the related bond purchase agreement by July 13, 2010, this resolution shall expire.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

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

Regular Meeting – May 13, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

**ITEM: 9.2.1 Approval of Resolution for Hosterman Land Purchase
Purchase Agreement**

PRESENTED BY: Peyton Robb, Chair of the Facilities Committee

1. Background Information

At the March 25th meeting the District 287 Board directed administration to negotiate with the Robbinsdale Area Schools for the purchase of land at the Hosterman site. The Facilities Committee has reviewed the document and we are pleased to bring forward the attached Purchase Agreement. The purchase price is \$1,175,000.

The closing date is planned to take place approximately 30 days following the date the City of New Hope approves the land split on the Hosterman site.

2. Fiscal Impact/Funding Source: This purchase will provide short term stability in lease costs and significant long term savings for member districts.

3. RECOMMENDED ACTION: That the Board pass the resolution to authorize the execution of the Purchase Agreement for the land at the Hosterman site.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INTERMEDIATE DISTRICT NO. 287

HELD: May 13, 2010

Pursuant to due call and notice thereof, a regular meeting of the Board of Intermediate District No. 287, State of Minnesota, was duly held on May 13, 2010, at 6:30 o'clock p.m.

Member **Peyton Robb** introduced the following resolution and moved its adoption:

RESOLUTION APPROVING THE PURCHASE OF THE WESTERLY TEN ACRES OF THE LAND PARCEL AT THE HOSTERMAN SCHOOL SITE LOCATED AT: 5530 ZEALAND AVENUE NORTH, NEW HOPE, FROM INDEPENDENT SCHOOL DISTRICT NO. 281

WHEREAS, Intermediate District 287 (the "District") has found that student enrollment in its programs have increased and has exceeded projections for 2009-10; and

WHEREAS, the District's long-term enrollment outlook suggests that member districts will continue to look to the District to educate high-need students who are most effectively served in customized facilities; and

WHEREAS, the District has been leasing the Hosterman School Property located at 5530 Zealand Ave North (the "Property") from Robbinsdale Area Schools, Independent School District No. 281 ("Robbinsdale") since July 1, 2000; and

WHEREAS, while leasing the Property, the District has found that the Property is and will continue to be in a good location to serve member district students; and

WHEREAS, Robbinsdale has agreed to sell the approximately 10 acre Property to the District at a purchase price of \$1,175,000.00; and

WHEREAS, the purchase of the Property by the District will be more cost-effective for the District than continuing to lease it; and

WHEREAS, the purchase of the Property will bring stability for the District's students by providing them with a long-term location;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Intermediate District 287, State of Minnesota, as follows:

1. The Purchase Agreement for the Hosterman School Property is hereby approved; and

2. The Chair and the Clerk are hereby authorized to execute the Purchase Agreement and any other documents necessary to effectuate the purchase of the Property.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

Abstain:

and the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: May 7, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Anne C. Becker, Director of Human Resources

RE: Additional Salary Range and Guide Information

At the School Board meeting on April 22, 2010, Board members requested additional information regarding the proposed Unaffiliated and Administrative Pay Plans. Some members also expressed concerns that the proposed top of the salary range for the top grade, Grade 17, was too high. I have gathered the information requested and made some changes to the proposed salary ranges in response to the concerns.

I am recommending that the Board adopt a revised version of the proposed Unaffiliated and Administrative Pay Plans. In the revised version, the top of the range for the highest salary grades in each employee group has been lowered. For example, the top of the salary range for Grade 17 has been reduced from \$168,000 to \$149,000. (This is only \$10,000 higher than the highest salary range for administrators currently in place). In order to keep the range large enough, the bottom of the range for Grade 17 was also lowered from \$121,083 to \$115,000. The proposed reductions to the salary ranges total \$55,000.

I have attached two charts showing the revised proposed Unaffiliated and Administrative salary ranges, illustrating where current District employee salaries fall within the proposed ranges. You will note that the majority of employee salaries are at the bottom, and virtually all are below the midpoint, of the salary ranges.

Board members were also interested in seeing the salary ranges for some of the highest paid employees in our member districts. I was able to obtain information on salary ranges from nine of the thirteen member districts. This information is contained in the three spreadsheets attached which show salary ranges for Assistant Principals, Principals, and Executive Directors.

Please note when looking at the salary range spreadsheets that in many cases the salary range information for member districts is two years old, and therefore is not a good comparison for salary ranges that have a proposed effective date of July 1, 2010. It is also important to know that in many of our member districts, the positions of Teaching and Learning, Special Education, and Administrative Services administrators are not Executive Director, or cabinet level, positions. In some cases, they are director level positions instead. Therefore the positions are not directly comparable. For example, the 287 Executive Director of Special Education is responsible for administering 75% of the District's budget. In addition, all of the 287 Executive Directors have more than 20 years of experience in education, and two of the three have advanced degrees, yet all are at the bottom of the proposed salary range.

It is also difficult to compare the Principal and Assistant Principal positions at 287 with those positions in regular school districts. While principals in independent school districts have more students, principals at District 287 have more staff. In addition, unlike regular districts, 287 has a difficult time recruiting qualified applicants for our specialized positions. This was evidenced recently in our search for a Principal at Bren Road; a position for which we had only two qualified applicants. Fortunately one of them was an internal candidate who has already proven that she does a great job in that role.

Finally, with regard to the proposed changes to the Unaffiliated and Administrative Guides, there was a request for information concerning the amount of money that the District has spent in providing partial tuition reimbursement. The tuition reimbursement is primarily requested by administrative interns taking the required courses for administrative licensure. I have attached a spreadsheet entitled "Tuition Reimbursement FY09-10" which provides that information.

Now that there is a Tentative Agreement with Education Minnesota Local 2209, I am pleased to report that the proposed changes to the Guides represent total average package increases of 5.45%, lower than the 5.74% cost of the Tentative Agreement. This is a significant difference considering that the Guides include both health insurance plan redesign and a flat dollar cap to District contributions to employee health insurance premiums. The same package offered to Local 2209 but rejected by them would have resulted in a 6.2% total package.

**Comparison of Key Changes to
Employment Contract & Guides
May 13, 2010**

LOCAL 2209	UNAFFILIATED	ADMINISTRATIVE
<p>I. Health Insurance (Year 2)</p> <ul style="list-style-type: none"> • Plan Redesign 90-10 Plan • No cap or sunset on district contribution 	<p>I. Health Insurance (Year 2)</p> <ul style="list-style-type: none"> • Plan Redesign 90-10 Plan • Dollar cap on district contribution 	<p>I. Health Insurance (Year 2)</p> <ul style="list-style-type: none"> • Plan Redesign 90-10 Plan • Dollar cap on district contribution
<p>II. Two Year Salary</p> <ul style="list-style-type: none"> • Schedule frozen except 2.33% increase for top step • Employees automatically advance through steps and lanes. 	<p>II. Two Year Salary</p> <ul style="list-style-type: none"> • Schedule frozen • Employees receive pay for performance based on evaluations. (No automatic increase.) 	<p>II. Two Year Salary</p> <ul style="list-style-type: none"> • Schedule frozen • Employees receive pay for performance based on evaluations. (No automatic increase.)
<p>III. Average Pay Increase</p> <ul style="list-style-type: none"> • 3% per person per year 	<p>III. Average Pay Increase</p> <ul style="list-style-type: none"> • 2.25% per person per year 	<p>III. Average Pay Increase</p> <ul style="list-style-type: none"> • 2.25% per person per year
<p>IV. Total Package</p> <ul style="list-style-type: none"> • Percentage 5.74% 	<p>IV. Total Package</p> <ul style="list-style-type: none"> • Percentage 5.8% 	<p>IV. Total Package</p> <ul style="list-style-type: none"> • Percentage 5.1%

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – May 13, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: 9.3.1. Administrative/Unaffiliated Guides

PRESENTED BY: Anne Becker, Director of Human Resources Department

1. Background Information

Attached is a summary of the proposed substantive changes to the Employment Guides for Administrators and other Unaffiliated Employees for the period July 1, 2009 through June 30, 2011. These employees are unrepresented; their terms and conditions of employment are governed by Board policies and District procedures which include the provisions of the *Employee Handbook* and the Guides.

2. **Fiscal Impact/Funding Source:** The total two-year increase for Unaffiliated Employees is \$40,455.00 or 5.8%. The total two-year increase for Administrators is \$117,308.00 or 5.1%.

3. **RECOMMENDED ACTION:** Approval of Proposed Unaffiliated and Administrative Employment Guides, effective July 1, 2009.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: April 21, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Anne C. Becker, Director of Human Resources

RE: 9.3.1 Changes to Unaffiliated and Administrative Employment Guides

The following is a summary of the proposed substantive changes to the Employment Guides for Administrators and other Unaffiliated Employees for the period July 1, 2009 through June 30, 2011. These employees are unrepresented; their terms and conditions of employment are governed by Board policies and District procedures which include the provisions of the *Employee Handbook* and the Guides.

A number of Administrators and Unaffiliated Employees are considered at-will and, therefore, except as otherwise provided by federal or state law, the benefits they receive are conferred by the Board based on the recommendations of the Superintendent and her administration. In light of the challenging economic times and the lack of new money for schools, the proposed changes to the Guides will have a minimal impact on the District budget.

There are few changes to the proposed Guides, but what changes there are are very significant in terms of cost savings for the District. District administration is proposing to lead the way in significant redesign in health insurance plans and by introducing a flat dollar cap on the District contribution to employee health insurance premiums.

The savings in District contribution to employee health insurance premiums have been used to fund the modest salary increases based on performance. There is no new money added across-the-board to the pay plans for these groups.

Administrators and unaffiliated employees received performance ratings in FY09 which were tied to certain percentage increases in salary. Because of the delay in the settlement of a new Master Contract with Local 2209, these increases, which normally would have become effective on July 1, 2009, have not been paid. The recommended performance increases for both employee groups average 2.25%, and are recommended to be paid retroactively to July 1, 2009.

The overall cost of these Guide changes is \$40,455 for Unaffiliated Employees and \$117,308 for Administrators.

Summary of Proposed Substantive Changes to Employment Guides:

Article 6: Professional Development

Increase from \$1000 to \$1500 for Unaffiliated Employees and \$1000 to \$3000 for Administrators.

We are recommending an increase in the amount of annual tuition reimbursement available for completion of career mobility classes offered by the District, or for completion of courses or earning of professional licenses, certifications or re-certifications that contribute to increased efficiency in an employee's position.

The reimbursement amount has not been increased since it was first instituted several years ago. The increased reimbursement amount for administrators is based on a survey of costs of administrative licensure courses at a variety of Minnesota institutions of higher education. Reimbursement for a course or licensure/certification must be pre-approved by the employee's supervisor.

Article 8: Group Insurance

No Increase in Insurance Premiums.

Increase in District's VEBA contributions from \$400 to \$800 for single coverage and from \$800 to \$1600 for family coverage.

We are recommending that health insurance plans be redesigned effective July 1, 2010 resulting in a further decrease in insurance premiums from - 2% to - 8% in FY11.

One of the changes to the plans would be the change from a lower deductible to a higher deductible plan. Those employees who enroll in the new deductible plan would receive a higher VEBA contribution to offset some of the increase.

In addition, the District's contribution to employee health insurance premiums would be capped at a flat dollar amount based on the costs of the single and family deductible plans.

Total two-year increase for Unaffiliated Employees is 5.8%, and for Administrators is 5.1%.

Requested Action at May 13, 2010 Board Meeting:

Approval of Proposed Unaffiliated and Administrative Employment Guides, effective July 1, 2009.

Employment Guide	Fiscal Year	Employee Position	Purpose of Request	Amount Requested
Administrative	2009	Administrator	Professional Certification	\$341.17
Administrative	2009	Administrative Intern	Administrative Licensure	\$1,000
Administrative	2009	Administrator	Administrative Licensure	\$1,000
Administrative	2009	Administrative Intern	Administrative Licensure	\$1,000
Administrative	2009	Administrative Intern	Administrative Licensure	\$1,000
Administrative	2010	Administrative Intern	Administrative Licensure	\$1,000
Administrative	2010	Administrative Intern	Administrative Licensure	\$1,000
Unaffiliated	2010	Technology Staff	Information Media Course	\$781.88
			Total =	\$7,123.05

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – May 13, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: 9.3.2. Change from 14 to 17 Salary Grades for FY11

PRESENTED BY: Anne Becker, Director of Human Resources Department

1. Background Information

District administration is recommending an increase in the number of administrative and unaffiliated salary grades from 14 to 17. There are no salary increases or additional administrative or unaffiliated positions associated with the expansion from 14 to 17 salary grades.

Attachments:

1. Intermediate School District 287 Pay Plan for Administrators and other Unaffiliated positions Job Titles (*current*)
2. Intermediate District 287 Pay Plan for Unaffiliated Employees and Administrators (effective July 1, 2010) (*proposed*)

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

3. **RECOMMENDED ACTION:** Approval of Proposed Unaffiliated and Administrative Pay Plan, effective July 1, 2010.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: April 21, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Anne C. Becker, Director of Human Resources

RE: 9.3.2. Change from 14 to 17 Salary Grades for FY11

District administration is recommending an increase in the number of administrative and unaffiliated salary grades from 14 to 17. There are no salary increases or additional administrative or unaffiliated positions associated with the expansion from 14 to 17 salary grades.

This proposal results from a recommendation by the independent consultant retained by the District to perform a classification and compensation study of particular positions, as well as to advise the District on the proper grading of new positions such as the Assistant Director of Finance. The addition of three more salary grades was designed to facilitate the placement of existing and future positions in the appropriate salary ranges.

The addition of three salary grades has resulted in relatively little change to the overall financial parameters for these positions. The existing pay plan begins the unaffiliated salary ranges at \$40,752.49 (minimum annual salary for Grade 1), and ends at \$82,871.44 (maximum annual salary for Grade 7). The proposed pay plan begins at the same amount and adds one additional grade level (Grade 8) with a maximum annual salary of \$95,004.

The primary reason for the addition of Grade 8 to the unaffiliated pay plan is to accommodate the reclassification of the Network Engineer position; a position that is critical to the implementation of the technology initiatives in the Strategic Plan and which requires a higher salary range in order to attract and retain someone with the necessary specialized skills and experience.

The current pay plan begins administrative salary ranges at \$66,562.55 (minimum annual salary for administrators at current Grade 7) and caps them at \$139,343.97 (maximum annual salary for current Grade 14). The proposed pay plan begins administrative salary ranges at \$75,000.96, and has a maximum annual salary of \$168,000.48 at the top grade – Grade 17.

The administrators proposed for Grade 17 are the three Executive Directors, none of whom makes more than a few thousand above the new minimum annual salary for that grade. The reason for the higher maximum annual salary is to provide room for the three additional salary grades to the pay plan and to allow for the possibility that a new superintendent might want to add a position such as Assistant Superintendent; a position which would generally be more highly compensated.

In keeping with the District's current organizational chart there were also some title changes to certain positions to bring them in line with other districts and with the other positions that occupy similar grades on the pay plan. None of these title changes resulted in a salary increase or change in salary grade, unless the title change was made in conjunction with a reclassification as discussed in another memo (8.3.3.).

The recommended title changes are as follows:

<u>Current title</u>	<u>Proposed Title</u>	<u>Reclassification?</u>
Data Analysis Specialist	IT Manager	Yes (see 8.3.3)
IT Manager	Director of Information Technology	Yes (see 8.3.3.)
Fiscal Services Supervisor	Fiscal Services Manager	No
Purchasing Agent	Purchasing Manager	No
Administrative Services Intern	Special Projects Manager	No
Administrative Intern (with license)	Assistant Supervisor	Yes (see 8.3.3.)
Supervisor	Principal	Yes (see 8.3.3.)
Facilities Administrator	Director of Facilities	No

Increased Cost for FY10 and FY11: None

Requested Action at May 13, 2010 Board Meeting:

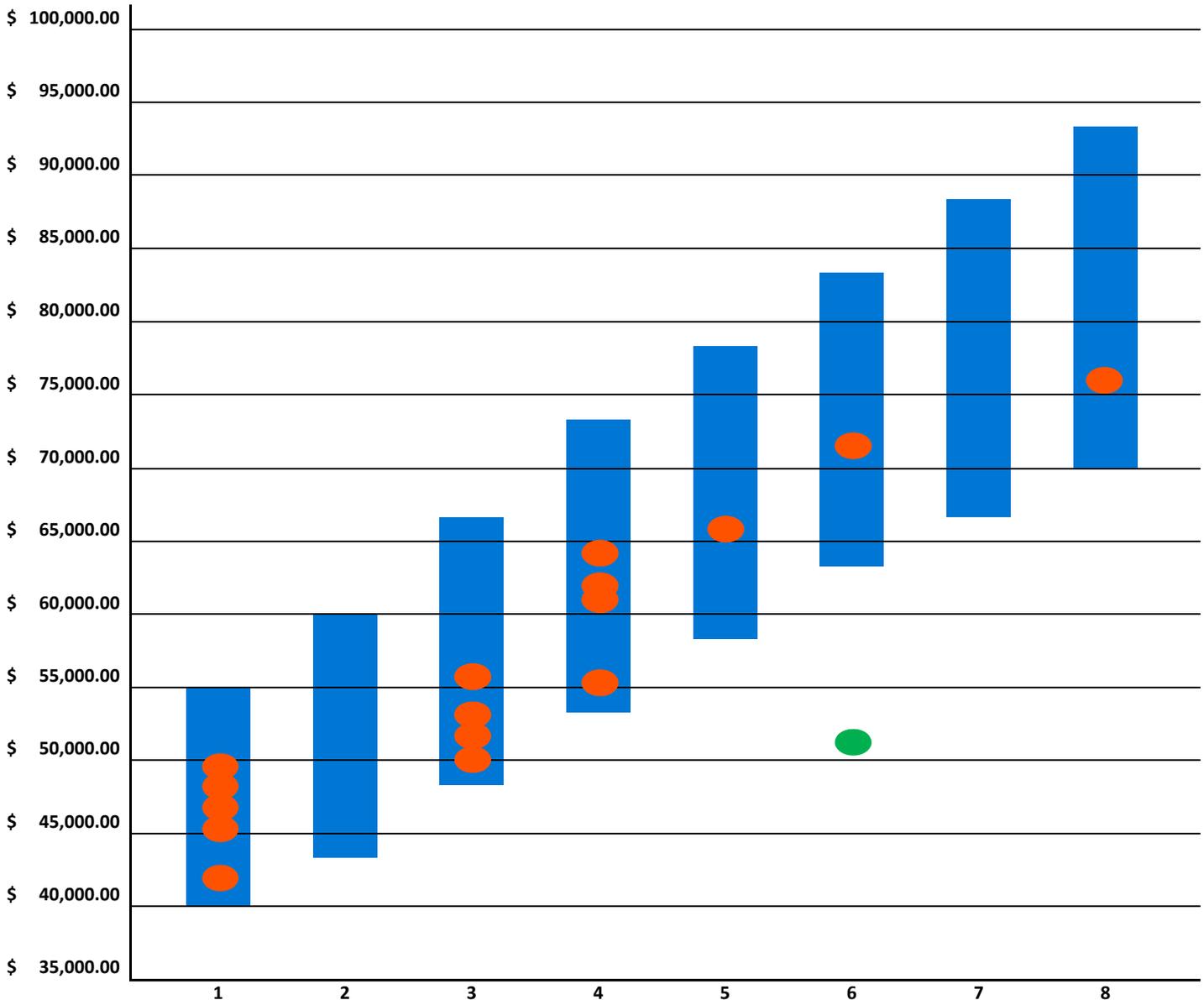
Approval of Proposed Unaffiliated and Administrative Pay Plan, effective July 1, 2010.

Attachments:

1. Intermediate School District 287 Pay Plan for Administrators and other Unaffiliated positions Job Titles (*current*)
2. Intermediate District 287 Pay Plan for Unaffiliated Employees and Administrators (effective July 1, 2010) (*proposed*)

Intermediate District 287 - Unaffiliated Staff

Proposed Pay Grades & Salary Ranges with Actual Current Salaries

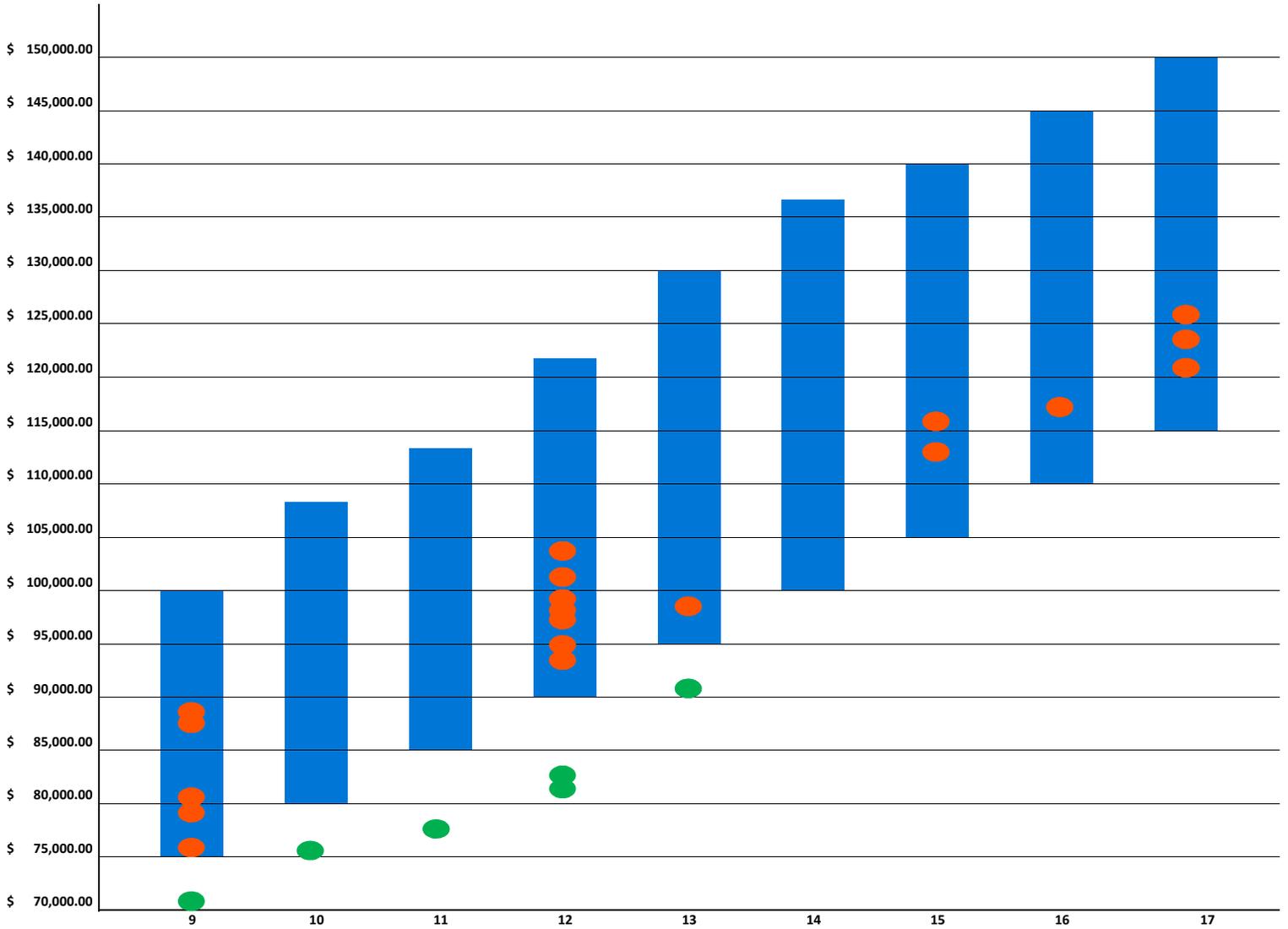


● Current Staff Members' Salaries
 ■ Proposed Salary Range
 ● Positions Proposed for Reclassification

- | | | | |
|---------|---|---------|---------------------------------------|
| Grade 1 | Payroll Specialist | Grade 5 | Executive Secretary |
| Grade 2 | Information Technology Specialist | Grade 6 | Information Technology Manager |
| Grade 3 | OPEN - No Positions Assigned | Grade 7 | Recruitment and Diversity Coordinator |
| Grade 4 | HR Specialist | Grade 8 | OPEN - No Positions Assigned |
| | Student Info Reporting Specialist | | Network Engineer |
| | Conference Center Coordinator | | |
| | Program Coordinator (West Suburban SS) | | |
| | Program Coordinator (Destination Imagination) | | |
| | Facilities Systems Engineer | | |
| | Account Specialist | | |

Intermediate District 287 - Administrative Staff

Proposed Pay Grades & Salary Ranges with Actual Current Salaries



● Current Staff Members' Salaries
 Proposed Salary Range
 ● Positions Proposed for Reclassification

Grade 9 Special Projects Manager
 Fiscal Services Manager
 Purchasing Manager
 Student Info Systems Manager
 Administrative Intern (No Lic.)
Grade 10 Assistant Supervisor (Intern with Lic.)
Grade 11 Assistant Principal
 Assistant Director of Finance
Grade 12 Assistant Director of Special Education
 Supervisor
 Principal

Grade 13 Director of Information Technology
 Director of Facilities
Grade 14 OPEN - No Positions Assigned
Grade 15 Director of Social Emotional Learning
 Director of Finance
Grade 16 Director of Human Resources
Grade 17 Executive Director of Admin Services
 Executive Director of Special Education
 Executive Director of Teaching & Learning

Comparison of Salary Ranges

Principals

District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Elementary Principal	\$88,714.00	\$116,650.00		
Member District 2	08-09	Elementary Principal	\$92,778.00	\$109,700.00		
Member District 3	09-10	Elementary Principal	\$111,354.00	\$117,104.00		
Member District 4	09-10	Elementary Principal	\$105,800.00	\$118,500.00		
Member District 5	09-10	Elementary Principal	\$101,606.00	\$120,755.00	\$90,306	\$122,001
Member District 6	08-09	Elementary Principal	\$96,171.00	\$112,121.00		
Member District 7	08-09	Elementary Principal	\$95,448.00	\$107,230.00		
Member District 8	08-09	Elementary Principal	\$92,722.00	\$118,248.00		
Member District 9	09-10	Elementary Principal	\$104,359.00	\$125,089.00		
 						
District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Junior High Principal	\$93,063.00	\$122,369.00		
Member District 2	08-09	Junior High Principal	\$98,018.00	\$115,018.00		
Member District 3	09-10	Junior High Principal	\$113,254.00	\$119,004.00		
Member District 4	09-10	Junior High Principal	\$109,100.00	\$121,700.00		
Member District 5	09-10	Junior High Principal	\$106,829.00	\$126,333.00	\$90,306	\$122,001
Member District 6	08-09	Junior High Principal	\$89,981.00	\$105,931.00		
Member District 7	08-09	Junior High Principal	\$102,339.00	\$114,379.00		
Member District 8	08-09	Junior High Principal	\$96,760.00	\$120,829.00		
Member District 9	09-10	Junior High Principal	\$111,338.00	\$131,816.00		
 						
District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Senior High Principal	\$97,151.00	\$127,862.00		
Member District 2	08-09	Senior High Principal	\$101,475.00	\$122,358.00		
Member District 3	09-10	Senior High Principal	\$120,407.00	\$126,157.00		
Member District 4	09-10	Senior High Principal	\$120,600.00	\$133,200.00		
Member District 5	09-10	Senior High Principal	\$119,174.00	\$140,570.00	\$90,306	\$122,001
Member District 6	08-09	Senior High Principal	\$86,172.00	\$102,122.00		
Member District 7	08-09	Senior High Principal	\$105,949.00	\$120,398.00		
Member District 8	08-09	Senior High Principal	\$103,770.00	\$128,016.00		
Member District 9	09-10	Senior High Principal	\$123,854.00	\$143,913.00		

In many cases the salary range information for member districts is two years old, and therefore is not a good comparison for salary ranges that have a proposed effective date of July 1, 2010. Please see the attached memo for additional information.

Comparison of Salary Ranges

Assistant Principals

District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Assistant Junior High	\$86,974.00	\$114,363.00		
Member District 2	08-09	Assistant Junior High	\$90,316.00	\$105,688.00		
Member District 3	09-10	Assistant Junior High	\$108,354.00	\$114,104.00		
Member District 4	09-10	Assistant Junior High	\$97,300.00	\$109,400.00		
Member District 5	09-10	Assistant Junior High	\$94,937.00	\$112,922.00	\$85,002	\$114,505
Member District 6	08-09	Assistant Junior High	\$76,650.00	\$92,600.00		
Member District 7	08-09	Assistant Junior High	\$93,089.00	\$104,875.00		
Member District 8	08-09	Assistant Junior High	\$88,103.00	\$111,963.00		
Member District 9	09-10	Assistant Junior High	\$94,812.00	\$114,614.00		
District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Assistant Senior High	\$86,974.00	\$114,363.00		
Member District 2	08-09	Assistant Senior High	\$91,477.00	\$108,841.00		
Member District 3	09-10	Assistant Senior High	\$109,004.00	\$114,754.00		
Member District 4	09-10	Assistant Senior High	\$100,000.00	\$112,100.00		
Member District 5	09-10	Assistant Senior High	\$98,216.00	\$122,910.00	\$85,002	\$114,505
Member District 6	08-09	Assistant Senior High	\$83,316.00	\$99,266.00		
Member District 7	08-09	Assistant Senior High	\$93,089.00	\$104,875.00		
Member District 8	08-09	Assistant Senior High	\$91,203.00	\$115,133.00		
Member District 9	09-10	Assistant Senior High	\$101,321.00	\$122,477.00		

In many cases the salary range information for member districts is two years old, and therefore is not a good comparison for salary ranges that have a proposed effective date of July 1, 2010. Please see the attached memo for additional information.

Comparison of Salary Ranges

Executive Directors

District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Teaching & Learning	\$105,239.00	\$138,379.00		
Member District 2	08-09	Teaching & Learning	\$83,757.00	\$120,932.00		
Member District 3	09-10	Teaching & Learning	\$89,464.00	\$110,964.00		
Member District 4	09-10	Teaching & Learning	\$133,312.00	\$133,312.00	\$115,000	\$149,000
Member District 5	08-09	Teaching & Learning	\$87,575.00	\$103,525.00		
Member District 6	08-09	Teaching & Learning	\$118,888.00	\$130,000.00		
Member District 7	09-10	Teaching & Learning	\$109,877.00	\$147,306.00		
District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Special Education	\$98,281.00	\$129,230.00		
Member District 2	08-09	Special Education	\$86,721.00	\$125,214.00		
Member District 3	09-10	Special Education	\$127,726.00	\$127,726.00		
Member District 4	09-10	Special Education	\$122,280.00	\$122,280.00	\$115,000	\$149,000
Member District 5	08-09	Special Education	\$87,575.00	\$103,525.00		
Member District 6	08-09	Special Education	\$102,418.00	\$116,283.00		
Member District 7	08-09	Special Education	\$114,164.00	\$114,164.00		
Member District 8	09-10	Special Education	\$92,399.00	\$125,117.00		
District	School Year	Position Title	Salary Range	Salary Range	District 287	District 287
			Low	High	Proposed Low	Proposed High
Member District 1	08-09	Administrative Services	\$98,281.00	\$129,230.00		
Member District 2	08-09	Administrative Services	\$86,721.00	\$125,214.00		
Member District 3	09-10	Administrative Services	\$103,286.00	\$115,910.00		
Member District 4	09-10	Administrative Services	\$125,470.00	\$125,470.00	\$115,000	\$149,000
Member District 5	09-10	Administrative Services	\$119,223.00	\$119,223.00		
Member District 6	08-09	Administrative Services	\$115,480.00	\$118,888.00		
Member District 7	08-09	Administrative Services	\$112,467.00	\$112,467.00		
Member District 8	09-10	Administrative Services	\$109,877.00	\$147,306.00		

In many cases the salary range information for member districts is two years old, and therefore is not a good comparison for salary ranges that have a proposed effective date of July 1, 2010. Please see the attached memo for additional information.

**Intermediate School District 287 Pay Plan for
Administrators and other Unaffiliated positions Job Titles**

Position Title	Salary Grade	Minimum	Maximum
Payroll Specialist IT Specialist	1	\$19.52 \$40,752.49	\$25.64 \$53,532.11
Open	2	\$21.44 \$44,768.94	\$28.23 \$58,954.32
HR Specialist Data Analysis Specialist Program Coordinator (Destination Imagination) (Gifted Education) (Mentor Connection) Student Information Reporting Specialist Facilities Systems Engineer Account Specialist	3	\$23.58 \$49,227.20	\$31.12 \$64,972.98
Executive Secretary	4	\$25.95 \$54,175.88	\$34.32 \$71,653.68
Network Engineer	5	\$27.86 \$58,170.80	\$36.90 \$77,046.84
Recruitment and Diversity Specialist	6	\$29.93 \$62,485.32	\$39.69 \$82,871.44

Position Title	Salary Grade	Minimum	Maximum
Fiscal Services Supervisor	7	\$31.88	\$42.33
Purchasing Agent		\$66,562.55	\$88,375.69
Student Information Systems Manager			
IT Manager	8	\$33.97	\$45.15
		\$70,925.18	\$94,265.24
Administrative Intern	9	\$36.20	\$48.16
		\$75,593.19	\$100,567.06
Supervisor (Special Education) (Teaching & Learning)	10	\$38.60	\$51.39
Facilities Administrator		\$80,587.96	\$107,310.00
Assistant Director of Special Education	11	\$41.16	\$54.85
		\$85,932.37	\$114,524.95
Director of Social Emotional Learning	12	\$43.89	\$58.55
Director of Finance		\$91,650.89	\$122,244.95
Director of Human Resources	13	\$46.82	\$62.50
		\$97,769.70	\$130,505.35
Executive Director (Special Education) (Teaching & Learning) (Administrative Services)	14	\$49.96	\$66.74
		\$104,316.83	\$139,343.97

*Salary Grades 1 – 6 Unaffiliated
Salary Grades 7 – 14 Administrative

**Intermediate School District 287 Pay Plan for
Unaffiliated Employees and Administrators (effective July 1, 2010) (proposed)**

Position Title	Salary Grade	Minimum	Maximum
Payroll Specialist Information Technology Specialist	1	\$19.52 \$40,757.76	\$25.86 \$53,995.68
Open – no positions assigned	2	\$21.31 \$44,495.28	\$28.26 \$59,006.88
HR Specialist Student Information Reporting Specialist Conference Center Coordinator	3	\$23.23 \$48,504.24	\$31.13 \$64,999.44
Program Coordinator (SS) Program Coordinator (Destination) Facilities Systems Engineer Account Specialist	4	\$25.38 \$52,993.44	\$34.00 \$70,992.00
Executive Secretary	5	\$27.54 \$57,503.52	\$36.88 \$77,005.44
Information Technology Manager Recruitment and Diversity Coordinator	6	\$29.75 \$62,118.00	\$39.75 \$82,998.00
OPEN – no positions assigned	7	\$31.85 \$66,502.80	\$42.40 \$88,531.20
Network Engineer	8	\$33.90 \$70,783.20	\$45.50 \$44.54 \$95,004.00 \$93,000

Position Title	Salary Grade	Minimum	Maximum
Special Projects Manager Fiscal Services Manager Purchasing Manager Student Information Systems Manager Administrative Intern (no license)	9	\$35.92 \$75,000.96	\$48.00 \$100,224.00
Assistant Supervisor (intern with license)	10	\$38.45 \$80,283.60	\$51.25 \$107,010.00
Assistant Principal Assistant Director of Finance	11	\$40.71 \$85,002.48	\$54.84 \$114,505.92
Assistant Director of Special Education Supervisor Principal	12	\$43.25 \$90,306.00	\$58.43 \$122,001.84
Director of Information Technology Director of Facilities	13	\$45.50 \$95,004.00	\$62.26 \$129,998.88
OPEN – no positions assigned	14	\$48.37 \$100,996.56	\$66.57 \$138,998.16
Director of Social Emotional Learning Director of Finance	15	\$51.25 \$50.29 \$107,010.00 \$105,000	\$70.88 67.05 \$147,997.44 \$140,000
Director of Human Resources	16	\$54.60 \$52.68 \$114,004.80 \$110,000	\$75.67 \$69.44 \$157,998.96 \$145,000
Executive Director of Admin Services Executive Director of Special Education Executive Director of Teaching & Learning	17	\$57.99 \$55.08 \$121,083.12 \$115,000	\$80.46 \$71.36 \$168,000.48 \$149,000

*Salary Grades 1 – 8 Unaffiliated
Salary Grades 9 – 17 Administrative

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – May 13, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: 9.3.3. Job Reclassification for FY10

PRESENTED BY: Anne Becker, Director of Human Resources Department

1. Background Information

In 2006, the District embarked upon a comprehensive examination of District administrative and unaffiliated employee classifications and salary grade assignments. Several different positions have been studied by an independent consulting firm, Public Employment HR Consulting (“PEHRC”).

All but one of the fourteen positions in these categories were assigned to new grades as a result of the changes to the Administrative Pay Plan, but only three positions were actually reclassified, and only these three positions are recommended for increases in compensation.

The proposed reclassification and related compensation increases for all seven positions total \$40,768, effective July 1, 2009.

1. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: Approval of Proposed Reclassification of Certain Positions with Attendant Increases in compensation as recommended, effective July 1, 2009.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: April 21, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Anne C. Becker, Director of Human Resources

RE: 9.3.3. Job Reclassification for FY10

In 2006, the District embarked upon a comprehensive examination of District administrative and unaffiliated employee classifications and salary grade assignments. Several different positions have been studied by an independent consulting firm, Public Employment HR Consulting (“PEHRC”).

Information Technology Positions Classification and Compensation Study

Most recently, the increased emphasis on technology in the District’s Strategic Plan has led to increased responsibility for technology staff. This development, coupled with the District’s decision to discontinue the outside vendor contract for technology services as of June 30, 2010, has resulted in a greater need for technological expertise in-house.

As the duties and responsibilities of the District’s technology staff have increased, the classifications in which these jobs are placed and the corresponding salary ranges have become outdated. Until now, there has not been an evaluation of the significant effect of these changes on the proper classification and compensation of the employees in these positions.

Therefore, earlier this year, PEHRC was asked to study the top four technology positions and determine their proper compensation and classifications in light of recent developments. These positions were: Information Technology Manager (position incumbent: Chad Maxa); Student Information Systems Manager (incumbent: Sandy Gaulke); Network Engineer (incumbent: Jonas Sjoberg); and Data Analysis Specialist (incumbent: Kim Helgeson).

As a part of this process, the employees in these positions completed position description questionnaires which were then reviewed by their supervisors and the Director of Human Resources. All of this information was provided to the independent consultant for her review and analysis.

One of the issues analyzed as a part of this study was whether the existing position titles were appropriate. For example, although the IT Manager is listed on the District’s organizational chart as a director-level position, the title and compensation level are not consistent with that of the other directors.

The consultant reviewed the positions, solicited additional information to allow for a valid comparison with positions in comparable districts, and reclassified each of the four positions to accurately reflect their current importance to District operations and achievement of the objectives of the Strategic Plan.

Administrative Intern and Supervisor Classification Study

This study encompassed all administrative intern and program supervisor positions, involving fourteen individuals in total. There were several questions that led to this study including: whether all administrative interns should continue to be assigned to the same salary grade, regardless of licensure status; whether licensed Interns should be called interns or be differentiated from their non-licensed peers by another title; and whether the title of Supervisor was understood by those outside of the District as being the equivalent of a building principal in an independent school district or whether another title would be more appropriate.

As a result of this study, Administrative Interns were assigned to two different salary grades; one for Interns without administrative licensure, and one for those with a license (new title: Assistant Supervisor). In addition, the Assistant Principal position was graded and Supervisors were re-titled as Principals.

All but one of the fourteen positions in these categories were assigned to new grades as a result of the changes to the Administrative Pay Plan, but only three positions were actually reclassified, and only these three positions are recommended for increases in compensation.

The proposed reclassification and related compensation increases for all seven positions total \$40,768, effective July 1, 2009.

Requested Action at May 13, 2010 Board Meeting:

Approval of Proposed Reclassification of Certain Positions with Attendant Increases in Compensation as Recommended, effective July 1, 2009.

AMSD Calendar

May 7, 2010

**Board of Directors
7:00 AM—9:00 AM**

Guest Speakers:
Sen. Kathy Saltzman
Rep. Carlos Mariani
3rd Floor Cafeteria,
TIES Building, St. Paul

May 14, 2010

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

May 28, 2010

**Board of Directors
7:00 AM—9:00 AM**
3rd Floor Cafeteria,
TIES Building, St. Paul

June 18, 2010

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

AMSD's Mission

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



**Association of
Metropolitan School Districts**

White Bear's New Neighborhood

Students in the White Bear Lake Area School District are learning first-hand what it means to be a member of a global society.

During the last month, the District has hosted three delegations from abroad and sent one student group overseas. Visitors have included a team of administrators from the Hangzhou Foreign Languages School in China and a delegation of educators and business leaders from Southern India. High school students and faculty members from a partner school in France also visited, traveling to Minnesota with White Bear Lake Area High School foreign languages students who were returning from their visit to the French school.

This recent flurry of activity stems from a longer tradition of embracing an international outlook. Last fall, the District hosted a Russian delegation of special education school



Continued on page 2

From the Chair:

With just two weeks remaining in the 2010 legislative session there are still critical issues to resolve that will greatly impact our public schools. The actions the governor and legislators take in these remaining days will effect our schools for years to come. Proposals advanced thus far would make minimal cuts to education. Even under these best case scenario proposals, a recent survey showed that metro school districts will be making over \$150 million in budget reduction and laying off in excess of 1,600 staff next year. The prospects for significant mandate relief appear to be slim and thus far, legislators have not identified a way to pay for the increased employer contributions that would be required under the pension sustainability legislation.

It is imperative that AMSD board members and concerned citizens stay in touch with their local legislators, legislative leaders and the governor during the remaining days of the session. We must urge our state policymakers to stabilize education funding by avoiding cuts to the classroom, codifying the education payment shifts implemented through unallotment, granting school boards the ability to renew an existing operating referendum, and identifying a way to pay for the pension sustainability proposal. Last, but certainly not least, legislators and the governor once again have an opportunity to lay out a positive vision for Minnesota by enacting the New Minnesota Miracle funding reform proposal and phasing it in over time. Please take a few minutes to contact your local legislators-- it makes a difference for our students!

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

International experiences provide larger context for students to grow and learn

Continued from page 1

administrators. In the fall of 2008, members of a German partner school traveled to Minnesota and spent time with our students. High school students in the White Bear German program also traveled to Germany last summer as part of the exchange.

Our international experiences remind us of the larger context in which our students grow and learn. There is much more to education than test scores, including academic skills, creative expression and attention to good citizenship. In conversations with visiting leaders, we hear praise for the teacher-student relationships formed in our classrooms, for the vast array of opportunities through which our students learn, and for the district's focus on instilling a sense of service to others.

These leaders are eager to learn from us.

The Hangzhou Foreign Languages School delegation traveled to our corner of the world to celebrate a newly-formed partnership for teacher and cultural exchanges with our district. Our visiting teacher from China, Cao Li, is serving residencies in each of our elementary schools and is a resource in our secondary schools through the end of the school year.

Cao Li was interviewed last week by the Star Tribune. A full copy of her interview can be found [here](#).

Based on her experience with our White Bear Lake Area students, Cao Li observed, "You set realistic goals for kids and you emphasize creativity and realizing student potential. You cultivate other ways of thinking rather than having students memorize things." She continued, saying, "You also have students do community work so they can learn social responsibility. In China, we just focus on academic studies."

Service within a global context is prevalent at all areas throughout the district. When disaster struck Haiti during the winter months, students district-wide spearheaded efforts to raise money and raise awareness. These efforts were facilitated in addition to other international service projects in which students have traditionally participated such as H2O for Life, through which the White Bear Lake Area High School Ambassador student organization supports a school in Uganda that is in need of drinking water and sanitation.

While students at all our schools are learning within a global context, the worldwide lens through which elementary students at the district's Parkview/Centerpoint (to be named Matoska International as of July 1, 2010) is particularly strong. The school is expected to complete the steps in the International Baccalaureate candidate process next fall with the goal of becoming the first school in the Northeast Metro area certified by the International Baccalaureate organization.



International partnerships open doors to our students for many opportunities that are not tested by the MCA exams or other assessment measures. Through the international connections we have forged, and continue to forge, students gain advanced foreign language development, a more in-depth understanding of other cultures, and an appreciation for the world beyond the borders of our district. These crucial interpersonal and communication skills are necessary to help our students thrive in a changing and international world.

It is through these global experiences that our students are learning first-hand that "our new neighborhood," is one that does not stop at a lake or a river, but encompasses the whole of our world.

For more information about White Bear Lake Area Schools' international initiatives, please contact Superintendent Michael Lovett (651-407-7563,

superintendent@wbl.whitebear.k12.mn.us) or Communications Coordinator Marisa Vette (651-407-7569, mavett@wbl.whitebear.k12.mn.us).

This month's member spotlight was submitted by Marissa Vette, Communications Coordinator for White Bear Lake Area Schools.



Minnesota's Commitment to Education Continues to Slip

Education Week recently released its *Quality Counts* edition which provides a report card on American public education. Each state is graded in a variety of areas including standards, assessments, the teaching profession and school finance. In the area of school finance, states are graded on eight different indicators based on actual data collected from each state. Minnesota's school finance scores and grades for the past three years are shown in the chart below:

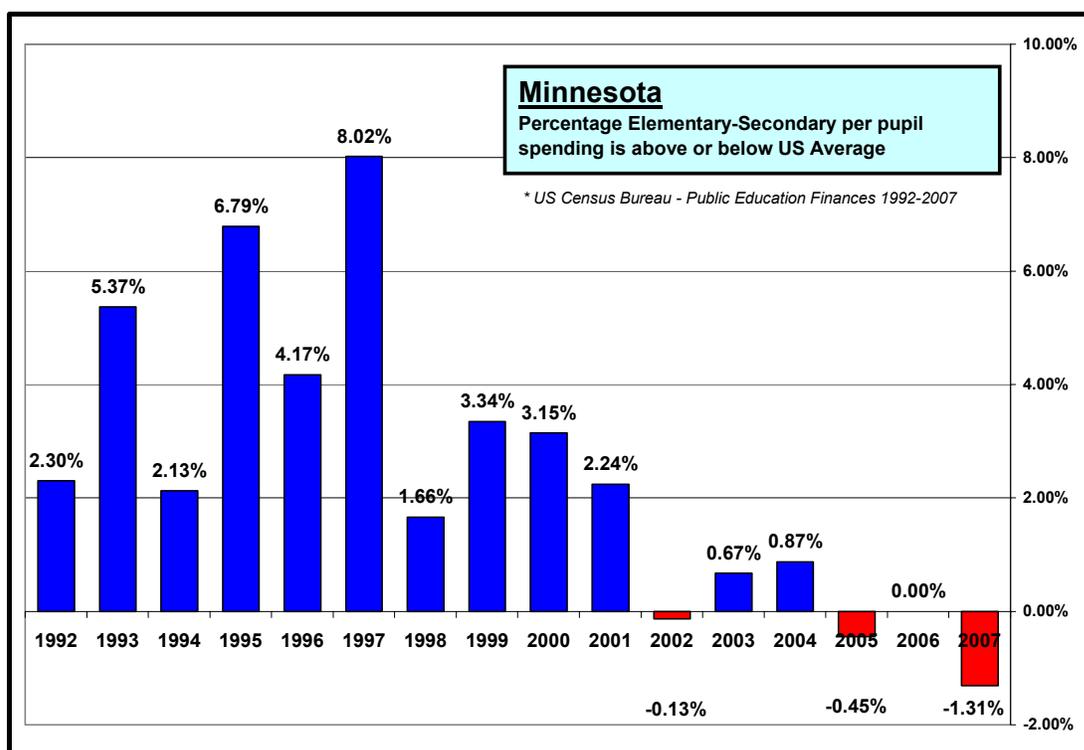
Education Week - Quality Counts (2010)

-- Minnesota --			
School Finance	Score	Grade	Percent of students in districts with per pupil expenditures at or above US Average
2008	78.7	C+	41.9%
2009	77.4	C+	40.0%
2010	75.6	C	35.4%

As the chart above shows, Minnesota's score has declined each year for the past three years. One of the major contributors to this decline is Minnesota's drop in per pupil expenditures relative to the US Average. The percent of students in Minnesota school districts receiving at least the US average has fallen from 41.9% to 35.4%. In other words, only about one-third of Minnesota's students receive more than the U.S. average per pupil expenditure. It is important to note that each state's spending figures have been adjusted to account for regional cost differences.

The analysis also uses data from the U.S. Census Bureau's annual *Public School Finances* report. The most recent report was released in November of 2009 providing information current through 2007. The report provides a wealth of K-12 education revenue and expenditure comparisons. These data provide a broader context and perspective to Minnesota's budget struggles.

The chart to the right shows an analysis of Minnesota's Elementary-Secondary per pupil spending relative to the US Average.



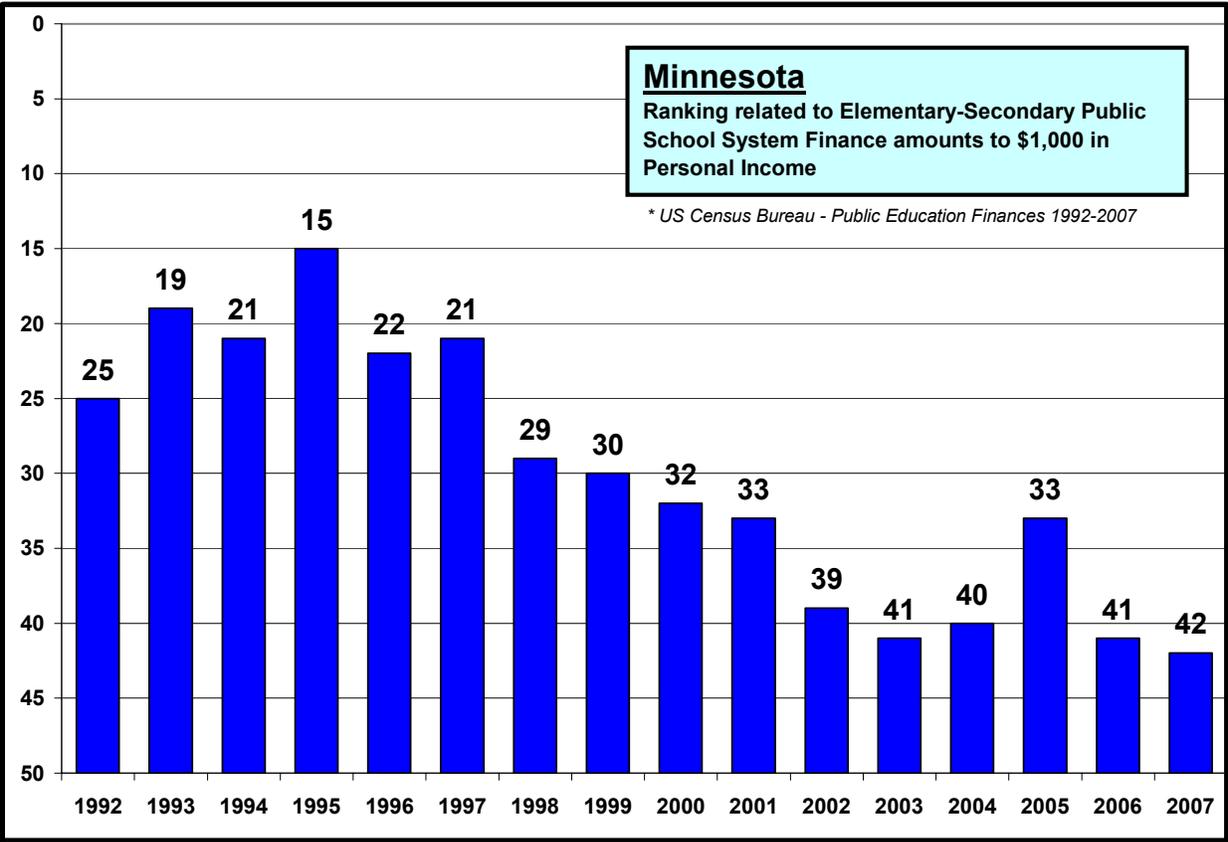
Continued on page 4

Commitment to Education Continues to Wane

Continued from page 3

During the 1990's Minnesota consistently had higher per pupil expenditures than the national average reaching a peak of 8% above the national average in 1997. Since the turn of the century, however, Minnesota's position has slipped dramatically. In 2007, the most recent year for which data is available, Minnesota spent 1.3% less per pupil than the U.S. average.

Another measure of each state's commitment to education is comparing each state's elementary/secondary spending per \$1,000 in personal income. As the chart below shows, Minnesota has dropped from a high in 1995 of 15th in the nation to 42nd in 2007. Again, in the 1990's Minnesota was above the U.S. average, while in the 2000's we have fallen significantly below.



Minnesota was once seen as a national leader in its commitment to public education. That commitment paid handsome dividends as businesses relocated to Minnesota to take advantage of the highly educated workforce. The data clearly show how that commitment has diminished significantly. It is up to state policymakers to reverse the recent trend and restore Minnesota's historic commitment to our schools and students.

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, Osseo Area Schools, 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.

School Board Planning Calendar 2010

1 st Meeting of the Month		2 nd Meeting of the Month	
JANUARY 14, 2010 <i>Organizational Meeting</i> ○ Oath of Office ○ Election of Board Officers ○ Board’s Adoption of the current definition of directory info under the Family Educ. Rights & Privacy Act <i>Regular Meeting</i> Transition DHH – Kelsey Dahl Prior Year Audit Review		JANUARY 28, 2010 Finalize Legislative Annual Report Platform Strategic Plan Review & Measurement Report Financial Report December Pay Equity Implementation Report (every other year) Decision Resource Report to the Board TIES Award Winners (Shiow-Jen Sun/Kayleen Taffe) Mary Peters Named District 287 Teacher of the Year Transportation Study Report	
FEBRUARY 11, 2010 Prairie Center Alternative “Help for Haiti” Bloomington Impact Statement Online Learning – Mike Smart & Jon Voss (Instructional) Special Education Monitoring (Instructional) Telecommuniting Pilot		FEBRUARY 25, 2010 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY10 Budget Revision & FY11 Budget Assumptions Program Withdrawal Report Truancy Model Partnership with Hennepin county Facilities Management Update Itinerate Services – Instructional Report (Laura K-G.) School Board Recognition Week	
MARCH 11, 2010 North Education Center – Work Shop	MARCH 25, 2010 Efficiency Efforts Status Report Financial Report February North Education Center (Possible Action)		
APRIL 22, 2010 <i>(Only one Board meeting this month!)</i>			
Spotlight DVD Presentation Long Range Facilities Planning Presentation Superintendent & Board Evaluation Update Instructional Initiative to Support Student Learning for 2010-2011 School Year		Financial Report March Attorney Services Proposed District 287 School Calendar 2010-2011	
MAY 13, 2010 MinnSPRA Award (Linda Rees) Career Tech Award – Anne Runck Grants and Research Office (GRO) 2009-2010 Annual Report System for Student Achievement Data Collection		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	
JUNE 10, 2010 Superintendents Evaluation	JUNE 24, 2010 Financial Report May Employment Guides for Unaffiliated and Admin. Student Achievement in the Area of Reading 2010-11 Budget Intermediate District 287’s Restrictive Procedure Plan		
	Final ULA Resolution for Licensed Staff Board Evaluation MDE Monitoring in Special Education Superintendent & School Board Evaluation to plan for Board Retreat outcomes		

INFORMATIONAL ITEMS TO REMEMBER:

- ** Community use of Facilities Bucket
- ** Health and Medical Bucket

School Board Planning Calendar 2010

1 st Meeting of the Month	2 nd Meeting of the Month
<i>Only one Board meeting this month!</i>	JULY 22, 2010 Financial Report June Legislative Session Review & Implications for District Operations C-Train Update
<i>Only one Board meeting this month!</i>	AUGUST 26, 2010 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 9, 2010 Superintendent Goals Closed Session on Negotiation	SEPTEMBER 23, 2010 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 14, 2010 Prior Year Agenda Review Strategic Plan – Role of the School Board (Steven Barone)	OCTOBER 28, 2010 Financial Report September Strategic Plan Update MSTA – Instructional Report
NOVEMBER 11, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report October Facilities Management Update C-Train Report (Written Report) Parameters Resolution authorizing the certificate sale and the conditions of the award for financing the Edgewood Purchase.	Prior Year Unaudited Fund Balance Report OPEB Reporting & Funding Edgewood Purchase Agreement Approval
DECEMBER 9, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Restraints and Seclusion – Instructional Report Legislative Initiatives & White Paper Review Consideration and award of the certifications for Edgewood purchase.	Prior Year Audit Review North Education Center Decision Digital Copy Certificate (Written Report) Teacher Contract Renewal

INFORMATIONAL ITEMS TO REMEMBER:

- ** Community use of Facilities Bucket
- ** Health and Medical Bucket

INTERMEDIATE DISTRICT 287
May 13, 2010
SCHOOL BOARD CALENDAR

**PROPOSED
 DATES**

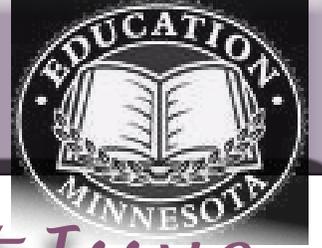
May 2010

13	Thursday	General Board Meeting	6:30PM	Board Rm
18	Tuesday	Retirement Celebration	6:30PM	DSC - Room 318
19	Wednesday	Hennepin Technical Pathways	10:10AM & 12:20PM	Eden Prairie HTC
20	Thursday	Eden Prairie Pathways Awards Program	10:10AM & 12:20PM	Eden Prairie HTC
25	Tuesday	VECTOR Graduation Brunch	8:15AM	South Education Ctr
26	Wednesday	North Vista Graduation	6:00PM	North Vista Ed Ctr
27	Thursday	General Board Meeting	6:30PM	Board Rm

June 2010

02	Wednesday	Hosterman Graduation (Strive, SAFE, SUN & CIP)	9:45AM	Hosterman Cafeteria
03	Thursday	City West Academy Graduation	10:00AM	City West Academy @ Shady Oak
03	Thursday	Phase/Intersect Graduation	12:00PM	SEC Gym
03	Thursday	South Education Center Alternative Graduation	5:00PM	SEC Gym
04	Friday	VENTURE Secondary/InVEST High School	9:00AM	NWTC-2nd Floor
04	Friday	Focus Graduation	9:30AM	SEC Gym
04	Friday	Prairie Center Alternative Graduation	10:00AM	Eden Prairie Community Center
04	Friday	VECTOR/InVEST Transition North Graduation	12:30PM	HTC, North Campus
08	Tuesday	Bren Road Graduation	3:45PM	Bren Road
09	Wednesday	Epsilon Graduation	1:30 PM - 3:30PM	Henn Cty Home Sch
09	Wednesday	Edgewood Graduation	6:30PM	HTC, North Campus
11	Friday	Richfield Transition Plus Graduation	8:30AM	SEC Gym
10	Thursday	General Board Meeting	6:30PM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

Local 2209 Unifier



Spring 2010 Retirement Issue

To My Teaching Career,

So here we are, you and I, having been together for a very long time, about to part ways. As I contemplate sending you to career heaven, my thoughts seem to organize themselves into four categories: things that are going to be Great, things that will be Weird, things that will be Hard, and things I've Learned.

Here's what will be Great: not asking my arthritic joints to perform on command, finishing a book at 2:00am if I want to, watching the snow and ice accumulate from my living room window in my nightgown with a cup of coffee in my hands, not being ANYWHERE at 7:30 in the morning!

As for Weird: not being ANYWHERE at 7:30 in the morning, getting a check without going to work (my Midwestern work ethic balks a bit – my sister says, "Get over it!").

Some things that will be Hard: serious budgeting (yikes!), replacing the fascinating work and regular contact with Deaf and Hard of Hearing students and their families, leaving behind my very, very dear colleagues.

What I have Learned: the usefulness of being an actor for many situations, understanding that humor can be found anywhere and everywhere, to be humble in the face of the strengths and needs of students and their families, listening without an agenda of my own and asking the important questions, knowing the value of an apology, enjoying getting to know the impressive and amazing new D/HH teachers among us, understanding that I know more than I think I know, and understanding that I know less than I think I know.

So, dear career, I will miss you and the people you've led me to. I look forward to as yet unimagined adventures and engaging with the world in new ways.

Your friend,
Marti Goetsch



Marti Goetsch

CHECK OUT
the *NEW* and
IMPROVED
LOCAL 2209
WEBSITE.

DETAILS ON BACK PAGE.



.... the Three Gals this Editor Wrangled Together at Vector North!



Did you know that back in the 70's today's paras were known as aides? We were also known for making a mean pot of coffee and designing a dynamite bulletin board for all the seasons. We were denied 24 pay period option from HR because there was too high of a turn over by aides in this "job" and it couldn't be done. Leaving after close to 35 years of service in this "job", I am proud to have called this my "career".

Thank you District 287 and Local 2209 for the privilege of serving, learning and giving. To my fellow paras, my gift to you is that you all move up on the seniority list. I respect those that came before, I honor those I have worked beside, and I salute those that carry on in the future.

As in the words of the Mama's and Papa's regarding my retirement plans, I plan to: Go where I want to go, Do what I want to do.

All in, all done. - Donna Wozny

It's All Donna Wozny's Fault!

The fall of 1982 Donna informed me how #287 was in need of substitute aides. I was hired and after 4 years of subbing, became a T.A. Not to hurt Donna's feelings, I remained with the District for 28 years.

I have witnessed many changes in District policies and diversity of our students. It has been rewarding seeing the growth and success of many of our students.

These years working closely with so many co-workers have been a real growing experience. I thank you for a long time of friendship and support. So many memories I take with me.

My retirement plans? Next winter everyday can be my very own "snow day"! -Marjorie Reynolds



I will be retiring from Intermediate District 287 June 10, after 20 years. Nineteen of those years with VECTOR North and one as a sub. I cannot believe how fast the years have gone. My hope for retirement is that the time slows down so I am able to accomplish all the things I have planned. My best to all the wonderful staff with whom I have been privileged to work.

- Mary Huberty



Mary Peterson

For 180 days, six hours a day, very special children with highly individualized learning needs come to District #287 from all over Hennepin County, and sometimes beyond. The children are received into an incredible array of “One Room Schoolhouses”; each designed to accommodate their unique learning needs so that they can reach their growing edge.

It has been my great honor to work as a School Social Worker for District #287 for the past 23 years in these “One Room Schoolhouses” (programs), beginning with Fair School in 1987; then on to Eliot, Winnetka, Hosterman, and now to help the team pack to go to Sandburg. Prior to my work here, I worked for 7 years as a School Social Worker in a mainstream Junior and Senior High School in Michigan and prior to that taught Sp. Ed. in Pennsylvania for 3 years. Here in District# 287, cascades of enormous needs surround each child, yet our

program teams are undaunted in offering each child an opportunity to

get centered. The teams help the child unravel whatever has gotten in the way of their learning so that they can return to their school desk ready to soak up the teaching.

I marvel at how healing and uplifting that learning is for the child who has had simply way too much on their plate for quite some time. Our “Schoolhouses” have been successful beyond imagination in helping these special children thrive and grow. Truly there are countless stories of wonder to be told.

Now, it is time for me to move on. My passion for our work remains, but it’s time for me to pass the torch to the younger crowd! My next chapter will include volunteering at Hosterman (Sandburg!) STRIVE as “Room Grandma”, and in my neighborhood elementary school. I also look forward to being more available to cheer on our three precious California granddaughters in their education. And, I intend to pursue longtime dreams of sketching, yoga, Tai Chi, Spanish and maybe even get back on a horse for a stroll in the woods...

When my dear husband retires, we will spend great lengths of time at our cabin where I intend to retreat to the “bunk house” and set up a writing corner to write about the incredible work that goes on day in and day out in #287: sophisticated One Room Schoolhouses for very special kids.

It’s been a joy to join you.

As I look toward June, I don’t see myself “retiring” in the traditional sense of the word. I see myself as reaching a milestone and reinventing my work for the future.

Working in Intermediate District 287 has offered so many wonderful opportunities and I appreciate the learning from each experience. I first came to the District as a part time Speech Language Pathologist in 1979. I left the District for a few years and returned in 1984 to work in the area of Early Childhood Special Education as the District’s first Program Facilitator when District 287 provided most of the ECSE services for our member districts. In 2000, I was assigned to the area of Professional Development and coordination of the PREP Center, District 287’s Professional Development service for our members. And, for the past five years, I worked with the PREP Center and District Public Relations and Communications.

I have valued the opportunity to be on the cutting edge of service delivery by being a part of this district. But, most of all, I treasure the collegial work with the best and brightest educators here at District 287!



Linda Rees

And Last but not Least

Ron Scheel:

I have enjoyed my 5 years at SECA/287.
I believe it is the most helpful, dedicated, and
caring staff of which I have been associated.

Thanks for a great 5 years. I'll be thinking about
you while I'm out on the golf course.



**All the Best to the 287
Retirees !**

**WE'VE UPDATED OUR WEBSITE...it's now easier to stay
connected to Local 2209!**

In a hurry? Get there fast! Bookmark this website address on your computer:

<http://local2209.locals.educationminnesota.org/>

Or take a scenic route by connecting to the Education Minnesota homepage at:

<http://www.educationminnesota.org/>



Under the Quick Links column on the left, click on Local & affiliate Web sites. On the next page, find and click on Intermediate District 287.

Most information posted on the Education Minnesota and Local 2209 websites is now publicly available. Members Only content will require your log in sequence.

Explore the sites and enjoy your travels! Contact your site representative or a member of the Executive Council if you have questions.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Graduation & Special Events Schedule

New added 4/22/10	Retirement Celebration Tuesday, May 18, 2010 6:30 PM @ District Service Center 1820 Xenium Lane North, Plymouth, 55441	New added 4/22/10
	<u>Ann Bremer</u> _____ <u>Michèle Kunz</u> _____ <u>Don Draayer</u> _____	
New added 5/6/10	Hennepin Technical Pathways Awards Program Wednesday, May 19, 2010 10:10 AM & 12:20 PM @ HTC 13100 College View Drive, Eden Prairie, 55347	New added 5/6/10
	_____ _____ _____	
	Eden Prairie Pathways Awards Program CANCELLED Thursday, May 20, 2010 10:10 AM & 12:20 PM @ Eden Prairie HTC 13100 College View Drive, Eden Prairie, 55347	
	<u>Carter Peterson</u> _____ <u>Pam Rykken</u> _____ _____	
Location Change 4/14/10	VECTOR Graduation Brunch Tuesday, May 25, 2010 8:15 AM @ South Education Center 7450 Penn Avenue South, Richfield, 55423	Location Change 4/14/10
	<u>Linda Johnson</u> _____ _____ _____	
	North Vista Graduation Wednesday, May 26, 2010 6:00 PM @ North vista Education Center 3510 France Ave North, Robbinsdale, 55422	
	<u>Greg Thielsen</u> _____ <u>Don Draayer</u> _____ <u>Carter Peterson</u> _____	<u>Carol Bomben</u> _____ _____

Hosterman Graduation Wednesday, June 2, 2010 9:45 AM @ Hosterman Cafeteria 5530 Zealand Ave North, New Hope, 55428	
<u>Pam Rykken</u> <u>Ann Bremer</u> <u>Don Draayer</u>	<u>Sally Johnson</u> <hr/> <hr/>
City West Academy Graduation Thursday, June 3, 2010 10:00 AM @ City West Academy – Shady Oak 6754 Shady Oak Road, Eden Prairie, 55344	
<u>Don Draayer</u> <u>Carter Peterson</u> <u>Carol Bomben</u>	<hr/> <hr/> <hr/>
Phase/Intersect Graduation Thursday, June 3, 2010 12:00 PM @ South Education Center Gym 7450 Penn Avenue South, Richfield, 55423	
<u>Sally Johnson</u> <hr/> <hr/>	<hr/> <hr/> <hr/>
SEC Alternative Graduation Thursday, June 3, 2010 5:00 PM @ South Education Center Gym 7450 Penn Avenue South, Richfield, 55423	
<u>Nancy Rowley</u> <u>Don Draayer</u> <u>Carter Peterson</u>	<u>Carol Bomben</u> <u>Michèle Kunz</u>
VENTURE Secondary/InVEST High School Graduation Friday, June 4, 2010 9:00 AM @ NWTC - 2nd Floor 7008 Northland Drive, Brooklyn Park, 55428	
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FOCUS Graduation Friday, June 4, 2010 9:30 AM @ South Education Center Gym 7450 Penn Avenue South, Richfield, 55423	
<hr/> <hr/>	<hr/> <hr/>

Prairie Center Alternative Graduation
Friday, June 4, 2010

10:00 AM @ Eden Prairie Community Center
16700 Valley View Road, Eden Prairie, 55346-4243

Don Draayer
Carol Bomben

Linda Johnson
Michèle Kunz

VECTOR/InVEST Transition North Graduation
Friday, June 4, 2010

12:30 PM @ HTC North Campus
9000 Brooklyn Boulevard, Brooklyn Park, 55445

Pam Rykken
Carol Bomben

Michèle Kunz
Ann Bremer

New added
4/13/10

Bren Road Graduation
Tuesday, June 8, 2010

3:45 PM @ Bren Road
11140 Bren Road West, Minnetonka, 55343

New added
4/13/10

Michèle Kunz

Epsilon Graduation

Wednesday, June 9, 2010

1:30 PM & 3:30 PM @ Hennepin County Home School
14300 County Road 62, Minnetonka, 55345

Don Draayer
Carter Peterson

Carol Bomben

Edgewood Graduation

Wednesday, June 9, 2010

6:30 PM @ HTC North Campus
9000 Brooklyn Boulevard, Brooklyn Park, 55445

Ann Bremer
Michèle Kunz

Greg Thielsen

Richfield Transition Plus Graduation

Friday, June 11, 2010

8:30 AM @ South Education Center Gym
7450 Penn Avenue South, Richfield, 55423

New added
3/31/10

New added
3/31/10

Ann Bremer
Greg Thielsen

You are invited

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

HENNEPIN TECHNICAL PATHWAYS

Awards Programs



Wednesday, May 19th
Eden Prairie Campus

*Intermediate District 287
@ Hennepin Technical College
13100 College View Drive
Eden Prairie, MN 55347*

10:10 a.m. and 12:20 p.m.

Please join us to honor your students

at our

annual awards ceremonies!

Reception immediately follows ceremonies.

VENTURE SECONDARY/InVEST HS GRADUATION 2010



**You are invited to a celebration to honor
Venture Secondary/ InVEST HS Seniors**

**Friday, June 4, 2010 at 9:00 a.m. in the
Second Floor Commons Area**

**Intermediate District 287
Northwest Technology Center
7008 Northland Drive Suite 100
Brooklyn Park, MN 55428**

RVSP and Questions?

Contact Kimber Doty at 763-205-7691 or Dawn Peterson at 763-205-7687



You are cordially invited to

VECTOR and InVEST North Celebration 2010

We will be honoring the VECTOR and InVEST students
who are completing their schooling in June 2010.

Please join us for the celebration!

When: Friday, June 4, 2010

Where: Hennepin Technical College Auditorium
9000 Brooklyn Boulevard
Brooklyn Park, Minnesota

Time: 12:30 P.M. Program
Reception to follow the program,
in the Fireside Lounge





HOW CAN WE REDUCE GENDER VIOLENCE?

**A DAY FOCUSED ON LEARNING ABOUT
GENDER VIOLENCE AND WHAT WE CAN DO
TO PREVENT IT**

May 18th, 2010

Speakers/Performances

- Domestic Abuse Project
- Cornerstone - agency focusing on domestic violence
- You thrive – Upper Midwest Affiliate of PeaceJam International

Classes: Classes will be taught by South Education Center Alternative Faculty

- The World View of Gender Violence/Media influences
- Bystander 's role when witnessing violence
- Healthy relationships with family, peers, girlfriends and boyfriends

Day will include:

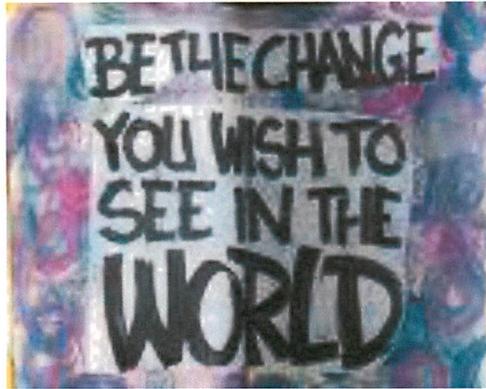
- discussion groups
- speakers
- creative arts/media
- spoken word performance

South Education Center Alternative

Intermediate School District #287

7450 Penn Avenue South, Richfield, MN
55423

Contact: Linda Oberg, 612-355-5829



A DAY FOCUSED ON LEARNING ABOUT GENDER VIOLENCE AND WHAT WE CAN DO TO PREVENT IT

May 18th, 2010

- 8:15-8:55 Special Breakfast in the cafeteria
- 8:55-9:55 Kick Off Dave Mathews (DAP) Barton E (Cornerstone)
"How can I be the change I wish to see in the world?"
- 9:55 – 10:45 Students will attend all three of these classes:
- *Media/Cultural Influences on our perception of violence
Teachers: Rob, Pam, Sarah, Ahmed, and Linda
 - *What would you do?
Teachers: Kelly, Beth, Ron W, and Rebecca
 - *Personal Relationships
Teachers: Denise, Anne, Ron S, Joanne, Terry, and Amy
- 10:45 – 11:35 Above classes offered
- 11:35-12:25 Above classes offered
- 12:25 – 1:00 Closing/Wrap up of the day/Spoken Word Performance
- 1:00 FREE lunch by Chipotle!