

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 September 23, 2010
 - 4.2. District 287 Grant Awards
 - 4.3. Lease Agreement with St. David's
5. **SHARE THE SUCCESS & RECOGNITIONS - None**
6. **SUPERINTENDENT'S REPORT - 10 minutes** (*Information*)
 - 6.1. What a Board Member Should Know About 287's Online Programs and Services
 - 6.2. Alternative School Talking Points
 - 6.3. North Education Center (NEC) Groundbreaking
7. **INSTRUCTIONAL REPORT - 30 minutes** (*Information*)
8. **BOARD BUSINESS - 10 minutes**
 - 8.1. Policy Review & Revision - None
 - 8.2. Board Reports (*Information*)
 - 8.2.1. Chair Report
 - 8.2.1.1. 2011 NSBA Annual Conference, April 9-11, 2010
 - 8.2.2. AMSD Report
 - 8.3. District News (*Information*)
 - 8.3.1. School Board Planning Calendar
 - 8.3.2. October 14, 2010 School Board Event Calendar
 - 8.4. Once Around the Table
9. **ADMINISTRATIVE SERVICES REPORT - 50 minutes**
 - 9.1. Financial Report (*Resolution*)
 - 9.1.1. Resolution for Sale of Bonds for North Education Center (NEC)
 - 9.1.2. Education Jobs Fund Program (*Information*)
 - 9.2. Facilities Report (*Information*)
 - 9.3. Human Resource Report - Closed Session (*Information*)
 - 9.4. Bloomington Public Schools Report - Closed Session (*Information*)
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
September 23, 2010
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the regular meeting to order at 5:02 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

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

Absent:

Guests: Mark Thiede, Rick Wessling, and David Esposito

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Jane Holmberg, Laura Keller-Gautsch, Janet Johnson, Tom Shultz, Chad Maxa, and Wauneen Mgeni

287 Staff Members: Michelle Axell, and Bruce Mulder

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from September 9, 2010; and approval of the Routine Human Resource Activities for September 23, 2010. *Motion by Greg Thielsen, seconded by Arlene Bush, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski introduced Ms. Michelle Axell, Special Project Manager. Michelle presented to the Board the annual update on the district's Crisis Management Plan, reviewing important elements of district planning and training.

Superintendent Lewandowski presented a revised set of the suggested 2010-2011 Superintendent Goals for Board approval. *Motion by Don Draayer, seconded by Michèle Kunz, to approve the 2010-2011 Superintendent Goals as presented. All in favor. Motion carried unanimously.*

Sandy announced to the Board the 2010-2011 “Get on the Bus” dates and format for the year as well as the dates for the joint Board Officers and Local 2209 breakfasts.

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

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

Janet recommended approval of a resolution to award the sale of anticipation certificates to allow cash flow borrowing of \$3,590,000.00. *Resolution motion was made by Ann Bremer, to waive the reading of the resolution and approve it as written, seconded by Greg Thielsen, to approve the resolutions to award the sale of anticipation certificates to allow cash flow borrowing of \$3,590,000.00 as presented. Those voting in favor were: Thielsen, Kunz, Rykken, S. Johnson, Bomben, Antolak, Draayer, L. Johnson, Bush, Rowley, Peterson, Bremer and Robb. There were no votes against, no abstentions. Motion carried.*

Facilities Report

Board Facility Committee Chair Robb provided a brief overview on recent work done by the facilities committee and highlighted key dates for Board decision-making with respect to building a North Education Center.

Facility Committee Chair Robb presented the recommendation of the Board facilities committee to approve the Sandburg Lease. *Motion by Peyton Robb, seconded by Michèle Kunz, to approve the Sandburg Lease as presented. All in favor. Motion carried unanimously.*

Facility Committee Chair Robb and Janet Johnson, Director of Finance Services, presented the recommendation of the Board Facilities Committee to approve the resolution to Authorize Financing for North Education Center. Janet provided an overview of financing projections. At current projections, Intermediate District 287 anticipate being able to build a NEC that is 45% larger than the South Education Center at a 55% lower cost. Mark Thiede and Rick Wessling, TSP Architects, presented to the Board, images of the façade, both the two-story option and the three-story option, which incorporates ongoing planning. Tom Shultz, Director of Facility presented an overview on the NEC square foot changes. *Resolution motion was made by Steve Antolak, to waive the reading of the resolution and approve it as written, seconded by Greg Thielsen, to approve the resolutions to Authorize Financing for North Education Center as presented. Those voting in favor were: Kunz, Bremer, Robb, Antolak, L. Johnson, Rykken, Bush, Bomben, Thielsen, S. Johnson, Draayer, Peterson, and Rowley. There were no votes against, no abstentions. Motion carried.*

Facility Committee Chair Robb presented the recommendation of the Board facilities committee to approve the Bid Award for Hosterman Demolition and Site Prep. *Motion by Don Draayer, seconded by Ann Bremer, to approve the Bid Award for Hosterman Demolition and Site Prep as presented. All in favor. Motion carried unanimously.*

Human Resources Report – None

9. BOARD BUSINESS

Chair Report

Board Chair Johnson updated the board on the comparison chart of local district Board dates that can provide information for future scheduling.

At the recommendation of Board Chair Johnson, agenda item 9.2.1.1-Approval of the January 2011-December 2011 Board Meeting Calendar will be revised and put on a future Board meeting agenda.

Board Chair Johnson introduced Dr. Jane Holmberg, Executive Director of Teaching and Learning to discuss the Golden Achievement Award presented to Intermediate District 287. Dr. Holmberg gave a brief overview to the Board on the winning entry “Engaging Stakeholders in the New District Strategic Plan”.

AMSD Report - None
Organizational Report - None
Once Around the Table

Peyton Robb	Edina and St. Louis Park were recognized for Local Communities for Kids.
Don Draayer	Attended the workshop regarding On-Line Learning and will be sending notes to the entire Board.
Greg Thielsen	Brooklyn Center got off to a great start.
Steve Antolak	Osseo got off to a great start with a new Superintendent Kate Maquire.
Ann Bremer	Westonka had a great start and we have a program called Westonka Summer Institute a partnership we have with Best Buy, we sent students to China, it is a very exciting program.
Michèle Kunz	Orono got off to a great start.
Pam Rykken	St. Louis Park got off with a great start with the new 6-8 configuration.
Laura Keller-Gautsch	District 287 is off to a great start.
Jane Holmberg	We are up 5% in ALC enrollment.

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 6:24 PM.

The next general meeting will be held on October 14, 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

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INTER-OFFICE MEMORANDUM

DATE: October 14, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

RE: Recommendation for Board Acceptance of a grant from the U.S. Department of Energy and the State of Minnesota -Minnesota Department of Commerce.

District 287 has been awarded \$16,032.80 from the U.S. Department of Energy and the State of Minnesota - Minnesota Department of Commerce through the American Recovery and Reinvestment Act of 2009 (ARRA). This grant will match the funds needed to replace the 68% efficient boiler at Edgewood Elementary with an 82% efficient boiler. The grant will run from October 1, 2010 through December 31, 2010.

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INTER-OFFICE MEMORANDUM

DATE: October 14, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

RE: Recommendation for Board Acceptance of the Carl D. Perkins Education Act-Basic Grant, Federal Title II, Federal Title III, and Math & Science Teacher Partnership, and Minnesota State Arts Learning Grant.

1. District 287 has been awarded \$6,916.00 for FY11 from the Carl D. Perkins Education Act-Basic Grant. This grant will be used to provide programs and services for special population students in vocational education.
2. District 287 has been awarded Federal Title II – Part A, Teacher and Principal Training and Recruiting, and Federal Title III - Part A, English Language Acquisition, Language Enhancement and Academic Achievement funding of \$8,304.73, and \$29,013.13, respectively for FY 11.
 - a) Title II funds are for the improvement of teaching skills and in the instruction of core curricula area, specifically mathematics and science.
 - b) Title III funds are designed to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency. The funds are for a consortium of three districts – District 287, Westonka and St. Francis districts, with 287 managing these funds for FY 11. The consortia provision allows school district with small awards to pool resources for maximum effectiveness.
3. District 287 has been awarded \$911,790.20 from the Minnesota Department of Education-Title II, Part B of the Elementary and Secondary Education Act (ESEA) to continue the work that began two years ago with the Region 11 Math and Science Teacher Academy. Intermediate District 287 is the fiscal host for the partnership that will offer high quality professional development in Grades 3-5 Algebra and High School STEM (Science, Technology, Engineering, and Math). As with last year, the regional education agency sponsors – the Grants and Research Office (GRO) of Intermediate Districts 287 and 916 and the Metro Education Cooperative Service Unit (ECSU) will coordinate training and communicate with districts. The higher education partners-the University of Minnesota (U of M), Hamline University, and Normandale Community College-will provide content expertise and training corps members. SciMath MN will disseminate grant products and work with business partners to support the centers. This grant runs from August 2, 2010 through June 30, 2011.
4. District 287 has been awarded \$16,250.00 from the Minnesota State Arts Board for the Arts Learning Project for the Emotional Expression and Connection through Clowning Project. Performance Artist Perrin Boyd will provide a series of performance art residencies with Sandburg Education Center students who have significant emotional-behavioral disabilities. This grant will run from September 1, 2010 through June 30, 2011.

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M E M O R A N D U M

Date: October 7, 2010
To: Sandra Lewandowski, Superintendent
From: Thomas Shultz, Director of Facilities
RE: Recommendation for Board Approval of St. David's Center Lease

Leases

1. St. David's Center Lease

Recommend approval of the *Lease Agreement* with St. David's Center for approximately 500 sq. ft. of space in the Edgewood Education Center located at 6601 Xylon Avenue North in Brooklyn Park for the use of afterschool programs. This lease carries a term of one (1) year beginning September 1, 2010 and terminating August 31, 2011. No dollar amount is required in exchange of said space.

St. David's has supplied ISD287 with proof of insurance. This agreement is in agreement with *Uniform Procedure 3040 – Facility Usage*.

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M E M O R A N D U M

Date: October 8, 2010
To: Sandy Lewandowski, Superintendent
From: Jane Holmberg, Executive Director of Teaching and Learning
Re: **What Board Members Should Know About Our Online Learning Efforts and Vision**

Through Northern Star Online (NSO), our district continues to be a leader in online learning for the region and state. Recent developments have created an even stronger base for our NSO vision: *Every student should have access to high quality, well-supported digital learning opportunities*

1. Through an Ed Tech ARRA grant, our leadership in advancing shared content has been accelerated by training 85 teachers from many districts to develop online units. These units are fully available to view and use at MoodleShare, a platform created by our grant coordinator, Jon Fila. Please visit <http://courses.moodleshare.com> to see the work that has been done.
2. Students are experiencing enhanced student support for online learning by 1) taking a new orientation course and 2) registering and receiving information through a new system called “Genius.”
3. Courses in all subject areas are available to all students for high school credit, and **enrollment is up from 450 course registrations at this point last year to 616 registrations this year.**

Because of our experience with the Ed Tech grant and with managing the NSO student courses, we have several strategic goals for what we anticipate to be a very exciting and productive year:

Provide State and National Leadership to Promote Sensible Online Ideas

Staff has begun an Innovation Forum & Blog where we can share ideas on key topics with the public; staff is making conference presentations at several state and national venues; and Jon Voss is the Chair of the MN Online Advisory Council and a MN Learning Commons member.

Expand Teacher Training: Create a new model for staff development

We are moving to on-demand instruction via digital training with support as needed by expanding Moodle as a platform for organizing and sharing content. We currently have a “Teaching in a Digital World” course to develop skills for instructing students not physically present, and by November all modules for teacher re-licensure (formerly “Save Your License” workshops) will be available to registrants.

Liberate Content

In addition to the online units developed through the Ed Tech grant being available to all, we will develop a plan to share existing courses with member districts and partners.

Support incorporation of online curriculum in District 287 and member district programs

We will expand training opportunities with new models; share access to content; emphasize the role of site-based student support for those who need it; explore and promote new models for structure of teacher assignments, school days, attendance and funding; and replace textbooks with digital resources (Chicago plans to abandon textbooks in 5 years).

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Alternative School Talking Points

Background

A [State Auditor's report](#) released September 23, 2010 included results of an investigation of the alternative school, Center for Training and Careers (CTC), which was contracted by Minneapolis and Richfield school districts to provide educational services. The report found that CTC's president misdirected almost \$3 million in funds to himself. It concluded that there is a lack of financial oversight and safeguards to monitor contract alternatives' finances.

In light of these findings, the State Auditor's Office is recommending legislation that would require public school districts to perform fiscal oversight functions and would require **contract alternatives** to provide audited financial statements to the Minnesota Department of Education (MDE) and the school districts that contract for services.

The report and a resulting [Star Tribune story](#) (9/28/10) cited the following statistics about alternative education in Minnesota:

- MDE estimated that almost 140,000 students were served by more than 150 alternative programs during the 2007-08 school year.
- This represents all alternative school programs statewide, regardless of the amount of oversight provided by public school districts.
 - Of these 150 programs, only 28 were run by *nonpublic entities* or third parties that contracted with public school districts to provide instructional services to at-risk students. In these cases, 95% of the available *general education revenue* flowed from the contracting public school district to the contract alternative.
 - It is the accounting for this revenue that the State Auditor's Office recommends legislation to increase transparency and oversight.
 - In an editorial, the [Star Tribune editorial board](#) (10/04/10) strongly supported this legislation, noting, "To be fair, most of the Minnesota alternative programs that serve nearly 150,000 Minnesota students have not been accused of mismanaging funds. Many of the contract schools now have 15-year-plus track records and offer an important option for thousands of students who would otherwise drop out completely."

Intermediate District 287 does not sponsor any contract alternatives. All of the alternative school programs run under the 287 Area Learning Center umbrella are staffed and monitored either by 287 or by a member school district. None are run by third parties and none operate independently of 287's financial reporting structure.

Facts about District 287's Area Learning Centers:

- The ALC finances are considered part of the school district's overall financial reporting and are audited annually, both through the 287 audit and through the member districts' audits.
- Staff are licensed by the State of Minnesota and are employees of 287 or a member district, not contracted by a third party.

Intermediate District 287 • 1820 Xenium Lane North • Plymouth, MN 55441
www.district287.org

October 6, 2010

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- District 287 currently serves about 2,650 students through 30+ Area Learning Center options. Most students are part time, making up credits through independent study or participating through a program called targeted services that provides afterschool programming for elementary-aged students.
- District 287's ALC programs fit into the three broad categories:
 - **Prevention programs** identify children in elementary and middle school who are at social or academic risk and work to get students back on track by participating in classes before or after school and during the summer.
 - **Intervention programs** include middle level programming and Independent Study programs. Middle Level programs take place in small "learning communities" where students who are behind in their studies or who are developing negative social attitudes receive personal support and direction.
 - **Recovery programs** are typically fulltime, day programs that serve students who have not been successful in a traditional school **or** who have had a life-altering event that makes it hard for them to return to a traditional school setting.
- There are multiple reasons a student might attend an alternative school, including pregnancy or parenting, chronic absenteeism, depression, drug addiction, expulsion/exclusion, corrections involvement, physical and mental health issues, physical and mental abuse, homelessness, eating disorders, disrupted family systems and more.
- District 278's ALC programs are held to the same high standards and expectations as its other academic and special education programs.
 - As evidence, the North Vista Area Learning Center was recently selected to receive the 2010 National Dropout Prevention Network's Crystal Star Award of Excellence for dropout recovery, intervention and prevention.
 - North Vista was one of only three programs nationwide that received the award for demonstrating clear evidence of success in meeting the needs of at-risk students.
 - North Vista students earn academic credits that meet state requirements for graduation and participate in a work experience program.
 - The ALC program has made Adequate Yearly Progress in reading every year since the accountability measure was instituted.

For more information, please contact Jane Holmberg, Ed. D., Executive Director of Teaching and Learning, at 763-550-7152 or jholmberg@District287.org.



***Please join us for the
Ground Breaking
of our
North Education Center.***

Who: *Intermediate District 287*

When: *Thursday, October 28, 2010*

Time: *Ceremony – 5:00 p.m.
Coffee Hour – 5:30 p.m.*

Where: *5530 Zealand Avenue
New Hope, MN 55428*

RSVP: *Wauneen at 763.550.7101 or
Email:
wbdensonmgeni@district287.org*

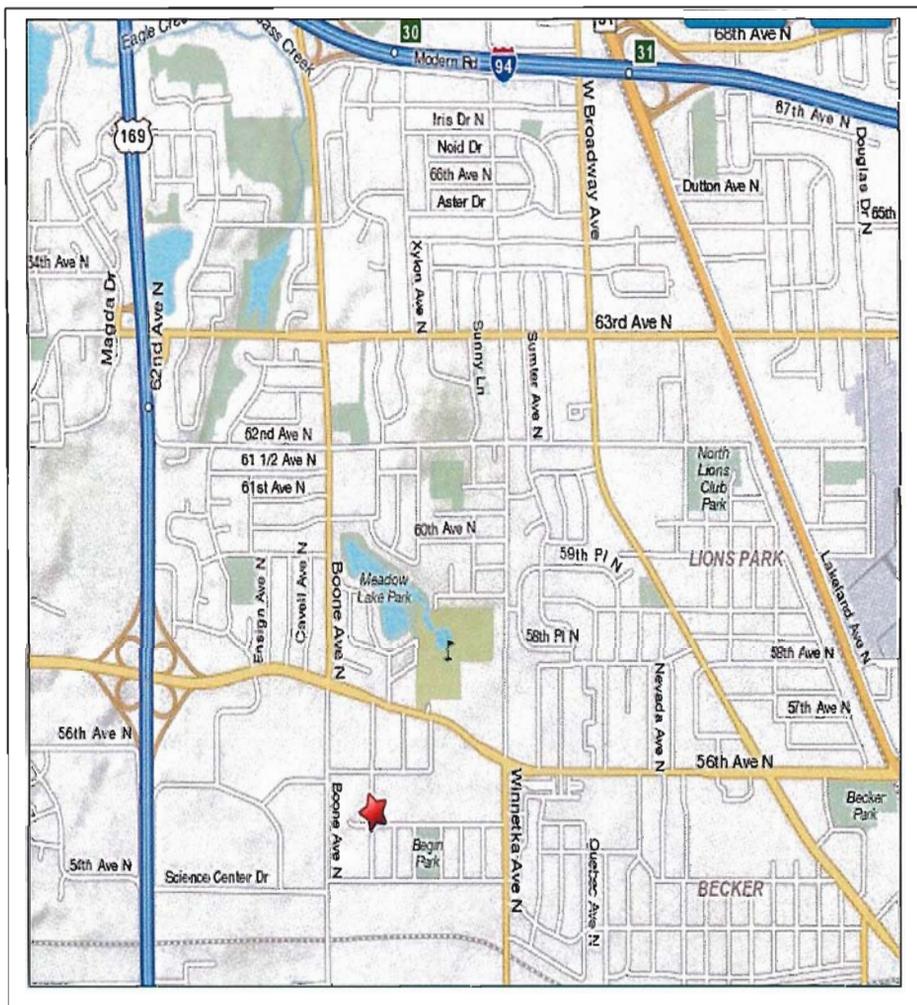
** Pending New Hope City Council approval.*

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Ground Breaking Ceremony for the New North Education Center

The event will take place on the south side of the building site.
Please park along 55th Avenue North.



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2009-2010 District 287 PLC Summary Report

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
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	By June 2010, 50% of students in career and technical courses that complete one semester at Eden Prairie increased math competency skills by 6% as measured by a math test based upon the GRAD test standards.	N
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	By June 2010, 86% of CWA's seniors who attended at least 1 previous semester graduated on time OR completed a full year of academic credit as defined by their home school.	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	By June 2010, 11% of Honors Mentor Connection students received awards or recognitions directly related to their Honors Mentor Connection work and research.	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	Northwest Evaluation Association (NWEA) Measures of	Y	By June 2010, 23% of NVEC students who are below reading grade level	N

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	year of instruction.	Academic Progress (MAP) in Reading		have advanced two grade levels with one year of instruction.	
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	By June 2010, no data were available to report on NVEC infant and toddler goal of advancing at least one step on the Creative Curriculum Pre-Literacy program in one school year. Note: curriculum was updated mid school year from Creative Curriculum to Pre School First.	N
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	By June of 2010, 75% of Prairie Center Alternative Program students who were assessed below Reading grade level improved their Reading scores by at least 1.2 grade levels.	N
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 Crestview Elementary will	Diagnostic On-Line Reading Assessment (DORA)	Y	By June 2010, after receiving approximately 24 hours of reading remediation, 93% of the students at Richfield	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	see an increase in reading skills in a minimum of one area.			Intermediate School and Crestview Elementary increased in reading skills in a minimum of one area.	
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	By June 2010, 24% of SECA students who were below reading grade level advanced two grade levels in one year of instruction.	N
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	By June of 2010, 52.3% of students enrolled in the Early Learning Center hit at least 90% of their developmental milestones in the area of literacy, as appropriate for their ages and developmental levels.	N
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	By June 2010, Japanese - 72% of all first level students scored 70% or higher on assessment; ASL - 91% of all first level students scored 70% or higher on assessment; Chinese - 85% of all first level students scored 70% or higher on assessment; Arabic - Year 1, results pending.	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
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	By June 2010, given daily literacy instruction and district reading strategies resources, each student at X-Track/Open-Track demonstrated an increase by 1.2 grade levels.	Y
Bren Road Education Center	Incorporating vocabulary strategies into daily instruction, Bren Road students will demonstrate an 50% increase of 100 core vocabulary terms as measured by pre and post vocabulary tests and weekly CBM probes.	Progress will be demonstrated by criterion referenced teacher made weekly vocabulary tests.	Y	Incorporating vocabulary strategies into daily instruction, Bren Road Bren Road students demonstrated a 39% increase for 100 core vocabulary words as measured by the pre and post vocabulary test. and weekly CBM probes. This data is only based on the cohort of students who had participated in both the pre and post tests during the 2009/10 school year.	N
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	Given daily 90 minute blocks of reading during the 2009-2010 school year, 80% of students demonstrated an increase	N

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	Given instruction in collaborative skills, students will increase their teaming skills by 10% as measured by the "Collaborative Skills Rubric" during daily structured recreation time. (EXPLORE Middle – Social Emotional Learning.)	Collaborative Skills Rubric	N	in his/her lexile reading level by 50 lexiles, reaching their Read 180 goal. Given instruction in collaborative skills, 77% of students increased their teaming skills by 10% as measured by the "Collaborative Skills Rubric" during daily structured recreation time.	N
Edgewood Education Center (Transition groups-Phase North, and STRIVE North, Sun Transition North)	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	During the 2009/10 School year 75% of Edgewood transition students showed growth on skills delineated on their IEPs measured through a variety of techniques.	N
Epsilon/Omegon	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	NWEA correlated with KTEA (Kaufman Test of Education Achievement)	Y	During the 2009-2010 school year, 89.7% of students at Epsilon and Omegon satisfactorily completed a life skills unit within each content area	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	<p>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>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>		<p>class per term</p> <p>81.5% of students at Epsilon and Omegon demonstrated an increase in Math skills (as measured by at least meeting the growth target within MAP testing and/or KTEA results)</p> <p>80.2% of students at Epsilon and Omegon demonstrated an increase in Reading skills (as measured by at least meeting the growth target within MAP testing and/or KTEA results)</p> <p>The percentage of students showing growth within 'Language Use' is unknown as this test was discontinued at Epsilon and Omegon mid-year.</p>	
Hosterman Education Center	<p>Given an Informal Reading Inventory, 85% of students at the Hosterman Education Center will show an increase in their individualized</p>	<p>Qualitative Reading Inventory (adapted.) Three literacy areas will be included:</p>	Y	<p>Given an Informal Reading Inventory, 77% of students at the Hosterman Education Center showed</p>	N

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	assessment profile of literacy skills	Word Identification skills Print Processing skills Language Comprehension skills		an increase in their individualized assessment profile of literacy skills If we exclude nonverbal students, whose disability impacts language, bump up to 89% growth. 93% of our OPTIONS Middle students showed an increase in at least one area 90% of our InVEST Middle students showed an increase in at least one area 93% of our CIP students showed an increase in at least one area 85% of our STRIVE students showed an increase in at least one area 84% of our Hosterman Elementary students showed an increase in at least one area 83% of our SAFE students showed an increase in at least one area 50 % of our SUN students	

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
				showed an increase in at least one area	
Itinerant ASD – Autism Spectrum Disorder	To increase the understanding and knowledge of classroom and related services staff who work with students with ASD, as relates to the following: <ul style="list-style-type: none"> The academic, social/emotional and functional challenges of students with Autism Spectrum Disorders (ASD) The use of visual strategies, resulting in increased student success in the above-mentioned skill areas. 	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 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.	N	The ASD staff developed a training module entitled, “Why Do They Do That” which focused on the academic, social/emotional and functional challenges of students with Autism Spectrum Disorders. The module was viewed by 95% of staff with 68% of the staff ranking it as helpful and 32% ranking it as somewhat helpful.	Y
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	Newly developed tools including: <ul style="list-style-type: none"> -a Pre-requisite Skills Flowchart – to aid in determining if a trial opportunity (using voice recognition 	N	A Prerequisite Skills Flowchart and Competence Skills Checklist was developed after examination of the fundamentals of voice recognition software to	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	voice recognition for written language assignments.	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		determine best practice and effectiveness for students completing written language assignments.	
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	The Essential Communication Skills Inventory was finalized and presented at Charting the C's. The ECSI was used to fully assess 14 students as a pretest. There was not enough time to complete the posttest due to the time required to finalize the inventory.	N
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	The Blind/Visually Impaired subgroup developed a training module specific to students with a Developmental Cognitive Disability and Blindness or Visual Impairment which focused on implications of the impairment, student accommodations,	N

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
				<p>materials and strategies to access their environment. The module will be located on the district website. A survey was not completed this year. http://sites.google.com/site/visualimpairment/home</p>	
<p>Itinerant D/HH – Deaf/Hard of Hearing</p>	<p>For students receiving direct service for reading: Option #1: Given an Informal Reading Inventory adapted from the Qualitative Reading 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</p>	<p>Qualitative Reading Inventory (adapted.) Three literacy areas will be included: Word Identification skills Print Processing skills Language Comprehension skills</p> <p>Ed Check up charting</p>	<p>Y</p>	<p>Given the Qualitative Reading Inventory and Curriculum Based Measurements, 90% of 67 students receiving direct service instruction increased their literacy skills in word identification, print processing, and language comprehension.</p>	<p>Y</p>

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	individualized CBM graph.	procedure completed in October 2009, weekly or monthly CBM charting, and analysis of progress with post baselines completed in May 2010.			
Itinerant PHD – Physical/Health Disabilities	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>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	<p>The PHD teacher have increased their capacity to use technology tools:</p> <ul style="list-style-type: none"> -Over 80% of teachers use Skype to communicate on an ongoing basis with one another. -100% use group email distribution lists to share information/documents. In addition, 100% of program resources are on the SharePoint site which decreases the need for staff to travel to the DSC for resources -45% were trained on video-conferencing technology -Over 80% of teachers share educational strategies through use of the Flip Video. 	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
Itinerant OT – Occupational Therapy	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.	Instruction sheets and/or data collection procedures	N	The Occupational Therapists collected and or developed five technical resources and one instructional resource for utilizing the Flip Camera. The Flip videos were used to document assessments, coordinate and share information with member district staff and families, training, and/or as an instructional tool.	Y
Itinerant PT – Physical Therapy	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: <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	The Physical Therapists completed the development of Transition Checklists: <ul style="list-style-type: none"> • Infant/toddler, • EC to Kindergarten, • Elem to Middle or High School • High School to Transition addressing Access, Mobility, Safety, Positioning, and Routines for each age group. These checklists will be implemented to assess transitions in the 2010-11	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
Intersect)	data collection by May 15, 2010.	skills Language Comprehension skills			
South Education Center-SUN	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.	Qualitative Reading Inventory (adapted.) Three literacy areas will be included: Word Identification skills Print Processing skills Language Comprehension skills	Y	Insufficient data submitted to provide valid results.	N
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	Of the eight students in these two classrooms, two showed increased reading ability as indicated by assessments.	N
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	-Portfolio Evidence Assessment Tool (PEAT measures student individual site/ learning/	Y	By April 21, 2010, 90% of the NWTC students who participate in the Transition Portfolio Project demonstrated knowledge	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	transition areas, as measured by the standard Portfolio Evidence Assessment Tool.	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.		of at least 2 pieces of evidence in each of the transition areas, as measured by the standard Portfolio Evidence Assessment Tool.	
VET – Vocational Education and Training	Given a pilot group of students at VET-Northland, these students will participate in at least six activities of Character Counts and demonstrate progress in understanding the concepts by improving 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.	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	Pre test results: 1% demonstrated proficiency/mastery; 33% demonstrated developing/expanding, moderate support and 66% demonstrated emerging/early, significant to full support skills. Post test results: 2% demonstrated proficiency/mastery; 48% demonstrated developing/expanding, moderate support and 50% demonstrated emerging/early, significant to full support.	Y
Admin	By June 2010, the Administrative	Zoomerang	N	Comfort Level grew by	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
Services Leadership Team	Services Leadership Team will have increased their comfort level using electronic tools as a means of accessing data by 25% as measured by pre and post subjective survey.	subjective survey – pre/post survey - Collect data on how often leadership staff are utilizing various electronic tools w/o assistance from clerical staff (or requesting clerical staff to do the work for them)		20%. How often access data electronically grew by 84%.	
Admin Services Facilities	During the 2009 -10 school year, Facility Management will work to provide energy efficiency solutions at our sites, both owned and leased, by an average of 5% by June 30, 2010. These efficiencies will be measured by tracking our energy use via the energy tracking section of School Dude. These pieces of data are entered monthly and will show changes in usage as we make changes operationally to these buildings.	School Dude energy tracking program. Data input of information from energy billing information.	Y	As of March 2010 DSC energy use is down nearly 20%. Bren Road is down approximately 5%.	Y
Admin Services Finance	Cash Receipts- implemented by 6/30/09. For 2010 the goal is to regularly have all receipts scanned in by the 10th of the month for the prior month. Payroll- currently is being saved to network drive because it is all TIES reports. Will start saving to iContent	Cash Receipts- Needs to be done by the 10th of the following month. Payroll-Needs to be done by the next payroll.	N	Cash Receipts- effective immed. Payroll- effective immediately Bank Recons./ Stmt.- checking on w/ Phyllis...	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	<p>once it has the ability to download reports directly instead of them needing to be printed first. For both the current way of saving and for iContent, the goal is to regularly have data into system before the next payroll is run.</p> <p>Bank Reconciliations and Bank Stmt./Cleared Checks- begin to start scanning from 7/1/09. Once it is caught up, the goal will be to regularly have scanning into system before the next bank stmt. is received.</p> <p>A/P- is beginning to scan invoices. Once TIES has the ability to print barcode separator sheets, the goal is to regularly have data into system before the next a/p run.</p>	<p>Bank Reconciliations and Bank Stmt./Cleared Checks- Needs to be done b/4 the following monthly reconciliation.</p> <p>A/P- In process, but significant progress won't be able to be made until barcode scanning sheets are in place.</p> <p>Personal observation by Dave. Line or bar graphs, showing the % of implementation in each area</p>		A/P- attempting to stay caught up with current, but goal won't be reached until we have barcodes	
Admin Services IT	To research and select a new work order system that incorporates an asset management program for all IT related equipment. By June 30th, 2010, the work order system will be available for staff to enter work orders	<ol style="list-style-type: none"> 1) SchoolDude Inventory 2) Reports of various work order systems 1) SchoolDude 	N	School Dude will be the work order system and will be available to staff by July 1. 75% complete as of May 12th on equipment	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	and the asset management system will contain an accurate technology inventory.	Inventory Reports 2) Testing of various work order systems		inventoried. Will be completed by July 1 with approximately 2250 equipment tracked in system.	
Admin Services Purchasing	By March 2010, Purchasing will have explored ideas and adjusted department workloads as necessary, so as to provide purchasing and accounts payable staff adequate time for entering records management data as measured by pre and post time monitoring.	Sizeable increase in amount of additional time available for processing records management data Number of additional hours now available for this function. Personal observation by Larry	N	The success of on-line purchasing combined with the realignment of responsibilities in the department have provided approx 8 hours of additional time for this project	Y
Admin Services SIS	Beginning July 1, 2009 and ending June 30, 2010, the Student Information Systems Department will be scanning School Year 2010 enrollment documents into i.Content on a daily/weekly basis and we will have made it a part of our routines. We will begin to address storage space issue on the team's T: drive as well. This will be evident by the removal of physical filing cabinets in our department and will give us the ability to retrieve enrollment documents via i.Content when billing/resident district questions arise. This will also be evident by	Will measure success by the removal of filing cabinets from the department. Support staff from other areas (billing) will be trained on how to access documents through iContent. A before and after T:drive space will be documented. Visual confirmation of	N	T-Drive: Start: 104 Folders End: 39 Folders A 62.5% decrease iContent: Start: Boxes: 29 Folder: 11,700 Cabinets: 5 Records in iContent: 8000. End: Boxes: 0 Folder: 0	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	more available space on the T:\\SIS team drive.	moved filing cabinets and evidence of daily routine be confirmed. Benita/Cheryl will be able to find tuition agreements when tuition billing questions arise, without SIS assistance.		Cabinets: 0 Records in iContent: 15,000.	
Admin Special Projects	By June 2010, the front desk will increase phone transfer accuracy by 90% as measured by pre and post Mitel phone system information.	Time study pre/post counting accuracy based from callers Collection on incorrect extentions listed in Mitel and website directory. Collection on multiple phone number accuracy of which number to transfer caller and when	N	Unknown Recipient Accuracy: Start: 80% End: 90% Based on 10 unknown recipient calls per 2 wks (start/end)	Y
Admin Human Resources	By June 2010, Human Resources will have worked collaboratively with TIES to increase the retrieval efficiency of the iContent system and scanned 90% of HR's priority documents." The priority documents are personnel files for: new hires in the 2009-2010 school year and employees who were employed during the 2008-09 and/or	Success in increasing retrieval efficiency will be measured by the percentage of retrieval issues identified for which a more efficient means is possible and is	N	Retrieval efficiency: Start: 8 min/document End: 30 sec/document Scanning of priority documents: 90% completion by June 30, 2010. As of March 12:	Y

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
	<p>2009-2010 school years but have left the District.</p>	<p>implemented. For example, if there are currently ten identified issues resulting in delays or difficulty in retrieving documents, all are investigated, we learn that only five have solutions and all five are implemented, that would represent 100% completion.</p> <p>Success in completion of scanning will be gauged by the percentage of priority documents scanned by June 30, 2010.</p> <p>Collection of examples of inefficiencies in retrieval of scanned HR documents in December, 2009. Documentation of the number of examples communicated to TIES or otherwise</p>		<p>75 out of 100 non-personnel files have been scanned – Will be completed by June 30th.</p> <p>0 out of 100 personnel files have been scanned – will be completed by VOS ATTAIN by July.</p>	

Site	Group Goal	Assessment/s used to Measure Progress Toward Goal	Standardized Y/N	Statement of Results	Declare Goal Attained (Yes/No)
		<p>investigated, as well as the number successfully resolved by June 30, 2010.</p> <p>Measurement of the number of priority documents scanned as of June 30, 2010 versus the total number of priority documents.</p>			Y

PROFESSIONAL LEARNING COMMUNITIES

- Realizing Achievement Goals

- The Three Big Ideas

- Focus on Data for Results

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Realizing Achievement Goals

- The manner in which 287 implements Professional Learning Communities (PLCs) this year relates directly to the Superintendent's Goal:

Establish an integrated system whereby formative assessments facilitate instruction that results in improved student achievement.

A Cultural Shift from Teaching to Learning

- Professional Learning Communities are an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
- PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

-DuFour, Dufour, Eaker & Many (2010)

Teaching without learning....

-isn't teaching. It's just presenting.

First Big Idea of PLCs: Focus on Learning

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

Core Value

Significant improvement in student learning and closing achievement gaps is a moral *responsibility* and a real *possibility* in a relatively short amount of time—two to five years.

Second Big Idea of PLCs: A Collaborative Culture

- ❑ We can achieve our fundamental purpose of learning for all students only if we work together.
- ❑ We cultivate a **collaborative culture** through the development of high performing teams.

Core Value

Collaborative inquiry—school teams constructing meaning of student-learning problems and testing out solutions together through rigorous use of data and reflective dialogue—unleashes the resourcefulness of educators to continuously improve instruction and student learning.

Virtually All Education Researchers Agree: Collaboration is Key

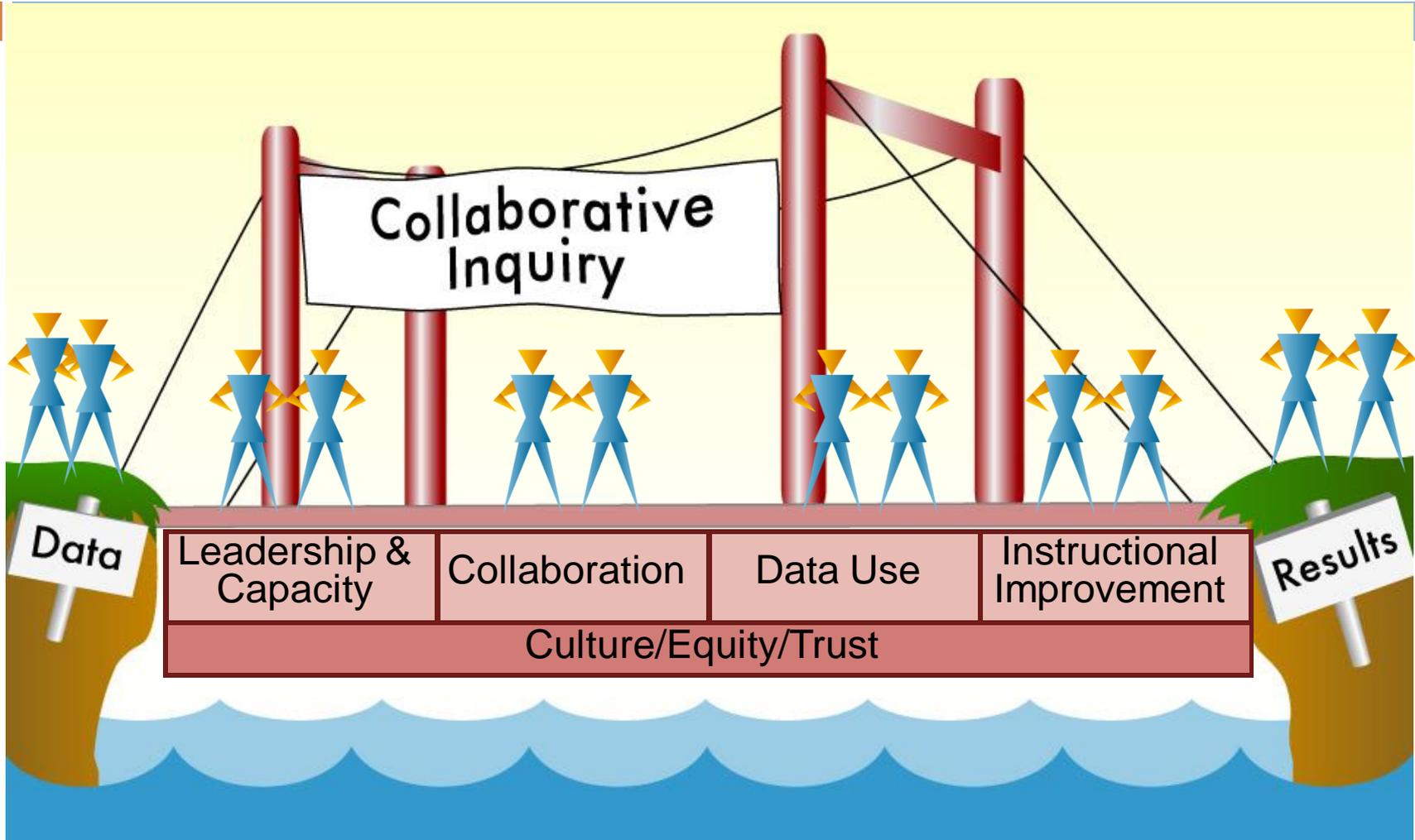
Deborah Ball
Roland Barth
Carol Belcher
Jim Collins
Tom Corcoran
Linda Darling-Hammond
Lisa Delpit
Rick DuFour
Karen Eastwood
Richard Elmore
Susan Fuhrman
Carl Glickman
Asa Hilliard
Jane Holmberg

Laura Keller-Gautsch
Anne Lieberman
Dan Lorti
Robert Marzano
Milbrey McLaughlin
Jay McTighe
Charlene Myklebust
Fred Newmann
Allan Odden
Doug Reeves
Mike Schmoker
Dennis Sparks
James Stigler
Grant Wiggins
and more...

Third Big Idea of PLCs IS NOW BEING EMPHASIZED!

- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Building the Bridge Between Data and Results



Shifts That Are Evident in Using Data Schools

	Less Emphasis		More Emphasis
Culture, Equity, Trust	External accountability, cultural blindness, little trust	→	Internal and collective responsibility, cultural proficiency, trust
Instructional Improvement	Data to sort, learning left to chance	→	Data to serve, expanding opportunities for all
Data Use	Punishment/reward, avoidance	→	Feedback for continuous improvement, frequent and in-depth use by teachers and students
Collaboration	Top-down, data-driven decision making	→	Ongoing Data-Driven Dialogue and collaborative inquiry
Leadership & Capacity	Individual charismatic leaders as change agents	→	Learning communities with many change agents

The Third Big Idea at 287

- ❑ Data coaches added to site level PLC leadership
- ❑ Reading specialists attended administrative planning retreat to guide goal and assessments choice
- ❑ Understanding that common formative assessments used at the team level must be added to larger summative assessment of the site goals
- ❑ Districtwide goals articulate learning targets

District Goals for 2010-2011

- By June 2011, we will increase student achievement in literacy in our full time programs as measured by standardized assessments.
- By June 2011, we will increase student achievement in our part time and itinerant instructional service programs as measured by objective assessments.
- By June 2011 our administrative and related services will increase staff capacity to impact positively student achievement as measured by objective assessments.

Intermediate District 287

2010-2011 Professional Learning Communities

District Goals

By June 2011, we will increase student achievement in literacy in our full time programs as measured by standardized assessments.

By June 2011, we will increase student achievement in our part time and itinerant instructional service programs as measured by objective assessments.

By June 2011, our administrative and related services will increase staff capacity to positively impact student achievement as measured by objective assessments.

Site/Program Goal(s)

This is the level that will be reported to the Board

The site/program leadership team (that includes at least the data coach, administrator/s, and related specialists: SEL, reading, math, etc.) will monitor and direct the work of the Subject Area or Subgroup Teams in order to achieve the site/program Goals.

The summative, state goals.

Goal drafted at July retreat

Goals drafted at July retreat

Subject Area or Subgroup Team Goal(s)

This is the level that will be monitored and reported at the supervisor/principal level to district leadership.

Formative, common assessments will measure progress toward this/these goals.

Districtwide curriculum groups identify "big ideas" that can be the basis for common assessments.

Goal drafted/verified in September

Goal drafted/verified in September



BRING A BRIGHTER FUTURE HOME

2011 NSBA Annual Conference Registration is Now Open!

[REGISTER NOW](#) for NSBA's 71st Annual Conference.

Conference dates: April 9-11, 2011 -- 3 days packed with educational programming to help you:

- **Maximize your district's resources**
- **Boost student achievement with new approaches & best practices**
- **Understand legislation and court decisions that may affect your district**

Housing Opens October 12, 2010 -- remember that you must be registered for the Conference before making your hotel reservations.

General Session speakers include former Secretary of State Condoleezza Rice, best-selling author Daniel Pink, and author and knowledge economy expert Juan Enriquez.

For details on sessions and events, or to register by mail, visit www.nsba.org/conference.

[REGISTER NOW!](#)

Housing Opens October 12

*Early Registration Discounts
through December 30*

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[NSBA Facebook Fan!](#)*



AMSD

CONNECTIONS

News and Updates from the Association of Metropolitan School Districts

October 2010
vol 8 • no 1

AMSD Calendar

October 29, 2010
Executive/Legislative Committee Meeting
7:30 AM—9:00 AM
TIES Building, St. Paul
4th Floor Boardroom

November 5, 2010
Board of Directors
7:00 AM—9:00 AM
TIES Building, St. Paul
3rd Floor Cafeteria

November 19, 2010
Executive/Legislative Committee Meeting
7:30 AM—9:00 AM
TIES Building, St. Paul
4th Floor Boardroom

December 3, 2010
Board of Directors
7:00 AM—9:00 AM
TIES Building, St. Paul
3rd Floor Cafeteria

AMSD's Mission

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



Association of
Metropolitan School Districts

AMSD Hosts Gubernatorial Forum

AMSD was pleased to have the three major party gubernatorial candidates participate in a forum at its September board of directors meeting. Senator Mark Dayton, Tom Horner, and Representative Tom Emmer all shared their views and vision for education in Minnesota. The forum was attended by over 150 education leaders from throughout the metropolitan area. An overview of the forum can be found on page 5 of this edition of Connections.



From the Chair:

There is now less than a month to go before what is arguably one of the most important elections in recent state history. It is absolutely critical that AMSD board members and citizens concerned about the future of public education get actively engaged in this election and find out where candidates stand on important education issues.

AMSD has taken several steps to help concerned citizens get actively involved in the electoral process. As highlighted in this newsletter, AMSD sponsored a gubernatorial candidate forum last month. You can view the entire forum by going to the AMSD website: www.amsd.org. Also available on the web site is a comprehensive voter's guide that includes sample candidate questions and information about education funding trends and important policy issues. Finally, you can access a list of many of the legislative candidate forums being sponsored by local legislative action groups at www.amsd.org/events.

I urge you to make your voice heard!

Patsy Green, school board member from Robbinsdale Area Schools, is chair of AMSD.

The West Metro Education Program (WMEP): Equity and Excellence

A little over three years ago, the Twin Cities experienced a major tragedy when the I-35 bridge over the Mississippi River collapsed, killing 13 people and injuring at least 130 others.

Engineering studies showed that the collapse was caused by structural problems, some of which had been identified previously and either ignored or ineptly “patched.”



A similar tragedy involving Minnesota’s education infrastructure is currently unfolding. Like our bridges, the education system is designed to pave the way for interpersonal and career success. But because of the racially predictable achievement gap, Minnesota’s students of color are not experiencing such success, and that has to change.

The West Metro Education Program (**WMEP, pronounced we mep**), first organized in the mid 1990’s, is one of three Joint Powers integration school districts in the metro area that strives to bring strong regional leadership and advocacy to equity and excellence in education. WMEP believes that doing so is the best way to close the racially predictable achievement gap to the benefit the entire community.

WMEP (www.wmep.k12.mn.us) operates on a \$10.5 million annual operating budget with approximately \$8 million derived from the students enrolled in its two magnet schools; approximately \$2 million in Integration Revenue that is derived from its member districts; and \$.5 million in grants and federal aids.

The district employs approximately 125 FTE employees with 120 of these staffing its magnet schools and 5 FTE serving as district office staff. Its 11 member school districts are: Brooklyn Center, Columbia Heights, Eden Prairie, Edina, Hopkins, Minneapolis, Richfield, Robbinsdale, St. Anthony/New Brighton, St. Louis Park, & Wayzata.

WMEP’s mission is to “build the collective capacity of its member districts to raise the achievement of all students, eliminate the racial achievement gap and prepare all learners to thrive in a diverse world through regional leadership, integrated learning opportunities, shared resources and mutual support.”

To accomplish that mission WMEP works with its 11 member school districts – and in tandem with organizations like the Minnesota Minority Education Partnership – to develop support for equity and excellence programs throughout the region. WMEP also provides *Adult Learning/Staff Development*, *Student Learning*, *The Choice Is Yours* and other programs that highlight equity and excellence.

WMEP Programs and Activities

Regional Equity & Excellence Advocacy & Leadership:

WMEP has participated in and/or led region meetings of school district equity coordinators in order to broaden the conversations needed to move the concept of Equity and Excellence in all schools in Minnesota to a priority level. WMEP leaders are often called upon to provide testimony at various equity, integration, or desegregation hearings for legislative committees of the Minnesota State Legislature in St. Paul.

WMEP convenes regional workshops for school board members, superintendents, and other senior level school district staff members. These workshops provide information, background, vocabulary, and concepts based on contemporary critical race theory, research and practice, and policy planning related to Equity and Excellence and the elimination of the predictable student achievement gap based on race.

WMEP operates on the belief that “None of us is as smart as all of us,” and that by leveraging the group’s collective human and financial capital, and by working together as a consortium of eleven public school districts, it can have far more positive impact on the community than could otherwise occur if each member district worked alone within its own “silo.”

As part of its work in Minneapolis and its western suburbs, WMEP provides support to its 11 member school districts in dealing with racial apathy, opposition, and denial within their communities, WMEP advocates on a state level for equity and excellence in all public schools in Minnesota.

Adult Learning/Staff Development:

Nothing is more fundamental to closing the achievement gap than helping teachers understand race and racism and how these issues often impact education. Over 1,800 educators from WMEP’s 11 member school districts participate annually in a series of programs known as the **Cultural Collaborative**.



Continued on page 3

WMEP offers wide variety of programs

Continued from page 2

Approximately 30 courses/classes are offered each year in which both local and national experts provide the training, most of which is related to Equity and the closing of the racially predictable achievement gap. For course listing and registration go to

<http://sites.google.com/a/wmep.k12.mn.us/wmep-k12-mn-us/staff-development>

The most popular of these programs is called “Beyond Diversity: A Strategy For Deinstitutionalizing Racism and Improving Student Achievement.” The two-day seminar examines the role of race in everyday life and asks participants to become more aware of various aspects of racism. Other courses, such as “Elder’s Wisdom, Children’s Song Teacher Institute For New Schools” – which helps teachers plan and implement a celebration of elders from various communities – dig deeper to expose the many resources available to counter negative racial images and build trust between all people.



Student Learning Programs:

WMEP conducts several student-learning programs for students who attend its member districts. Among the student learning programs are “The Underground Railroad” experience that simulates southern slaves frightening and sometime brutal experiences as they fled to the north and to freedom. Another of WMEP’s popular student learning programs is *Dare 2 Be Real*, which promotes, addresses and discusses racial equity and anti-racist leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation to tackle these difficult conversations in the midst of rapidly changing demographics.

In the *Dare 2 Be Real* program, students explore their own racial and cultural identity through their:

- Study of critical race theory, United States History, and the development of racial identity
- Attendance at Courage Retreats for Leadership Development
- Experience in the Underground Railroad Simulation (a 30-year-old program founded in Minnesota)
- Immersion in cultural experiences
- Development of school programs and events to engage their school communities in a larger conversation about equity and inclusion

Students in *Dare 2 Be Real* have made presentations at local and national educational conferences including the Summit for Courageous Conversations about Race in Baltimore, Maryland. These students have also led retreat experiences for elementary students to help them address issues involving racial conflict and bullying. WMEP currently has 5 active Dare to be Real groups and 4 in development. The individual Dare 2 Be Real groups have partnered together to form a larger regional discussion and to share best practices.



Magnet Schools:

WMEP operates 2 highly respected magnet schools – FAIR School Downtown and FAIR School Crystal – that directly serve over 1,100 students who reside in its member districts. FAIR School Downtown is a grades K-12 school that offers its students unique opportunities through special partnerships with organizations like Target Corporation, The Hennepin Theatre Trust, University of St. Thomas and Stages Theater, among others. FAIR School Crystal is a grades 4-8 school that has received national recognition for its innovative programs.

Both schools use the arts to inspire student self-expression and learning. The schools are well known for their dedication to creating systemic improvements that have narrowed the racially predictable achievement gap and they are focusing their efforts on becoming model or demonstration schools where there are no achievement disparities among students. In so doing, these schools will become even more valuable assets for WMEP’s member districts.

For information about WMEP’s magnet schools go to:

<https://sites.google.com/a/wmep.k12.mn.us/wmep-k12-mn-us-fair-c/> or
<https://sites.google.com/a/wmep.k12.mn.us/wmep-k12-mn-us-fair-dt/>

Continued on page 4

WMEP Addresses Achievement Gap

Continued from page 3

The Choice Is Yours Program (CIY):

WMEP also operates The Choice is Yours program that was founded in 2000 as part of a lawsuit settlement agreement between the Minneapolis Chapter of the NAACP and the Minnesota Department of Education. The program operated under court supervision for 2000-2004 but now is voluntary and it operates under the direction of the WMEP Joint Powers Board. Minneapolis families that qualify for the federal school lunch/breakfast program may choose this program to enroll in schools in one of WMEP suburban member districts. Transportation to and from the suburban schools is provided by the state of Minnesota.

Over 2000 families in Minneapolis currently enroll in this program, which helps to level the education playing field for students. Through The Choice is Yours program, families that enroll their students receive priority placement at the schools they choose, including magnet schools in the city as well as suburban schools. For details of CIY go to:

<http://sites.google.com/a/wmep.k12.mn.us/wmep-k12-mn-us/about-1>



Special Project: Emerging Leaders in Teaching and Education (Elite Academy)

In addition to the above activities directly related to WMEP's Mission, WMEP provided funding and leadership, along its member districts, its sister integration districts in the metro area, and with institutions of Higher Education, to create a new program called Emerging Leaders in Teaching and Education (**ELITE**) Academy. ELITE Academy is a week long, residential program for high school students of color with an interest in teacher education or students who have the potential to be future educators. This program was held June 21-25, 2010, on the campus of the University of Minnesota. The program provided participating students an opportunity to explore the teaching profession by working with current Minnesota educators, to make connections with other students with similar interest and an opportunity to experience life on a university campus. Minnesota is becoming diverse and teachers of color are needed to match the diversity. This program is designed to assist in meeting this ever-growing need.

For additional information, go to: <https://sites.google.com/a/wmep.k12.mn.us/wmep-k12-mn-us/elite-academy>

Working To Ensure A Civil Right:

As noted in a recent study of the racially predictable achievement gap, "...access to a high-quality education is a fundamental civil right." If some children do not receive such an education while others do – and those who are denied it are overwhelmingly students of color – then, the state's schools are complicit in violating a fundamental civil right.

Like the I-35 Bridge that collapsed, the racially predictable achievement gap is a known infrastructure problem that can be improved. WMEP's regional leadership in equity and excellence, and shared resources made available to other school districts, can help avert the loss of a civil right by students of color. In addition, with WMEP's leadership Minneapolis and its western suburbs can create schools in the region that are both equitable and excellent; schools where all students learn at high levels; and, that just might prevent a major education catastrophe that could be devastating for years to come.

This month's member spotlight was submitted by Dr. Daniel Jett, Superintendent, West Metro Education Program.

Daniel_jett@wmep.k12.mn.us

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, Intermediate School North St. Paul/Maplewood/Oakdale, Northeast Metro District 916 (Associate Member), Northwest Suburban Integration District (Associate Member), 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.

AMSD Gubernatorial Forum

On September 10th, AMSD sponsored a Gubernatorial Candidate Forum featuring the three major party candidates - Mark Dayton, Tom Emmer and Tom Horner. Over 150 education leaders attended the forum to learn more about the candidates' view on important educational issues. The entire forum can be viewed by going to the AMSD web site: <http://www.amsd.org/>. Below is a brief summary of some of the issues covered in the forum.

Question	Dayton	Emmer	Horner
Do you support granting levy authority to locally elected school boards?	No	No	No
Do you support allowing school boards to renew an existing operating referendum by a majority vote of the school board to help stabilize education funding?	Yes	No	Yes, with some limitations
Many Minnesotans are concerned that education policy has become overly partisan. One suggested solution is re-establishing a State Board of Education with the authority to appoint the Commissioner of Education and to oversee a State Educational Research Center which would provide nonpartisan, evidence based research to state policymakers. What is your view on this idea?	Does not support. Governor should appoint the Commissioner.	Does not support re-establishing State Board of Education.	No. We don't need another level of bureaucracy.
In recent years legislation has been proposed that would create a mandatory statewide health insurance pool for all school district employees. Do you support this proposed new mandate?	Should be Voluntary not Mandatory	No	No
Do you Support vouchers or expanded taxpayer subsidies for non-public schools?	No	"I strongly support giving parents choice."	No

AMSD has published a Voters Guide that highlights many of the issues of concern for metropolitan school districts. This can also be accessed on our website at: www.amsd.org.



School Board Planning Calendar 2010

1 st Meeting of the Month	2 nd Meeting of the Month
JULY 22, 2010 <i>(Only one Board meeting this month!)</i>	
C-Train Update Health and Medical Bucket NEC Facility Committee Report	Financial Report June Legislative Session Review & Implications for District Operations
AUGUST 26, 2010 <i>(Only one Board meeting this month!)</i>	
Administrative Services PLC Financial Report July Report on Crisis Planning (Michelle Axell – 10 minutes) Determine NEC Size & Cost Option	Approval of Cash Flow Borrowing Resolution NEC Facility Committee Report School Start Up Program Report “Top Things Board Members Should Know About Our 2010-2011 Start-Up” (Colleen, Laura, and Jane)
SEPTEMBER 9, 2010 Superintendent Goals Bloomington – Closed Session	SEPTEMBER 23, 2010 Financial Report August Resolution to Borrow PLC’s Results/Goals MDE Final Special Education Monitoring Report NEC Facility Committee Report Resolution to Authorize Financing for NEC Report on Crisis Planning
OCTOBER 14, 2010 Prior Year Agenda Review Restraints and Seclusion – Instructional Report Resolution for Sale of Bonds for NEC Cash Flow Borrowing	OCTOBER 28, 2010 Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report
NOVEMBER 18, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding C-Train Report (Written Report) Food Service Resolution	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Resolution for Settlement of Bonds for NEC Facilities Management Update
DECEMBER 9, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Digital Copy Certificate (Written Report)	Prior Year Audit Review NEC Facility Committee Report Legislative Initiatives

INFORMATIONAL ITEMS TO REMEMBER:

**** Pay Equity Report" - (every three years - due in January 2012)**
Community use of Facilities Bucket

School Board Planning Calendar 2011

(TENTATIVE)

1 st Meeting of the Month		2 nd Meeting of the Month	
<p>JANUARY 13, 2011 Organizational Meeting</p> <ul style="list-style-type: none"> ○ Oath of Office ○ Election of Board Officers <p>Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference</p>		<p>JANUARY 27, 2011 <i>Organizational Meeting</i></p> <ul style="list-style-type: none"> ○ Oath of Office ○ Election of Board Officers <p>Strategic Plan Review & Measurement Report - Steve will be here. Financial Report December NEC Facility Committee Report</p>	
<p>FEBRUARY 10, 2011</p>		<p>FEBRUARY 24, 2011 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY11 Budget Revision & FY12 Budget Assumptions Program Withdrawal Report ALC Plus Update</p>	
<p>MARCH 10, 2011</p>		<p>MARCH 24, 2011 Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update</p>	
<p>APRIL 28, 2011 <i>(Only one Board meeting this month!)</i></p>			
<p>Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update</p>		<p>NEC Facility Committee Report Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2011-2012</p>	
<p>MAY 12, 2010 PBIS Data Update</p>		<p>MAY 26, 2011 Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution PLC Data Report Highlights Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs North Education Center (NEC) Facility Community Report</p>	
<p>JUNE 9, 2011 Superintendents Evaluation</p>	<p>Financial Report May PLC Data Report 2010-11 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety</p>	<p>JUNE 23, 2011 Final ULA Resolution for Licensed Staff Board Evaluation Health & Safety Assessment 99 Report Superintendent & School Board Evaluation to plan for Board Retreat outcomes</p>	

INFORMATIONAL ITEMS TO REMEMBER:

**** Pay Equity Report" - (every three years - due in January 2012)**
Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
October 14, 2010
SCHOOL BOARD CALENDAR

October 2010

05	Tuesday	New Hope Planning Commission Meeting	7:00PM	New Hope City Hall
07	Thursday	Edgewood Education Center Open House	6:30PM	Edgewood Ed Ctr
14	Thursday	General Board Meeting	6:30PM	Board Rm
19	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
19	Tuesday	NEC @ Sandburg Open House	6:30PM	Sandberg
25	Monday	New Hope Council Public Hearing Meeting (Final approval of Conditional Use Permit)	7:00PM	New Hope City Hall
26	Tuesday	Green School National Conference (Tour SEC)	12:30PM	SEC
28	Thursday	NEC Groundbreaking	5:00PM	Hosterman Site
28	Thursday	General Board Meeting	6:30PM	Board Rm

November 2010

03	Wednesday	MASA Tour of South Education Center (Minnesota Association of School Administrators)	2:30PM	SEC
09	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
11 18	Thursday	General Board Meeting (DATE CHANGE – November 11, 2010 Veterans Day)	6:30PM	Board Rm

December 2010

09	Thursday	General Board Meeting	6:30PM	Board Rm
21	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm

**PROPOSED
DATES**

January 2011

13	Thursday	General Board Meeting	6:30PM	Board Rm
Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference				
18	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

February 2011

10	Thursday	General Board Meeting	6:30PM	Board Rm
15	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

March 2011

10	Thursday	General Board Meeting	6:30PM	Board Rm
15	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

April 2011

19	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
19	Tuesday	NEC @ Sandburg 4th Annual Parent Appreciation Night	6:30PM	Sandberg
27	Wednesday	Honors Mentor Connection Scholar's Forum	6:00PM	DSC – 3rd Floor
28	Thursday	General Board Meeting	6:30PM	Board Rm

May 2011

12	Thursday	General Board Meeting	6:30PM	Board Rm
17	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
25	Wednesday	North Vista Graduation	7:00PM	North Vista Ed Ctr

26	Thursday	General Board Meeting	6:30PM	Board Rm

June 2011				
03	Friday	Prairie Center Alternative Graduation	10:00AM	EP Community Ctr
07	Tuesday	South Education Center Graduation	TBD	SEC Gym
08	Wednesday	NEC @ Sandburg Graduation	9:45AM	Sandberg
08	Wednesday	City West Academy Graduation	10:00AM	Shady Oak
09	Thursday	General Board Meeting	6:30PM	Board Rm
14	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm

- ◆ Board Facilities Committee Meeting - Third Tuesday of the Month
- ◆ Board Facilities Committee Meeting - Second Tuesday of the Month
- ◆ New Event

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – October 14, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: 9.1.1. Parameters Resolution for the North
Education Center Financing

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

At the September 23, 2010 Board meeting, the Board authorized administration to proceed with the financing for the North Education Center. The next step in that process is for the Board to pass a parameters resolution. This resolution sets the maximum dollar amount and interest rate for this debt issue. It also authorizes District 287 Administration to execute an agreement for the purchase of Certificates of Participation (COP's) to finance the North Education Center project. The dollar limit in this resolution is set at \$29,790,000 as authorized in the MDE Review and Comment and supported by the Qualified School Construction Bond (QSCB) award. The interest rate is set at a "not to exceed" level of 5.50%. These are taxable COP's; therefore, the interest rate is higher than what we have seen on recent tax-exempt financing activity. With the QSCB award, the Federal government will cover the interest costs up to the Qualified Tax Credit Bond Rate published the day of the COP sale. That rate has been fluctuating around 5.0%. Should the interest rate on the COP sale exceed the Federal Tax Credit Rate that day, the District would pay the difference. The sale of the COP's is set for October 28, 2010.

One QSCB provision that changes monthly is the allowable term of the borrowing. In September, the allowable term was 17 years. As of October, the term has been extended to 19 years.

2. Fiscal Impact/Funding Source: Provides parameters for the financing of the North Education Center Project.

3. RECOMMENDED ACTION: The Board passes the attached resolution stating the intention of the School Board to enter into a lease-purchase agreement and create taxable Certificates of Participation (Qualified School Construction Bonds – Direct Pay) therein; and approving and authorizing the execution of documentation relating thereto.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

RESOLUTION STATING THE INTENTION OF THE SCHOOL BOARD TO ENTER INTO
A LEASE-PURCHASE AGREEMENT AND CREATE TAXABLE CERTIFICATES OF
PARTICIPATION (QUALIFIED SCHOOL CONSTRUCTION BONDS – DIRECT PAY)
THEREIN; AND APPROVING AND AUTHORIZING THE EXECUTION OF
DOCUMENTATION RELATING THERETO

Issuer: Intermediate District No. 287, Plymouth, Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held October 14, 2010, at 6:30 p.m. at
the District offices.

Members present:

Members absent:

Documents Attached:

Minutes of said meeting (pages):

RESOLUTION NO. _____

RESOLUTION STATING THE INTENTION OF THE SCHOOL BOARD TO ENTER INTO
A LEASE-PURCHASE AGREEMENT AND CREATE TAXABLE CERTIFICATES OF
PARTICIPATION (QUALIFIED SCHOOL CONSTRUCTION BONDS – DIRECT PAY)
THEREIN; AND APPROVING AND AUTHORIZING THE EXECUTION OF
DOCUMENTATION RELATING THERETO

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 October 14, 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 ENTER INTO
A LEASE-PURCHASE AGREEMENT AND CREATE TAXABLE CERTIFICATES OF
PARTICIPATION (QUALIFIED SCHOOL CONSTRUCTION BONDS – DIRECT PAY)
THEREIN; AND APPROVING AND AUTHORIZING THE EXECUTION OF
DOCUMENTATION RELATING THERETO

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

SECTION 1. PURPOSE. The District is authorized by Minnesota Statutes, Sections 123B.51, 126C.40, and 136D.24 to execute a Lease-Purchase Agreement in the total principal amount not to exceed \$29,790,000. The purpose of the financing is to construct a new facility currently referred to as the North Education Center to be located at 5530 Zealand Avenue North, in New Hope, Minnesota (the Project). It is hereby found, determined and declared to be necessary and desirable and in the best interest of the District to execute and deliver a Lease-Purchase Agreement and to create taxable certificates of participation (qualified school construction bonds – direct pay) therein (the Certificates) for such purposes in a principal amount not to exceed \$29,790,000 and such execution and delivery is hereby authorized and approved.

SECTION 2. AUTHORIZATION. In consultation with Springsted Incorporated, the District's financial advisor, Superintendent and Director of Finance are hereby authorized to approve the sale of the Certificates in such Lease-Purchase Agreement in an aggregate principal amount of not to exceed \$29,790,000 and to execute a bond purchase agreement for the purchase of the Certificates in such Lease-Purchase Agreement, with BMO Capital Markets GKST, Inc., in Chicago, Illinois (the Purchaser), provided the coupon on any Certificate does not exceed 5.50% per annum.

SECTION 3. RATIFICATION OF SALE. Upon approval of the sale of the Certificates in such Lease-Purchase Agreement by the Superintendent and Director of Finance, the Board will take action at its next regularly scheduled meeting thereafter to adopt the necessary approving resolutions as prepared by the District's bond counsel.

SECTION 4. FINANCING DOCUMENTS. There have been or will be prepared forms of the following documents, all of which are now or shall be placed on file in the office of the Director of Finance:

- (a) Lease-Purchase Agreement by and between the District and U.S. Bank National Association, as lessor; and
- (b) Ground Lease and Easement Agreement by and between the District and U.S. Bank National Association, as lessee; and

- (c) Trust Agreement by and between the District and U.S. Bank National Association, as trustee.

The forms of such documents are approved, with such variations, insertions and additions as are deemed appropriate by the parties and approved by bond counsel to the District.

SECTION 5. EXECUTION. Upon finalization of the Lease-Purchase Agreement, Ground Lease and Easement Agreement and the Trust Agreement and the execution thereof by the other parties thereto, the Chairperson and Clerk, or other designated signatories acting on their behalf, shall execute and deliver the Lease-Purchase Agreement, Ground Lease and Easement Agreement and the Trust Agreement on behalf of the District. The Chairperson and Clerk (or their designated signatories) shall execute on behalf of the District such other contracts, certifications, documents or instruments as bond counsel to the District shall require, and all certifications, recitals, warranties and representations therein shall constitute the certifications, recitals, warranties and representations of the District. Execution of any instrument or document by one or more appropriate officers of the District shall constitute and shall be deemed conclusive evidence of the approval and authorization by the District and the Board of the instrument or document so executed.

SECTION 6. NATURE OF DISTRICT'S OBLIGATIONS. The Lease-Purchase Agreement and the obligations of the District thereunder shall be special, limited obligations of the District. The full faith and credit and ability of the District to levy ad valorem taxes without limitation as to rate or amount are not pledged to the payment of the Lease-Purchase Agreement or any obligation of the District thereunder.

SECTION 7. EXPIRATION. If the Superintendent and Director of Finance have not approved the sale of the Certificates in such Lease-Purchase Agreement and executed the related bond purchase agreement with the Purchaser by December 14, 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.