

## **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 June 9, 2011
  - 4.2. Routine Human Resource Activities for June 23, 2011
5. **SHARE THE SUCCESS & RECOGNITIONS**
  - 5.1. Sandy Gualke received the "Member Of The Year" Award from the Twin Cities Chapter of American Record Management Association (ARMA) International
  - 5.2. Recognition of Bloomington Board Member Arlene Bush
  - 5.3. Thank You from a SEC Parent
6. **SUPERINTENDENT'S REPORT - (15 minutes)** *(Information)*
  - 6.1. Grants and Research Office (GRO) 2010-2011 Annual Report Final
  - 6.2. South of the River Learning Academy (SORLA) Brochure
  - 6.3. West Suburban Summer School Catalog
  - 6.4. What Board Members Should Know About Ramp-Up
  - 6.5. What Board Members Should Know About Destination ImagiNation
  - 6.6. Success Academy Update
7. **INSTRUCTIONAL REPORT - (15 minutes)** *(Information)*
  - 7.1. Connecting Professional Learning Communities and Literacy for Student Success
8. **ADMINISTRATIVE SERVICES REPORT - (60 minutes)**
  - 8.1. Financial Report
    - 8.1.1. Approval of Routine Monthly Finance Report *(Action)*
    - 8.1.2. 2011-2012 Budget *(Action)*
    - 8.1.3. Financial Impact on Government Shutdown *(Information)*
  - 8.2. Facilities Report
    - 8.2.1. North Education Center (NEC) Facilities Committee Report *(Information)*
    - 8.2.2. MDE Attachment 10 Performance Criteria *(Action)*
  - 8.3. Human Resource Report
    - 8.3.1. Non-Tenured, Non-Renewals & Probationary Non-Licensed *(Resolution)*
      - 8.3.1.1. Resolution Placing Continuing Contract Teachers on Unrequested Leave of Absence
      - 8.3.1.2. Resolution for Termination & Non-Renewal of Probationary Teaching Contracts
      - 8.3.1.3. Resolution to Place the Non-Licensed Staff Layoff
      - 8.3.1.4. Resolution for Termination & Non-Renewal of Probationary Non-Licensed Employees

- 9. **BOARD BUSINESS - (10 minutes)** *(Information)*
  - 9.1. Policy Review & Revision - None
  - 9.2. Board Reports *(Information)*
    - 9.2.1. Chair Report
      - 9.2.1.1. Superintendent Evaluation Performance Summary Report
      - 9.2.1.2. Board Evaluation
    - 9.2.2. AMSD Report (Ann Bremer)
  - 9.3. **District News** *(Information)*
    - 9.3.1. School Board Planning Calendar
  - 9.4. Once Around the Table
- 10. **ADJOURNMENT**

**DISTRICT 287 REGULAR BOARD MEETING**  
**Intermediate District 287**  
**June 9, 2011**  
**MINUTES**

**1. CALL TO ORDER**

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

272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Laura Ronbeck
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
283	St. Louis Park	Pam Rykken
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 271/Bush, 276/Draayer, 281/Johnson and 286/Thielsen

Guests:

287 Administration: Sandra Lewandowski, and Wauneen Mgeni

287 Staff Members:

**2. APPROVAL OF GENERAL MEETING AGENDA**

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

**3. OPEN FORUM FOR COMMUNITY COMMENTS - None**

**4. APPROVAL OF CONSENT AGENDA**

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 26, 2011; and approval of the Classroom Smart Board RFP Awards. *Motion by Ann Bremer, seconded by Peyton Robb, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS - None**

**6. SUPERINTENDENT'S REPORT**

Superintendent Lewandowski briefly updated the Board on possible effects of a government shutdown for District 287.

Sandy updated the Board on the upcoming Epsilon graduation, Horst Rechelbacher will be the guest speaker.

**7. INSTRUCTIONAL REPORT - None**

**8. ADMINISTRATIVE SERVICE REPORTS**

**Financial Report - None**

**Facilities Report - None**

**Human Resources Report - None**

**9. BOARD BUSINESS**

**Policy Review & Revision**

Superintendent Lewandowski presented and recommended approval of the Revision to Fund Balance (FPO140) Policy. *Motion by Carter Peterson, seconded by Pam Rykken, to approve the Revision to Fund Balance (FPO140) Policy as presented. All in favor. Motion carried unanimously.*

**Chair Report**

At the recommendation of Board Chair Bremer, *a motion was made by Ann Bremer, seconded by Carol Bomben, to close the meeting to review the Superintendent evaluation, as required in Minnesota Statute §13D.05, subd. 3(a). All in favor. Motion carried.* The meeting was closed to the public at 6:46 PM. *A motion was made by Carter Peterson, seconded by Pam Rykken, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 8:26 PM.

**AMSD Report - None**

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:29 PM.*

The next general meeting will be held on June 23, 2011, at 6:30 PM in the DSC Board Room.

Submitted by  
Wauneen Mgeni  
Secretary to the Board

Signed: Chair \_\_\_\_\_ Clerk \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287  
SCHOOL BOARD – June 23, 2011**

**LICENSED STAFF**

**1. New Hires:**

**A. Regular**

- LINDA SEIFRIED, Shared School Social Worker at the District Service Center, **additional position**, effective August 29, 2011 – 1.0 FTE.

**B. Reinstatement of Licensure Waivers**

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**Reinstatement**

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**C. Temporary:**

- LYNDA J. BENKOFKSKE, Program Facilitator at the District Service Center, effective July 1, 2011 through June 30, 2012.
- PAUL BENNETT, Independent Study Social Studies Instructor at Prairie Center Alternative, effective July 1, 2011 through June 30, 2012.
- REBECCA A. BROWN, Independent Study Program Facilitator at Prairie Center Alternative, effective July 1, 2011 through June 30, 2012.
- JAMES CHAPMAN, Independent Study Culinary Arts Instructor at Bren Road Education Center, effective June 14, 2011 through July 21, 2012.
- JAMES CHAPMAN, Curriculum Development at Brooklyn Park Campus effective June 14, 2011 through June 30, 2011.
- KAREN COLE, Independent Study Art Instructor at Bren Road Education Center, effective June 14, 2011 through July 21, 2012.
- JO DUNHAM, Program development at Bren Road Education Center, effective July 1, 2011 through August 26, 2011.
- CANDY LEOPOLD, Certified Nursing Assistant Instructor at South Education Center, effective January 31, 2011 through May 10, 2011.
- COLLEEN S. BAUMTROG, Executive Director of Administrative Services, additional 29 days (232 hours) effective March 19, 2011 through June 30, 2011 to complete work related to Human Resources/NEC Project and other administrative issues.
- KATHY LORENZ, Independent Study Science Instructor at Prairie Center Alternative, effective July 1, 2011 through June 30, 2012.
- ANNE LUCASSE, Independent Study Program Facilitator at Bren Road Education Center, effective June 14, 2011 through July 21, 2012.

- THOMAS LYNCH, Independent Study Social Studies Instructor at Prairie Center Alternative, effective July 1, 2011 through June 30, 2012.
- TAMMY MEZZENGA, Independent Study English Instructor at Bren Road Education Center, effective June 14, 2011 through July 21, 2012.
- CHAR MYKLEBUST, Teacher Licensure Instructor at the District Service Center, effective May 21, 2011.
- DAVID NUNEZ, Program Development at Bren Road Education Center, effective June 20, 2011 through August 26, 2011.
- JASON REESE, Independent Study Math Instructor at Prairie Center Alternative, effective July 1, 2011 through June 30, 2012.
- ROSEMARY RUFFENACH, Independent Study English Instructor at Prairie Center Alternative, effective July 1, 2011 through June 30, 2012.
- DEBORAH SEVELAND, Independent Study English Instructor at Prairie Center Alternative, effective July 1, 2011 through June 30, 2012.
- SCOTT SWANSON, Program Development at Bren Road Education Center, effective July 1, 2011 through August 26, 2011.
- KAYLEEN TAFFE, Teacher Licensure Instructor at the District Service Center, effective May 21, 2011.

**D. Other**

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**2. Extended Leaves of Absence:**

**A. Unpaid**

- MATTHEW C. SMITH, EBD Instructor at Bren Road Education Center, 1.0 FTE effective July 1, 2011 through June 30, 2012.

**B. Military Leave**

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**3. Separations:**

**A. Dismissal**

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**B. Resignation**

- NICHOLE R. DEHAVEN, EBD Instructor at Sandburg Education Center, effective June 30, 2011.
- ROBERT J. KIEFFER, Instructor Social Studies at South Education Center, effective June 30, 2011.

## **NON-LICENSED STAFF:**

### **1. New Hires:**

#### **A. Regular**

- PATRICIA HARRIS, Purchasing Manager at the District Service Center, **refill for L. McAtee**, effective June 6, 2011 – 12 month 1.0 FTE.
- SUSAN STWORA (current employee), Clerical at the District Service Center, **new position**, effective July 1, 2011 – 12 month 1.0 FTE.
- MICHELE WOLFF, Clerical at Edgewood Education Center, **refill for S. Brody**, effective June 14, 2011 – 12 month 1.0 FTE.

#### **B. Temporary**

- CHRISTOPHER POLYS, Education Assistant at South Education Center, effective May 16, 2011 through June 13, 2011.

#### **C. Substitutes**

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### **2. Extended Leaves of Absence:**

#### **A. Unpaid**

- EVELYNN SOUZA JOHNSON, Interpreter at Various Sites, 1.0 FTE for the 2011-12 school year to work as a teacher.

### **3. Separations:**

#### **A. Dismissal**

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#### **B. Resignation**

- ASHLEY WITT, Education Assistant at Bren Road Education Center, effective June 13, 2011.
- SAMANTHA SANDGREN, Education Assistant at Northwest Tech Center, effective June 13, 2011.
- HEIDI BRANDSMA, Education Assistant at Northwest Tech Center, effective June 13, 2011.

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

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**4. Other:**

- A.** RECOMMEND the Board's approval to credit, Jane Combs, Education Assistant for Itinerant Services, with one (1) day of additional sick leave. This day has been donated by the staff member listed below who have authorized the District to reduce his individual sick leave balance by one (1) day.

Tom Lynch

- B.** RECOMMEND the Board's approval to credit, Sarwee Nah, Education Assistant at Sandburg Education Center, with one (1) day of additional sick leave. This day has been donated by the staff member listed below who have authorized the District to reduce her individual sick leave balance by one (1) day.

Therese Feldmeier

- C.** RECOMMEND the Board's approval to credit, Dionne Bennett, Parent Child Specialist at North Vista Ed Center, with five (5) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balance by one (1) day.

Judy Aronson  
Mary Peters

Cheryl Hoffman  
Rosemary Wallin

Eric Michelsen

- D.** RECOMMEND Board action to rescind the placement on layoff of Candace Lovett.

# ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES JUNE REPORT

## Summer School

### Special Education (FY11 wrap-up and FY12 start-up hours)

Kathleen Benshoof  
Dawn Peterson  
Adam Teeter

Kimberly Doty  
Kendra Rask

Darla Jackson  
Teresa Schrempp

### Licensed

#### ALC

Tara Blackert  
Travis Busch  
Nina Centrella  
Kelly Garita  
Anne Lucasse  
Nancy Soliday  
Melissa Winship

David Brodek  
Pam Carlson  
Jane Champlin  
Terry Guthrie  
Eric Michelsen  
John Vittera

Rebecca Brustad  
Luke Carlson  
Michelle Commander  
Carol Jamison  
Anne Runck  
Travis Voels

### Special Education

Jayme Bennett  
Richard Thiesen

Mary Kay Neznik

Kenneth Pashina

### West Suburban Summer School

Steve Auer  
Melissa Engel  
Dana Jensen  
Jack Kreitzer  
Bryan Olson  
Sarah Scheller  
Guy Stewart  
Juris Terauds  
Jane Zins

Gary J. Bowman  
Jennifer Froisland  
Walter Johnson  
Vickie Maus  
Jim Pekarek  
Jodi Schleyer  
Cindy Stoa  
Eryn Warne

Jane S. Copes  
Kristina Holtmeyer  
Tami Junkermeier  
Anne Norsted  
Kathy Reynolds  
Jenika Solheid  
Kristiann Stotz  
Wendy L. Wold

## **Non-Licensed**

### **Area Learning Center**

Abdalla Ahmed  
Melisha Carroll  
Terry Mackenzie  
Kieu Phi Nguyen  
Patti Sanner

Dionne Bennett  
Megan Lichty  
Amy Meyer  
Lisa Ortt  
Der Vang

Jullian Berg  
Angela May  
MaRaye Mickey-Brocks  
Kristen Sammartano  
Samuel White

### **Bren Road Education Center**

Jessica Hentig

Larry Polys

### **West Suburban Summer School**

Julie Bredemus  
Angela Liesmaki  
Mary Stewart

John Foty  
Nicolas Muurphy  
Arianna Stotz

Anne Hejny  
Bradford Olson



Twin Cities Chapter of ARMA International

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The Information Management Professionals

## MEMBER OF THE YEAR

This award is given to

**SANDY GAULKE**

*In recognition of her hard work and dedication to the Twin Cities Chapter of  
ARMA International*

A handwritten signature in blue ink that reads 'Molly McCracken'.

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Molly McCracken, President

May 24, 2011

Date



## **2010-2011 Annual Report**

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

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

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

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

### **Applying Research to Practice**

#### **Differentiated Instruction for All (DIAL) Project**

- Exemplary programs and resources gathered from other schools and institutions hot-linked to the website were updated and expanded.
- Differentiated strategies focusing on reading/language arts/English, math, science, and social studies for elementary, junior high/middle school and high school were expanded.
- The DIAL E-Learning Community courses were included in the Hamline University catalog. The two foundation courses were offered through Hamline.
- A Differentiated Instruction Online Resource document was prepared for distribution to participants at the Differentiated Instruction Workshop sponsored by the Minnesota ASCD.

#### **Evidence Based Education Research Project**

- Evidence based education researched literacy curriculum, assessment, and instructional resources were expanded on the website.
- Evidence based education researched science, math and social studies curriculum, assessment, and instructional resources were expanded on the website.
- GRO resources were shared with Pat King, Minnesota Department of Education, for use in providing assistance to school districts.

- Lin Kuzmich facilitated a workshop entitled Redefining Literacy for Career and College Readiness: Leading the Change on May 3, 2011.
- Jon Voss and a team of educators will facilitate a workshop entitled Developing an Online Program for Your District: Claiming Your Place in the Digital Future on June 16, 2011.
- Exploratory discussions were held with Jim Pellegrino to facilitate a workshop entitled Closing the Math Achievement Gap Between High School Graduates and College Freshman. This workshop will be facilitated in collaboration with the Minnesota Department of Education and the Minnesota State College and University system.
- A workshop entitled Building School Cultures of Integrity was planned in collaboration with the Institute of Global Ethics. Due to insufficient registration it was cancelled.

### **Secondary School Redesign Project**

- Resources from the High School Success Emporium III and the Middle School Success Emporium I were added to the website.
- Janice Drieis and Larry Rehage facilitated a workshop entitled Recasting the Senior Year of High School: Model Programs that Foster Rigor, Relevance, and Engagement on January 12, 2011.
- The Secondary Academic Showcase: Programs Producing Results was sponsored in collaboration with the Minnesota Association of Secondary School Principals (MASSP) and the Minnesota Middle School Association (MMSA) on April 14, 2011. Facilitating teams included:
  - Preparing Each Learner for Success: The Redesign Journey of the Secondary Schools of Eastern Carver County; *Eastern Carver County Secondary Schools*
  - Tackling the Third Rail in Grading; *Minnetonka High School*
  - How One School Created History by Increasing Math MCA Test Results by 15% in One Year's Time; *Hidden Oaks Middle School, Prior Lake-Savage Area Schools*
  - Professional Development that Empowers Teachers; *Wayzata West Middle School*
  - Rigorous Career & Technical Education Programs to Prepare Students for the 21<sup>st</sup> Century Workforce; *Anoka-Hennepin High Schools*
- Resources from the Secondary Academic Showcase: Programs Producing Results were added to the website.
- Expanded secondary school redesign resources were added to the website.

### **Grant Seeking Assistance**

- The Grants section of the website was updated to link directly to the grant funding organization web pages. This ensures that the information will be kept up to date for website visitors.

## Grants

- MSTP  
The Math and Science Teacher Partnership (Region 11) has provided professional development for elementary and secondary teachers in metro districts. The focus this year has been on Grades 6-8: Algebra Connected to Number (12 districts, 120 teachers), and Nature of Science and Engineering, grades 3-6 (20 districts, 233 teachers).  
Funding period: July 1, 2010 – June 30, 2011  
Amount received: \$610,043
- ACE V (Academics in Career Education)  
*Improving Academic Achievement for EBD Students through Career and Technology Training Programs - FY10 Computer Applications (MS Office)*  
Funding period: January, 2010 –January, 2011. In February, 2011, additional funds of \$4600 were awarded to support dissemination of the project's outcomes and curriculum materials.
- Alternatives to Suspension  
Grant dollars have been used to create a comprehensive program of support for reducing suspensions based on the Collaborative Problem Solving (CPS) model.  
Funding period: July, 2010 – June 30, 2011  
Amount received: \$20,000.00.

## Professional Learning Opportunities

- High School Success Emporium III was held for 28 participants.
- Middle School Success Emporium I was held for 50 participants.
- Recasting the Senior Year of High School: Model Programs that Foster Rigor, Relevance, and Engagement was held for 53 participants.
- Secondary Academic Showcase: Programs Producing Results was held for 65 participants.
- Building School Cultures of Integrity was offered but did not attain a sufficient amount of registrations to offer.
- A workshop entitled Redefining Literacy for Career and College Readiness: Leading the Change was held on May 3, 2011 with 60 participants registered.
- A workshop entitled Developing an Online Program for Your District: Claiming Your Place in the Digital Future is scheduled for June 16, 2011. Registration is currently open.
- SORLA – 29 professional development courses are offered at the 287 District Service Center in partnership with the South of the River Learning Academy, June 27-29, 2011. This is the first year of this collaboration to deliver summer staff development based on the SORLA/Lakeville model.
- The Friday Forum network continued with bi-monthly meetings. Current membership: 28 paid members.

## Grants and Research Office Communications

- Issues of the GRO-o-gram e-newsletter were electronically distributed to over 1800 people.
- *Your Opinion Counts!* As part of the GRO-o-gram continues to provide an opportunity for readers to share their ideas about significant educational issues
- Curriculum review process resources and resources for evaluating curricular areas have been expanded on the website.
- Professional Learning Community resources have been expanded on the website.
- A Curriculum Repository continues to be part of the website. A process for soliciting exemplary curriculum, assessment, and instructional procedures, practices, programs, policies and projects for addition to the website has been shared with district leadership.
- Quick Links to Professional Development is included on the website. Within the quick links are the Teaching and Learning Leadership ShareSite, Professional Learning, and Gifted Education Friday Forum.
  - The Teaching and Learning Leadership ShareSite includes:
    - Curriculum Repository
    - Curriculum Trends
    - College Level Examination Program
    - Curriculum Review Process Resources
    - Resources for Evaluating Curricular Areas
  - The Professional Learning section includes:
    - PLC Resources
    - Workshops
    - E-Learning Community
    - Region 11 Math and Science Teacher Center
  - Gifted Education Friday Forum
- Materials associated with GRO initiatives are frequently distributed at professional meetings and to intermediate district advisory groups.

### Compiled by:

**Duane Udstuen, Applying Research to Practice Consultant**

**Barbara Wojcik, GRO Administrative Assistant**

**Jane Holmberg, Intermediate District 287 Executive Director of Teaching and Learning**

**Jessica Wiley, Northeast Metro 916 Director of Educational Services**

# SORLA 2011



## EDUCATION

*Planting Seeds for Success*



South of the River Learning Academy

# Top-Quality Professional Development for Every Pre K-12 Educator

and a Top-Quality Venue for Great Presenters!

## SORLA Plymouth June 27-29

**Register March 24 - May 27: [www.sorla.us](http://www.sorla.us)**

-  For Pre K-12 classroom teachers, specialists, special education teachers, ESL teachers, administrators, substitutes—ALL public and private school educators
-  Twenty-nine sessions, June 27-29
-  Enroll for a half-day or up to 3 full days—make your learning fit your schedule
-  Fulfill licensure requirements (CEUs)
-  An affordable \$40 per half-day session
-  All with a summer attitude!

*Need more information?*

### General Questions

Kathy Born  
651-686-6199  
[kborn@q.com](mailto:kborn@q.com)

### Graduate Credit Questions

Learner's Edge, Inc., 952-469-3454  
[www.LearnersEdgeInc.com](http://www.LearnersEdgeInc.com)  
[info@LearnersEdgeInc.com](mailto:info@LearnersEdgeInc.com)

UNIVERSITY GRADUATE CREDIT: AUGUSTANA • ST. THOMAS



# South of the River Learning Academy (SORLA)

Sponsoring Districts: Bloomington; Burnsville, Eagan, Savage; Eden Prairie; Farmington; Lakeville; New Prague; Rosemount, Apple Valley, Eagan; Shakopee

# A Ten-Year Tradition of Excellence

SORLA Participants Write...



"Upbeat & positive! Professional! Very well organized! Very helpful people organizing it! Great Lunches! Please do everything the way you did it this year!" Anonymous



"It was great to have a choice of day schedules for the week, half days as well as whole days. Also, to be able to take sessions for credit too!" Jane



"Lots of great strategies that I will use this fall! This is the best organized workshop conference I have attended in my 12 years in the field of education." Anonymous



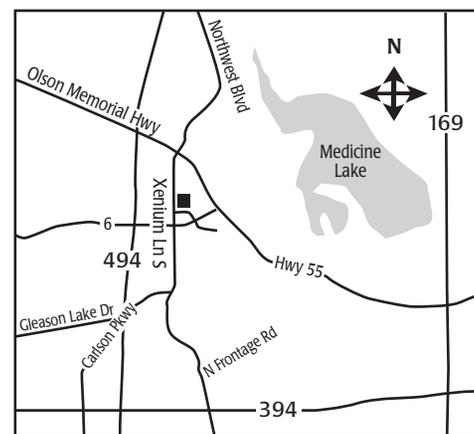
"All four classes I attended had excellent presenters-who met course descriptions and went above and beyond my expectations!" Mary



"The three sessions I attended were relevant! Everything I learned is something that will go back with me to the classroom." Wanda

## Where is SORLA Plymouth?

Intermediate District 287 Service Center  
1820 Xenium Lane North  
Plymouth, Minnesota



**From North 494 traveling South** - Exit from 494 onto Highway 55 East (left). Move into the right lane and turn right at the first street intersection which is Xenium Lane. Go 3/4 mile south and turn left onto Watertower Circle. The Service center is a 3-story building on the northeast corner of Xenium and Watertower Circle.

**From South 494 traveling North** - Exit from 494 onto County Rd 6 East (right). As you pass in front of the HOME DEPOT store, move into the left lane and turn left at the second stop light which is Xenium Lane. Go one block north and turn right onto Watertower Circle. The Service center is a 3-story building on the northeast corner of Xenium and Watertower Circle.



South of the River Learning Academy (SORLA)

# Licensure Information (CEUs) for SORLA

For specific information about clock-hours for licensure access <http://www.revisor.leg.state.mn.us/arule/8710/7200.html>

For every half-day SORLA session you will receive a certificate for 3 continuous education units (CEUs). These CEUs can apply toward the 125 clock-hours needed for relicensure in Minnesota. Many SORLA sessions address one or more of five specific areas detailed in the licensure requirements described below. Information about licensure requirements is listed at the end of session descriptions and in the table below.

## Behavior

Effective for renewal of professional licenses which expire on June 30, 2001, and after, applicants must include in their 125 clock hours instruction or other professional development activities which address positive behavioral intervention strategies and accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards.

## Accommodation/Modification

Effective for renewal of professional licenses which expire on June 30, 2001, and after, applicants must include in their 125 clock hours instruction or other professional development activities which address positive behavioral intervention strategies and accommodation, modification, and adaptation of curriculum, materials, and instruction to appropriately meet the needs of varied students in achieving graduation standards.

## Reading

Effective for renewal of professional licenses which expire on June 30, 2004, and after, applicants must also include in their 125 clock hours instruction or other professional development activities which evidence further reading preparation, consistent with Minnesota Statutes, section [122A.06](#), subdivision 4.

## Mental Health

Effective for renewal of professional licenses which expire on June 30, 2005, and after, applicants must also include in their 125 clock hours instruction or other professional development activities which address further preparation in understanding the key warning signs of early-onset mental illnesses in children and adolescents which may include depressed mood, excessive fears and anxieties, changes in behavior and performance, failure to develop peer relationships, impaired concentration and thinking, suicidal gestures, the potential connection to substance use, and knowledge of steps to be taken if such warning signs are observed.

## Technology

Effective for renewal of professional licenses that expire on June 30, 2012, and thereafter, applicants must also include in their 125-clock hours instruction or other professional development activities that integrate technology effectively with student learning to increase engagement and student achievement.

Licensure requirement addressed	Lakeville (June 20-23)	Plymouth (June 27-29)
Behavior	101, 104, 105, 108, 119, 122, 124, 129, 139, 154, 160, 168, 173	202, 204, 207, 211, 213, 215, 220, 223
Reading	103, 106, 109, 110, 112, 113, 115, 118, 123, 125, 131, 132, 134, 137, 140, 142, 144, 149, 155, 161, 162, 164, 169	203, 205, 208, 210, 214, 217, 222, 224
Accommodation/modification	103, 105, 106, 108, 112, 115, 122, 126, 146, 147, 149, 158, 165, 170	201, 214, 215, 219, 221, 228
Mental health	128, 133, 151, 165	216, 219
Technology	110, 116, 127, 130, 136, 138, 145, 152, 159, 162	205, 209, 212, 218, 224

# LEARNERS' EDGE

Founded by teachers  
Dedicated to learning™

## Graduate Credit Information

Learner's Edge Inc. is pleased to offer SORLA participants graduate credit in cooperation with Augustana College and the University of St. Thomas. **To sign up, please visit the Learner's Edge table at the SORLA Conference!** The cost of university credit is in addition to the SORLA registration fee.

If you have any questions about *graduate credits* please contact Learner's Edge: 952-469-3454 or [info@LearnersEdgeInc.com](mailto:info@LearnersEdgeInc.com).

### ***Hey Lakeville!***

June 20-23, 2011

#### **Overview of Course Credits**

*(full details in syllabus)*

#### **Requirements for 1-credit:**

1. Attend 4 SORLA sessions
2. Write a reflection response for each of the 4 sessions attended
3. Complete 1 lesson plan

#### **Requirements for 2-credits:**

1. Attend 6 SORLA sessions
2. Write a reflection response for 6 sessions attended
3. Complete 2 lesson plans

#### **Requirements for 3-credits:**

1. Attend 8 SORLA sessions
2. Write a reflection response for 8 sessions attended
3. Complete 2 lesson plans
4. Complete Session Comparison Form & Further Investigation Report
5. Implement lesson plans
6. Evaluate the effectiveness of these lessons

### ***Welcome Aboard, Plymouth!***

June 27-29, 2011

#### **Overview of Course Credits**

*(full details in syllabus)*

#### **Requirements for 1-credit:**

1. Attend 4 SORLA sessions
2. Write a reflection response for each of the 4 sessions attended
3. Complete 1 lesson plan

#### **Requirements for 2-credits:**

1. Attend 6 SORLA sessions
2. Write a reflection response for 6 sessions attended
3. Complete 2 lesson plans

*For information on additional innovative, relevant, engaging and flexible professional development, please visit [www.LearnersEdgeInc.com](http://www.LearnersEdgeInc.com)*

**SORLA 2011 Plymouth: The Week at a Glance**

<b>MONDAY, JUNE 27</b>	<b>TUESDAY, JUNE 28</b>	<b>WEDNESDAY, JUNE 29</b>
<b>8:30-11:30</b>	<b>8:30-11:30</b>	<b>8:30-11:30</b>
<p>201. Educating Trainman, Barb &amp; Stefan Kavan &amp; Kelly Peterson, General</p> <p>202. Bullying 24/7: In the Age of Technology Students Can't Escape Bullying at Home or School, Sara Loechler, General</p> <p>203. Reading Clubs for the Little Guys, Patti Greene, K-3</p> <p>204. Refresher for Substitute Teachers, Andrea Absey, K-6</p> <p>205. Book Blogs: Interactive, Online Response Journals for Lit Circles, Matt Hardy, 2-6</p>	<p>211. The Art and Science of Social Emotional Learning , Char Myklebust, General</p> <p>212. Google Apps, Jon Fila, General</p> <p>213. Strategies for Teaching Respectful and Responsible Behavior, Louise Griffith, General FULL DAY</p> <p>214. Implementing Gail Boushey's and Joan Moser's <u>The Daily Five</u>, Carrie Sauber, PreK-2</p> <p>215. Accommodation Toolbox for the AD/HD, Andrea Absey, K-4</p>	<p>220. Energizing Classroom Success: The Nurtured Heart Approach, PreK-3, Pat Bethke</p> <p>221. Guided Math: Ideas to Differentiate Small-Group Instruction During Math, Carrie Sauber, K-3</p> <p>222. Making Meaning Through Reading Comprehension Strategies, Leah Johnson &amp; Michelle Johnson, 1-5</p> <p>223. Building Heroes/Blocking Bullies, Kevin Strauss, 3-8</p> <p>224. Reading and Writing 2.0, Kara Osmundson, 6-12</p>
<b>Lunch 11:30-12:30</b>		
<b>12:30-3:30</b>	<b>12:30-3:30</b>	<b>12:30-3:30</b>
<p>206. Humor is a Tool. Have You Sharpened Yours? Stevie Ray, General</p> <p>207. Behavior Management Magic, Susan Zukowski, PreK-6</p> <p>208. Make or Break a Guided Reading Lesson with Book Introductions, Julene Oxtan, K-1</p> <p>209. 101 Websites to Energize Your Classroom!, Rick Bell, K-6</p> <p>210. R.E.SC.U.E. the Striving Readers in Your Classes , Jessica Crooker &amp; Jennifer McCarty, 4-12</p>	<p>213. Strategies for Teaching Respectful and Responsible Behavior, Louise Griffith, General FULL DAY</p> <p>216. Mental Health Disorders: Focus on Anxiety, Susan Zukowski, PreK-6</p> <p>217. Reader's Response Notebooks, Patti Greene, 2-6</p> <p>218. Spreadsheets for Elementary Math, Shannon Gilmore, 4-5</p> <p>219. Early Warning Signs of Mental Illness and Classroom Interventions, Char Myklebust, 6-12</p>	<p>225. Building Responsible Listeners/Learners, Linda Pruden, General</p> <p>226. Managing PARENT Behavior, Renee Carlson, General</p> <p>227. Graphic Design, Dave VanDenBoom, General</p> <p>228. Culturally Relevant Instruction: Removing Barriers, Stacy Wells, General</p> <p>229. Seven Strategies of Assessment FOR Learning, Jason Molesky, General</p>

**#201 Educating Trainman: A Story of Autism****Target Audience: General**

Educating Trainman is the story of a young man with autism—in his own words! What began as a goal in self-advocacy and disclosure, has evolved into a tag-team presentation between mother and son. Stefan and Barb talk about how autism affects their lives; as well as what schools, teachers, and parents can do to help a child with autism navigate the world. Their message is one of hope and that the journey continues. After hearing from mother and son, psychologist Kelly Peterson will bring to participants practical skills for effective interventions and also useful tools and creative ideas to implement in their classrooms immediately. This session addresses the accom/mod licensure requirement.

**Facilitators: Barb & Stefan Kavan & Kelly Peterson****Session: Monday, 8:30-11:30**

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**#202 Bullying 24/7: In the Age of Technology Students Can't Escape Bullying at Home or School****Target Audience: General***Back by popular demand from 2010.*

Through discussion, videos, and group activities, participants will explore the following aspects of bullying: 1) types of bullying, including information on cyber-bullying 2) types of victims, affects of bullying on them, and strategies to assist them; 3) how online bullying can actually affect kids at school 4) reasons why bullies act the way they do and how to help them stop; 5) how to enlist bystanders to help stop bullying from continuing; 6) how to help your classroom be a safe place for everyone; and 7) when should schools be getting involved in issues of cyber-bullying. This session addresses the behavior licensure requirement.

**Facilitator: Sara Loechler****Session: Monday, 8:30-11:30**

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**#203 Reading Clubs for the Little Guys****Target Audience: K-3**

According to Kathy Collins, author of *Reading for Real*, reading clubs are different than literature circles or book clubs.

Qualification for a reading club membership:     Select books of interest that you *CAN* read  
  Integrate reading strategies  
  Talk about the texts

**Facilitator: Patti Greene****Session: Monday, 8:30-11:30**

Define your own intentions for reading  
Think deeply about topic chosen

Whether students participate in non-fiction or character reading clubs, they will experience another approach or structure that matters to their reading lives. This session addresses the reading licensure requirement.

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**#204 Refresher for Substitute Teachers****Target Audience: K-6**

When a substitute teacher is successful in the classroom, everyone benefits! Join us as you refine your skills, review effective teaching and instructional strategies, and share ideas with colleagues. Discuss and reflect on building community, classroom management and discipline, common school policies, substitute survival kits, and substituting in special education classrooms. Energize your spirit for the upcoming school year. This session addresses the behavior licensure requirement.

**Facilitator: Andrea Absey****Session: Monday, 8:30-11:30**

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**#205 Book Blogs: Interactive, Online Response Journals for Literature Circles****Target Audience: 2-6**

Take your literature circles to the next level with book blogs! Motivate students to actively communicate within literature circles using blogs as online response journals. Book blogs can provide an authentic, engaging publishing platform for your students. Learn how to use blogs as a secure, interactive “discussion board” for book clubs, monitor comprehension and participation in cooperative groups, and use student blogging records as a portfolio and assessment tool throughout the school year. This session addresses the reading or technology licensure requirement.

**Facilitator: Matt Hardy****Session: Monday, 8:30-11:30**

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**#206 Humor is a Tool. Have You Sharpened Yours?****Target Audience: General**

The ability to create laughter can make teaching easier and much more effective. The act of laughter reduces stress, improves retention, and smoothes communication. It may seem like some people are just born with the gift of humor, not true. You can learn the fine art of creating laughter. Stevie Ray is the only person in the country to create an actual college degree to study humor and author of, "What We Laugh At...and Why." In this fun and interactive session you will learn secrets of the Four Laws of Laughter, the Three Conditions of Humor, and the most common mistakes people make when using humor.

**Facilitator: Stevie Ray****Session: Monday, 12:30-3:30**

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**#207 Behavior Management Magic****Target Audience: PreK-6**

Is dealing with that child who constantly challenges you and disrupts your class really getting to you? What kind of "magic" will it take to effectively cope with this problem? Join us in this session to add to your bag of tricks--techniques and strategies designed to help students manage their own inappropriate behaviors. This session addresses the behavior licensure requirement.

**Facilitator: Susan Zukowski****Session: Monday, 12:30-3:30**

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**#208 Make or Break Guided Reading Lesson with Book Introductions****Target Audience: K-1**

Effective book introductions are critical to Guided Reading. Learn how to scaffold support when introducing new text to emergent readers. Explore different ways to promote success and balance fluency and reading strategies. Join me for some tips and practice with real text! This session addresses the reading licensure requirement.

**Facilitator: Julene Oxton****Session: Monday, 12:30-3:30**

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**#209 101 Web Sites to Energize your Classroom!****Target Audience: K-6**

This is an exciting time to be a teacher! Never, in the history of education, have teachers and students had such an abundance of free tools and resources at their fingertips. Discover new websites and interactive tools you never knew you needed. Participants will have time to explore a variety of websites and receive support materials for classroom use. This session addresses the technology licensure requirement.

**Facilitator: Rick Bell****Session: Monday, 12:30-3:30**

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**#210 R.E.S.C.U.E. the Striving Readers in Your Classes****Target Audience: 4-12**

According to the Alliance for Excellent Education, at least one in every five students is reading two or more years below grade level, yet texts are often written at or above the grades in which we teach. What are we to do? This session will focus on defining the striving reader, exploring barriers they tend to put up to avoid difficult reading. Specific strategies for engaging reluctant, striving, and resistant readers in content area classes will be shared. Participants will receive strategy instruction and will leave with activities they can try immediately within their classroom. This session addresses the reading licensure requirement.

**Facilitators: Jessica Crooker & Jennifer McCarty****Session: Monday, 12:30-3:30**

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**#211 The Art and Science of Social Emotional Learning****Target Audience: General**

This session will explore evidence-based curricula demonstrated to increase academic achievement, student engagement, and empathy. Participants will experience and practice core lessons from the Hawn Foundation MindUP Program; designed to increase focus and attention and to reduce student stress. Highlighted strategies are effective with regular and special education students alike. This session incorporates positive psychology and the neuroscience of joy. This session addresses the behavior licensure requirement.

**Facilitator: Char Myklebust****Session: Tuesday, 8:30-11:30**

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**#212 Google Apps****Target Audience: General**

In the Google Apps session, we will be talking about how the resources can be used in the educational setting. Using Google Applications in your courses will increase collaboration and access to information in ways that have never before been possible. These resources allow for group editing, email notifications and opportunities to increase your audience well beyond that of the classroom. This session addresses the technology licensure requirement.

**Facilitators: Jon Fila****Session: Tuesday, 8:30-11:30**

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**#213 Strategies for Teaching Respectful and Responsible Behavior****Target Audience: General**

Build more positive teaching moments into your day! Drawing on the Cooperative Discipline model, you will leave this session with intervention strategies for the moment of misbehavior as well as encouragement strategies that can redirect misbehavior and call forth innate strengths of children. An added bonus will be an exploration of how your inner dialogue in six specific areas supports successful decisions but can also foster failure, both personally and professionally. Be the change and be the bright shining light that YOU are! This session addresses the behavior licensure requirement.

**Facilitator: Louise Griffith****Session: Tuesday, 8:30-3:30 FULL DAY**

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**#214 Implementing Gail Boushey's and Joan Moser's The Daily Five****Target Audience: PreK-2**

This class will focus on the Daily Five: Read to Self, Read to Someone, Work on Writing, Listen to Reading, Spelling/Word Work. Learn five daily and effective techniques to meaningfully engage students during your literacy block. The Daily Five is easy to incorporate, realistic and teacher friendly. Note: If you own the book, The Daily Five by "The Sisters" Gail Boushey and Joan Moser, please bring it to class with you. This session addresses the accom/mod or the reading licensure requirement.

**Facilitators: Carrie Sauber****Session: Tuesday, 8:30-11:30**

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**#215 Accommodations Toolbox for the AD/HD Student****Target Audience: K-4**

Have you ever had students who just can't seem to get their act together? Have you ever been frustrated or confused about how to help these students be more successful in school? Learn fun and practical ways to incorporate the latest in brain-based research to not only benefit your attention-seeking students but also the rest of your class as well. Be prepared to laugh and play! Successful, happy students come from successful, happy teachers! This session addresses the accom/mod or the behavior licensure requirement.

**Facilitator: Andrea Absey****Session: Tuesday, 8:30-11:30**

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**#216 Mental Health Disorders: Focus on Anxiety****Target Audience: PreK-6**

Anxiety disorders are the most common type of mental health disorder in children, affecting as many as 10% of young people. In this session we will explore many of the different anxiety disorders that impact our students. Participants will leave with information about the different disorders and symptoms to watch for and with strategies to use to address the needs of students with these disorders. This session addresses the mental health licensure requirement.

**Facilitator: Susan Zukowski****Session: Tuesday, 12:30-3:30**

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**#217 Reader's Response Notebooks****Target Audience: 2-6**

Get to know the reader inside each student by maintaining Reader's Response notebooks. A reader's response notebook is not only a placeholder for a student's thinking, it's also a way to assess a student's understanding and give a student feedback to nudge him to dig deeper with a text. How to get started, as well as management and scaffolding tips will be shared in this session. This session addresses the reading licensure requirement.

**Facilitator: Patti Greene****Session: Tuesday, 12:30-3:30**

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**#218 Spreadsheets for Elementary Math****Target Audience: 4-5**

Spreadsheets are a new topic in the MN Math standards for 4<sup>th</sup> and 5<sup>th</sup> grade students. This session will focus on the basics of an Excel spreadsheet and some ideas for teaching spreadsheets and interpreting data. We will be in a computer lab for this session. This session addresses the technology licensure requirement.

**Facilitator: Shannon Gilmore****Session: Tuesday, 12:30-3:30**

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**#219 Early Warning Signs of Mental Illness and Classroom Interventions****Target Audience: 6-12**

This multimedia and interactive presentation will examine brain-based causes of a variety of mental health disorders. The prevalence, early warning signs, and impact of these disorders on behavior and learning will also be discussed. The work of a variety of researchers has been synthesized to provide you with some practical supports and interventions appropriate for use in secondary education programs. This session addresses the mental health or accom/mod licensure requirement.

**Facilitator: Char Mykelbust****Session: Tuesday, 12:30-3:30**

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**#220 Energizing Classroom Success: The Nurtured Heart Approach****Target Audience: PreK-3**

The Nurtured Heart Approach (NHA) is based on strategies that will positively transform even the most challenging behaviors in children. The NHA shifts classroom culture through the appreciation of positive student behaviors. In turn, students develop inner wealth, which generates resistance to negative behaviors. It creates a respectful and cooperative learning environment in which students become invested and engaged in the learning process. This is an approach that truly nourishes all children and young adults. This session addresses the behavior licensure requirement.

**Facilitator: Pat Bethke****Session: Wednesday, 8:30-11:30**

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**#221 Guided Math: Ideas to Differentiate Small-Group Instruction During Math****Target Audience: K-3**

This course will provide strategies for educators to manage classroom time and provide resources to support small group math instruction. I will also be using some CGI examples, talking about assessment and how it fits into the flexible grouping of these groups, tips for how to keep the rest of the kiddos engaged during the small group instruction time and how to get kids to think, and talk about math. This session addresses the accom/mod licensure requirement.

**Facilitator: Carrie Sauber****Session: Wednesday, 8:30-11:30**

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**#222 Making Meaning Through Reading Comprehension Strategies****Target Audience: 1-5**

How do you teach comprehension strategies in ways that engage your students? We will provide you with instructional techniques and common language to teach strategies through explicit instruction, modeling, and classroom discussion as you interact with text. We will share examples of student work at the guided, independent, and application levels. You will leave with modeled lessons for comprehension strategies while “going deeper” into inferring, questioning, and synthesizing. We will also discuss determining importance in fiction and nonfiction text and a format for teaching nonfiction text features. This session addresses the reading licensure requirement. This session addresses the reading licensure requirement.

**Facilitators: Leah Johnson & Michelle Johnson****Session: Wednesday, 8:30-11:30**

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**#223 Building Heroes/Blocking Bullies: Simple, Effective, Assertive Ways to Help Kids Stay Safe****Target Audience: 3-8**

According to researchers, almost three quarters of students will face bullying at some time. Participants will learn how to use folktales and hands-on activities to teach students three ways to keep themselves safe from bullies, and three simple and safe ways that they can be "BullyBlocker heroes" in their school by helping to

**Facilitator: Kevin Strauss****Session: Wednesday, 8:30-11:30**

keep other children safe from bullies. These techniques will complement and enhance current bullying prevention and character education programs. This session addresses the behavior licensure requirement.

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**#224 Reading and Writing, 2.0****Target Audience: 6-12**

The purpose of reading and writing is to construct and communicate meaning. Social media tools provide new and exciting avenues for engaging secondary students in literacy practices. Social bookmarking, blogs, and wikis offer unique applications for teaching reading and writing in all content areas. Join colleagues to explore, practice, and create activities you can use immediately in your classroom. This session addresses the technology or reading licensure requirement.

**Facilitator: Kara Osmundson****Session: Wednesday, 8:30-11:30**

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**#225 Building Responsible Listeners/Learners****Target Audience: General**

Feel the magic of working with students who consistently listen both to you and to their peers, constantly share their ideas, and unfailingly assume responsibility for understanding by asking clarifying questions! Create a safe classroom environment where students value their own learning, as well as the learning of their peers. Initiate strategies that empower students to assume responsibility for learning. Discuss how listening is a skill, not a behavior. This session addresses the accom/mod licensure requirement.

**Facilitator: Linda Pruden****Session: Wednesday, 12:30-3:30**

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**#226 Managing PARENT Behavior: Empowering Tips, Tricks, and Techniques****Target Audience: General**

Regardless of your tenure, parent behaviors and relationships can be tricky. This session will offer you practical strategies to manage some of the most common behavior challenges you encounter with parents. In addition, we will explore a different but effortless approach to building effective parent relationships.

**Facilitator: Renee Carlson****Session: Wednesday, 12:30-3:30**

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**#227 Graphic Design****Target Audience: General**

Improve the look of your handouts and online courses. This session will focus on the four fundamentals of graphic design in active hands-on activities. Never give out a boring document again! We will be working on PC's and using Publisher. You are welcome to bring your own laptop.

**Facilitators: Dave VanDenBoom****Session: Wednesday, 12:30-3:30**

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**#228 Culturally Relevant Instruction: Removing Barriers****Target Audience: General**

Culturally responsive teaching can bring students of diverse backgrounds to high levels of achievement by promoting engagement through activities that reflect the values, knowledge, and structures of interaction that students bring from home. This session will provide a framework of effective methodologies that infuse the culture of all students in the classroom to enhance the curriculum and make relevant learning connections to increase comprehension. This session addresses the accom/mod licensure requirement.

**Facilitator: Stacy Wells****Session: Wednesday, 12:30-3:30**

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**#229 Seven Strategies of Assessment FOR Learning****Target Audience: General**

Current research strongly suggests quality formative assessment can lead to significant gains in student learning. This session seeks to build an understanding of research-based classroom assessment practices that improve student motivation and achievement. Participants will explore classroom strategies for setting clear learning targets, providing effective feedback, and offering opportunities for self-assessment and revision with the goal of helping students answer the following questions: Where am I going? Where am I now? How can I close the gap?

**Facilitator: Jason Molesky****Session: Wednesday, 12:30-3:30**

# WEST SUBURBAN SUMMER SCHOOL

2011



## *Enrichment Course Guide* **2011**

### **Grades 1-12**

*Gifted Education Services*

#### ***June 13-July 1***

Maple Grove Junior High  
Minnesota Sword Club  
Minnetonka Senior High  
Minnetonka Middle School East  
Minnetonka Middle School West  
South Education Center

#### ***July 11-July 29***

Maple Grove Junior High  
Minnetonka Middle School West  
South Education Center

**Intermediate District 287**

RESPONSIVE. INNOVATIVE. SOLUTIONS.

# Area Served by Intermediate District 287

**1 Minnetonka Middle School East**  
17000 Lake Street Extension

**2 Maple Grove Junior High**  
7000 Hemlock Lane

**3 Minnetonka Middle School West**  
6421 Hazeltine Blvd.

**4 Minnetonka Sr. High School**  
18301 Highway 7

**5 South Education Center**  
7450 Penn Avenue South



## Member Districts of Intermediate District 287

- Bloomington District 271
- Brooklyn Center District 286
- Eden Prairie District 272
- Edina District 273
- Hopkins District 270

- Minnetonka District 276
- Orono District 278
- Osseo District 279
- Richfield District 280

- Robbinsdale District 281
- St. Louis Park District 283
- Wayzata District 284
- Westonka District 277

# Welcome to Our 33rd Summer Program

West Suburban Summer School, a program of Intermediate District 287's Gifted Education Services, serves gifted and talented students who are presently in grades 1-12 in one of the thirteen member school districts of Intermediate District 287. Students from other districts are welcome at a higher fee.

## What makes West Suburban Summer School different?

Instructors design classes in their area of expertise to provide high-potential students with unique experiences to challenge their abilities. Classes are focused on a theme that includes several disciplines such as math, science, writing, and art. Most classes are limited to sixteen students.

Those who receive access to this brochure are either in their school district's gifted and talented program or have been accepted through the nomination process.

Teachers prepare feedback for students, which is sent to parents, but no grades are given. West Suburban Summer School does not give academic credit for courses, but information will be provided to those who wish to request credit from their home schools.

This program is self-supporting. It is not funded by independent school districts or gifted and talented programs.

Families may be eligible for tax credits and/or tax deductions for some of their children's educational expenses. Consult the website <http://cfl.state.mn.us> or call for more information.

## For information about West Suburban Summer School contact:

**Leslie Hanson**  
**lahanson@district287.org**  
**763-550-7167**

## What is Intermediate District 287?

Thirteen area school districts created Intermediate District 287 to provide educational services and programs to complement and support their own programs.

**The Gifted Education Services Advisory Committee**, made up of representatives from the thirteen member school districts and other agencies, identifies programs and services to enrich local offerings. Committee members are:

Bloomington .....	Richard Cash
Brooklyn Center .....	Randal Cook
Eden Prairie .....	Karen Filla
Edina .....	Deb Richards
Hopkins .....	Susan Anderson
Minnetonka.....	Mike Postma
Orono.....	Jane Smith
Osseo .....	Beth Carpenter
Richfield.....	Gary Schuette
Robbinsdale .....	Melissa Hood
St. Louis Park .....	Andrew Wilkes
Wayzata.....	Gabriel Lofton
Westonka.....	Michele Dunn
	Therese Frenette

## Additional Gifted Education Resources

Intermediate District 287 Website  
[www.district287.org/gifted/](http://www.district287.org/gifted/)  
[www.district287.org/fermi/](http://www.district287.org/fermi/)  
[www.hoagiesgifted.org/](http://www.hoagiesgifted.org/)  
Minnesota Council for Gifted and Talented (MCGT)  
[www.mcgt.net](http://www.mcgt.net) (952) 848-4906  
Minnesota Gifted and Talented Development Center  
<http://cfl.state.mn.us/gifted/>  
National Association for Gifted Children (NAGC)  
[www.nagc.org](http://www.nagc.org)

## Important Dates for 2011 West Suburban Summer School

<b>Thursday, May 26</b>	No refunds for June sessions after this date, late fee for registration
<b>Monday, June 20-24, June 27-July 1</b>	Two June Sessions: Each Session, 8:30–4:00, one week, all day
<b>Monday, June 20</b>	No refunds for July session after this date, late fee for registration
<b>Monday, July 11-15, 18-22, 25-29</b>	Three July Sessions: Each Session, 8:30–4:00, one week, all day

**New this year: Total payment required at time of registration**

*Unless we contact you, assume the class will be held and your child is enrolled (no confirmation will be sent). See page 2 for more information.*

## 2011 Classes are:

One-Week, All-Day Sessions  
8:30 a.m. to 4:00 p.m.

Monday, June 20, through Friday, June 24  
Monday, June 27, through Friday, July 1  
Monday, July 11, through Friday, July 15  
Monday, July 18, through Friday, July 22  
Monday, July 25, through Friday, July 29

*Exceptions are noted on the class schedule and description.*

## 2011 TUITION

### MEMBER DISTRICT STUDENT

*(Member districts are listed on the map on the inside cover.)*

**\$190 per Class + fee (see description)**

### NON-MEMBER DISTRICT STUDENT

**\$215 per Class + fee (see description)**

## June Classes at Maple Grove Junior High

### MAPLE GROVE JUNIOR HIGH SCHOOL

(June 20-July 1) • 8:30-4:00

Pages 5-8

Course #	Course Name		Grade
W1057	Acting and Improv	(June 20-24)	4-6
W1058	Acting and Improv	(June 27-July 1)	6-9
W1000	Alien Worlds	(June 27-July 1)	3-9
W1001	Art Studio/3D Art	(June 20-24)	1-3
W1002	Art Studio/3D Art	(June 27-July 1)	4-9
W1059	Becoming an Author/Illustrator	(June 20-24)	1-3
W1125	Becoming an Author/Illustrator	(June 27-July 1)	1-3
W1006	Creative Minds	(June 20-24)	1-2
W1130	Ignite Your Poetic Fire	(June 20-24)	6-9
W1008	Mathmania	(June 20-24)	1-4
W1009	Mathmania	(June 27-July 1)	1-4
W1010	Mock Trial Introductory	(June 20-24)	5-8
W1113	Mock Trial Introductory	(June 27-July 1)	5-8
W1012	Mysterious Millions	(June 27-July 1)	4-6
W1013	Not Quite Brain Surgery	(June 20-24)	5-8
W1015	Roller Coaster Ride Science	(June 20-24)	3-5
W1016	Roller Coaster Ride Science	(June 27-July 1)	3-5
W1118	Secret Formulas	(June 20-24)	1-3
W1119	Secret Formulas	(June 27-July 1)	1-3
W1017	Super Biology 2011	(June 27-July 1)	3-6
W1131	Wear It	(June 27-July 1)	5-7
W1020	Writing to Get Published	(June 20-24)	3-9
W1021	Zoology—Inside and Out 2011	(June 20-24)	3-6

## Summer Opportunities From Your Home

Page 23

Northern Star Online Courses  
Fermi Off the Wall Math League

1-9

## June Classes at Minnetonka Middle School East

### MINNETONKA MIDDLE SCHOOL EAST (June 20-24), (June 27- July 1)

Pages 9-11

Course #	Course Name	Grade
W1132	Archaeology and Ancient Civilizations (June 27-July 1)	2-5
W1127	Coral Reefs On A Global Scale (June 27-July 1)	2-8
W1032	Explore Strategy (Advanced) (June 27-July 1)	6-12
W1031	Explore Strategy (Beginner) (June 20-24)	5-12
W1133	The Great Music Challenge (June 27-July 1)	3-5
W1092	Life Writes (June 27-July 1)	5-7
W1128	Playwriting and Performing (June 20-24)	4-6
W1134	Poetry Zone (June 20-24)	1-2
W1129	Science and Photography (June 27-July 1)	1-3
W1135	Shark Mania (June 20-24)	4-8
W1136	Start Your Own Business (June 20-24)	6-8
W1052	Young Writers Club (June 27-July 1)	2-5

## June/July Classes at Minnetonka Middle School West

### MINNETONKA MIDDLE SCHOOL WEST (All Four Weeks)

Page 12

Course #	Course Name	Grade
W1122	Camp Half Blood (June 20-24)	3-7
W3109	Camp Half Blood (July 25-29)	3-7
W1064	Harry Potter Hullabaloo I (June 27-July 1)	3-6
W3038	Harry Potter Hullabaloo II and III (July 18-22)	3-6

## June Classes at Other Sites

### MINNETONKA SENIOR HIGH (June 13-June 17)

Page 9

Course #	Course Name	Grade
W1054	Architectural and Engineering Design (June 13-17)	6-8

### MINNESOTA SWORD CLUB (June 20-24, 27, 28)

Page 9

Course #	Course Name	Grade
W1053	Fencing Through the Ages (June 20-24, 27, 28)	3-8

## June/July Classes at South Education Center

### SOUTH EDUCATION CENTER (June 20- 24) (July 11-15)

Pages 13-14

Course #	Course	Grade
W3001	Amusement Park Science and Technology (July 11-15)	3-5
W1044	Archaeology and Ancient Civilizations (June 20-24)	2-5
W3104	Becoming An Expert in Outdoor Sciences (July 11-15)	1-3
W3110	Character Actor (July 11-15)	6-8
W3111	Ignite Your Poetic Fire (July 11-15)	6-9
W1103	Puzzle Island (June 20-24)	2-5
W1126	Science and Photography (June 20-24)	1-3
W1137	Wacky Inventions (June 20-24)	3-5
W3090	Young Artists Studio (July 11-15)	2-5

# July Classes at Maple Grove Junior High

## MAPLE GROVE JUNIOR HIGH SCHOOL (July 11-15, 18-22, 25-29)

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# June Classes at Maple Grove Junior High

## Acting and Improvisation/Play Development

June 20-24 • 8:30–4:00 • Gr. 4-6 W1057  
June 27-July 1 • 8:30–4:00 • Gr. 6-9 W1058  
Additional Fees: \$15

Students will participate in a series of exciting theater games, designed to expand their imaginations and strengthen their creative talents in an incredibly fun and supportive environment. Through these games and a series of improvisations, students will create and develop an original play or musical, which they will share at the end of the course. This workshop is perfect for students of all levels of experience.

**Instructor:** Sari Lennick is a professional actress and theatre educator. Sari earned an MFA in Acting from the Actors Studio Drama School and a BA in Theatre and Philosophy from the University of Southern California. Last year, Sari starred in the Coen Brothers' film "A Serious Man," which earned a Best Picture Oscar Nomination and an Independent Spirit Award for Best Ensemble Cast. Sari is thrilled to be back at West Suburban to share her love of theatre arts with young people.

## Alien Worlds

June 27-July 1 • 8:30–4:00 • Gr. 3-9 W1000  
Additional Fees: \$6

Love aliens, space and science fiction? Getting tired of the same old aliens and watching the same movies over and over? In THIS class, based on the real sciences of astronomy, biology, physics, sociology and psychology, you'll create new worlds, make maps of your favorite planet then populate it with everything from bacteria to an advanced alien civilization. BUT WAIT--do your aliens really need laser bomb exploding cannons of mega death alien lizard destroying blasters of doom??? Technology is the very LAST thing you'll create -- instead, you'll bring your alien world to LIFE and give it history, language, culture, tools, houses and even songs.

**Instructor:** Guy Stewart teaches science at Cooper High School and has been a science fiction, fantasy, historical and realistic fiction writer since he was thirteen. He has professional paper publications in ANALOG, CRICKET, CICADA, STORIES FOR CHILDREN MAGAZINE, TURTLE FOR PRESCHOOLERS and FUN FOR KIDZ as well as online publications in THE WRITER, AOIFE'S KISS; DRAGONS, KNIGHTS AND ANGELS and STORIES FOR CHILDREN MAGAZINE. He maintains his own blog as well as contributing regularly to two others by invitation. He's appeared recently in two SF story collections and his own book is still available on Amazon.com. He's taught writing and alien world building to young people at Young Author's Conferences; the Minnesota Conference for Gifted and Talented and at West Suburban Summer School for nearly 15 years.

## Art Studio/3D Art

June 20-24 • 8:30–4:00 • Grades 1-3 W1001  
June 27- July 1 • 8:30–4:00 • Grade 4-9 W1002  
Additional Fees: \$30

Do you like being creative? Expand your artistic talents by working with a variety of mediums and learning new techniques in the world of art! Succeed in drawing three-dimensional objects, create beautiful landscapes with pastels, design your own advertisement, paint a colorful watercolor and then learn how to use a metal stylus and India ink to make your composition come to life! Students will also have the opportunity to mold and paint clay sculptures, experiment with copper art, work with stained-glass scratch art and compose their own masterpiece using acrylics on canvas! Instruction will be given at the beginning of class to allow students ample studio time to complete their projects.



**Instructor:** Kris Holtmeyer owns and operates Artistic Moments, a Minneapolis-based on-site art business geared towards the artistic instructional needs of all ages. She has taught classes in the Academic Year program and West Suburban Summer School, as well as the MN Council of Gifted/Talented (MCGT).

## Becoming an Author/Illustrator

June 20-24 • 8:30–4:00 • Grades 1-3 W1059  
June 27-July 1 • 8:30–4:00 • Grades 1-3 W1125  
Additional Fees: \$10

Do you love to read and write? Do you also enjoy being creative by producing works of art? If you do, this is the class for you! In this class, you will have the opportunity to be both an author and an illustrator. We will learn how authors get their inspirations and ideas for what they write. We will go through all the steps that real authors complete in creating books. We will study authors and the writing traits they use. We will let these authors become our writing mentors. We will work on pre-writing, planning, and webbing skills. We will look at the Six Traits of Writing and use these traits in our writing. You will also get the chance to be an illustrator. There are many different methods illustrators use to create pictures for their books. We will explore many different illustrators techniques in creating their artwork. You will get to choose from drawing, coloring, painting, or collage to create the illustrations for your book. We will also study forms of poetry and write an original poem each day. At the end of the class you will have a book that you created to treasure forever.

**Instructor:** Jenika Solheid teaches at Schumann Elementary in the Orono School District. This is the sixth year she has offered this class at WSSS.

## June Classes at Maple Grove Junior High con't.

### Creative Minds

June 20-24 • 8:30–4:00 • Grades 1-2      W1006  
Additional Fees: \$8

Calling all inventors! Have you ever wanted to build a pasta tower to the moon? How would you like to create a Gumdrop-Dome or Bridge? Come join us for lots of fun and adventure exercising our minds and bodies. We will exercise our minds with Optical Illusions, Boggles and search for the inventor in us by creating Helicopters, Super Loopers, and Silky Smooth Finger Paint. We will do experiments such as trying to blow up a balloon without using your own breath, and create a chemical reaction using a film canister and baking soda. We will exercise our bodies by running off energy playing fun outside games.

**Instructor:** Kristiann Stotz works in the technology lab at Wayzata Central Middle school in the Wayzata Scho District. This ths the eighth time this class has been offered in WSSS.

### Mathmania

June 20-24 • 8:30–4:00 • Grades 1-4      W1008  
June 27–July 1 • 8:30–4:00 • Grades 1-4      W1009  
Additional Fees: \$5

Have you ever made a pop-up book or dropped a raw egg from the roof of your school building? You'll work on fascinating computer programs, float clay boats, learn astonishing card games, solve mysterious puzzles, and play hair-raising board games. You ll explore the possibilities of tangrams, pentominoes, Cuisinaire rods and attribute blocks. Other activities include art projects, structure building, and a watermelon seed-spitting contest.

**Instructors:** Vickie Maus is a retired third grade teacher. She taught in the Wayzata School District for 35 years. She has been a West Suburban Summer School instructor for 24 years. Anne Norsted is a third grade teacher in the Robbinsdale Area School District. She has taught for nine years and has been with West Suburban Summer School for seven years!

### Ignite Your Poetic Fire

June 20-24 • 8:30–4:00 • Grades 6-9      W1130  
Additional Fees: \$18

Creative ideas spring to life with incubation and nurturing. Get inspired and ignite your juices in a class designed to help you remember, dream and aspire. Record these past, present, or future memories using a variety of poetic styles. Plan to submit polished poems to be published in A Celebration of Young Poets, New Voices, and Anthology of Poetry books; The High School Writer newspaper; and various writing contests such as Barnes and Noble and Augsburg College Invitational.

**Instructor:** Gerry Sasse taught English at Osseo Senior High and Park Center Senior High for 32 years before retiring. She is a published poet and had 210 students published in 2010. She has taught humor classes in West Suburban Summer School.



### Mock Trial: Introductory

June 20-24 • 8:30–4:00 • Grades 5–8      W1010  
June 27-July 1 • 8:30–4:00 • Grades 5–8      W1113  
Additional Fees: \$15

If you are interested in experiencing the exhilaration of live courtroom drama, this is the class for you! This class has it all-individual and cooperative learning activities, historical analysis of case law, a humorous yet alarming look at recent frivolous lawsuits, and the hands-on and highly engaging activity of participating in actual court cases. Students will take on various roles, such as prosecuting and defense attorney, witness, jury member, and maybe even serve as the judge as they enhance their communication skills and their understanding of our legal system. On the final day of class, we will travel to the Hennepin County Courthouse to experience the legal system first-hand. This has been a very popular excursion the past few summers and we are excited to offer this opportunity again for our scholars. Our class will culminate with a final case, with each student taking on a legal role in the trial, and with parents and siblings serving as the jury. The last court case allows parents to see the outstanding effort and tremendous ability exhibited by all of our students.

**Instructor:** Matthew J. Scheidler (see bio page 18)

## June Classes at Maple Grove Junior High con't

### Mysterious Millions

June 27-July 1 • 8:30-4:00 • Grades 4-6 W1012  
Additional Fees: \$5

Technology is king in this class. Students have walked away from the class wanting to sign up again next summer because of the countless ways they can create many projects. The course integrates math, reading, writing, art and creativity using mysteries and millions as the theme. The students will use PowerPoint, Excel spreadsheets, word processing, the Internet, digital cameras, and will be involved in a competition to see who can win the most money in an art auction game as they explore the size of a million. The students will also be challenged to read 1,000,000 words before the class is over!

**Instructor:** Steve Auer has 25 years of teaching experience with elementary students and a Master's Degree in Curriculum and Instruction. Currently he teaches fifth grade math at Fernbrook Elementary in the Osseo School District.

### Not Quite Brain Surgery

June 20-24 • 8:30-4:00 • Grades 5-8 W1013  
Additional Fees: \$38

Code Red! Code Red! We need all surgeons to report to WSSS immediately for a crash course on brains! Brain specimens will be on hand to dissect. You will create your own brain model.

You will visit the Science Museum to discover the innermost part of our being THE BRAIN! The Internet will help guide the learning and study of the brain and its functions. You will be involved in heated battles of the game Cranium.

To top it all off, you will create a complicated PowerPoint project and many other creative projects to share what you have learned with parents and other students. This course is wonderful for computer savvy students and students thinking about the medical profession.

**Instructor:** Steve Auer (see bio above)

### Roller Coaster Ride Science

June 20-24 • 8:30-4:00 • Grades 3-5 W1015  
June 27-July 1 • 8:30-4:00 • Grades 3-5 W1016  
Additional Fees: \$35

In this class, you will study basic physical science principles that help engineers design roller coasters and other exciting amusement park rides. Then you will learn how to create roller coasters in the computer lab using Roller Coaster Tycoon software. With a good understanding of roller coasters and ride science, you will build roller coasters for marbles that will include multiple vertical loops and corkscrews.

You will experiment with other amusement park rides before the final exciting day, a trip to Nickelodeon Universe at the Mall of America. This class is for you if you love designing, building, problem solving, and screaming fun at amusement parks.

**Instructor:** John Foty has a Master's degree in Gifted/Talented Education, and he has over twenty years of gifted teaching experience. Presently, Mr. Foty is teaching fourth graders in Osseo Area Schools. He loves to incorporate designing, building, and other creative activities into his teaching. Mr. Foty has been teaching in West Suburban Summer School since 1989.

### Secret Formulas

June 20-24 • 8:30-4:00 • Grades 1-3 W1118  
June 27- July 1 • 8:30-4:00 • Grades 1-3 W1119  
Additional Fees: \$10

It's back! Students eagerly investigate the properties of substances as they make their own personal brands of paste, toothpaste, cola, play dough, and ice cream. The activities have been carefully designed to convey key science/mathematics skills and concepts, provide highly motivating real-life experiences with chemistry, and build student understanding of cause and effect, central to later understanding of controlled experimentation. These fun and engaging labs create a very positive early experience with chemistry.

**Instructor:** Melissa Engel has taught gifted and talented in the Minneapolis Public Schools. She has taught for WSSS since 1998. Sarah Scheller is a reading specialist in Minneapolis Public Schools, has taught at Gifted Conferences, and has been teaching for WSSS since 2004.

## June Classes at Maple Grove Junior High con't.

### Super Biology 2011

June 27- July1 • 8:30–4:00 • Grades 3–6 W1017  
Additional Fees: \$55

This class will offer new experiences and activities for kids who love science and nature. You will learn about the human body, go fishing, dissect an owl pellet and a variety of animals including sharks, and make an aquarium for a tadpole or fish. There will be three field trips: Fish Lake, Bell Museum of Natural History, and Elm Creek Park Reserve.

**Instructor:** Bryan Olson taught science at Osseo Junior High for 35 years. After he retired he has taught at Rogers High School and Ivan Sand Community School. He has a Master's Degree in Science Education and has taught a variety of classes at WSSS for 27 years.

### Wear It

June 27-July 1 • 8:30–4:00 • Grades 5-7 W1131  
Additional Fee: \$45

The excitement of creating exciting artwork that you can actually wear will sweep you off your feet, along with the shoes on your feet that are designed by you! Yes, we will make clothing from head to toe. Get on board to tie-dye shirts, crochet scarves, paint baseball hats, and silk screen aprons, just to name a few of our clothing items. Don't miss out on the fun making useful, oh so sweet artwork that you, or your family members, can wear!

**Instructor:** Wendy Wold teaches art to elementary students in Robbinsdale Area Schools. Her schedule brings her to nine elementary buildings. She has her Bachelor of Arts and her Master of Arts in Art Education from the University of Minnesota, with a minor in Theater Arts. She enjoys integrating visual arts into other curriculum areas.



### Writing to Get Published

June 20-24 • 8:30–4:00 • Grades 3–9 W1020  
Additional Fees: \$10

Does seeing your name and your written work in a magazine or online get you excited? Does hard work and persistence seem boring?

Guy Stewart is a published writer and will show you what it takes excitement AND persistence to get published -- and sometimes even get paid! It's not easy, but it can happen to YOU! Through group work, team writing and one-on-one critiques, the class will try their hand at poetry, personal essays, non-fiction articles, fiction, scripts and flash fiction. When you're done, you'll have at least one manuscript ready to be sent to a magazine of your choice -- and then you'll send it! The class will post work to an online site called FirstTime where they can comment on each other's work and continue to network long past the end of the class.

**Instructor:** Guy Stewart teaches science at Cooper High School and has been a science fiction, fantasy, historical and realistic fiction writer since he was thirteen. He has professional paper publications in ANALOG, CRICKET, CICADA, STORIES FOR CHILDREN MAGAZINE, TURTLE FOR PRESCHOOLERS and FUN FOR KIDZ as well as online publications in THE WRITER, AOIFE S KISS; DRAGONS, KNIGHTS AND ANGELS and STORIES FOR CHILDREN MAGAZINE. He maintains his own blog as well as contributing regularly to two others by invitation. He's appeared recently in two SF story collections and his own book is still available on Amazon.com. He's taught writing and alien world building to young people at Young Author's Conferences; the Minnesota Conference for Gifted and Talented and at West Suburban Summer School for nearly 15 years.

### Zoology—Inside and Out 2011

June 20-24 • 8:30–4:00 • Grades 3–6 W1021  
Additional Fees: \$55

Zoology is the study of animals. Students will dissect frogs, salamanders and fetal pigs. Students will make a super insect collection to take home and a terrarium for a lucky cricket. Nature hikes, pond exploration, making a bat craft mascot, and learning about birds' feet, beaks and nests are some of the activities included in this class.

**Instructor:** Bryan Olson (see bio above)

## June Classes at Other Sites

### **Minnesota Sword Club**

4744 Chicago Avenue South, Minneapolis

#### **Fencing Through The Ages**

June 20–24, 27, 28 • 12:30–4:00 • Grades 3-8 W1053  
Tuition: \$150 (member) \$175 (non-member)

This class for boys and girls will be held from Monday, June 28 through Tuesday, June 29, from 12:30 -4:00 pm at The Minnesota Sword Club, 4744 Chicago Avenue S., Minneapolis. A demonstration will be part of the open house (date to be announced).

Olympic fencers and medieval knights have the love of challenge in common. They both like the clash of blades and desire of a duel. The only difference now is that both boys and girls are knights/fencers, and no one ever gets hurt. Start with the exciting game of foil, move to the aristocrat's sword of epee, and end with the with the cavalry's sabre. You will learn the history of swordsmanship, the moves of attacking and defending, and end with a real competition. Have lots of fun and learn about strategy while becoming a swordsman or swordswoman.

**Instructor:** James Johnson is the fencing instructor and Club manager at the Minnesota Sword Club. He has been a fencing coach for over thirty years.

### **Minnetonka Senior High School**

#### **Architectural and Engineering Design**

June 13-17 • 8:30–4:00 • Grades 6-8 W1054  
Additional fees: \$50

This course will provide students with a fun, hands-on experience in design. Students will be introduced to drafting techniques and other communication skills common to designers and engineers. Students will problem-solve a solution to a transportation problem, in which a drawing will be created and a prototype built to compete against other design solutions. The students will gain first-hand understanding of basic physics and math principles through practical application of technology. Technical problem-solving using basic scientific understanding will be stressed. A new element added to the curriculum is that students will work with AUTOCAD in the design phase of the course. The course will be taught at Minnetonka High School because of its fine CAD and design lab facilities. Field trips to enhance the curriculum are included in this class. Class is limited to 14 students.

**Instructor:** Juris Terauds teaches drafting, architecture, and design at Minnetonka High School. He has taught this class for the last 16 years in West Suburban Summer School.

## June Classes at Minnetonka Middle School East

#### **Archaeology and Ancient Civilization**

June 27-July 1 • 8:30–4:00 • Grades 2-5 W1132  
Additional Fees: \$35

Come discover what's hidden in the midden. What's a midden? You'll have to come and find out! Learn to write in Egyptian hieroglyphics, create a mask of King Tut, make a Greek red-figured plate, design a fresco, and discover some of the mysteries of Pompeii. These are just a few of the activities that we will be doing as we explore ancient worlds. There will be a field trip to the Science Museum of Minnesota to see the King Tut exhibit.

**Instructor:** Kathy Reynolds is a second grade teacher at Ramsey International Fine Arts Center. This is the twelfth year for this class.

#### **Coral Reefs On A Global Scale**

June 27-July 1 • 8:30–4:00 • Grades 2-8 W1127  
Additional Fees: \$20

Buckle your seatbelt, return your seatback to the upright position and prepare for a virtual trip to visit Nemo's friends and the coral reef island paradises of the world! Our trip will take us first to the Florida Keys and the Caribbean. Then we'll head west and stop in Hawaii, Polynesia, Micronesia, Philippines, Australia, and continue around the world.

You will make a giant wall map that accurately charts the coral reefs and islands of the world. We'll put together a "Coral Reef Hot Spot Atlas of the World." Access to the Internet will virtually bring the world's tropical island paradises into the classroom.

**Instructor:** Walt Johnson has taught West Suburban Summer School classes for eight years and Academic Enrichment classes for 17 years.

## June Classes at Minnetonka Middle School East con't.

### Explore Strategy (Advanced)

June 27-July 1 • 8:30–4:00 • Grades 6-12 W1032  
Additional Fees: \$12

The advanced class will involve the same games as the beginning class: Axis and Allies in its many variations, Blokus, Race for the Galaxy, Conquest of the Empire, Memoir 44, Acquire, and all the others. In the advanced class, we will spend less time teaching the basics of these games and more time exploring different variations and strategies. Students have opportunities to learn new games and get better at the ones they already know. The advanced class features tournament situations and in-depth discussions of the philosophy, history, economics and geography behind the games. Warning: This class will make you think so hard your brain will hurt.

**Instructor:** Jim Pekarek (see below)

### Explore Strategy (Beginner)

June 20-24 • 8:30–4:00 • Grades 5–12 W1031  
Additional Fees: \$12

The “what ifs” of history unfold as you explore the decisions that could have been made in World War II as you play Axis and Allies. We will experiment with variations of Axis and Allies such as A&A Pacific, Europe and D Day as well as alternate set-ups, strategies and rules for the basic game. While A&A is the favorite game in the class, you will encounter other historically based games such as, Conquest of the Empire (Roman Civil Wars), Diplomacy (WW I), and the cops and robbers thriller Scotland Yard. The class also offers instruction and strategy tips on dozens of other games based on exploration, economics and visual/special relationships including the popular games Settlers of Catan, Race for the Galaxy, Hexed and Blokus. Mixed in with all this fun exercising your brain, we'll determine who will be crowned “Trivia Champion of the World” based on your knowledge of history, geography, and other fun facts.

**Instructor:** Jim Pekarek teaches 7th grade medieval history and geography at Minnetonka Middle School East. When Jim began teaching this course, the only game we had was tic-tac-toe on the cave walls.

### The Great Music Challenge

June 27-July 1 • 8:30–4:00 • Grades 3-5 W1133  
Additional Fees: \$10

Learn, practice, create, move and perform music from around the world using drums, small percussion instruments, xylophones, and other barred instruments, recorders, your singing voice and even your body. Work with others to combine four or more parts to create fun and amazing music. Ah, brain candy! End the week with a performance at a local senior center or with an in-house 3:00 PM performance for friends and family.

**Instructor:** Kathy Wolter-Kampa teaches elementary vocal music at Basswood Elementary in the Osseo School District. She values her training in the Orff Schulwerk method of teaching music. It incorporates the whole child with singing, moving, and playing. She is excited to be a part of WSS this summer.

### Life Writes: Writing Through Experience and Experimentation

June 27-July 1 • 8:30–4:00 • Grades 5–7 W1092  
Additional Fees: \$5

It's hard to be creative in an uncomfortable chair. Genius is difficult to express when you're slumped over a desk. Run-away ideas get stuck if you're standing still. Life Writes is a fun, active and open space for you to write from experience. Active exploration of nature, physical activity, performing and visual arts, as well as teamwork, will lead you to create writing that expresses your own personal, creative voice. You will experiment with creating journals, reviews, plays, stories, poems and other forms of writing. It is possible to develop your writing without tedious grammar lessons or the all-too-frightening red pen! Dance, act, sing, play, draw and explore your way to better writing. There's no need for you to have prior experience in performance or visual art—just bring a willingness to experiment and have fun.

**Instructor:** Eryn Warne has a Master of Arts, Speech and interpersonal Communications from New York University and a Bachelor of Science, English and Theatre from St. Cloud State University. She is a high school language arts and theater teacher at the Main Street School of Performing Arts in Hopkins, and an adjunct instructor at St. Cloud State University. She has been a forensics judge, a theatrical director and an assistant speech coach, all part of a varied experience with communications.

### Playwriting and Performing

June 20-24 • 8:30–4:00 • Grades 4-6 W1128  
Additional Fees: \$10

Did you know that actors Matt Damon and Ben Affleck struggled for years before they finally struck Hollywood gold? How did they do it? They wrote a movie themselves, starred in that same film, won a Golden Globe for their writing, and now make millions at the Box Office every year! This course—Playwriting and Performing—honors the same principles that made Matt and Ben famous: you can write amazing scripts for the stage and perform your work for an audience. In this course you will learn the fundamentals of playwriting and performing; you will write and act every day. Our activities are fun, challenging and are sure to help you produce monologues, scenes, and plays that you and your audience will love!

**Instructor:** Eryn Warne (see above)

# June Classes at Minnetonka Middle School East con't

## Poetry Zone

June 20-24 • 8:30–4:00 • Grades 1-2 W1134  
Additional Fees: \$10

Do you enjoy using your creativity and imagination to write about yourself and the world around you? If so, Poetry Workshop is tailor-made for you. In this class, you will learn about many types of poetry, read all kinds of poems, and use your skills of investigation and observation to produce an anthology of your own poetry. By studying types of poetry, and the techniques used in writing poetry, you will learn how to express yourself in a powerful and exciting way in your own poetry. You will also use a variety of artistic mediums such as drawing, coloring, painting, collage, and pastels to create artwork to accompany your poetry. At the end of the class we will have a Poetry Recital so that you can share your wonderful poetry with your families and friends!

**Instructor:** Ann Reiersen is a second grade teacher at Schumann Elementary in the Orono Schools. Teaching students to write poetry is one of her favorite things! Some of her other favorite things are reading, travel, movies, and word games. Ann lives in Plymouth with her husband Dave.

## Science and Photography

June 27-July 1 • 8:30–4:00 • Grades 1-3 W 1129  
Additional Fee: \$38

Do you find that you are interested in the world around you and want to capture these moments in one way or another? If you are a student who is interested in plants, animals, and other natural occurrences, this class is for you! During this week we will venture outside and capture animals and plants in all forms, with a digital camera provided for the student. We will study different ways to use the digital camera and ways to make your shot the most effective, all the while studying about the subjects being photographed. We will learn about different Minnesota trees, and plants, and visit places in the area to experience more animals and plants in nature. Bring your creative juices, along with your excitement for nature and photography!

**Instructor:** Jen Froisland is currently an elementary teacher in the Eastern Carver County Schools. She has taught a total of nine years in Gr. 1-2. She is currently in Hamline University's graduate program, Environmental Education and Natural Sciences. Miss Froisland enjoys the outdoors and loves sharing her knowledge of the outdoors with her students.



## Shark Mania

June 20-24 • 8:30–4:00 • Grades 4-8 W1135  
Additional Fees: \$80

Can't get enough of sharks? Then this class is for you. Have fun learning all about sharks in this "hands on" class. You will make a key to identify the sharks of the world, view the dissection of a shark, go on a field trip where you will actually snorkel in the coral reef exhibit at Underwater Adventures and get a behind the scenes tour of the shark exhibits at the Minnesota Zoo, fabric paint a t-shirt with, guess what? Sharks!, and much, much, more!

**Instructor:** Walt Johnson has taught West Suburban Summer School classes for eight years and Academic Enrichment classes for 17 years.

## Start Your Own Business

June 20-24 • 8:30–4:00 • Grades 6-8 W1136  
Additional Fees: \$10

Do you want to be your own boss? Do you enjoy coming up with new ideas? Do you like to try new things? If so, then this class is for you! Come learn how to legally start your own business, how to tell the world about your product, and how to run your own business.

**Instructor:** Amber Harder owns and operates Spectrum of Amber, a photography and note card business she started in 2008. She has shipped her note cards all over the U.S., and even has an International following! Amber also works in Marketing for a local company, which has taught her all about how new technology can help you grow your business.

## Young Writers Club

June 27-July 1 • 8:30–4:00 • Grades 2-5 W1052  
Additional Fees: \$7

Do you like to write? Do you enjoy the magic of books and words? This class will be a time to imagine, create and share a wide variety of poems, stories and other types of writing. Each student will write (and illustrate) several beautiful and fun stories and also put together a book of all the wonderful poems written throughout the course. How would you finish this line: "The stars are like...?"

**Instructor:** Dana Jensen is a professional writer and a teacher and is a roster artist in the COMPAS Writers and Artists In the Schools Program.

# June/July Classes at Minnetonka Middle School West

## Camp Half Blood

June 20-24 • 8:30-4:00 • Grades 3-7 W1122  
July 25-29 • 8:30-4:00 • Grades 3-7 W3109  
Additional Fees: \$15

Were you struck by The Lightning Thief and loved the adventure in the Percy Jackson books by Rick Riordan? Join us at Camp Half-Blood as you settle into your cabin, play camp games, and learn new camp crafts – all Percy Jackson style! You'll be sent on a quest with your demigod friends but watch out for mythological creatures along the way. We will construct an edible Mount Olympus, create our own "bronze" swords and travel through the Labyrinth. Don't delay, sign up today!

**Instructor:** Tami Junkermeier

## Harry Potter Hullabaloo I

June 27- July 1 • 8:30-4:00 • Grades 3-6 W1064  
Additional Fees: \$15

Are you a Harry Potter book fan? Come join us as we delve into the magical world of Harry Potter. We will creatively discuss the books, go online to write our own book review, and learn more about the author J.K. Rowling. We will make fizzy potions, secret treasure maps, magic wands, host a "quidditch" tournament, design a fantasy creature, and lots more. Don't be a boring muggle, come join the fun!

**Instructor for all West courses:** Tami Junkermeier is currently a media specialist at Minnetonka Middle School West in the Minnetonka School District. She has taught in both elementary and middle schools. She loves both reading and technology, and hosts a book club and a technology club for students after school.

## Harry Potter Hullabaloo II and III

July 18-22 • 8:30-4:00 • Grades 3-6 W3038  
Additional Fees: \$15

Jump on the Hogwarts Express at Platform 9 3/4 for another great session of Harry Potter fun. This class will take us further into the magical world of Harry Potter's adventures. We will design and create our own Tri-cup tournament, design and post your own Harry Potter web page with online Harry Potter games, play "live" chess, send owls and howlers to your friends and experiment with delectable concoctions in the Harry Potter cooking class. We'll explore the world of trolls and elves, visit the magical forest and lots more. Don't worry if you haven't taken Harry Potter Hullabaloo I – you can jump right into the fun!

**Instructor:** Tami Junkermeier



# June/July Classes at South Education Center

## Amusement Park Science and Technology

July 11-15 • 8:30–4:00 • Grades 3–5 W3001  
Additional Fees: \$5

Attention Thrill Riders! Discover how to build some of those rides you love so well, learn how they work, and design and build some of your own. With the help of K NEX, we will be building a 3 tall ferris wheel, a swing ride, a 3 tall boom ride, and a 6 and 8 roller coaster. Later in the week, we will form amusement park ride companies, which will design, build and test their amusement park ride.

**Instructor:** Kathy Reynolds is a second grade teacher at Ramsey International Fine Arts Center. This is the eighth year for this class.

## Archaeology and Ancient Civilization

June 20-24 • 8:30–4:00 • Grades 2–5 W1044  
Additional Fees: \$35

Come discover what's hidden in the midden. What's a midden? You'll have to come and find out! Learn to write in Egyptian hieroglyphics, create a mask of King Tut, make a Greek red-figured plate, design a fresco, and discover some of the mysteries of Pompeii. These are just a few of the activities that we will be doing as we explore ancient worlds. There will be a field trip to the Science Museum of Minnesota King Tut Exhibit.

**Instructor:** Kathy Reynolds (see bio above)

## Becoming an Expert in Outdoor Sciences

July 11-15 • 8:30–4:00 • Grades 1-3 W3104  
Additional Fees: \$30

Do you want to become an amateur expert in different outdoor sciences? If you like getting your hands dirty, you may enjoy making Oobleck out of kitchen baking goods and creating other safe science experiments in the classroom. You may enjoy becoming an archaeologist and paleontologist, where you will be identifying fossils and artifacts, or creating your own mold and cast of a fossil. Along with that, you will study some of the Earth's most misunderstood creatures. You will find out if snakes are really slimy, and whether tadpoles, frogs, and toads are actually the same animal. Along with this, you will have a chance to study other animals of Minnesota and experience them by entering into the outdoor world. We will be spending time outdoors this week, where many things can happen! Get ready for a week of learning and fun, where your curiosities will lead you to the possibility of being an amateur outdoor expert!

**Instructor:** Jen Froisland (see bio page 11)

## Character Actor: An Acting Odyssey Through Mind and Body

July 11-15 • 8:30–4:00 • Grades 6-8 W 3110  
Additional Fee: \$5

This class is a crash course in a specific approach to stage acting. In one week we will explore how body, voice and expression together with research and practice, can make an actor "disappear" behind a created character.

**Instructor:** Daniel Reynolds has assisted with West Suburban Summer School for four seasons; this is his first year offering a class on his own. Daniel is a veteran of the Minneapolis performing arts scene, having worked with such local companies as Shakespeare & Company, and Homeward Bound Theatre Company. Daniel has a bachelor of Theatre Arts from Saint Paul's Hamline University, and has taught his craft to students from upper lower school through high school, with both Homeward Bound Theatre, and Lutheran High North East in Norfolk Nebraska.

## Ignite Your Poetic Fire

July 11-15 • 8:30–4:00 • Grades 6-9 W3111  
Additional fees: \$18

Creative ideas spring to life with incubation and nurturing. Get inspired and ignite your juices in a class designed to help you remember, dream and aspire. Record these past, present, or future memories using a variety of poetic styles. Plan to submit polished poems to be published in A Celebration of Young Poets, New Voices, and Anthology of Poetry books; The High School Writer newspaper; and various writing contests such as Barnes and Noble and Augsburg College Invitational.

**Instructor:** Gerry Sasse (see bio page 6)

## Puzzle Island

June 20-24 • 8:30–4:00 • Grades 2–5 W1103  
Additional Fees: \$7

Are you crazy about puzzles? This class is all about puzzles, including brain teasers, logic problems, visual, physical, word, math and science puzzles, mazes, hidden pictures, codes and ciphers, optical illusions, games and much more. If you are crazy about puzzles this class may drive you crazy. Come and join the fun!

**Instructor:** Dana Jensen is a professional writer and a teacher and is a roster artist in the COMPAS Writers and Artists In the Schools Program.

# June/July Classes at South Education Center

## Science and Photography

June 20-24 • 8:30–4:00 • Grades 1-3 W1126  
Additional fees: \$38

Do you find that you are interested in the world around you and want to capture these moments in one way or another? If you are a student who is interested in plants, animals, and other natural occurrences, this class is for you! During this week we will venture outside and capture animals and plants in all forms, with a digital camera provided for the student. We will study different ways to use the digital camera and ways to make your shot the most effective, all the while studying about the subjects being photographed. We will learn about different Minnesota trees, and plants, and visit places in the area to experience more animals and plants in nature. Bring your creative juices, along with your excitement for nature and photography!

**Instructor:** Jen Froisland (see bio page 11)

## Young Artists Studio

July 11–18 • 8:30–4:00 • Grades 2–5 W3090  
Additional Fees: \$20

This is a course in the visual arts, including drawing, painting, collage, miniature sculpture building, mask making, mobiles and wearable art. We will explore both realistic and abstract art and artists. Lessons will be presented and there will be time and opportunity for free exploration as well. This is a class for young students who like to create with their hands and their imaginations.

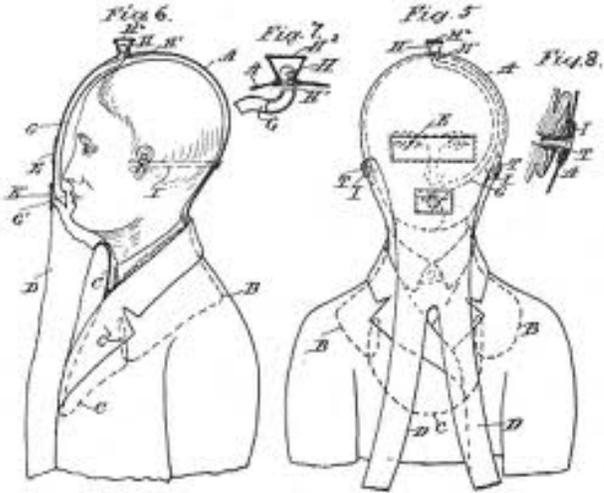
**Instructor:** Dana Jensen is a professional writer and a teacher and is a roster artist in the COMPAS Writers and Artists In the Schools Program.

## Wacky Inventions

June 20-24 • 8:30–4:00 • Grades 3-5 W 1137  
Additional fees: \$15

Admit it! You are already an inventor, and you are also probably fairly wacky. You see a problem, try a solution, see what works, remember what doesn't work, try something else, giggle a lot, and transform your first idea into something entirely different. We will engineer chain-reaction contraptions, invent new games, learn about remarkable kid-inventors, make an edible race car, and have a whole lot more fun together.

**Instructor:** Jane Snell Copes is a wacky inventor, writer, chemist, and teacher who remembers fondly her career as a 3M Visiting Wizard. She owns Science Outside the Box, a tiny business that brings science fun to LOTS of Twin Cities kids, parents, and teachers. Check out [www.scienceoutside-thebox.com](http://www.scienceoutside-thebox.com). Jane has fun with science every single day, and you will LOVE her class!



# July Classes at Maple Grove Junior High

## Acting for Everyone

July 18-22 • 8:30–4:00 • Grades 5-7 W 3113  
Additional Fees: \$5

Acting for Everyone offers beginning performers a chance to study acting through a variety of fun, no stress activities. Improvisation, script analysis, acting games and scene work will be explored to help you become a more confident and capable actor. We will also practice the art of auditioning both cold readings and monologue preparation will be practiced in order to help you land the role of your dreams!

**Instructor:** Eryn Warne (see bio page 10)

## Advanced Acting

July 25-29 • 8:30–4:00 • Grades 6-8 W3114  
Additional Fees: \$5

Students with prior acting experience, or those who have already taken "Acting for Everyone" will enjoy expanding on their talents in Advanced Acting. Advanced Acting offers a more in-depth study of improvisation, script analysis, acting games and scene work. This class will also introduce you to the study of prominent acting approaches and theories, including sense memory, method acting and the Alexander Technique.

**Instructor:** Eryn Warne (see bio page 10)

## Advanced Alien Worlds

July 25-29 • 8:30–4:00 • Grades 5-10 W3006  
Additional Fees: \$6

This class is for veterans of ALIEN WORLDS. Here we'll do everything you did in ALIEN WORLDS -- but now you have to follow the laws of physics, chemistry and biology! We'll explore websites that model the gravitational attraction of stars in galaxies and planets in orbit around suns. You will choose the star system you'll populate with life from a list of KNOWN stars that have planets. You'll work some simple algebraic equations to calculate surface gravity and orbital periods as well as sketch out the evolution of your intelligent alien from its multicellular beginnings! We'll also be working to answer some hard questions about how our own society views the alien as well as critically examining aliens in the movies and stories we read. But above all -- besides the stars! -- we'll be having a GREAT time! This class will run concurrently with Serious Writers Workshop.

**Instructor:** Guy Stewart (see bio page 5)

## Amusement Park Science and Technology

July 18-22 • 8:30–4:00 • Grades 3–5 W3030  
Additional Fees: \$5

Attention Thrill Riders! Discover how to build some of those rides you love so well, learn how they work, and design and build some of your own. With the help of K NEX, we will be building a 3 tall ferris wheel, a swing ride, a 3 tall boom ride, and a 6 and 8 roller coaster. Later in the week, we will form amusement park ride companies, which will design, build and test their amusement park ride.

**Instructor:** Kathy Reynolds is a second grade teacher at Ramsey International Fine Arts Center. This is the eighth year for this class.

## Art in Nature & Nature in Art

July 11-15 • 8:30–4:00 • Grades 1–2 W3002  
July 18-22 • 8:30–4:00 • Grades 1–2 W3007  
Additional Fees: \$15

Do you enjoy spending time outdoors looking for things like rocks, leaves, bugs, sand and dirt? Do you like to use art materials such as paint, tissue paper, clay, chalk and cement? We will look at and imitate how famous artists of long ago like VanGogh and Monet painted outdoor elements. We will read the literature of current authors and illustrators like Eric Carle and Leo Lionni to see how nature plays an important role in their books and borrow techniques for our own illustration. We will take walks outside to explore nature, and create and record some of our own findings in art and writing. We will make a real garden stone using natural elements to put in your favorite place. It's always fun to plant seeds in a pot that you painted yourself. How about your photo placed in a frame decorated by you and nature? You will even make a toy using an item found outdoors. So, let's go out to enjoy the weather and all that Mother Nature has to offer! A related field trip may be possible.

**Instructor:** Gail Swanson is a Kindergarten teacher at Basswood Elementary School in the Osseo School District. She has taught for thirty years and has a master's degree in education. She has developed art curriculum and taught an art enrichment class for the District 279 Summer School.

## Art Studio/3D Art

July 25- 29 • 8:30–4:00 • Grades 1–3 W3068  
Additional Fees: \$30

Do you like being creative? Expand your artistic talents by working with a variety of mediums and learning new techniques in the world of art! Succeed in drawing three-dimensional objects, create beautiful landscapes with pastels, design your own advertisement, paint a colorful watercolor and then learn how to use a metal stylus and India ink to make your composition come to life! Students will also have the opportunity to mold and paint clay sculptures, experiment with copper art, work with stained-glass scratch art and compose their own masterpiece using acrylics on canvas! Instruction will be given at the beginning of class to allow students ample studio time to complete their projects.

**Instructor** is Kris Holtmeyer (see bio page 5)

## July Classes at Maple Grove Junior High con't.

### Art Travels Through the Twin Cities

July 18-22 • 8:30–4:00 • Grades 4-6 W3115  
Additional Fees: \$55

Let's hop on our Art Bus and travel to art museums, art studios and other art businesses. We'll be able to ask questions and journal our findings, along with sketching our trip along the way, and then we'll zip back to our classroom to create artwork in the style and medium of the professionals. Our week will end with our art and exploratory show. Join in the fun!

**Instructor:** Wendy Wold (see bio page 8)

### Becoming an Expert in Outdoor Sciences

July 18-22 • 8:30–4:00 • Grades 1-3 W3105  
Additional Fees: \$30

Do you want to become an amateur expert in different outdoor sciences? If you like getting your hands dirty, you may enjoy making Oobleck out of kitchen baking goods and creating other safe science experiments in the classroom. You may enjoy becoming an archaeologist and paleontologist, where you will be identifying fossils and artifacts, or creating your own mold and cast of a fossil. Along with that, you will study some of the Earth's most misunderstood creatures. You will find out if snakes are really slimy, and whether tadpoles, frogs, and toads are actually the same animal. Along with this, you will have a chance to study other animals of Minnesota and experience them by entering into the outdoor world. We will be spending time outdoors this week, where many things can happen! Get ready for a week of learning and fun, where your curiosities will lead you to the possibility of being an amateur outdoor expert!

**Instructor:** Jen Froisland (see bio page 13)

### Creative Minds

July 11-15 • 8:30–4:00 • Grades 1–2 W3009  
July 18-22 • 8:30–4:00 • Grades 1-2 W3043  
Additional Fees: \$8

Calling all inventors! Have you ever wanted to build a pasta tower to the moon? How would you like to create a Gumdrop Dome or Bridge? Come join us for lots of fun and adventure exercising our minds and bodies. We will exercise our minds with Optical Illusions, Boggles, and search for the inventor in us by creating Helicopters, Super Loopers, and Silky Smooth Finger Paint. We will do experiments such as trying to blow up a balloon without using your own breath, and create a chemical reaction using a film canister and baking soda. We will have many more fun and interesting experiments! We will exercise our bodies by running off energy playing fun outside games!

**Instructor:** Kristiann Stotz works in the technology lab at Wayzata Central Middle School in the Wayzata School District. This is the eighth year this class has been offered.

### Digital Photography: First Exposures

July 18-22 • 8:30–4:00 • Grades 2-5 W3116  
Additional Fees: \$15

Let's make your "First Exposures" in digital photography worth framing! After learning photographic techniques in point of view, composition, contrast, color, and sharpness control, you will capture visually interesting images. On a field trip to the Minneapolis Sculpture Garden and its neighbor, Cowles Conservatory, you will have memorable photo opportunities. With your best shots, you will use a computer and Photoshop CS3 software to create gallery quality photographs through basic image adjustments. You can invite your family and friends to the "First Exposures Photo Gallery" on the last day. This class will be the prerequisite for an advanced digital photography class (Digital Photography: Image Adjustments) that will be offered next summer.

**Instructor:** John Foty has a Master's degree in Gifted/Talented Education, and he has over twenty years of gifted teaching experience. Presently, Mr. Foty is teaching fourth graders in Osseo Area Schools and is an active member of the Minnesota Department of Education Gifted and Talented Advisory Council. As an advanced amateur photographer, Mr. Foty has created photographic prints in his color darkroom for many years before switching over to digital photography six years ago. He has been teaching in West Suburban Summer School since 1989.

### Discover the Creative World of Duct Tape

July 18-22 • 8:30–4:00 • Grades 4-9 W 3117  
Additional Fees: \$25

Duct tape was originally created by a Minnesotan, for use during World War II. But did you know that artists today construct amazing sculptures using this same duct tape formula? Join us as we explore the creative world of duct tape art! In this class, you will have an opportunity to design and construct a wide variety of interesting, two and three-dimensional works of art. Using flexible armature wire and various other art supplies, learn how to design a sturdy foundation for your sculpture and transform it into a world-famous landmark. Design your own realistic animal and give it a unique name. Create your favorite cartoon or gaming character, and more! Once you have constructed your base sculptures, you will learn how to cut and apply colorful strips of duct tape to your creations to make them come to life! In addition, we'll be brainstorming ideas for other types of duct tape artwork and coming up with new original ideas...the sky is the limit! Be prepared to have a great time!

**Instructor:** Kris Holtmeyer (see bio page 5)

### Dive To Adventure

July 11-15 • 8:30–4:00 • Grades 4-8 W3093  
Additional Fees: \$65

Want to go snorkeling and scuba diving? Planning on going snorkeling or scuba diving in a coral reef someday? Students will get an in-depth look at the physics and biology of scuba diving and snorkeling.

We will spend half a day at a local dive shop's pool where we will experience the thrill of scuba diving after we have a complete snorkel class. You will have your picture taken underwater, scuba diving and snorkeling.

**Instructor:** Walt Johnson has taught West Suburban Summer School for eight years and Academic Year Enrichment classes for seventeen years.

## July Classes at Maple Grove Junior High con't.

### Explore Strategy (Advanced)

July 18-22 • 8:30–4:00 • Grades 6-12 W3020  
Additional Fees: \$12

The advanced class will involve the same games as the beginning class: Axis and Allies in its many variations, Blokus, Race for the Galaxy, Conquest of the Empire, Memoir 44, Acquire, and all the others. In the advanced class, we will spend less time teaching the basics of these games and more time exploring different variations and strategies. Students have opportunities to learn new games and get better at the ones they already know. The advanced class features tournament situations and in-depth discussions of the philosophy, history, economics and geography behind the games. Warning: This class will make you think so hard your brain will hurt.

**Instructor:** Jim Pekarek teaches 7th grade medieval history and geography at Minnetonka Middle School East. The first year Jim taught this course, Napoleon was a guest speaker.

### Explore Strategy (Varsity)

July 25-29 • 8:30–4:00 • Grades 8–12 W3070  
Additional Fees: \$12

The Varsity Level Strategy Games class is designed to narrow the age group to high schoolers. Most students will have taken the class one or more times already (although new players will be welcome). Tournaments, strategy talks and class discussions will be at a higher level. Every game will feel like an all-star game, and class discussions will be designed for high school varsity level thinkers.

**Instructor:** Jim Pekarek (see bio page above)

### Global Cuisine

July 18-22 • 8:30–4:00 • Grades 6-8 W 3118  
Additional Fees: \$90

Global Cuisine will take students on a culinary journey around the world. On our journey we will be exploring such countries as China, Mexico, Italy and Thailand. All students will gain valuable experiences learning basic culinary principles and cooking techniques by preparing and serving a wide variety of healthy, savory and aesthetically pleasing. While exploring each country, students will study history, culture, and authentic cuisine. Best of all, we will be creating and eating authentic dishes from each culture. If learning how to make fresh hand cut pasta, authentic Chinese stir fry or Thai pizza sounds intriguing then this is the course for you. All students will be expected to participate in both hands on food prep and academic activities related to each culture studied. Come hungry!

**Instructor:** Matt McNeil has been the head Culinary Arts instructor at Wayzata High School for the past three years. He holds a Master's degree in education and has passion for teaching students about cuisine, culture and the science of food. He spends his time away from the classroom traveling abroad and taking continuing culinary instructor courses.

### The Great Music Challenge

July 25-29 • 8:30–4:00 • Grades 3-5 W3119  
Additional fees: \$10

Learn, practice, create, move and perform music from around the world using drums, small percussion instruments, xylophones, and other barred instruments, recorders, your singing voice and even your body. Work with others to combine four or more parts to create fun and amazing music. Ah, brain candy! End the week with a performance at a local senior center or with an in-house 3:00 PM performance for friends and family.

**Instructor:** Kathy Wolter- Kampa (see bio page 10)

### Ignite Your Poetic Fire

July 18-22 • 8:30–4:00 • Grades 6-9 W3120  
Additional Fees: \$18

Creative ideas spring to life with incubation and nurturing. Get inspired and ignite your juices in a class designed to help you remember, dream and aspire. Record these past, present, or future memories using a variety of poetic styles. Plan to submit polished poems to be published in A Celebration of Young Poets, New Voices, and Anthology of Poetry books; The High School Writer newspaper; and various writing contests such as Barnes and Noble and Augsburg College Invitational.

**Instructor:** Gerry Sasse (see bio page 6)

### Invent and Present

July 11-15 • 8:30–4:00 • Grades 2 - 3 W 3131  
Additional Fees: \$30

Do you enjoy wondering "What If" this toy, tool, or item could . . . be made of . . . changed so it could . . . ? Those are the questions of an inventor. Join us and design a toy, tool or item that could have a smaller environmental "foot print" than it does now –and think like an inventor.

We will use the Metro-wide "What if" Inventors Fair application as a guide to identify problems, hypothesize possible solutions, design and diagram inventions that are possible, survey others and present our solutions. The week will include constructing a model of our inventions, and end with a community evaluation and celebration.

**Instructor:** Mrs. Hendrickson has been teaching Gifted/Talented students for over fifteen years. She has taught inventing, hosted inventions fairs, coached inventions that made it to the metro top 100 and served as a judge for the Metro Wide "What If".

## July Classes at Maple Grove Junior High con't.

### Keep 'Em Singing

July 11-15 • 8:30–4:00 • Grades 3-5 W 3121  
Additional Fees: \$10

What does it take to be the next American Idol? If you were to ask any professional singer, they would emphasize the importance of learning proper vocal techniques at a young age. Even though school may be out, we need to “Keep ‘Em Singing” this summer! In this course, we will prepare and perform a fun musical called, “Let’s Sing America!” Not only will we work on perfecting our singing voice, but we will add harmony, movement, and art work as we put together this musical that celebrates the true spirit of what it means to be an American. And who knows? Maybe you will be the next American Idol!

**Instructor:** Angela Jamieson graduated from Bethel University with a degree in Music Education. She is a kindergarten through eighth grade music teacher at Odyssey Academy in Brooklyn Center. She also served as a piano accompanist, a children’s choir director, and a piano teacher for several years.

### Mock Trial (Advanced)

July 11-15 • 8:30–4:00 • Grades 5-9 W3021  
Additional Fees: \$15

This class is designed for students who are interested in immersing in a few mock trials, visiting the Hennepin County Courthouse to observe the criminal system first hand, and to even create our own crime scene and court case. Students will take on the role of plaintiff/prosecuting attorney, defense attorney, witness, judge, and jury. We will also welcome guest speakers who will share their experience in the legal arena, and they will be able to assist students in their roles in their mock trial.

Tony Wagner recently advocated in The Global Achievement Gap that there are seven survival skills for careers, college and citizenship. Though careers and college are a few years away, it’s never too early to identify and enhance our ability to solve problems and to communicate. The survival skills include: Critical Thinking and Problem Solving, Collaboration across Networks and Leading by Influence, Agility and Adaptability, Initiative and Entrepreneurialism, Effective Oral and Written Communication, Accessing and Analyzing Information, and Curiosity and Imagination.

Our students will access each of these skills during our advanced mock trial class through a variety of individual and group activities. We will analyze historical court cases, utilize technology as we research and present our trials, and we will discuss strategies and problem solve as we craft our casework. The legal system impacts nearly every portion of our lives, and we will access recent court cases and news reports as we increase our understanding of the U.S. legal system.

**Instructor:** Matthew J. Scheidler has 13 years of educational experience at the high school, middle school, and elementary school level. Teaching and learning is his passion, and he hopes to complete his doctoral program in Organizational Leadership, Policy, and Development at the University of Minnesota in 2011. He currently works as a peer coach in Wayzata Public Schools, and this is the eighth year he has offered this class.

### Mysterious Millions

July 18-22 • 8:30–4:00 • Grades 4–6 W3022  
Additional Fees: \$5

Technology is king in this class. Students have walked away from the class wanting to sign up again next summer because of the countless ways that they can create many projects. The course integrates math, reading, writing, art and creativity using mysteries and millions as the theme. The students will use PowerPoint, Excel spreadsheets, word processing, the Internet, digital cameras, and will be involved in a competition to see who can win the most money in an art auction game as they explore the size of a million. The students will also be challenged to read 1,000,000 words before the class is over!

**Instructor:** Steve Auer (see bio page 7)

### Mystery Festival

July 25-29 • 8:30–4:00 • Grades 1-3 W3097  
Additional Fees: \$10

Mystery Festival uses a classroom learning-station format: students study the “crime scene,” then conduct crime lab tests on the evidence, analyze the results, and try to solve the mystery. These forensic science activities absorb students from the start and keep them intensely involved throughout. This unit explores many key content areas and emphasizes the important distinction between evidence and inference. The many crime-lab procedures include thread tests, powder tests, DNA comparison, chromatography, and fingerprinting. Mystery Festival combines fun and excitement with careful experimentation, logical thinking, and real-life connections to forensic science. As the fascinating correlation between science and detective work becomes clear, students absorb processes that will be useful in all disciplines.

**Instructor:** Melissa Engel (see bio page 7)

## July Classes at Maple Grove Junior High con't.

### Nature 2011

**July 25-29 • 8:30-4:00 • Grades 3-6 W3122**  
**Additional Fees: \$55**

This class will combine portions of both "Super Biology" and "Zoology- Inside in Out". Some of Mr. Olson's favorites include a survey of the animal kingdom through dissections. Animals studied will include the 4 Bs (birds, bison, bats and beavers). Animal track making, nest designing, scavenger hunts, zoo Olympics, super insect collection, minnow races, and aquarium making are just some of the many activities in this packed week of science. This year there will be a "Nature Photography" part of the class for the first time where students will be part of a new program through the DNR using digital cameras to capture nature pictures. Students will make a power point presentation of their work. The Raptor Center, Bell Museum of Natural History and Como Zoo will be the three half day field trips. Because of the camera portion of the instruction, this class will be limited to 12 students.

**Instructor:** Bryan Olson (see bio page 8)

### Not Quite Brain Surgery

**July 11-15 • 8:30-4:00 • Grades 5-8 W3012**  
**Additional Fees: \$38**

Code Red! Code Red! We need all surgeons to report to WSSS immediately for a crash course on brains! Brain specimens will be on hand to dissect. You will create your own brain model. You will visit the Science Museum to discover the innermost part of our being THE BRAIN! The Internet will help guide the learning and study of the brain and its functions. You will be involved in heated battles of the game Cranium. To top it all off, you will create a complicated PowerPoint project and many other creative projects to share what you have learned with parents and other students. This course is wonderful for computer savvy students and students thinking about the medical profession.

**Instructor:** Steve Auer (see bio page 7)

### Ocean Aquarium

**July 18-22 • 8:30-4:00 • Grades 3-7 W3013**  
**Additional Fees: \$120**

Invite Nemo's friends into your home! Saltwater aquariums are awesome! Have fun learning how you can invite the coral reef animals of the oceans of the world as guests in your very own marine aquarium. We'll explore salt-water aquarium science, tank set-up, animal selection, maintenance of marine aquariums, and more! Crabs, sea stars, anemones, sea urchins, squid, snails, shrimp, clams, coral and coral reef fish, and more will be discussed! Completely set up your own marine aquarium in the classroom. Get your hands wet as this "hands on" class allows you to enjoy direct observation and study of your marine creatures. Expand your working knowledge of biology, chemistry, math and more! Bring home your own ocean aquarium complete with coral reef fish and a red reef crab. Begin the hobby of salt-water aquarium keeping, which can last a lifetime! All necessary supplies are included in the class fee.

**Instructor:** Walt Johnson (see bio page 14)

### Pie Club

**July 11-15 • 8:30-4:00 • Grades 6-9 W 3123**  
**July 25-29 • 8:30-4:00 • Grades 6-9 W 3124**  
**Additional Fees: \$45**

If you have ever wanted to learn how to make pies, join us. You will learn how to make cream pies (think Banana), fruit pies (think Apple), no-bake pies (think Ice Cream or French Silk), meringue pies (think Baked Alaska), summer pies (think Strawberry-Lemonade), and more. Everyone is encouraged to join the fun. It will be a glorious week of PIES, PIES, and PIES!

You will learn how to make and roll out your own pie crusts; make your own fillings, and have fun being creative in the kitchen. You will see how easy it can be to make perfectly praiseworthy pies that your family will love. You might even be able, by the end of the week, to create an original recipe and bake a pie of your own design. Pie Club is an activity that both boys and girls will enjoy. Over the course of our week together we will make, and eat, over ten pies. Plan to take your left-overs home to share with your family. You and your family will be amazed and delighted by your newly discovered pie making skills.

**Instructor:** Jane Zins has been making pies since she was a young girl. She remembers spending hours making home-made apple pies, only to have her four brothers devour them in minutes. Such is the power of a good pie. When Jane is not making pies, she works as a Media Specialist with the Minnetonka Public Schools, and spends lots of time with her six children and two dogs.

### Poetry Zone

**July 11-15 • 8:30-4:00 • Grades 1-2 W3125**  
**Additional Fees: \$10**

Do you enjoy using your creativity and imagination to write about yourself and the world around you? If so, Poetry Workshop is tailor-made for you. In this class, you will learn about many types of poetry, read all kinds of poems, and use your skills of investigation and observation to produce an anthology of your own poetry. By studying types of poetry, and the techniques used in writing poetry, you will learn how to express yourself in a powerful and exciting way in your own poetry. You will also use a variety of artistic mediums such as drawing, coloring, painting, collage, and pastels to create artwork to accompany your poetry. At the end of the class we will have a Poetry Recital so that you can share your wonderful poetry with your families and friends!

**Instructor:** Ann Reierson is a second grade teacher at Schumann Elementary in the Orono Schools. Teaching students to write poetry is one of her favorite things! Some of her other favorite things are reading, travel, movies, and word games. Ann lives in Plymouth with her husband Dave.



## July Classes at Maple Grove Junior High con't.

### Poet's Corner

July 11-14 • 8:30–4:00 • Grades 5-7 W 3126  
Additional Fees: \$10

The poet William Wordsworth once wrote that “poetry is the spontaneous overflow of powerful emotion...” Well, no offense to Wordsworth, but there's a little more to writing poetry than that. If you are interested in practicing and developing the craft of writing poetry, then Poet's Corner is the class for you. Each day will feature a different theme from which we will model great works of poetry and write using a variety of fun and thought-provoking activities. By the week's end, you will have a journal full of poetry to keep and share. Students in Poet's Corner should bring a pillow or cushion to class.

**Instructor:** Eryn Warne (see bio page 10)

### Problem Puzzlers

July 11-15 • 8:30–4:00 • Grades 1–3 W3079  
July 18-22 • 8:30–4:00 • Grades 1–3 W3099  
Additional Fees: \$10

Problem Puzzlers is a collage of all types of challenges that take problem solving skills. Can you make a square out of three triangles? Can you build a tower from newspaper that touches the ceiling? Can you make a marble run that lasts twenty seconds? Each day we will tackle new problems using inquiry and experiments. Students gain confidence in these concepts as they investigate chance, gather and analyze data, make predictions and draw conclusions.

**Instructors:** Melissa Engel (see bio page 7)

### Puzzle Island

July 25-2 • 8:30–4:00 • Grades 2–5 W3057  
Additional Fees: \$7

Are you crazy about puzzles? This class is all about puzzles, including brain teasers, logic problems, visual, physical, word, math and science puzzles, mazes, hidden pictures, codes and ciphers, optical illusions, games and much more. If you are crazy about puzzles this class may drive you crazy. Come and join the fun!

**Instructor:** Dana Jensen is a professional writer and a teacher and is a roster artist in the COMPAS Writers and Artists In the Schools Program.

### The Really Awesome Game Class

July 11-15 • 8:30–4:00 • Grades 4-6 W3100  
Additional Fees: \$12

What if you had an entire week of “game day” at school? Well, this is it! When you walk into the classroom, it'll look like we went to a board game store and bought three of everything (which is basically what we've done). We've picked out a collection of the best games to challenge the minds of bright upper elementary girls and boys like you. We'll teach you the rules and strategies and give you a lot of time to play and even compete in tournaments. We'll also push your knowledge and creativity through a variety of other fun and engaging class games and activities. You'll have so much fun you won't want to leave when class is over, but your brain will hurt from thinking so much that you'll have to go home and rest. See ya this summer. It's Game On!

**Instructor:** Jim Pekarek teaches medieval history and geography at Minnetonka Middle School East and is the father of 5th grade game master, Korina. Jim teaches this class with the help of highly trained and enthusiastic high school students. It's like having 5 teachers in the class. The help is that good.

### Roller Coaster Ride Science

July 11-15 • 8:30–4:00 • Grades 3–5 W3080  
Additional Fees: \$35

In this class, you will study basic physical science principles that help engineers design roller coasters and other exciting amusement park rides. Then you will learn how to create roller coasters in the computer lab using Roller Coaster Tycoon software. With a good understanding of roller coasters and ride science, you will build roller coasters for marbles that will include multiple vertical loops and corkscrews. You will experiment with other amusement park rides before the final exciting day, a trip to Nickelodeon Universe at the Mall of America. This class is for you if you love designing, building, problem solving, and screaming fun at amusement parks.

**Instructor:** John Foty (see bio page 10)

## July Classes at Maple Grove Junior High con't.

### Serious Writers Workshop

**July 25-29 • 8:30-4:00 • Grades 9-12 W3023**  
**Additional Fees: \$10**

Do you REALLY want to write? Is getting your stuff published your PASSION? Are you so committed to becoming a published writer that you are willing to go to almost any length? Are you willing to LEARN from a published writer even when he gives you serious criticism? Can you TAKE constructive criticism without quitting or arguing every point? Maybe this class is for you, then! Mr. Stewart will take no more than ten promising writers and will work with each one in a master-apprentice relationship. You should be prepared to write 1000 words EACH DAY or a minimum of 4-20 (depends on the form you work in) polished poems EACH DAY. Mr. Stewart will take that day's production, comment extensively over night and then conference with each student each day at length -- as well as guide students during the day as well as suggest themes, techniques and readings on writing. This class will run concurrently with ADVANCED ALIEN WORLDS CLASS.

**Instructor:** Guy Stewart (see bio page 5)

### Shark Mania

**July 25-29 • 8:30-4:00 • Grades 4-8 W3128**  
**Additional Fees: \$80**

Can't get enough of sharks? Then this class is for you. Have fun learning all about sharks in this "hands on" class. You will make a key to identify the sharks of the world, view the dissection of a shark, go on a field trip where you will actually snorkel in the coral reef exhibit at Underwater Adventures and get a behind the scenes tour of the shark exhibits at the Minnesota Zoo, fabric paint a t-shirt with, guess what? Sharks!, and much, much, more!

**Instructor:** Walt Johnson has taught West Suburban Summer School classes for eight years and Academic Enrichment classes for 17 years.

### Story Production Comes Alive: Creating the Pieces

**July 11-15 • 8:30-4:00 • Grades 2-4 W3102**  
**July 25-29 • 8:30-4:00 • Grades 2-4 W3130**  
**Additional Fees: \$10**

Students will develop stories through drawing and painting illustrations, developing themes, creating puppets with costumes, designing and making props and scenery, writing a story and editing others work, binding a handmade paper covered book of classroom stories, and filming excerpts of their stories with puppets.

**Instructor:** Wendy Wold (see bio page 8)



### Super Biology 2011

**July 18-22 • 8:30-4:00 • Grades 3-6 W3047**  
**Additional Fees: \$55**

This class will offer new experiences and activities for kids who love science and nature. You will learn about the human body, go fishing, dissect an owl pellet and a variety of animals including sharks, and make an aquarium for a tadpole or fish. There will be three field trips: Fish Lake, Bell Museum of Natural History, and Elm Creek Park Reserve.

**Instructor:** Bryan Olson (see bio page 8)

## July Classes at Maple Grove Junior High con't.

### Time and Time Travel

July 11-15 • 8:30–4:00 • (Grades 3-8) W 3129  
Additional Fees: \$20

Time. Time to go. Time to start. No time to waste. Hurry! Stop! What is time?

In this class, we're going to look at time -- from sun movement to rice hourglasses the size of the one in WIZARD OF OZ, to water clocks, phases of the Moon, the seasons, tides -- to parts of Stephen Hawking's A BRIEF HISTORY OF TIME. While this is NOT A CLASS TO LEARN TO TELL TIME, we will talk about telling time and about what "time" is. As well, history is the passage of time and each student will research and make a timeline of THEIR favorite 10 years of history and finally explore nuclear decay clocks and the speed of light as a measure of time and distance. It's all related and it's all exciting! A visit to the Minnesota History Museum is planned as well.

That's all very academic, though and while fun...the best part is near the end! We're going to play with TIME TRAVEL! We'll watch a few movies that have time travelers and then pick a moment in the favorite decade and CHANGE WHAT HAPPENED! What if we hadn't landed on the Moon? What if Columbus had been turned down by Queen Isabella? What if China had decided to explore the world? Once we've explored the changes in history, each student will choose a character and write a short story about a kid who lives in that CHANGED time - and will be encouraged to make something that was never invented in OUR timeline, but seems logical in their NEW timeline! It's going to be a very, very weird ride!

**Instructor:** Guy Stewart (see bio page 5)

### Thinking With Your Hands

July 25-29 • 8:30–4:00 • Grades 1-2 W3132  
Additional Fees: \$30

You will be making the coolest K NEX constructions ever when you learn how your imagination works. Practice being fluent, flexible, elaborate and original thinkers. You will be using K'NEX to solve problems and find solutions for challenges created by the other students in the class. We will finish up the week practicing how to construct and present a solution to be submitted to K NEX as part of their search for the 2011-2012 K NEXpert, age 7/8 Division. On the last afternoon you will show, demonstrate and explain what you have worked on all week and present your construction showing you are a K NEXpert!

**Instructor:** Mindy Hendrickson included solving problems with K'NEX as part of the Minneapolis Public Schools K - 2 Interdisciplinary Problem Solving Curriculum and as part of K and 1st grade Young Scholars Program in Apple Valley. Asking students to solve problems, evaluate and present their work with K NEX are excellent ways to introduce the 21st Century goals of critical and creative thinking.

### Write On— Produce, Polish, and Publish

July 25-29 • 8:30–4:00 • Grades 4–9 W3089  
Additional Fees: \$8

Get a gift of time to just write. Learn to PROduce with a PRO. Have your creative writing skills powered up. Find ideas to write about. Discover how to break through writer s block. Look at your writing anew- again. Make it better and better. Get help from a professional writer. Conference through Critique sheets. Learn ways to try and get published. Leave with pieces of your writing polished and ready to publish in a package with a cover letter. Leave with a market list of a dozen names and addresses of likely markets looking for your writing. Leave with ideas and creativity and product.

**Instructor:** Jack Kreitzer (rumored to be the secret identity of Wordman) is a poet, educator, mentor, and catalyst. He has published six volumes of poetry, taught creativity at universities, and worked as an educational consultant focusing on youth-at-risk, "giftedness" and very special arts with people experiencing disabilities. For over twenty years at hundreds of schools in dozens of states, Kreitzer has worked as a writing specialist and an artist-in-residence.

### Writing to Get Published

July 18-22 • 8:30–4:00 • Grades 4–9 W3004  
Additional Fees: \$10

Does seeing your name and your written work in a magazine get you excited? Does hard work and persistence sound dull?

Guy Stewart is a published writer and will show you that it takes both to get published. It s not easy—but it CAN happen to you! Through group work, individual writing sessions, and one-on-one critiques, the class will explore different kinds of writing like poetry, articles, fiction, and personal essays/letters to the editor. When you re done, you ll have at least one manuscript ready to be sent to a magazine of your choice— and then you'll send it! The class will also desktop publish FirstTime, a collection of work by everyone in the class!

**Instructor:** Guy Stewart (see bio page 5)

## July Classes at Maple Grove Junior High con't.

### Young Writers' Club

July 18-22 • 8:30-4:00 • Grades 2-5 W3103  
Additional Fees: \$7

Do you like to write? Do you enjoy the magic of books and words? This class will be a time to imagine, create and share a wide variety of poems, stories and other types of writing. Each student will write (and illustrate) several beautiful and fun stories and also put together a book of all the wonderful poems you write throughout the course. How would you finish this line: "The stars are like...?"

Dana Jensen is a professional writer and a teacher and is a roster artist in the COMPAS Writers and Artists In the Schools Program.

### Zoology Inside and Out 2010

July 11-15 • 8:30-4:00 • Grades 3-6 W 3005  
Additional Fees: \$55

Zoology is the study of animals. Students will dissect frogs, salamanders and fetal pigs. Students will make a super insect collection to take home and a terrarium for a lucky cricket. Nature hikes, pond exploration, making a bat craft mascot, and learning about birds feet, beaks and nests are some of the activities included in this class.

**Instructor:** Bryan Olson (see bio page 8)

## Other Opportunities Available



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## Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

### FERMI Off-The-Wall Math League Goes to Summer School:

#### Math in Your Bathrobe!

The all internet-based Fermi Math League has a four-week summer session and has been expanded to include math for students who are in grades 1-9. Fermi problems are designed to foster growth in the areas of problem-solving, analytical thinking, creative thought and technology skills. Students encounter non-routine problems to encourage creative mathematical thought and enhance communication skills. Individuals or teams may register to compete. Power Point goes wild as students create models for each week's solution. Students with their own personal web pages can post solutions in the "web-designer" division. Grade 1-2 division is pure Family Math: parents and kids playing with math in the summer sun. Students do not have to be in a gifted program to enroll- it is perfect for neighbors and friends who like to play with math and art. No carpools- oh, so green! The fee is \$50, and payable through Fermi registration process, not WSSS. ONLINE registration is recommended.

A full description of the program is found on the District 287 Gifted Education web page at

[www.district287.org/fermi/](http://www.district287.org/fermi/)

Join us for some Off-the-Wall fun from the comfort of your own home... (you can attend summer school in your bathrobe!) Medals, certificates, and ribbons are awarded in each division. Divisions are for Grades 1-2 (Family Math), 3-4, 5-6, and 7-9. Starts July 11, 2011.

# West Suburban Summer School Registration Information

1. Select a class corresponding to the grade (1-12) the student is currently in or completing in the Spring of 2011.

**Please note change:**

2. Mail registration and **tuition** for each class to:

Intermediate District 287 WSSS

1820 Xenium Lane North, Plymouth, MN 55441.

**(postcard must accompany your registration)**

3. We will contact you if the class is full or cancelled—no confirmation of the registration will be sent.

4. A packet with maps, information, and fee statement will be mailed two weeks before the scheduled class.

**WSSS T-shirts:** Please mark your order on the registration form, indicating size, and include this cost with tuition.

## COST PER CLASS

**Member District:**

\$190 Tuition  
+ Fee (See Course Description)  

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= **Total for class**

**Non- Member District:**

\$215 Tuition  
+ Fee (See Course Description)  

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= **Total for class**

- \* This invitation to participate in a West Suburban class is for the student to whom the postcard is addressed. Select a class corresponding with the **published grade (grades 1-12) being completed in spring of 2011.**
- \* All classes meet for one week, all day, 8:30 a.m - 4:00 p.m. Students may register for more than one session. See schedules that begin on page 2 . Students will need to bring lunch and a beverage. Supervision will be provided during lunch.
- \* Additional class fees reflect the cost for field trips and/ or for special materials. If necessary, a nominal facility fee will be included.

## REFUND POLICY

- \* \$50 of the tuition is nonrefundable, unless the class is cancelled or full.
- \* No refunds will be made after Thursday, May 26 for the June session, and Monday, June 20, for the July sessions, except for medical reasons. A late fee of \$25 per class will be charged for registration after May 26 and June 20.

Tuition and fees must be paid prior to the beginning of each session. A fee statement will be sent with class information two weeks prior to the sessions.

## CARPPOOLING INFORMATION

- \* If you wish to be included on the carpooling list, please sign the release on the registration form.

## QUESTIONS

Leslie Hanson at 763/550-7167  
e-mail: lahanson@district287.org

Kim Kallroos at 763/550-7245  
e-mail: kkkallroos@district287.org

## SITE NOTE

Site adjustments may be made based on pending construction projects and cleaning schedules in the schools. Notification will be sent to students affected by any changes. Thank you for your understanding.

## \* MAIL REGISTRATION FORM AND FULL TUITION PAYMENT TO:

**Intermediate District 287  
West Suburban Summer School  
1820 Xenium Lane North  
Plymouth, MN 55441-3790**

*Checks payable to Intermediate District 287.*

# West Suburban Summer School Registration Form-2011

Please **PRINT** and use **BLACK PEN**. (Postcard must accompany this registration) Thanks!

Name \_\_\_\_\_ Birthdate \_\_\_\_\_ M  F   
Address \_\_\_\_\_ Grade Completed (2010-2011) \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Home Phone \_\_\_\_\_ Business Phone \_\_\_\_\_  
Cell Phone \_\_\_\_\_ Email Address \_\_\_\_\_  
School \_\_\_\_\_ School District \_\_\_\_\_  
Parent/guardian(s) \_\_\_\_\_

WSSS T-Shirts \$10 each (Choose): **Youth:** \_\_\_medium \_\_\_large  
**Adult:** \_\_\_medium \_\_\_large \_\_\_XL \_\_\_XXL

Course Name \_\_\_\_\_ Course # \_\_\_\_\_  
Course Name \_\_\_\_\_ Course # \_\_\_\_\_



## CARPOOLING

I give permission to include my student's name, address, phone number, and course number on the carpooling list.

Parent/guardian signature \_\_\_\_\_

# West Suburban Summer School Registration Form-2011

Please **PRINT** and use **BLACK PEN**. (Postcard must accompany this registration) Thanks!

Name \_\_\_\_\_ Birthdate \_\_\_\_\_ M  F   
Address \_\_\_\_\_ Grade Completed (2010-2011) \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Home Phone \_\_\_\_\_ Business Phone \_\_\_\_\_  
Cell Phone \_\_\_\_\_ Email Address \_\_\_\_\_  
School \_\_\_\_\_ School District \_\_\_\_\_  
Parent/guardian(s) \_\_\_\_\_

WSSS T-Shirts \$10 each (Choose): **Youth:** \_\_\_medium \_\_\_large  
**Adult:** \_\_\_medium \_\_\_large \_\_\_XL \_\_\_XXL

Course Name \_\_\_\_\_ Course # \_\_\_\_\_  
Course Name \_\_\_\_\_ Course # \_\_\_\_\_



## CARPOOLING

I give permission to include my student's name, address, phone number, and course number on the carpooling list.

Parent/guardian signature \_\_\_\_\_

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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## M E M O R A N D U M

Date: June 13, 2011

To: Sandy Lewandowski, Superintendent

From: Jane Holmberg, Executive Director of Teaching and Learning

**Re: What Board Members Should Know About RAMP UP!**

RAMP-UP! (reading and math program), offered through District 287, is a state-approved Supplemental Educational Services (SES) program. SES programming is one of the provisions of the No Child Left Behind Act (NCLB). Schools that have not made adequate yearly progress (AYP) for at least three years are required to offer SES programming to students who qualify for Free & Reduced Lunch.

RAMP-UP! is conveniently offered at the student's school. A typical schedule is 2 – ninety minute tutoring sessions per week for approximately 9 weeks. Students receive tutoring in small groups (1 tutor to 3 students) in either reading or math. Sessions include a reading/math warm-up activity, direct instruction in reading or math, individualized skill extension, snack break/physical activity, and reflection/self-assessment. The curriculum and supplemental materials used complement and extend the student's regular school day program and provide educational, fun & motivational experiences for the students. Completion of a pre-test at the first session identifies the individual goal areas that the student will be working on throughout their tutoring sessions. These goals are communicated with the parent/guardian and progress notes are sent home after each session.

This is our 3<sup>rd</sup> year of offering the RAMP-UP! program. This year we worked with 161 students in grades 1 through 6; 113 reading students and 48 math students. Of this number, 157 completed the entire program—which equates to an outstanding 98% completion rate! Tutoring was held at 10 member district elementary schools (Bloomington-1, Hopkins-2, Osseo-2, Richfield-1, Robbinsdale-4), and one school in the Anoka district. Forty four tutors worked this year with almost all of them being 287 employees (including teachers, educational assistants, psychologists, social workers, work experience coordinators, interpreters, reading specialists, school counselors, and interns). These tutors bring a wealth of experience and expertise to help students with their individual specific skill/knowledge gaps, confidence levels, and social-emotional learning. Lynda Benkofske, RAMP-UP! Coordinator, works closely with the District's math and reading specialists to coordinate programming and to provide on-going support to the tutors.

Pre and post test results reveal that in all but a few of the objective areas, students made impressive gains in their reading/math skills given that the tutoring program is only approximately 27 hours in length. In fact the reading PLC goal was attained with 99% of the reading students who completed the program seeing an increase in reading skills in a minimum of one area.

Student feedback this year includes a student who completed the fall session attempting to “sneak” into the spring session by coming into the classroom, sitting down, looking over at the tutor and saying he wanted to do more tutoring! Additionally, a tutor reported that one of his students was so thrilled he had done so well with place value exercises that he specifically asked the tutor to tell his mom how well he did on the activity in tutoring as it makes his mom very happy to hear when he does well!

# Intermediate District 287

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RESPONSIVE. INNOVATIVE. SOLUTIONS.

## M E M O R A N D U M

Date: June 16, 2011

To: Sandy Lewandowski, Superintendent

From: Jane Holmberg, Executive Director of Teaching and Learning  
Jon Voss, Academic Programs Supervisor

**Re: What Board Members Should Know About Destination ImagiNation**

Intermediate District 287 School Board members can be justifiably proud of the results of the Minnesota Destination ImagiNation (DI) 2011 Global Finals held in Knoxville, Tennessee, May 25th-28th, 2011. As the attached details, we have seven trophy-winning Global Champions, 18 of our 41 teams finished in the top 10, and 30 teams in the top 20.

DI is our Academic program that provides creative problem-solving competitions for all grade levels of students. DI is Minnesota's largest non-athletic team activity and is sponsored by Intermediate District 287. Minnesota has more than 500 teams statewide that participate within eight challenges that highlight skills in the following areas: construction/technical, scientific, fine arts, improvisational, structural, community service and one customized to primary ages.

Our staff member, Pamela Schroeder, serves as the MN Destination ImagiNation Affiliate Director. Pam was ably assisted this year by Joan Cundiff and Kim Kallroos whom she recognized as going above and beyond the call this season since her cancer diagnosis last October.

Pam also recognized in a recent communication that 3M had a large presence at Global Finals as did NASA, and in her capacity as Vice Chair of the DI Board of Trustees she will continue to work not only to bring resources to the international level but to the state level as well. Pam observed, "The opportunities afforded by DI, and especially for those students who were able to experience Global Finals, are truly life changing. Our teams will come home more self-confident, more excited about their creative abilities and inclinations, and owning life skills that will help them navigate their lives in exciting ways."

Looking ahead to next year, teams can sign up on August 1st annually and the program year starts officially on September 1<sup>st</sup>. We also are excited about a comprehensive evaluation being conducted by researchers at the University of Virginia that early indications suggest will provide evidence that students participating in team-based problem solving competitions with DI exhibit stronger skills than non-DI students in applying critical and creative thinking to reach innovative solutions to complicated challenges.

# MN DI 2011 Global Finals

## Tournament Results

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*Could we be prouder of Team Minnesota? We think not! Congratulations to ALL our MN DI Global Finals teams – hope your week in Knoxville was fantastic. Thank you for all you do for DI – teams, team managers, supporters, officials, volunteers – you ARE DI!*

Teams placing 1<sup>st</sup> through 3<sup>rd</sup> in Challenges A, B, C, D and E are Global Champions. projectOUTREACH teams finishing in the Outstanding classification are Global Champions. We think ALL of you are winners!

---

### **A: unidentified moving object**

#### **A: unidentified moving object, Elementary Level**

<b>Rank</b>	<b>Name</b>	<b>School/District</b>
3 G	<i>Natural DIsaster Dudes, Woodland Elementary</i>	ISD 196 Rosemount-Apple Valley-Eagan
3 G	<i>The Sugar Packets, Delano Community Education</i>	Delano
22	Drum Roll Please, Eden Prairie Community Education	Eden Prairie
38	Monroe Movers, Monroe Elementary	Anoka-Hennepin

#### **A: unidentified moving object, Middle Level**

<b>Rank</b>	<b>Name</b>	<b>School/District</b>
5T	Basa P's Power, Proctor	Proctor
5T	Teknically DIsqualifyd, Eden Prairie Central Middle School	Eden Prairie
32	The Catastrophe Crew, Forest Lake Schools - Scandia Elem	Forest Lake Area Schools

#### **A: unidentified moving object, Secondary Level**

<b>Rank</b>	<b>Name</b>	<b>School/District</b>
5	WOW!, Delano Community	Delano

	Education	
12	Team Epic, Inver Grove Heights Com. Schools	ISD 199 Inver Grove Heights
13	The Team in the Stands, ROCORI	Rocori

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## B: spinning a tale

### B: spinning a tale, Elementary Level

Rank	Name	School/District
1 G	<i>Regular Old DI Team, Northview Elementary</i>	ISD 196 Rosemount-Apple Valley-Eagan
11	Six Dlgrees of DImagin, Wayzata	Wayzata Public Schools

### B: spinning a tale, Middle Level

Rank	Name	School/District
3 G	<i>Progress in Reverse, Delano Community Education</i>	Delano
31	THE ORdiNARY's, Proctor	Proctor

### B: spinning a tale, Secondary Level

Rank	Name	School/District
7	New and Improved, Delano Community Education	Delano
20	Got Spin?, Eden Prairie High School	Eden Prairie

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## C: triple take road show

### C: triple take road show, Elementary Level, Destination Site

Rank	Name	School/District
4	Permanent Markers, Wayzata	Wayzata Public Schools

### C: triple take road show, Elementary Level, ImagiNation Site

Rank	Name	School/District
6	<i>Ostriches, Neill Elementary</i>	Robbinsdale

## C: triple take road show, Middle Level

Rank	Name	School/District
6	Polyoxybenzylhydride, Linden Hills Community Team	Minneapolis
18	<i>Cuz we're cool!, Inver Grove Heights Com. Schools</i>	ISD 199 Inver Grove Heights

## D: mythology mission

### D: mythology mission, Elementary Level

Rank	Name	School/District
8	Madonna & the D.I. Namos, St. Peter Destination Imagination	St. Peter
12	The Rainbow Bubble Wrapped Kangaroos, Morris Bye Elementary	Anoka-Hennepin
39	The 7, Inver Grove Heights Com. Schools	ISD 199 Inver Grove Heights

### D: mythology mission, Middle Level

Rank	Name	School/District
1 G	<i>Nerd Herd, Inc, St. John the Baptist -Savage</i>	Parochial
14	Thomas & Friends, Minnetonka Community Ed MME	Minnetonka Public Schools ISD 276
17	Psychedelic Hippie Kaleidoscopes, Wayzata	Wayzata Public Schools

### D: mythology mission, Secondary Level

Rank	Name	School/District
10	DI solves Everything!, Inver Grove Heights Com. Schools	Inver Grove Heights ISD 199
17	A. Sensation	Cloquet High School
25	Damage Control, Hopkins Comm Ed	Hopkins

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## E: verses! foiled again!

## E: verses! foiled again!, Elementary Level

Rank	Name	School/District
2	<b>G</b> <i>Yo Yo Beanz, Delano Community Education</i>	Delano
28	DInamite Refused, Woodland Elementary	ISD 196 Rosemount-Apple Valley-Eagan

## E: verses! foiled again!, Middle Level

Rank	Name	School/District
17	Craze Daze, International School of MN	Hopkins (private)
28	6Minds&a piece of wood, Willmar Middle School	Willmar

## E: verses! foiled again!, Secondary Level

Rank	Name	School/District
7	The Shiny Things, Coon Rapids High School	Anoka Hennepin
23	Ace Domination, Proctor	Proctor

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## pO: dynamic networks

### pO: dynamic networks, Middle Level

Classification	Name	School/District
Outstanding	<i>D I Know Youz??, D I Know</i>	ISD 196 Rosemount, Apple Valley, Eagan
<b>G</b>	<i>Youz?? (Rosemount MS)</i>	Valley, Eagan
Excellent	DInamites, Wayzata	Wayzata Public Schools

### pO: dynamic networks, Secondary Level

Classification	Name	School/District
Excellent	Red Rovers, Roseville CommEd	Roseville
Excellent	Rough-headed Dragonets, Eden Prairie High School	Eden Prairie
Good	J.B.W.C., Cloquet Public Schools	Cloquet
Good	Spilled Salsa, Como Park SHS - St Paul	St Paul Public Schools

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# CONNECTING THE PROFESSIONAL LEARNING COMMUNITY (PLC) AND LITERACY DOTS TO STUDENT SUCCESS!

An Intermediate District 287 School Board Presentation  
June 23<sup>rd</sup>, 2011

L I T E R A C Y

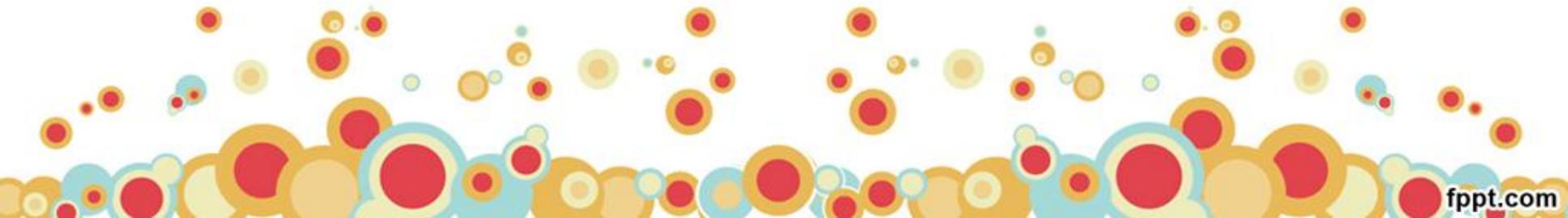
# A Cultural Shift from Teaching to Learning

- ❑ 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)

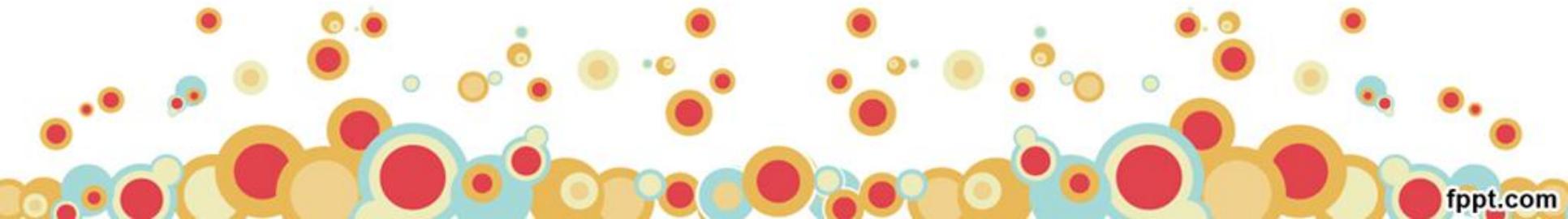
# First Big Idea of PLCs: Focus on Learning

- 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.



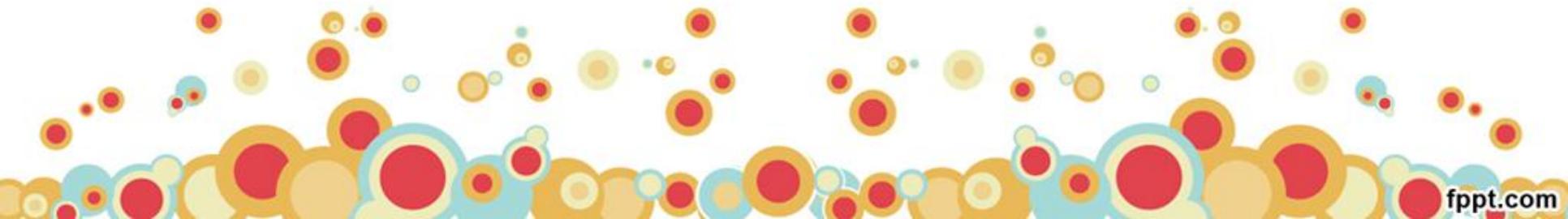
# Second Big Idea of PLCs: A Collaborative Culture

- ❑ 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.



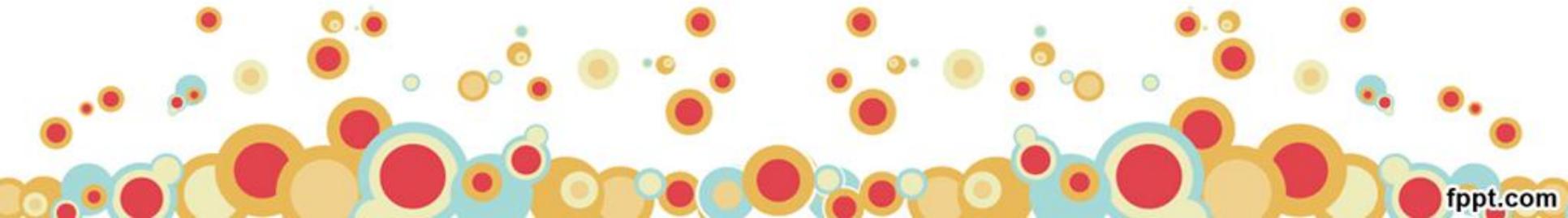
# Third Big Idea of PLCs IS NOW BEING EMPHASIZED!

- 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.



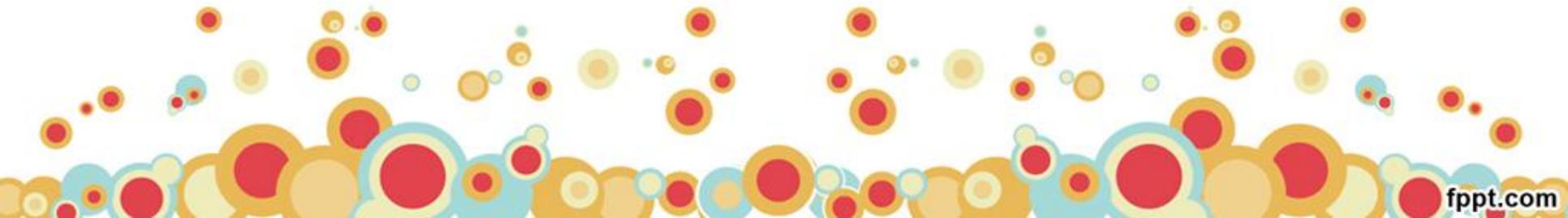
# Organizing for the Third Big Idea

- Focused energy through districtwide goals
- Emphasized literacy in all site goals
- Invested in more reading specialists, curriculum, and training resources through targeted use of compensatory revenue.



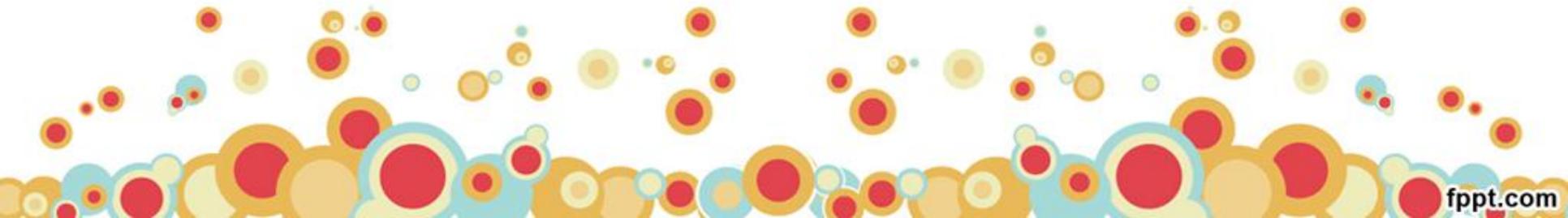
# District Goals for 2010-2011

- 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.



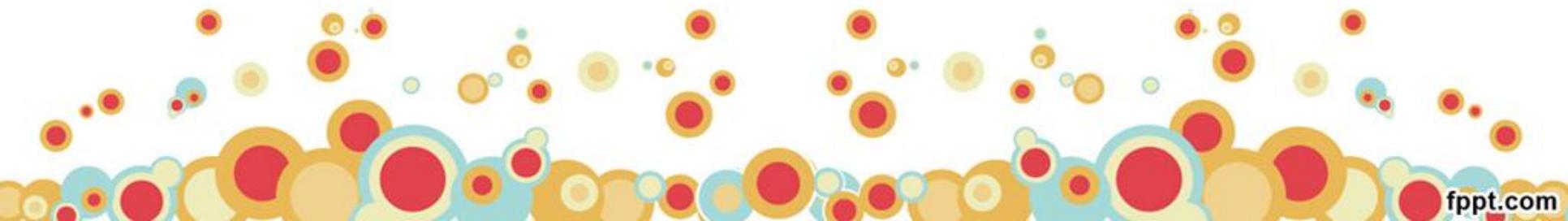
# PLC Summary Report for 2010-2011

- Includes site-level summary of goals, assessments, and results for Teaching and Learning, Special Education, and Administrative Services
- 53 goals reported; 31 attained.



# The Third Big Idea through Literacy

- ❑ 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



# The Third Big Idea through Literacy

- During District Workshop Week of 2010 Superintendent Sandy Lewandowski emphasized this year's focus on literacy and commitment to using data.
- The dots connected and we learned that when data from reading assessments were used to drive instruction, student achievement increased. The correlation of using data to drive instruction helped staff connect the dots to improve their instruction.

L I T E R A C Y

Student Data + Differentiated Instruction Driven by Data  
=  
IMPROVED STUDENT LITERACY SUCCESS

The results were monumental!

L I T E R A C Y

*Connecting the Dots* with the Qualitative  
Reading Inventory (QRI) results...

L I T E R A C Y

- At **North Education Center** 89% of the students improved in one or more areas building-wide.
- At **South Education Center** in programs where staff collaborated and communicated on an ongoing basis and provided and reviewed the student data 83% of the students made progress in one or more areas.
- In the **Itinerant DHH** programs 100% of the students increased their word identification skills.
- In the **Itinerant Blind/Visually Impaired** programs 83% of students showed an increase using Braille as their connection to print.

L I T E R A C Y

*Connecting the Dots* with the READ 180 Scholastic  
Reading Inventory Results...

L I T E R A C Y

- 75% of 287 **Alternative Learning Centers** at Edgewood, SEC, and Shady Oak students\* using READ 180 increased their reading level by 50 Lexile\*\* or more, which is expected annual growth for a typical regular education high school setting.
- 75% of our secondary age **Special Education Centers** at Edgewood, NWTC, and Bren Road students demonstrated a growth of 25 Lexiles or more, which is expected annual growth for students in Special Education programs.

(\*Percentages were calculated as a mean average of individual site scores.)

(\*\*A Lexile measures text difficulty.)

L I T E R A C Y

# *Connecting the Dots* with Vocabulary Assessment Results...

Research strongly supports that understanding the vocabulary of instruction is paramount for reading comprehension for secondary students. Based on this research District 287 PLC groups impacted student achievement by connecting these dots.

L I T E R A C Y

- Through instruction of content area vocabulary 91% of the students increased their vocabulary acquisition at **Bren Road Education Center**.
- Using adult-based vocabulary students need for life-long literacy 90% of the **NorthWest Tech Center Transition** students increased their vocabulary acquisition.
- For the **Edgewood PHASE and VET** programs each teacher developed vocabulary lists based on lesson outcomes. These lists were individualized based on each student's level of ability. Overall 100% of the students showed growth.

L I T E R A C Y

- *Connecting the Dots* with the NWEA Measures of Academic Progress (MAP) Reading Results...

L I T E R A C Y

- At our **Alternative Learning Centers** of Edgewood, SEC, and Shady Oak 71%\* of the students who historically had made little or no progress increased their reading comprehension by one or more grade levels.
- At our Care and Treatment Centers of Epsilon and Omegon 75%\* of the students increased their reading comprehension by one month's growth or more for every one month enrolled.

(\*Percentages were calculated as a mean average of individual site scores.)

L I T E R A C Y

*Connecting the Dots* to What We  
Have Learned and the Implications for  
2011-2012...

L I T E R A C Y

# Assessment

- We will continue to implement our *Intermediate District 287 Reading/Literacy Protocols...*

## *Assessment Goals for 2011-2012 sites/programs:*

- Consistent process and procedures for MAP testing upon student intake
- Continued opportunities for teachers to meet with Reading Specialists to understand and utilize student data to drive instruction and curriculum choices

L I T E R A C Y

# *Literacy Curriculum and Instruction Goals for 2011-2012:*

- Expanded use of Read 180, which has been upgraded and will be web-based
- Expanded pilot programs for a new transition curriculum, VENTURES
- Expanded development of the 4-block method of instruction
- Expanded language comprehension curriculum that includes technology, movement, and explicit language/listening comprehension development
- Embedding of reading/literacy goals and vocabulary into content areas of instruction
- Expanded utilization of formative assessments to inform instruction

L I T E R A C Y

## 2010-2011 District 287 PLC Summary Report: Teaching & Learning, Special Education, and Administrative Services

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>Career Tech: Brooklyn Park and Eden Prairie Campuses</b>	By June 2011 students enrolled in career and technical courses that complete one semester at Brooklyn Park or Eden Prairie Campuses will increase math competency skills by 10% as measured by a math test based upon the Accuplacer test. The test will be administered at the beginning of the semester and again at the end of the semester. Pre and post test scores will be compared to determine the amount of improvement in math scores.	Pre and post testing using a math test based upon the Accuplacer which is the MnSCU placement examination. The test was developed by a Northeast Metro (916) math instructor in collaboration with Century College testing coordinator.	By June 2011 students enrolled in career and technical courses that complete one semester at Brooklyn Park or Eden Prairie Campuses increased their math competency skills by 6% as measured by a math test based upon the Accuplacer test.	N
<b>City West Academy</b>	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.	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
<b>North Vista Education Center</b>	By June 3, 2011 80% of high school students that utilize the Read 180 program on a daily basis and participate for both	SRI	By June 2011, 75% of students increased lexile level by a minimum of 50 lexile points	N

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	<p>pre and post testing at North Vista Education Center will increase their lexile level by a minimum of 50 lexile points over the course of one school year.</p> <p>By June 3, 2011 80% of students receiving special education services utilizing the Read 180 program on a daily basis and are in attendance for both pre and post testing at North Vista Education Center will increase their lexile level by a minimum of 25 lexile points over the course of one school year.</p> <p>By June 3, 2011, 80% of North Vista Education Center students who are below grade level will have advanced one grade level in one year of instruction as measured by the NWEA reading assessment.</p>	<p>SRI</p> <p>NWEA MAP</p>	<p>100% of students increased lexile level by minimum of 25 lexile points</p> <p>60% of students that were below grade level advanced one grade level in reading</p>	<p>Y</p> <p>N</p>
<b>North Vista Education Center Day-Care</b>	By June 3, 2011, all infants and toddlers enrolled in the ELC will meet 80% of their developmental milestones in pre-literacy, as appropriate for their individual ages and developmental levels	Preschool First	65% of students met 80% of developmental milestones in pre-literacy	N

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>Prairie Center Alternative</b>	By June of 2011, 75% of PCA students who are below grade level in Reading will have advanced a minimum of 1.2 grade levels as measured by the NWEA Reading assessment.	Northwest Evaluation Association (NWEA) Fall (or time of enrollment) and spring.	50% of PCA students (6 of 12) who were below grade level in Reading advanced a minimum of 1.2 grade levels as measured by the NWEA Reading assessment *of the 6 who did not advance, only 1 has not passed BST or GRAD Reading *of the 6 who did not advance, both time of enrollment and attendance were significant factors *average increase of those who advanced=4 grade levels **64% of the students tested at time of enrollment scored at or above grade level	N
	By June 2011, 75% of PCA students who utilize the READ 180 program on a daily basis and participate for both pre and post testing will increase their lexile level by a minimum of 50 lexile points over the course of one school year	SRI	88% of PCA students (7 of 8) who utilized the READ 180 program increased their lexile level by a minimum of 50 lexile points over the course of the school year *average length of time in the program= 4 months *average monthly gain in the program= 31 lexile points	Y

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>RAMP-UP (known as ALC Admin PLC)</b>	By June 2011, 90% of the reading students who complete the RAMP-UP! program will see an increase in reading skills in a minimum of one area after receiving approximately 24 hours of reading remediation as measured by their pre and post Diagnostic On-Line Reading Assessment.	Let's Go Learn: Diagnostic On-Line Reading Assessment	By May 2011, 99% of the reading students who completed the RAMP-UP! program saw an increase in reading skills in a minimum of one area after receiving approximately 24 hours of reading remediation as measured by their pre and post Diagnostic On-Line Reading Assessment.	Y
<b>World Language - Chinese</b>	By June 2011, Chinese: 75% of student will score 80% or higher on the Level 1 assessment	Chinese Benchmark Assessment	77% of students scored 70% or higher on the Level 1 assessment.	Y
<b>World Language - Japanese</b>	By June 2011, Japanese: 70% of students will score 70% or higher on The Level 1 assessment	Japanese Benchmark Assessment	55% of students met the 70% target.  71% met a secondary goal of scoring 60% or higher on the test.	N
<b>World Language – American Sign Language (ASL)</b>	By June 2011, ASL: Students will pass the District 287 ASL Proficiency Assessment at the following rates: 90% of ASL I students will pass with 30% 90% of ASL II students will pass with 55% 90% of ASL III students will pass with 90%	District 287 ASL Proficiency Assessment	ASL 1: 93% of students met their goal ASL 2: 71% met their goal ASL 3: New curriculum was adopted and the test needs to be revised.	Y  N

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>X-Track</b>	By June of 2011, 80% of students within the X-Track, ALC Plus & Open Track program who utilize the Read 180 program on a daily basis and are in attendance for both pre and post testing at Edgewood Education Center will increase their lexile level by 50 points over the course of one school year.	Scholastic Reading Inventory	<p>By May of 2011, 6 out of the 9 (67%) students who have been in attendance the whole school year in the Read 180 class didn't meet the goal of increasing their lexile level by 50 points over the course of the school year. However, the average growth for those students was an 89 lexile points. Of the three students who didn't meet the goal, two of them had sporadic attendance throughout the year and did show an average growth of 25 lexile points.</p> <p>In May of 2011, 9 out of the 14 (64%) students who have been in attendance for portions of the school year in the Read 180 class have an average growth of 89 lexile points. Those students who didn't meet the goal had very poor attendance.</p>	N

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	By June 2011, 80 % of X-Track, ALC Plus & Open Track students who participate in a literacy program on a daily basis and are in attendance for the full school year will increase one grade level in one or more strands as measured by the NWEA Reading assessment.	Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in Reading	By May 2011, 6 out of the 7 (86%) X-Track, ALC Plus & Open Track students who participate in a literacy program on a daily basis and are in attendance for the full s year will increase one grade level in one or more strands as measured by the NWEA Reading assessment.	Y
<b>Bren Road Education Center - Vocabulary</b>	During the 2010-2011 school year, 75% of Bren Road students who are enrolled for at least four months, and who have 70% attendance, will learn and retain at least 50 new academic/functional vocabulary terms, as measured by baseline scores from a pre-test of 100 terms, a post-test of the same vocabulary terms, a MAP Reading pre/post assessment, and weekly CBM progress monitoring.	Vocabulary pre and post tests; CBM's; MAP Reading test .	<p>During the 2010-2011 school year, 13% of Bren Road students who were enrolled for at least four months, and who had 70% attendance, learned and retained at least 50 new academic/functional vocabulary terms, as measured by baseline scores from a pre-test of 100 terms, a post-test of the same vocabulary terms, a MAP Reading pre/post assessment, and weekly CBM progress monitoring.</p> <ul style="list-style-type: none"> <li>- Of the students who met the goal, the vocabulary gains ranged from 60-87 new words. 44% of our students made gains of 25+ words; 91% of students made some gains; 9% made no gains.</li> </ul>	N

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>Bren Road Education Center READ 180</b>	<p>During the 2010-2011 school year, 75% of READ 180 students who are enrolled with 70% attendance for the entire year will increase their reading levels by at least 25 Lexiles;</p> <p>Part II – During the 2010-11 school year, 75% students enrolled in READ 180 with 70% attendance for less than the full school year, but for at least four months, will increase their reading levels by at least 13 Lexiles, as measured by the Scholastic Reading Inventory (SRI) and MAP Reading pre and post assessments.</p>	SRI test; MAP Reading test	<p>Part 1 - During the 2010-2011 school year, 55% of READ 180 students who were enrolled with 70% attendance for the entire year increased their reading levels by at least 25 Lexiles (9 students):</p> <ul style="list-style-type: none"> <li>- Of those students who met the goal, all made gains between 103 and 554 Lexiles</li> <li>- Of the students who did not meet the goal, one student made a 21 Lexile gain; two had slight losses; one had a huge loss due to mental health issues</li> </ul> <p>Part II – During the 2010-11 school year, 80% of students enrolled in READ 180 with 70% attendance for less than the full school year, but for at least four months, increased their reading levels by at least 13 Lexiles. Of these students, two made gains of between 174L and 210L. The student who did not meet the goal made a 12 Lexile gain</p>	<p>Part 1 N</p> <p>Part II Y</p>

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>Edgewood Education Center EXPLORE</b>	By June of 2011, 80% of students who utilize the Read 180 program on a daily basis and participate in both pre and post testing will demonstrate an increase in their lexile level a minimum of 25 lexile points over the course of one school year.	Read 180	By May of 2011, 7 of the 9 (78%) students who utilize the Read 180 program on a daily basis and participated in both pre and post testing demonstrated an increase of 25 lexile points over the course of one school year. The average growth was 119 lexile points	N
<b>Edgewood Education Center Phase</b>	During the 2010-11 school year, 80% of transition students will increase reading vocabulary and comprehension by 50% above baseline in at least one transition area as measured by Curriculum Based Measure.	Curriculum Based Measures	During the 2010-2011 school year, 60% of the 65 transition students increased their word identification on selected vocabulary words by 50% above baseline, 60% of the 65 transition students increased their comprehension of selected vocabulary words by 50% above baseline and 70% of the 65 transition students increased their application of selected vocabulary works by 50% above baseline.	N
<b>Epsilon/Oregon</b>	By May 2011, 80% of long-term Epsilon students will demonstrate an increase in at least one month of growth in literacy per month enrolled in the program as measured by pre- and post- MAP and/or KTEA testing.	MAP Testing KTEA Testing	By May 2011, 88% of long-term students demonstrated an increase of at least one month growth in literacy per month enrolled in the program as measured by pre- and post- MAP and/or KTEA testing.	Y

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	By May 2011, 80% of short-term Epsilon students will demonstrate an increase of at least one month of growth in literacy per month enrolled in the program as measured by pre- and post- MAP and/or KTEA testing.	MAP Testing KTEA Testing	By May 2011, 80% of short-term students demonstrated an increase of at least one month of growth in literacy per month enrolled in the program as measured by pre- and post- MAP and/or KTEA testing.	Y
	By May 2011, 90% of Epsilon students enrolled in the Job Skills course will demonstrate an increase in at least one vocational competency as measured by the Skills USA pre- and post- assesement	Skills USA assessment	By May 2011, 100% of students enrolled in the Job Skills course demonstrated an increase in at least one vocational competency as measured by the Skills USA pre- and post- assesement	Y
	By May 2011, 80% of Omegon students will demonstrate an increase of at least one month of growth in literacy per month enrolled in the program as measured by pre- and post- MAP and/or KTEA testing.	MAP Testing	By May 2011, 56% of students demonstrated an increase of at least one month of growth in literacy per month enrolled in the program as measured by pre- and post- MAP and/or KTEA testing.	N
<b>NEC @ Sandburg</b>	Given an Informal Reading Inventory, 85% of students at the NEC at Sandburg, who took the pre test and post test, will show an increase in their individualized assessment profile of literacy skills in one of the following assessment areas:	1. Qualitative Reading Inventory (QRI)	Given an Informal Reading Inventory , 89%of students at NEC at Sandburg, who took the pre-test and post-test, showed an increase in their individualized assessment profile of literacy skills in one of the following assessment areas:	Y

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	<p>Word Identification skills Language Comprehension skills Print Processing skills (Silent Reading)</p> <p>The literacy skills growth will be measured by a baseline assessment completed by October 1, 2010 and a post assessment completed by May 15, 2011.</p>		<p>Word Identification skills Language Comprehension skills Print Processing skills (Silent Reading)</p> <p>The literacy skills growth will be measured by a baseline assessment completed by October 1, 2010 and a post assessment completed by May 15, 2011.</p>	Y
<b>Itinerant ASD – Autism Spectrum Disorder</b>	90% or more of staff who work with students with ASD and #287 itinerant ASD specialists will view the ASD Training module II "Visual Strategies: For Learners with Autism Spectrum Disorders (ASD)" and will demonstrate understanding of the presented concepts as measured by pre- and post-tests collected throughout the school year by ASD specialists	Pre and post test	100% of staff working with ASD students (over 100 staff participated) increased understanding of Visual Strategies after completing the training module	Y
<b>Itinerant AT – Assistive Technology</b>	Development a flowchart to use in decision making for trial use of voice recognition software to produce written work (for educational teams and potential students)	Effective Voice Recognition Flow Chart PDF copy is posted in SharePoint. It can be accessed through the following link:	The Effective Voice Recognition Flow Chart has been used with educational teams to promote discussion and information for decision making at student conferences.	Y

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		<a href="http://resources.district287.org/PLC/Itinerant/Assistive%20Technology/Effective%20Voice%20Recognition.pdf">http://resources.district287.org/PLC/Itinerant/Assistive%20Technology/Effective%20Voice%20Recognition.pdf</a>		
<b>Itinerant – Augmentative Communicator</b>	To provide student communication, the aug communication staff, will offer 3 ipod or ipad training sessions, titled Maximizing Communication Using an iPod/iPad to increase parent and staff knowledge as measured by pre and post tests.	All lead staff speech clinicians from member districts, were part of a 2 hour training provided at West Metro Speech/ Language Coordinators. In addition, smaller more customized trainings on How-To use, program and ideas for apps, were provided for additional staff in Edina, Minnetonka, Wayzata, Osseo, Hopkins, Richfield and Fridley. Parents sessions were done	Each AugCom staff member has seen at least one member district staff person or parent, independently adding vocabulary to and iPad or iPod for a student in the following districts: Edina, Minnetonka, Wayzata, Osseo, Hopkins, Fridley and Richfield. Success has been demonstrated with the following apps: <ul style="list-style-type: none"> <li>• Click’N Talk</li> <li>• Proloquo</li> </ul>	Y (with the modified measurement criteria)

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		<p>in Mound, Osseo, Mtkka, Hopkins, and Richfield.</p> <p>App Uses included the following apps: Click’N Talk; Touch Chat; Tap Speak Choice and Proloquo to Go.</p> <p>Due to a number of variables, it was decided that a Pre/Post test measurement was not a good reflection of increase skill and knowledge using an iPad and communication apps.</p> <p>***Measurement was switched to observation/docum entation of member district staff or parents now</p>		

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		independently programming new vocabulary and using the iPads with students during their school day.		
<b>Itinerant Audiology Indirect Services</b>	85% of students will increase knowledge of own hearing loss and audiogram.	Electronic files and 8 question checklist about hearing loss and audiogram	All students increased their knowledge of hearing loss and audiogram.	Y
<b>Itinerant BVI- Blind Visually Impaired</b>	By June 2011, 85% of students receiving direct itinerant blind/visually Impaired service in Braille instruction or the use of audio formats, will demonstrate a measureable increase in reading skills given a variety of measurement tools, which may include (at least 2 of the following):	Number of books and/or pages accessed Pre and post fluency: Braille reading speed Pre and post fluency: listening speed MCA, CALT or other standardized reading and writing scores Assessment from class Braille Skills Inventory	Overall, all students demonstrated measureable growth in reading skills.	Y

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		Contest Form (suggested form would include data on the following: book format (Braille, audio, etc.), number of pages, did they access it independently)		
<b>Itinerant D/HH – Deaf/Hard of Hearing Direct Services</b>	<p>Given the print processing portion of the QRI, 85% of students will demonstrate an increase of silent reading comprehension by pre and post assessment data by May of 2011.</p> <p>Given the QRI Graded Word Lists in October 2010 and May 2011, 85% of students will demonstrate increased word identification skills as measured by pre and post test data.</p>	<p>QRI- Print Processing Portion (silent reading comprehension)</p> <p>QRI – Graded Word Lists</p>	<p>Given the print processing portion of the modified QRI, 81% of students demonstrated an increase of silent reading comprehension through pre and post assessment data.</p> <p>Given the QRI Graded Word Lists in October 2010 and May 2011, 100% of students demonstrated increased word identification skills as measured by pre and post test data.</p>	<p>N</p> <p>Y</p>

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	Given a criterion referenced language assessment, 85% of students ages 12-36 months will demonstrate an increase in expressive vocabulary in a variety of age appropriate categories by May 2011	Criterion Referenced Language Assessment	Given a criterion referenced language assessment, more than 85% of students ages 12-36 months demonstrated an increase in expressive vocabulary in a variety of age appropriate categories.	Y
<b>Itinerant D/HH – Deaf/Hard of Hearing Indirect Services</b>	Given an informal compensatory skills assessment, 85% of students receiving direct/indirect service will demonstrate an increase of compensatory skills given pre and post assessment data by May 2011.	“What is your hearing loss?” Test	Given an informal compensatory skills assessment, 94% of students receiving indirect services demonstrated an increase of compensatory skills given pre and post assessment data.	Y
<b>Itinerant PHD – Physical/Health Disabilities</b>	By June 2011, all students receiving indirect and/or related services will increase their access to their learning environment through increased member district staff knowledge as measured by a Zoomerang satisfaction survey and/or pre-and post-tests.	Zoomerang measuring member district staff knowledge	Survey indicates that varied special education colleagues in member districts understand and value the role of a Physical/Health Disabilities Teacher and how it correlates with student success.	Y
<b>Itinerant OT – Occupational Therapy</b>	By June 2011, teachers and casemanagers of member districts will increase their knowledge and understanding of occupational therapy services related to their students’ educational needs as measured by a Zoomerang satisfaction survey.	A Zoomerang survey was developed and distributed to case managers and/or teachers by the occupational therapists. 49	The results that can be concluded from the survey indicate that 80% of those who responded initiate contact with their OT on a frequent or occasional basis (20% responded that they seldom initiate contact with the OT). Face-to-face contact	Y

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		<p>surveys were returned.</p> <p>The survey consisted of 6 questions case managers' and teachers' understanding of occupational therapy services.</p> <p>An introduction letter was also compiled and distributed by some of the OT's in the fall of 2010. Our future objective will be to have this letter distributed by all of the OT's in the fall of 2011.</p>	<p>was the most frequently used method of contacting the OT. The second most frequently method was email. The survey suggested that case managers have a strong awareness that OT's address fine-motor (84%), sensory processing (82%), handwriting (78%), adapted equipment (76%) concerns of their students. Areas that case managers may need to have a better understanding of OT's role include attention skills and self-care skills.</p> <p>Other feedback that was received from the survey included that the assigned OT's are good resources, informative and provided appropriate suggestions and strategies.</p> <p>One facility was identified as underutilizing OT services suggesting that knowledge of OT is now better understood than in the past.</p>	

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>Itinerant PT – Physical Therapy</b>	By June 2011, all students receiving indirect and/or related services will increase their access to their learning environment through increased member district staff knowledge as measured by a Zoomerang satisfaction survey and/or pre-and post-tests	Zoomerang Survey  The survey consisted of 10 questions, directed at student’s improved access and performance, as a result of the PT intervention, as well as content of the intervention, and satisfaction of the caregivers with the intervention. Based on 36 surveys	100% of the respondents reported increased access to the student’s learning environments, through increased knowledge, as a result of information/services provided by the physical therapist, as measured by the PT survey	Y
<b>South Education Center</b>	Among South Education Center Alternative (SECA) students who participate in the Read 180 program on a daily basis and receive pre-and post-testing, 80% will increase their lexile level by 50 points or more over the course of one school year.	Scholastic Reading Inventory (SRI)	Among South Education Center Alternative (SECA) students who participated in the Read 180 program on a daily basis and received pre- and post-testing, 50% of students increased their lexile by 50 points or more over the course of one school year	N

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	<p>Among students within special education programs who participate in the Read 180 program on a daily basis and receive pre- and post-testing, 80% will increase their lexile level by 25 or more points over the course of one school year.</p> <p>Among students completing the Qualitative Reading Inventory (QRI) as a pre-test and post-test, 80% will show an increase in their individualized profile of literacy skills in one or more of the following areas: Word ID, Print Processing, and Language Comprehension.</p> <p>Among SECA students who are below grade level, 80% will advance one grade level in one year of instruction as measured by the NWEA Reading assessment.</p>	<p>Scholastic Reading Inventory (SRI)</p> <p>Qualitative Reading Inventory (QRI)</p> <p>NWEA MAP Reading Assessment</p>	<p>Students were not in Read 180 for the entire year</p> <p>Among students completing the Qualitative Reading Inventory (QRI) as a pre-test and post-test, 83% of students showed an increase in their individualized profile of literacy skills in one or more of the following areas: Word ID, Print Processing, and Language Comprehension.</p> <p>Among SECA students who were below grade level, 87.1% advanced one grade level in one year of instruction as measured by the NWEA Reading assessment.</p>	<p>N</p> <p>Y</p> <p>Y</p>

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	All children enrolled in the Early Learning Center (ELC) will meet 80% of their developmental milestones in the area of literacy, as appropriate for their individual ages and development levels.	Web-based Preschool First Curriculum	88% of the children enrolled in the Early Learning Center (ELC) met 80% of their developmental milestones in the area of literacy, as appropriate for their individual ages and development levels.	N
<b>Northwest Tech Center VECTOR/INVEST TRANSITION NORTH PROGRAMS</b>	By May, 2011, at least 80% of NWTC VECTOR/INVEST Transition students will demonstrate a measurable growth of a 15 word mastery increase of 30 Transition specific vocabulary words from baseline data in a designated 9 week class as measured by vocabulary pre/post assessments and periodic CBM progress monitoring	Standardized testing for transition testing is limited:  * Considered Brigance Transition Inventory- Contains vocabulary for various transition areas However, it was not all inclusive of what we teach  Led us to developing our own assessments using tech tools and teacher created assessments DBM's like: EasyTestMaker,	We did not meet our goal of 80% of NWTC VECTOR/InVEST North Transition students learning 15 new transition words during a 9 week period  However,  *59% (30) of our students participating did meet the goal  *35% of those learned more than 20 words and  *12% learned more than 30 words!  *Overall, 90% of our students participating made some growth  *Ultimately, learning did occur for students and staff	N

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		<p>edhelper, and other teacher designed cloze/matching assessments</p> <p>...worked for some but was a challenging experience for many</p>		
<b>Northwest Tech Center INVEST AND VENTURE HIGH SCHOOL PROGRAMS</b>	<p>By May 2011, through instruction and monitoring using the Read 180 and Language Arts curriculum, 80% of the VENTURE and INVEST High School students at NWTC will increase their reading level by a minimum of 25 Lexiles for the 2010-2011 school year, as measured by the Scholastic Reading Inventory (SRI) and Measure of Academic Progress (MAP) Reading pre and post assessments.</p>	<p>*Scholastic Reading Inventory (SRI) Enterprise Edition is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. SRI helps educators differentiate instruction, make meaningful interventions,</p>	<p>Through instruction and monitoring using the Read 180 and Language Arts curriculum, 80% of the VENTURE and INVEST HIGH School students at NWTC VENTURE/INVEST HS did not meet the goal of 80% of students increasing 25 Lexiles or above. The results were as followed:</p> <p>63% of our students did make 25 Lexile growth or higher, with 42% gaining between 100 and 250 Lexile growth!</p> <p>*74% of our students made some</p>	<p>N</p>

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		<p>forecast growth toward grade-level state tests, and demonstrate accountability</p> <p>The NWEA Measures of Academic Progress (MAP) Reading test is a state-aligned computerized test that assesses general reading knowledge. In addition to showing achievement and growth in these areas, the test results also provide diagnostic information to identify specific content the student needs to work on.</p>	<p>growth</p> <p>*26% made no growth, due mostly to mental health issues and low attendance</p> <p>*Gains for students that showed improvement exceeded initial expectations</p>	

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>VET – Vocational Education and Training</b>	During the 2010-11 school year, 80% of transition students will increase reading vocabulary and comprehension by 50% above baseline in at least one transition area as measured by Curriculum Based Measure.	Curriculum Based Measures	During the 2010-2011 school year, 68% of the 12 transition students increased their word identification on selected vocabulary words by 50% above baseline, 100% of the 12 transition students increased their comprehension of selected vocabulary words by 50% above baseline and 100% of the 12 transition students increased their application of selected vocabulary works by 50% above baseline.	Y
<b>Admin Services Leadership Team</b>	By June 2011, our <b>administrative services team</b> will increase instructional staff time to positively impact student achievement as measured by objective assessments.			
<b>Admin Services Facilities</b>	<b>Facilities</b> will develop a proactive plan to survey each site and provide a proactive approach to our work activity. Continue to refine the energy conservation measures for our sites to save both resources and funds.	Develop a routine that would have staff survey a site on a routine basis and look for areas in need of maintenance or correction and ideally find areas	Student learning should be contributed to by more educator time focused on the students. Outcomes will be shown in a variety of ways; decreased energy usage, fewer work requests (both electronically and verbally). District 287 facilities overall condition should improve or maintain a high	The Co-Sourcing action was completed for the DSC and Bren Road. Both operations were found

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
		before they need attention. Daily review the HVAC operation and make sure the system is running as intended. Work through a consultant in a co-sourcing process to evaluate our operation for areas of improvement.	quality of cleanliness and condition.	to be below average in cost per square foot and over all use of outside vendors.
<b>Admin Services Finance</b>	<b>Finance</b> will select the relevant recommendations from the TIES Optimization Plan and implement 100 percent of these by June 30, 2011.	A weekly data communication log will be tracked and reviewed by Amy and Michelle weekly to understand what type of calls we are receiving and where we might be able to improved and reduce staff time.	When the relevant outcomes suggested by TIES are implemented, if it allows us to interact more efficiently with teaching staff.	N
<b>Admin Services IT</b>	The <b>IT Department</b> will reorganize the S: and T: shared drives by site/program, so that all files and directories specific to that	Develop a project plan with IT personnel	We expect that this will create a more organized system for staff to manage their shared data, which	No, not as of 5/9, but we're on

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
	site or program are located underneath one primary directory in the T: drive. This goal will be completed no later than June 30th, 2011.	Communicate this plan to site and program administration, requesting their buy-in Work with administrators to create an acceptable schedule and plan, and begin work.	will in turn make them more efficient and give them more time to devote to instruction.	track to have the new directory structure in place before school is out. This is a huge stride forward.
<b>Admin Services Purchasing</b>	No report submitted.			
<b>Admin Services SIS</b>	The <b>SIS Department</b> will reorganize its T: drives so that all files and directories specific to department are located in an organized - easily managed - record retention driven - location. At the same time, we will clean up unnecessary data and documents reducing our drive storage size by at least 50%. This goal will be completed no later than June 30th, 2011.	Implement the naming convention plan developed during the 2009-10 PLC year. Staff will come to a consensus on who is working on which area of the site. Identify set aside time to do this work within our work week.	We will be able to access our documents more easily and have a retention system attached to the documents for future management of them as well as an organized way for saving future documents.	On Track for completion by June 30, 2011.

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>Admin Transportation</b>	By June 2011, the <b>transportation department</b> will reduce staff time on transportation dealings by 10% as measured by objective assessments.	A weekly data communication log will be tracked and reviewed by Amy and Michelle weekly to understand what type of calls we are receiving and where we might be able to improved and reduce staff time.	Reduction in time spent on transportation dealings for site staff.  The weekly data communication log revealed a consistent average number of calls per day tracked from February—April.	This tracking system did not adequately measure reduction in staff time. What the results may be is that staff are using the new transportation system in place and making their first call to Amy instead of attempting to handle transportation on their own.

Site	Goal	Assessment/s used to Measure Progress Toward Goal	Statement of Results	Goal Attained (Yes/No)
<b>Admin Human Resources</b>	<b>Human Resources</b> will select the relevant recommendations from the TIES Optimization Plan and implement 100 percent of these by June 30, 2011.	Staff in human resources and finance will first review the results of the TIES Optimization process and determine which areas should be given the most attention. Secondly, determine which to implement; and lastly set time lines to achieving the desired results by the completion date.	We expect that the outcome of this goal will indirectly affect student learning by directly impacting the staff that interacts directly with students. In order to determine progress, we would solicit feedback from those affected by our efforts.	The goal has not been met yet.

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

Regular Meeting – June 23, 2011

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Janet A. Johnson, Director of Finance

**1. Background Information**

The May Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds totals \$52,075,534, or 69.3% of the Revised Revenue Budget of \$75,178,488. The District’s monthly revenue report will continue to reflect the impact of our conversion to the MDE Special Education Uniform Tuition system and related payments coming from the State. Over the course of the year our revenue reflects the cash payments we receive from MDE. During FY09 we were receiving payments based upon 90% of the entitlement. That dropped to 73% in FY10 and to 70% in FY11. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds, total \$62,041,239, or 83.8% of the Revised Expenditure Budget of \$74,008,146.

DDA

Attachments

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

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

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

ACCT STATUS: All Account Statuses  
 ZERO BALANCES: Suppress Zero Balances  
 SORTED BY: ACCOUNT FD

ACCOUNT RANGES: 01 TO 99-999  
 INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11 EXL FD 06 06  
 EXL O/S 589 589 EXL O/S 635 635 EXL O/S 920 920  
 FISCAL YEAR 201007  
 PRIOR YEAR ACTUAL | < - - - - - FISCAL YEAR 201007 - - - - - > |  
 REVISIED 05/01/11 RECEIVED REMAINING PERCENT  
 BUDGET 05/31/11 THRU 05/31/11 ON 05/31/11 REMAINING

REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report RUN: MON 061311 11:54 PAGE 1  
 STATEMENT OF REVENUE

DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 05/01/11 TO 05/31/11

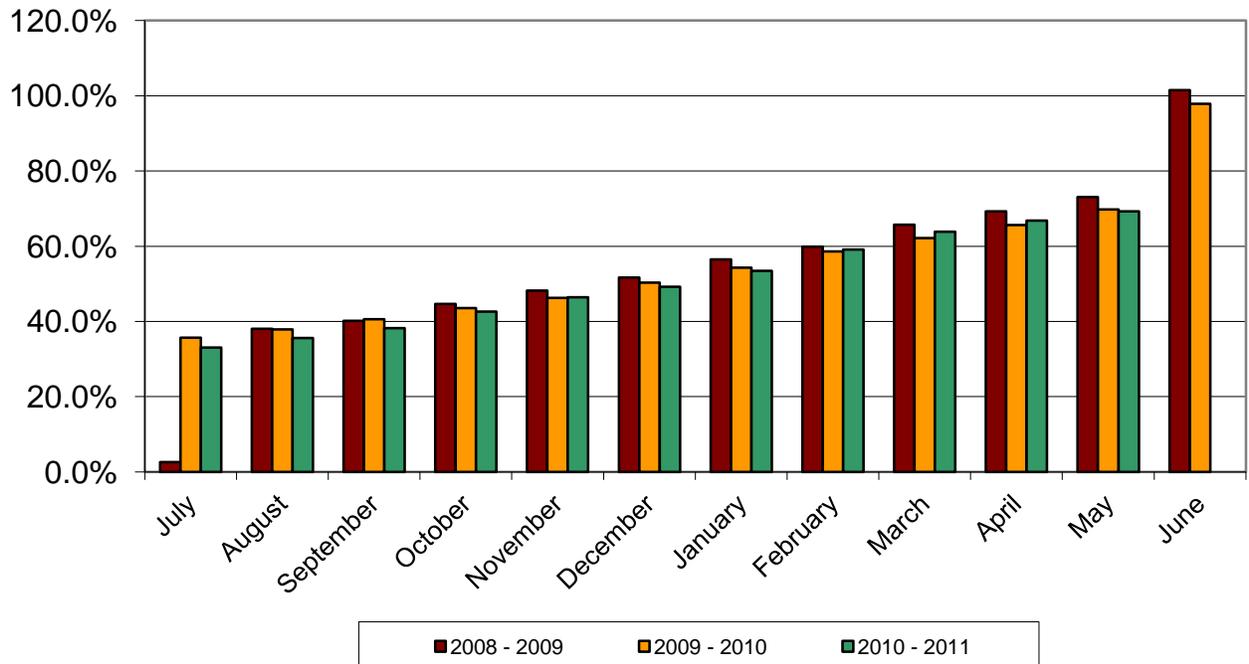
FUND	PRIOR YEAR ACTUAL	REVISIED BUDGET	05/01/11	05/31/11	RECEIVED THRU 05/31/11	REMAINING ON 05/31/11	PERCENT REMAINING
01 GENERAL FUND	18,114,315.62	18,732,804	66,252.01	10,258,444.09		8,474,359.91	45.23 %
02 FOOD SERVICE FUND	273,734.66	298,472	60,670.50	155,169.15		143,302.85	48.01 %
04 COMMUNITY SERVICE FUND	322,949.76	335,828	38,314.37	154,103.99		181,724.01	54.11 %
08 TRUST FUND	348,977.47	0	35,932.62	333,492.85		333,492.85-	0.00 %
10 BREN ROAD	0.00	0	250.00	51,336.48		51,336.48-	0.00 %
12 ALC-ACADEMIC	6,794,964.95	8,512,418	479,837.06	7,306,048.54		1,206,369.46	14.17 %
13 CAREER & TECH	1,808,549.33	1,896,252	4,059.32-	1,417,132.43		479,119.57	25.26 %
14 SPECIAL EDUCATION	43,018,852.69	45,373,914	1,156,892.74	31,932,914.41		13,440,999.59	29.62 %
20 INTERNAL SERVICE FUND	429,114.66	0	0.00	374,768.39		374,768.39-	0.00 %
30 KEYSTONE ITD	1,110,881.59	0	0.00	68,349.00		68,349.00-	0.00 %
41 DONATIONS	2,134.55	0	64.61	426.21		426.21-	0.00 %
51 STUDENT CLUBS	30,806.68	28,800	6,274.40	23,348.31		5,451.69	18.92 %
*** REPORT TOTALS:	72,255,281.96	75,178,488	1,840,428.99	52,075,533.85		23,102,954.15	30.73 %

# DISTRICT 287

## REVENUE COMPARISON - ALL FUNDS EXCLUDING NEC BUILDING PROJECT (FD 06)

Month	2008 - 2009		2009 - 2010		2010 - 2011	
	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	1,848,739	2.6%	26,328,904	35.7%	24,850,317	33.1%
August	25,269,197	38.1%	1,643,203	37.9%	1,917,864	35.6%
September	1,488,574	40.2%	1,997,224	40.6%	1,976,441	38.2%
October	3,156,289	44.6%	2,207,558	43.6%	3,267,074	42.6%
November	2,534,489	48.2%	1,982,827	46.3%	2,880,502	46.4%
December	2,467,467	51.6%	3,006,224	50.3%	2,114,810	49.2%
January	3,455,875	56.5%	2,910,074	54.3%	3,197,405	53.5%
February	2,420,448	59.9%	3,203,938	58.6%	4,262,556	59.1%
March	4,158,279	65.7%	2,630,766	62.2%	3,559,420	63.9%
April	2,528,874	69.3%	2,518,014	65.6%	2,208,715	66.8%
May	2,695,389	73.1%	3,090,652	69.8%	1,840,429	69.3%
June	20,246,471	101.5%	20,735,897	97.9%		
<b>TOTAL</b>	<b>72,270,091</b>	<b>101.5%</b>	<b>72,255,282</b>	<b>97.9%</b>	<b>52,075,534</b>	<b>69.3%</b>
<b>BUDGET</b>	<b>71,203,550</b>		<b>73,818,687</b>		<b>75,178,488</b>	

### REVENUE COMPARISON - ALL FUNDS EXCLUDING NEC BUILDING PROJECT (FD 06) YTD REVENUE BY MONTH



ACCT STATUS: All Account Statuses  
 ZERO BALANCES: Suppress Zero Balances  
 SORTED BY: ACCOUNT FD

ACCOUNT RANGES: 01 TO 99-999  
 INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11 EXL FD 06 06  
 EXL O/S 589 589 EXL O/S 635 635 EXL O/S 920 920

FD | < - - - - - | FISCAL YEAR 201007 | - - - - - | > |  
 01 | PRIOR YEAR ACTUAL | REVISED BUDGET | 05/01/11 05/31/11 | EXPENDED THRU 05/31/11 | ENCUMBERED THRU 05/31/11 | REMAINING ON 05/31/11 | PERCENT REMAINING

REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept RUN: MON 061311 11:54 PAGE 1  
 DIST 0287 Intermediate District 287 STATEMENT OF EXPENDITURES  
 ACCOUNTING PERIOD 05/01/11 TO 05/31/11

FUND	PRIOR YEAR ACTUAL	REVISED BUDGET	05/01/11	05/31/11	EXPENDED THRU 05/31/11	ENCUMBERED THRU 05/31/11	REMAINING ON 05/31/11	PERCENT REMAINING
01 GENERAL FUND	17,552,587.26	18,799,651	889,295.40	15,417,485.99	789,101.61	2,593,063.40	13.79 %	
02 FOOD SERVICE	273,734.66	298,472	36,327.41	251,362.96	51,684.70	4,575.66-	1.53-%	
04 COMMUNITY SERVICE FUND	302,879.76	290,557	15,519.48	225,203.94	21,599.21	43,753.85	15.05 %	
07 DEBT SERVICE	0.00	0	1,233,127.67	1,233,127.67		1,233,127.67-	0.00 %	
08 TRUST FUND	353,766.11	0	35,932.62	333,492.85		333,492.85-	0.00 %	
12 ALC-ACADEMIC	7,098,420.31	8,489,317	744,009.81	6,889,803.00	344,782.28	1,254,731.72	14.78 %	
13 CAREER & TECH	1,814,407.48	1,910,589	136,233.77	1,270,180.91	16,577.96	623,830.13	32.65 %	
14 SPECIAL EDUCATION	42,110,482.21	44,190,760	3,828,905.87	36,071,146.06	376,411.85	7,743,202.09	17.52 %	
20 INTERNAL SERVICE FUND	393,229.80	0	0.00	290,055.12		290,055.12-	0.00 %	
30 KEYSTONE IDT	1,110,881.59	0	0.00	35,000.00		35,000.00-	0.00 %	
51 STUDENT CLUBS	33,230.14	28,800	4,424.87	24,380.34	3,309.90	1,109.76	3.85 %	
*** REPORT TOTALS:	71,043,619.32	74,008,146	6,923,776.90	62,041,238.84	1,603,467.51	10,363,439.65	14.00 %	

# DISTRICT 287

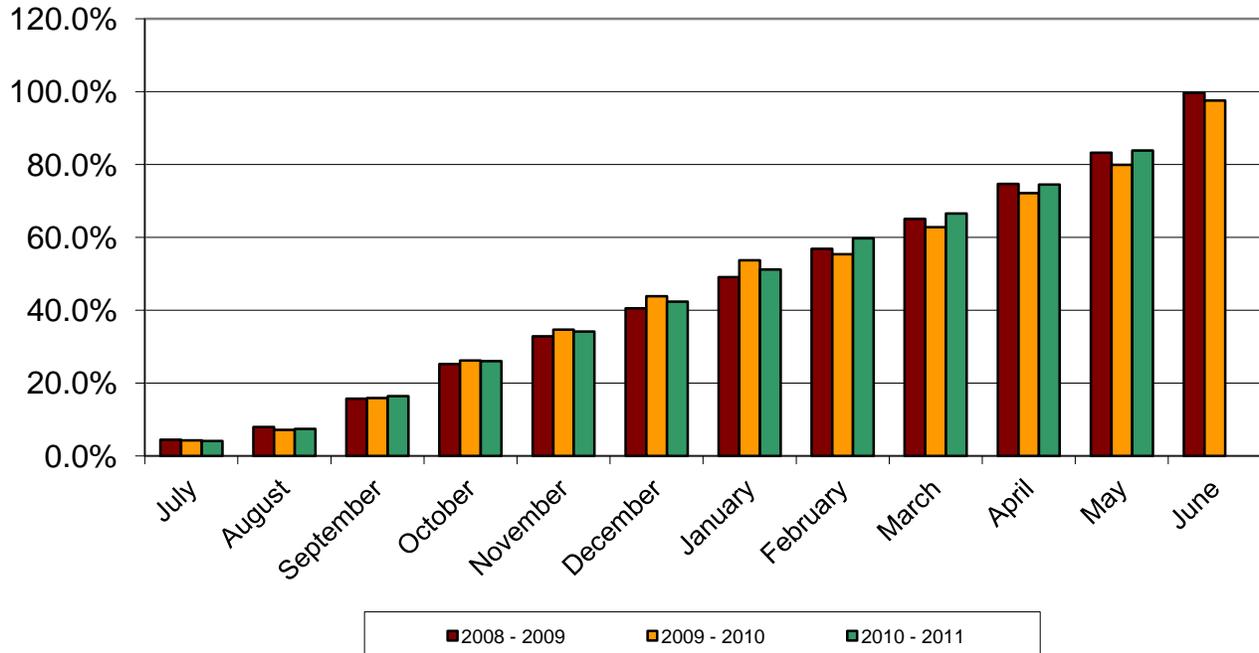
## EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING NEC BUILDING PROJECT (FD 06)

Month	2008 - 2009		2009 - 2010		2010 - 2011	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	3,131,464	4.5%	3,100,407	4.3%	2,997,044	4.0%
August	2,428,763	7.9%	2,090,194	7.1%	2,470,164	7.4%
September	5,457,295	15.7%	6,381,272	15.9%	6,695,052	16.4% **
October	6,728,518	25.3%	7,468,578	26.1%	7,071,964	26.0%
November	5,330,730	32.8%	6,212,868	34.7%	6,026,323	34.1%
December	5,361,530	40.5%	6,626,034	43.8%	6,049,172	42.3%
January	6,044,579	49.1%	7,212,163	53.7%	6,554,858	51.2%
February	5,459,050	56.8%	1,226,463	55.4% *	6,315,161	59.7%
March	5,770,557	65.1%	5,379,804	62.8%	5,037,604	66.5%
April	6,755,660	74.7%	6,840,093	72.1%	5,900,120	74.5%
May	6,017,108	83.2%	5,634,133	79.9%	6,923,777	83.8%
June	11,546,096	99.7%	12,871,609	97.6%		
<b>TOTAL</b>	<b>70,031,350</b>	<b>99.7%</b>	<b>71,043,619</b>	<b>97.6%</b>	<b>62,041,239</b>	<b>83.8%</b>
<b>BUDGET</b>	<b>70,271,671</b>		<b>72,817,617</b>		<b>74,008,146</b>	

\* Insurance Costing correction from 7/1/08-2/28/09

\*\* Includes \$1,132,399.50 payment for purchase of Hosterman land

### EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING NEC BUILDING PROJECT (FD 06) YTD EXPENDITURES BY MONTH



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*Partner in Education*

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DATE: **June 13, 2011**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- |  |  |
|--|--|
| 1. Claim payments for: <b>May 2011</b>   | Totaling <u><u>\$ 3,905,994.75</u></u> |
| a) Check #'s <b>483104 - 483536, 70008424 - 70008570</b><br>and Electronic Wire Transfers out - #'s <b>2234 - 2239, 80000152- 80000161</b> |  |
| 2. Payroll for: May 2011   | Totaling <u><u>\$ 2,343,862.32</u></u> |
| a) Check #'s <b>675343 - 675347</b><br>b) Direct Deposit #'s <b>189812 - 191680</b>  |  |
| 3. Receipts for: May 2011  | Totaling <u><u>\$ 6,198,871.06</u></u> |
| a) Receipt #'s <b>128677 - 128879</b>  |  |
| 4. Investments at end of month   | Totaling <u><u>\$ -</u></u>            |

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

# Intermediate District 287

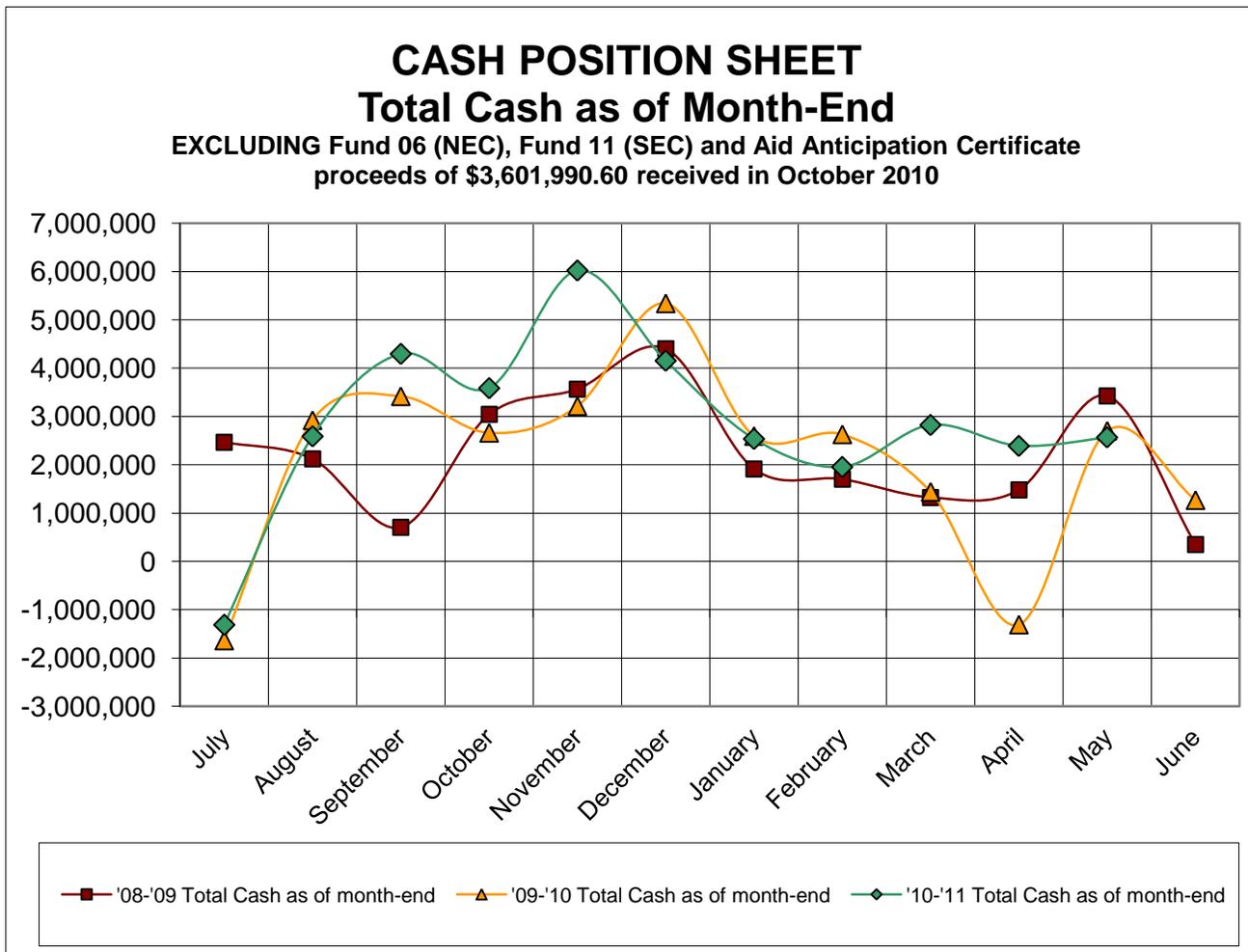
## Cash Position Sheet- Monthly Total Net Cash- All Accounts

- EXCLUDING Fund 06 (NEC Construction) and 11 (SEC Construction)

<u>Date</u>	<u>'08-'09 Total Cash as of month-end</u>	<u>'09-'10 Total Cash as of month-end</u>	<u>'10-'11 Total Cash as of month-end</u>
July	2,466,323	-1,635,886	-1,311,376 *
August	2,120,954	2,924,129	2,589,499 *
September	703,434	3,420,767	4,297,117
October	3,040,273	2,663,437 *	3,587,135 **
November	3,565,934	3,215,281 *	6,023,170 **
December	4,399,671	5,343,251 *	4,155,869 **
January	1,915,347	2,595,593 *	2,536,880 **
February	1,701,975	2,630,541 *	1,956,153 **
March	1,323,076	1,441,697 *	2,824,310 **
April	1,481,056	-1,306,262 *	2,391,598 **
May	3,423,055	2,705,205 *	2,569,311 **
June	347,873	1,270,575 *	**

\* excludes Aid Anticipation Certif. proceeds of \$4,902,195.65 in Oct. 2009, paid back in Sept. 2010

\*\* excludes Aid Anticipation Certif. proceeds of \$3,601,990.60 in Oct. 2010



**INTERMEDIATE DISTRICT 287**

**MAY 2011 ACTIVITY**

**WIRE TRANSFERS IN:**

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
05/02/11	ED TREAS 303	MSDLAF		72,349.77	INV#68086 ED TREAS
05/03/11	E50 ARTS BOARD	MSDLAF	5261336	12,228.00	ARTS LEARNING GRANT 3027
05/04/11	EDUC-FOOD & NUTR	MSDLAF	5263655	937.16	02F701 REG LUNCH 11
	EDUC-FOOD & NUTR	MSDLAF	5263655	7,101.02	02F701 FREE-RED L 11
	EDUC-FOOD & NUTR	MSDLAF	5263655	3,577.42	02F705 BREAKFAST 11
	EDUC-FOOD & NUTR	MSDLAF	5263655	401.64	02S300 STSCHLUNCH 11
	EDUC-FOOD & NUTR	MSDLAF	5263655	115.60	02F705 ST BRKFST 11
05/10/11	DEED-FISCAL	MSDLAF	5272989	86,921.88	INV#68085 INTERP SVCS
05/12/11	ST CLOUD ST UNIV	MSDLAF	5284588	75.00	INV# STU TEACHER SUPV SPRING 11
	EDUCATION AID	MSDLAF	5284587	1,102,198.45	01S360 SPEC EDUC 11
05/16/11	DEPT OF ED	MSDLAF	5288378	32,422.96	INV#68087 ARAA ENHANCING ED THRU TECH
05/23/11	DEPT OF ED	MSDLAF	5296861	129,351.03	INV#68088 MATH & SCIENCE PARTNERSHIP
05/24/11	HEALTH	MSDLAF	5300362	5,009.41	INV#68093 HEALTH CAREERS PROMOTION GRANT
05/25/11	HEALTH	MSDLAF	5305353	5,575.12	INV#67816 HEALTH CAREERS PROMOTION GRANT
05/26/11	EDUCATION AID	MSDLAF	5307766	61,113.40	01S211 GEN ED AID 11
	MN TEACHERS RETIREMT	MSDLAF	5307766	190.27	E306 TRA REFUND EMPLOYERS SHARE FY2005/2007

<b>MTD TOTALS</b>	<b>1,519,568.13</b>			
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**WIRE TRANSFERS OUT:**

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
5/2/2011	MSDLAF	WELLS FARGO	2234	0.00	WELLS FARGO BROKERAGE SVS LLC VOIDED
	MSDLAF	WELLS FARGO	2235	1,010,114.93	WELLS FARGO BROKERAGE SVS LLC
05/13/11	MSDLAF	BANK CARD FEES	2236	350.76	MERCHANT CARD FEES APR11
	MSDLAF	BANK OF MONTREAL	2237	17,662.51	P-CARDS APR11
	MSDLAF	MN DEPT OF REV	80000156	70,698.93	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000153	128,985.71	FEDERAL TAXES
	MSDLAF	US BANK	80000155	265,802.10	FEDERAL TAXES
	MSDLAF	EBC	80000152	18,799.50	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000154	51,800.04	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK		1,155,074.00	DIRECT DEPOSIT PAYROLL
05/31/11	MSDLAF	US BANK		1,185,888.28	DIRECT DEPOSIT PAYROLL
	MSDLAF	US BANK	2238	35,932.62	CORP. HEALTH SYSTEMS MAY11
	MSDLAF	MN DEPT OF REV	80000159	73,497.54	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000158	274,738.12	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	US BANK	80000161	132,183.23	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	EBC	80000157	51,096.04	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000160	18,716.17	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	2239	108.42	ARP FEES VOUCHER MAR11
	MSDLAF	US BANK	3059	4.49	ARP FEES RECEIPT ACCT MAR11
	MSDLAF	US BANK	4071	72.58	ARP FEES PAYROLL ACCT MAR11

<b>MTD TOTALS</b>	<b>4,491,525.97</b>			
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DONATIONS  
INTERMEDIATE DISTRICT 287  
2010-2011

MAY 2011

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	CAMPUS	PROGRAM
05/12/11	COFFEE GIFT BASKET		\$ 60.00	BEAN FACTORY		SEC	HEALTH FAIR
05/04/11	CHECK		\$ 400.00	EVANS, JANESE		DSC	DESTINATION IMAGINATION
05/19/11	CHECK		\$ 100.00	FIRST CATHOLIC SLOVAK LADIES ASSOC.		EDGEWOOD	SCHOOL WIDE
05/12/11	GIFT CERTIFICATES FOR 4 MASSAGES & 2 CONSULTS		\$ 360.00	HEALTH & WELLNESS-EDINA		SEC	HEALTH FAIR
05/16/11	DYNAMYTE 3100		\$ 4,000.00	KEMPF, PAUL & JACQUELINE		DSC	ITINERANT
05/04/11	GIFT CERTIFICATE		\$ 10.00	LINDEN HILLS COOP		SEC	HEALTH FAIR
05/12/11	GIFT CERTIFICTE FOR 1 MASSAGE & GIFT BAG		\$ 200.00	MASSAGE ENVY		SEC	HEALTH FAIR
05/12/11	ADMISSION PASSES		\$ 36.00	MINNESOTA ARBORETUM		SEC	HEALTH FAIR
05/04/11	CHECK		\$ 225.00	MN COUNCIL FOR THE GIFTED & TALENTED		DSC	WEST SUBURBAN SUMMER SCHOOL
05/17/11	CHECK		\$ 175.00	NAMI MINNESOTA		DSC	MENTAL HEALTH
05/24/11	CHECK		\$ 250.00	OPTIMIST CLUB OF MINNEAPOLIS		EPSILON	STUDENT SCHOLARSHIP
05/18/11	3 WHEEL BIKE		\$ 200.00	SOLSTAD, CEC		SANDBURG	SUN
04/25/11	CHECK		\$ 114.00	TARGET CORP TAKE CHARGE OF EDUCATION		SANDBURG	SCHOOL WIDE
05/12/11	GIFT BAG		\$ 40.00	TRADER JONES		SEC	HEALTH FAIR
05/16/11	CHECK		\$ 64.61	WELLS FARGO COMMUNITY SUPPORT		SANDBURG	SCHOOL WIDE
05/12/11	TWO 19" TV'S		\$ -	WHITE, STEVE		SANDBURG	SCHOOL WIDE
05/12/11	GIFT CERTIFICATE		\$ 50.00	WHOLE FOODS		SEC	HEALTH FAIR
			\$ 6,284.61				

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

Regular Meeting – June 23, 2011

**AGENDA SECTION:**  ADMINISTRATIVE SERVICES

**ITEM:**  Approval For Adoption of the FY12 Budget

**PRESENTED BY:**  Janet A. Johnson, Director of Finance

**1. Background Information**

A motion is necessary to approve the Original Budget for School Year 2011-12 (Fiscal Year 12). The Estimated Beginning Fund Balance of the total governmental funds for July 1, 2011 is \$40,457,331. The Original Budget for FY12 shows total revenue of \$83,032,508, and total expenditures of \$114,163,680, for a total projected fund balance of \$9,326,159 at June 30, 2012. This budget is based on budget assumptions and reductions previously approved.

The significant difference between revenue and expense reflects the spend down of the resources in the building fund to complete the North Education Center.

**2. Fiscal Impact/Funding Source: Establishes the budget for FY12.**

**3. RECOMMENDED ACTION: Board adopts the FY12 Budget as presented.**

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

**INTERMEDIATE DISTRICT 287 ORIGINAL BUDGET 2011-2012**

	Projected BEGINNING FUND BALANCE 7/1/2011	REVENUE FY12 ORIGINAL BUDGET	EXPENDITURES FY 12 ORIGINAL BUDGET	FUND BAL. 6/30/2012	Sep & Sev FY 12 Budgeted Transfer	FY 12 PROJECTED Adjusted FUND BALANCE	Percent Fund Bal to Total Exp
<b>GENERAL FUND UNASSIGNED (FORMERLY UNRESERVED - UNDESIGNATED)</b>							
DISTRICTWIDE ADMIN / OPS	\$ 14,009	\$ 16,869,386	\$ 16,750,981	\$ 132,414	\$ (132,000)	\$ 414	
ALC / ACADEMIC EDUCATION	\$ (762,982)	\$ 8,662,594	\$ 8,502,594	\$ (602,982)	\$ (160,000)	\$ (762,982)	
CAREER AND TECH	\$ 272,279	\$ 1,860,719	\$ 1,821,719	\$ 311,279	\$ (40,000)	\$ 271,279	
SPECIAL EDUCATION	\$ 4,562,264	\$ 47,076,029	\$ 45,673,081	\$ 5,965,212	\$ (1,000,000)	\$ 4,965,212	
<b>TOTAL UNASSIGNED</b>	<b>\$ 4,085,570</b>	<b>\$ 74,468,728</b>	<b>\$ 72,748,375</b>	<b>\$ 5,805,923</b>	<b>\$ (1,332,000)</b>	<b>\$ 4,473,923</b>	<b>6.1%</b>
<b>GENERAL FUND ASSIGNED (FORMERLY UNRESERVED - DESIGNATED)</b>							
Property Account	\$ 708,706	\$ -	\$ 708,706	\$ 708,706	\$ -	\$ 708,706	
Student Clubs	\$ 41,489	\$ 33,300	\$ 33,300	\$ 41,489	\$ -	\$ 41,489	
North Education Center	\$ 817,601	\$ -	\$ -	\$ 817,601	\$ -	\$ 817,601	
Separation / Severance	\$ 3,100,950	\$ -	\$ 1,332,000	\$ 1,768,950	\$ 1,332,000	\$ 3,100,950	
<b>TOTAL ASSIGNED</b>	<b>\$ 4,668,746</b>	<b>\$ 33,300</b>	<b>\$ 1,365,300</b>	<b>\$ 3,336,746</b>	<b>\$ 1,332,000</b>	<b>\$ 4,668,746</b>	
<b>GENERAL FUND RESTRICTED (FORMERLY RESERVED)</b>							
for HEALTH & SAFETY	\$ 1,236	\$ 74,800	\$ 74,800	\$ 1,236	\$ -	\$ 1,236	
for SAFE SCHOOLS	\$ 126,238	\$ 1,068,218	\$ 1,068,218	\$ 126,238	\$ -	\$ 126,238	
for COMPENSATORY	\$ 10,742	\$ 1,258,418	\$ 1,258,418	\$ 10,742	\$ -	\$ 10,742	
<b>TOTAL RESTRICTED</b>	<b>\$ 138,216</b>	<b>\$ 2,401,436</b>	<b>\$ 2,401,436</b>	<b>\$ 138,216</b>	<b>\$ -</b>	<b>\$ 138,216</b>	
<b>TOTAL GENERAL FUND</b>	<b>\$ 8,892,532</b>	<b>\$ 76,903,464</b>	<b>\$ - \$ 76,515,111</b>	<b>\$ - \$ 9,280,885</b>	<b>\$ -</b>	<b>\$ 9,280,885</b>	
<b>NONMAJOR FUNDS RESTRICTED</b>							
Food Service(02)	\$ -	\$ 320,845	\$ 320,845	\$ -	\$ -	\$ -	
Community Services(04)	\$ 45,274	\$ 288,199	\$ 288,199	\$ 45,274	\$ -	\$ 45,274	
Building Fund (06)	\$ 31,519,525	\$ -	\$ 31,519,525	\$ -	\$ -	\$ -	
Debt Service (07)	\$ -	\$ 5,520,000	\$ 5,520,000	\$ -	\$ -	\$ -	
<b>TOTAL NONMAJOR FUNDS RESTRICTED</b>	<b>\$ 31,564,799</b>	<b>\$ 6,129,044</b>	<b>\$ 37,648,569</b>	<b>\$ 45,274</b>	<b>\$ -</b>	<b>\$ 45,274</b>	
<b>TOTAL GOVERNMENTAL FUNDS</b>	<b>\$ 40,457,331</b>	<b>\$ 83,032,508</b>	<b>\$ 114,163,680</b>	<b>\$ 9,326,159</b>	<b>\$ -</b>	<b>\$ 9,326,159</b>	

**ORIGINAL BUDGET**

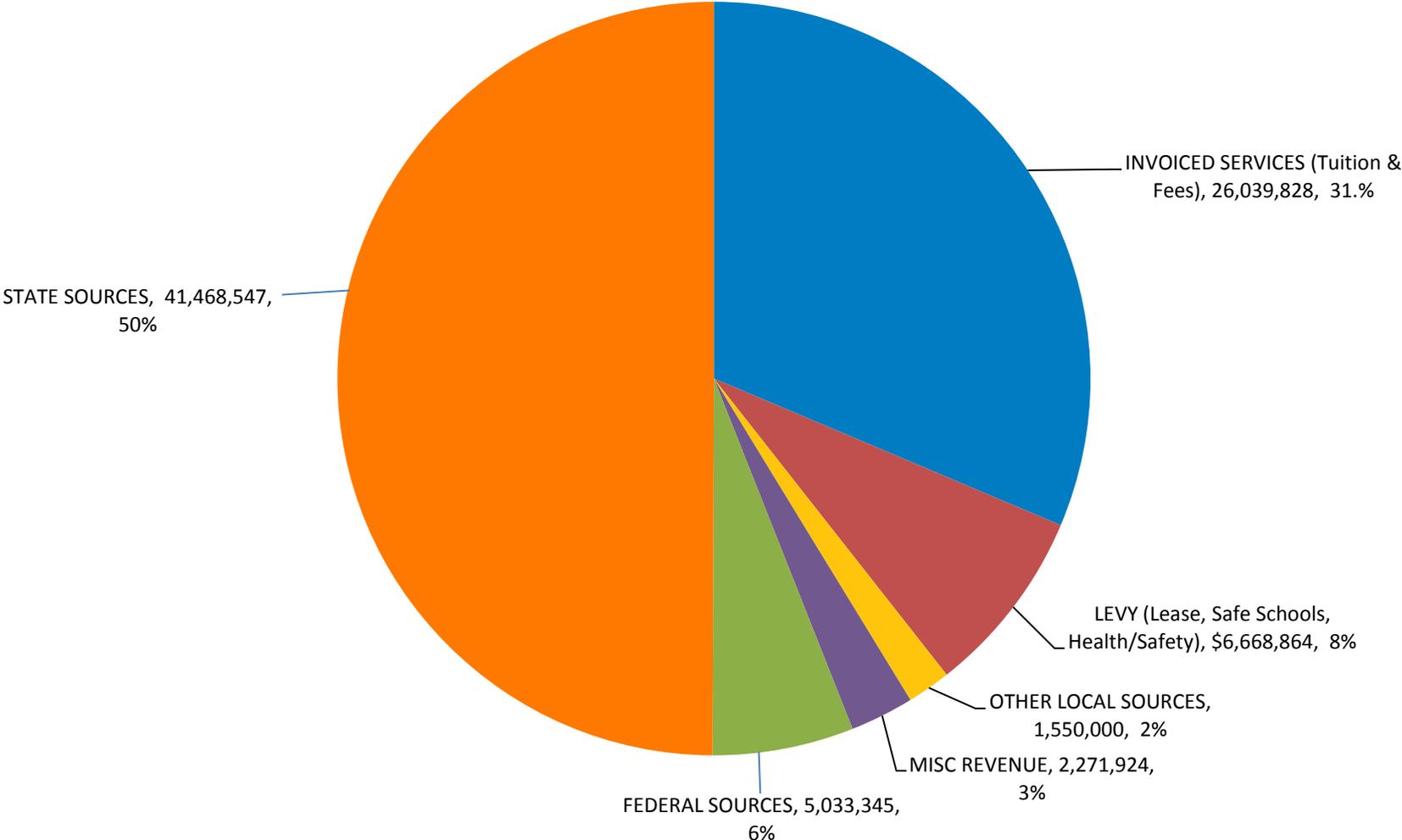
DATE

RECOMMENDED BOARD APPROVAL  
APPROVED BY SCHOOL BOARD

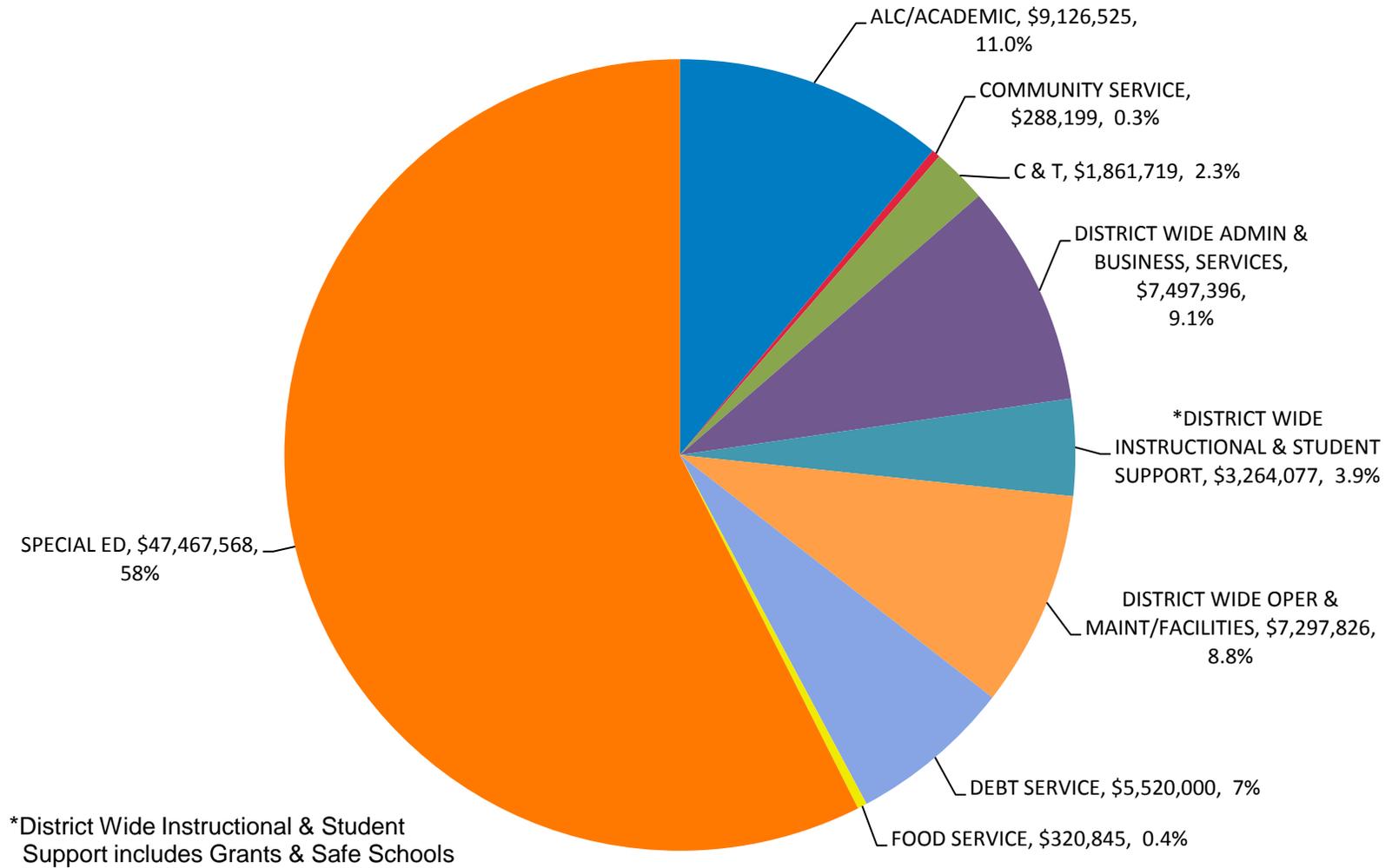
6/23/2011

>INCORPORATES THE BOARD'S BUDGET ASSUMPTIONS AS ADOPTED IN FEBRUARY 24, 2011 AS WELL AS THE THE BUDGET REDUCTIONS OF \$1.06 MILLION AND THE ADDITIONAL INVESTMENT & REALIGNMENTS APPROVED BY THE BOARD AT THE MARCH 24, 2011 MEETING.  
>THE RESULTING GENERAL FUND UNASSIGNED FUND BALANCE HOLDS VERY CLOSE TO THE BOARD GOAL OF 6%.  
>SPECIAL EDUCATION BUDGET INCLUDES ESTIMATED EXPENDITURES AND REVENUE FOR THE CARE AND TREATMENT PROGRAMS ANTICIPATED TO START IN FY12  
>REVENUE FROM MDE SPECIAL EDUCATION TUITION BILLING HAS BEEN ESTIMATED AT A LEVEL THAT EQUATES TO THE AMOUNT THAT WOULD HAVE BEEN GENERATED UNDER PREVIOUS BILLING SYSTEMS.  
>THE DISTRICT CONTINUES TO FUND POST RETIREMENT OBLIGATIONS,  
> IN AN EFFORT TO KEEP MDE SPECIAL EDUCATION TUITION BILLING COSTS DOWN, THIS BUDGET INCLUDES AN INCREASE USE OF MA REVENUE TO OFFSET SPECIAL EDUCATION EXPENDITURES.  
>THERE ARE TWO NEW FUNDS RECOGNIZED IN THE NONMAJOR FUNDS - RESTRICTED GROUP. ONE IS THE BUILDING FUND WHICH INCLUDES THE PLANNED EXPENDITURES FOR THE NORTH EDUCATION CENTER. THE SECOND, DEBT SERVICE, REFLECTS THE PAYMENTS OF PRINCIPAL AND INTEREST ON ALL OF THE CERTIFICATES OF PARTICIPATION FINANCINGS.

**FY11-12 Revenue Budget  
(Excludes Building Fund)  
Total = \$83,032,508**



**FY11-12 Expenditure Budget  
(Excludes Building Fund)  
Total = \$82,644,155**



# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

**GROUP:** Facilities Committee

**DATE:** June 14, 2011

**TIME:** 8:30 – 10:30 AM

**LOCATION:** Job Site – please wear appropriate footwear

**PROTOCOLS:**

Decisions will be made via consensus on the agenda items.

**CONVENER:** Tom Shultz

**FACILITATOR:** Peyton Robb

**ATTENDING:** Don Draayer, Linda Johnson, Michèle Kunz, Sandy Lewandowski, Peyton, Robb, Tom Shultz, Mark Thiede (TSP), Jeff Walker (J.E. Dunn)

**LONG TERM PURPOSE**

The Facilities Committee for the North Education Center project will provide oversight and direction to administration and bring recommendations to the full Board for approval as needed.

AGENDA ITEMS	OUTCOMES	TIME BUDGETED	ACTION
1. J.E. Dunn Construction Update	<ul style="list-style-type: none"> <li>Committee members will receive construction update</li> </ul>	20 minutes Jeff Walker	<ul style="list-style-type: none"> <li>80% foundation in.</li> <li>Finished Area C this week.</li> <li>Area A setting steel.</li> <li>Concrete block walls start tomorrow (gym)</li> <li>Area C steel scheduled after July 4</li> </ul>
2. Weekly Risk Report, WRR	<ul style="list-style-type: none"> <li>Committee members will understand the most recent Weekly Risk Report (WRR)</li> </ul>	20 minutes Jeff Walker Site Supt.  Jeff Callinan Project Manager	Related to Weekly Risk Report dated 6/9/11: <ul style="list-style-type: none"> <li>Risk #3 – resolved</li> <li>Risk #10 flyash issue – concrete in footing mix gets to spec strength, it just takes longer. Additional testing to take place at 56 day break.</li> <li>Risk #11 – allowance pricing on design details. Should be resolved next week. Tom S to inform Committee of findings.</li> </ul> Note that cavernous area in well field will be added to the next report.
3. Demountable Wall Update	<ul style="list-style-type: none"> <li>Committee members will understand demountable award status</li> </ul>	5 minutes Tom Shultz	Per Tom S, a new mock-up wall is being put in place. The Board will be brought in to assess in July.
4. NEC Finance Report	<ul style="list-style-type: none"> <li>The group will discuss the monthly NEC Finance Report and approve of its use each month.</li> </ul>	30 minutes Janet Johnson	At the end of April (original report), the numbers weren't all in the proper accounts in the TIES system yet, as the account number structure was still being determined to work with the State. Several items needed to change: <ul style="list-style-type: none"> <li>The Construction Costs figure decreased because the Architects and Engineers fees were included here, but should have been in #501 Design &amp; Consultant Fees.</li> <li>Design Fees increased correspondingly, affecting the "Actual Expended to Date" column for lines #500 Construction Costs and #501 Design &amp; Consultant Fees.</li> </ul>

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

			<ul style="list-style-type: none"><li>• The total stayed the same for the two accounts combined (no net change).</li><li>• The total for April decreased by \$42,145, which was a plus for the original fencing of \$11,800 that did not make it into the report March report</li><li>• There was also a credit amount (void) of \$53,944.54 that hit the TIES system late (backdated to 3/31) after the original reports were run.</li><li>• All TIES account adjustments have been entered, and the TIES reports tie to this Board report, so going forward we will be able to use the TIES system to make sure the reports are accurate.</li></ul>
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**HANDOUTS:**

1. [Weekly Risk Report, WRR](#)
2. [NEC Monthly Finance Report](#)

# Intermediate District 287

## Weekly Risk Report

June 9, 2011

Project Name: <b>North Education Center</b> Project ID: <b>12/1/2010</b> Contractor: <b>JE Dunn</b> Project Type: <b>General Construction</b> Award Method: <b>RFP - PIPS Best Value</b>	Risk Rating: <u><b>6.5</b></u> Percent Complete: <u><b>30%</b></u> Overall PM Risk Satisfaction: <u><b>5.0</b></u> Risks: <u><b>4</b></u> Risks Unresolved: <u><b>3</b></u> Risks resolved but no Change Order: <u><b>1</b></u>
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### Cost Analysis

Allocated Funds:	<u>\$27,100,000</u>
Awarded Cost:	<u>\$25,987,230</u>
Potential Cost Increases:	<u>\$500,000</u>
Potential Final Cost	<u>\$26,487,230</u>
Actual Cost Increases:	<u>\$0</u>
<b>Actual Final Cost:</b>	<u><b>\$25,987,230</b></u>
Percent Increase in Cost	<u><b>0.0%</b></u>
Contractor Change Order Rate	<u>0.0%</u>
Non-Contractor Change Order Rate	<u>1.9%</u>

### Schedule Analysis

Notice to Proceed Date:	<u>3/24/2011</u>
Original Completion Date:	<u>8/24/2012</u>
Potential Project Delays:	<u>32</u>
Potential Completion Date	<u>9/25/2012</u>
Actual Project Delays:	<u>0</u>
<b>Actual Completion Date:</b>	<u><b>08/24/12</b></u>
Percent Delayed	<u><b>6.2%</b></u>
Contractor Delay Rate	<u>5.8%</u>
Non Contractor Delay Rate	<u>0.4%</u>

Project Schedule Analysis	Total Number of Risks	Potential Schedule Impacts	Potential Cost Impacts	Actual Schedule Impacts	Actual Cost Impacts
1) NO RISKS	7	0	\$ -	0	\$ -
2) CLIENT ISSUE / IMPACT	2	1	\$ 250,000	0	\$ -
3) CONTRACTOR ISSUE / IMPACT	1	30	\$ -	0	\$ -
4) DESIGN ISSUE / IMPACT	1	1	\$ 250,000	0	\$ -
5) UNFORESEEN IMPACT	0	0	\$ -	0	\$ -
	<b>4</b>	<b>32</b>	<b>\$500,000</b>	<b>0</b>	<b>\$0</b>

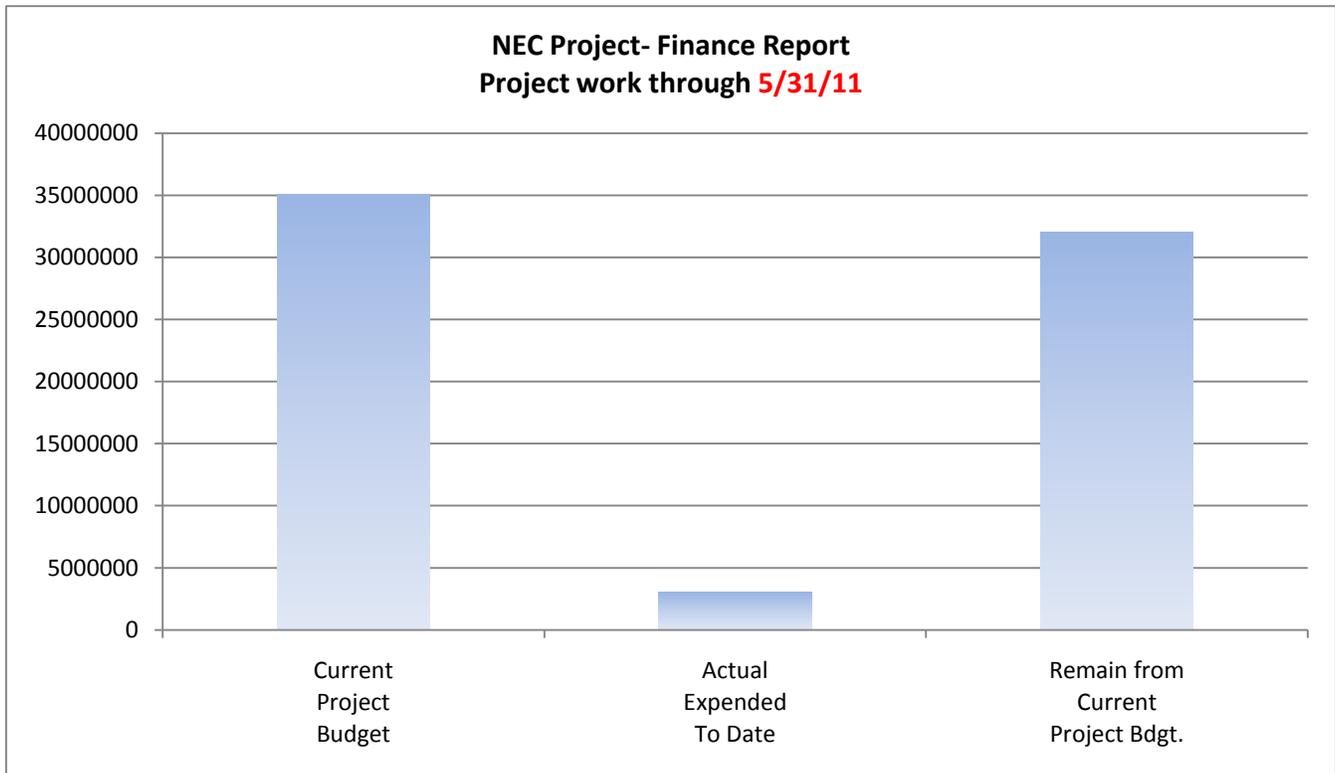
NO	DATE ENTERED	RISK CATEGORY	RISK DETAILS	PLANNED RESOLUTION DATE	ACTUAL DATE RESOLVED	IMPACT TO OVERALL PROJECT DURATION (In Days)	IMPACT TO OVERALL PROJECT COST	CHANGE ORDER NUMBER	PM SATISFACTION RATING
Example	1/15/09	Please identify the party responsible for the risk from the drop down menu	Please describe the details of the risk: 1. What is the risk / why was it unexpected? 2. What will be done / what is plan to minimize this risk? 3. Who is responsible for resolving the issue? 4. What is an estimated impact of the risk? 5. Any updates to this risk (if applicable)	2/15/09	2/1/09	15	\$10,000	1	5
1	3/25/11	1) NO RISKS							
2	3/31/11	2) CLIENT ISSUE / IMPACT	1. Doboszanski may not complete Phase I to allow us to start on time (not our contract). 2. We have some limited flexibility if they can complete Area A by 4/15/11 3. Doboszanski and Intermediate District #287 4. Estimated time schedule delay of TBD days. 5.	4/15/11	4/15/11	0	\$0	0	5
3	3/31/11	4) DESIGN ISSUE / IMPACT	1. TSP to provide a coordinated 'construction set' of drawings prior to 4-15-11 2. Keep open dialogue with the design team to help resolve any potential issues. 3. TSP 4. Estimated time schedule delay of TBD days. 5. Plans Received. Are being reviewed and will follow up with appropriate pricing. 5/20/11 - Pricing is being reviewed.	6/15/11		1	\$250,000		5
4	4/8/11	1) NO RISKS	No risks identified this week.						5
5	4/15/11	1) NO RISKS	No risks identified this week.						5
6	4/22/11	1) NO RISKS	No risks identified this week.						5
7	4/29/11	1) NO RISKS	No risks identified this week.						5
8	5/6/11	1) NO RISKS	No risks identified this week.						5
9	5/13/11	1) NO RISKS	No risks identified this week.						
10	5/20/11	3) CONTRACTOR ISSUE / IMPACT	Please describe the details of the risk: 1. Due to high amounts of flyash(25%) in the in footing concrete mix design, the seven day breaks are coming in a little low. The first twenty-eight day break met the specification. 2. The testing agency will conduct a fifty-six day break. 3. The project team. 4. Unknown at this time. 5. 6.3.11 - To date, only one of the breaks has broken under the design strength of 4000. The testing agency will conduct a fifty-six day break on the low location. The remaining areas will be monitored as they are tested. The engineer is reviewing the low break to see if it is a concern prior to the 56 day break. If the breaks are not above the design strength at 56 days and/or the engineer determines the low strength is an issue, remedial steps will need to be taken. These would be determined by the engineer but could involve removal/replacement or bolstering of the foundations	11/11/11		30	\$0 to owner. Potentially \$100,000 to subcontract or depending on resolution		
11	5/27/11	2) CLIENT ISSUE / IMPACT	Please describe the details of the risk: 1. Allowance pricing based on design details has come in higher than the budget used at time of contract. 2. JED is reviewing pricing supplied and details behind differences to ascertain correctness of price. Upon completion, pricing will be reviewed with design team. 3. The project team. 4. Unknown at this time. 5. Scope of the work is being detailed at this time to determine final pricing to the owner. Waiting on a couple of items, should be in next week.	7/15/11		1	\$250,000		
12									

**ISD 287**

**NEC Project- Finance Report:**

**(thru 5/31/11)**

<u>Crs</u>	<u>Category</u>	<u>Original Project Budget</u>	<u>Approved Contingency Use</u>	<u>Current Project Budget</u>	<u>Actual Expended To Date</u>	<u>Remain from Current Project Bdgt.</u>
500	Land Purchase	1,175,000	-	1,175,000	1,182,400	(7,400)
500	Construction Cost	27,475,252	718,414	28,193,666	363,137	27,830,530
501	Design & Consultant Fees	2,208,411	-	2,208,411	1,383,785	824,626
502	Owner Administrative Costs	311,066	-	311,066	143,352	167,714
503	Furnishings, Fixtures & Equipment	2,572,239	-	2,572,239	-	2,572,239
500	Construction Contingency	1,357,613	(718,414)	639,199	n/a	639,199
		<b>35,099,581</b>	<b>-</b>	<b>35,099,581</b>	<b>3,072,673</b>	<b>32,026,908</b>



**Contingency Use:**

<u>Description</u>	<u>Amt.</u>	<u>To</u>	<u>Aprvl. Date</u>	<u>Approved By</u>
<b>Beginning Balance</b>	<b>1,357,613</b>			
- Tree removal for site prep	\$ 3,150	Doboszanski & Sons	9/23/2010	Admin
- Site fencing	11,800	Hansen Bros. Fence	4/19/2011	Committee
- Soil correction- Phase I	36,570	Doboszanski & Sons	4/28/2011	Admin/Board
- Hydrant removal- east side	2,486	Doboszanski & Sons	4/28/2011	Admin
- Demountable wall upgrade	664,409	To be determined		Admin/Board

**6/14/11 - Available Balance** \$ 639,199

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

Regular Meeting – June 23, 2011

AGENDA SECTION: Administrative Services / Facilities Report

ITEM: Attachment 10 Performance Criteria for Health & Safety

PRESENTED BY: Thomas Shultz, Director of Facilities

**1. Background Information**

**Attachment 10 Performance Criteria**

Attachment 10 Performance Criteria is a requirement to the MDE to verify that the district is meeting its performance criteria commitment and has conducted a hazard assessment and adopted plans for hazard removal. Specific performance criteria are described and the district must either verify they will meet MDE’s criteria or provide their own. District 287 has completed Attachment 10, and we will meet the MDE criteria as noted in Attachment 10. Potential citations have been addressed or will be addressed prior to next year’s assessment. Health & Safety funding is dependent on each district’s compliance with Attachment 10 for projects submitted to the MDE.

**2. Fiscal Impact/Funding Source:** Funds are budgeted but reimbursed from MDE.

**3. RECOMMENDED ACTION:** Recommendation for Board Approval of a performance criteria commitment to MDE as presented.

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

	Division of Program Finance 1500 Highway 36 West Roseville, MN 55113-4266	<b>HEALTH AND SAFETY          ( Attachment 10 )          PROGRAM REVENUE APPLICATION</b>	ED-02459-01
			DUE: 07/22/2011

**GENERAL INFORMATION AND INSTRUCTIONS:** In accordance with Minnesota Statutes, section 123B.57, 1(a) the intent of this document is to satisfy the requirement for districts to submit their health and safety program application including hazardous substance removal, fire and life safety code repairs, Labor and Industry-regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

**This completed form with attached school board approved minutes and Management Assistance Physical Hazard/Building Walkthrough report shall be provided to your regional management assistant professional for submittal to the Minnesota Department of Education before July 22, 2011.**

<b>IDENTIFICATION INFORMATION</b>
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District Name: Intermediate District 287	District Number and Type: - 287
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Health and Safety Coordinator: Thomas Shultz	Telephone Number (763 ) 550 - 7120	E-Mail: twshultz@district287.org
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**Accident Investigation (View [29 CFR 1904.32](#))**

1. Is the annual summary of injuries and illnesses recorded on the OSHA 300 posted from February 1 until April 30 of the following year? Yes  No
2. What is your 2010 Worker's Compensation Experience Modification Rate? 1.4
3. What is your district's most common injury? Back Injury
4. Describe your procedure for accident investigation and implementing corrective action:  
Accidents are looked at by site safety committees and if deemed preventable suggested improvements or training are provided, i.e. lifting procedures for lower back injury. For student related injuries PCM training is provided and a refresher class is being developed.

**Bloodborne Pathogens (View [29 CFR 1910.1030](#))**

1. Name of Exposure Control Officer: Site School Nurse (i.e. SEC Glenda Kibat)

**Asbestos (View [40 CFR Part 763 Subpart E](#))**

1. Name of AHERA Designated Person: Thomas Shultz
2. Do you have current AHERA three-year and six-month inspection records on file? Yes  No

**Bleachers (View [Minn. Stat. § 326B.112](#))**

1. How many sets of bleachers (55 inches above grade and higher) are in your districts? 0
2. Have all of your bleachers received the five-year certification? Yes  No

**Chemical Hygiene (View [29 CFR 1910.1450](#))**

1. Name of Chemical Hygiene Officer: Michelle Commander

**Fire and Life Safety (View [Minn. Stat. § 121A.037](#))**

1. Are you conducting a minimum of one tornado, five fire and five lock-down drills within a school year per building? Yes  No
2. Are you conducting the first emergency evacuation drill within 10 days from the beginning of the school year? (MSFC 408.3.1) Yes  No

**Indoor Air Quality (View [US EPA Tools for Schools Program](#))**

1. Name of IAQ Coordinator: Thomas Shultz Certification Number: I2113
2. Date of last IAQ building walkthrough: April 2011
3. Date of last Ventilation and Maintenance checklist: April 2011

**Machine Guarding (View [29 CFR 1910.212](#))**

1. Name of Contact Person: James Kempen Certification Number: MG2710

**Management Assistance**

1. Do you contract with Management Assistance? Yes  No
2. Name of Management Assistance Professional: Mike Weigel

**Mercury (View [Minn. Stat. § 121A.33](#))**

1. As of December 31, 2009, are you purchasing, storing or using elemental mercury or an instrument of measurement containing mercury for any purpose? (This does not apply to thermostats for heating, ventilation and air conditioning in the school.) Yes  No

**Safety Committee (View [Minn. Stat. § 182.676](#))**

1. Are you conducting a minimum of four quarterly safety committee meetings per school year? Yes  No

**VERIFICATION OF REPORT DATA**

The undersigned certifies that all information given in this report are true and correct.

\_\_\_\_\_  
Signature - Board Chair

\_\_\_\_\_  
Date

School District Name ISD 287

School District Number 287

\*OSHA is citing

**Assessment Results/Findings**

possible OSHA fines

Building	Location	Standard	Description	Min	Max
Edgewood	kitchen, boiler room	egress	Exit sign is missing.		
Edgewood	kitchen	egress	Emergency light needed		
Edgewood	dish room	first aid	Emergency eyewash station needed in	\$2000.00	\$3000.00
Edgewood	boiler room	first aid	Emergency eyewash not flushed weekly	\$500.00	\$1500.00
Edgewood	kitchen	machine guarding	Needs guarding -mixer	\$500.00	\$2500.00
Edgewood	dish room	personal protective equipment	Tight fitting goggles required in this area		
Edgewood	boiler room	walking and working surfaces	Fall protection required on top of boilers	\$500.00	\$1500.00
<b>Total</b>				<b>\$3500.00</b>	<b>\$8500.00</b>

Inspected by Mike Weigel Date 5/6/2011

# Superintendent Evaluation Performance Review Summary

June 9, 2011

## CLOSED SESSION

### FLIP CHART NOTES

The School Board met in a closed session on Thursday, June 9, 2011 to discuss Superintendent Sandra Lewandowski's performance evaluation for the period of July 2010 through June 2011.

Prior to meeting with the Superintendent, the Board met to discuss the assessments, understand reasons for any major differences in individual assessments and identify commendations and opportunities for action to be discussed with Sandy. The following items were placed on flip charts.

	COMMENDATIONS	OPPORTUNITIES for ACTION 2011-2012
Admin./Managerial	<ul style="list-style-type: none"> <li>▪ <i>Overall leadership</i></li> <li>▪ <i>building partnerships</i></li> <li>▪ <i>district culture</i></li> <li>▪ <i>stakeholder relations/communications</i></li> <li>▪ <i>financial management</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Being mindful of maintaining a balance between non-member/regional initiatives and member district interests</i></li> <li>▪ <i>Program-specific, Web-accessed, Short videos</i></li> </ul>
Strategic Plan Result 1.2	<ul style="list-style-type: none"> <li>▪ Progress is being made</li> <li>▪ Innovation Incubator Team * *</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep on track!</li> </ul>
Strategic Plan Result 2.4	<ul style="list-style-type: none"> <li>▪ Broaden Implementation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue good progress</li> </ul>
Strategic Plan Result 3.3	<ul style="list-style-type: none"> <li>▪ Go Team Go *</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue good progress</li> </ul>
Strategic Plan 2010 Result 1	<ul style="list-style-type: none"> <li>▪ Embedded in the culture – no easy task!!!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to remind Board members of points of connection between actions and strategic objectives</li> </ul>
Strategic Plan 2010 Result 2	<ul style="list-style-type: none"> <li>▪ We Support the expansion of the pilot *</li> </ul>	<ul style="list-style-type: none"> <li>▪ * Continue with the good work.</li> </ul>
Superintendent Goals Goal 1	<ul style="list-style-type: none"> <li>▪ Budget Reductions</li> <li>◇ Financial information very well presented. Janet is excellent with her job – brings business managers along – all in all very credible financial data</li> </ul>	<ul style="list-style-type: none"> <li>▪ The state budget shortfall will present challenges</li> <li>▪ 287 will need to be a key participant in the conversation</li> </ul>
Superintendent Goals Goal 2 (NEC)	<ul style="list-style-type: none"> <li>▪ <i>Commitment to the promise of keeping the lease-levy rates</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep sharing the success</li> <li>▪ Improvements thanks to facilities</li> </ul>
Superintendent Goals Goal 3	<ul style="list-style-type: none"> <li>▪ Great partnerships and collaboration with implementing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be mindful of potential administration additions</li> </ul>

<p>Superintendent Goals Goal 4</p>	<ul style="list-style-type: none"> <li>▪ Great success with literacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share more information on these issues with the board</li> </ul>
<p>Superintendent Goals Goal 5</p>	<ul style="list-style-type: none"> <li>▪ The respect that was shown to Bloomington</li> <li>▪ The amount of detail presented in the analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Write the financial aspects process for admitting new members and for current members to leave the charter.</i></li> </ul>

**Like** so many leaders and superintendants - your year has given you moments of celebration and times of challenge.

We have seen the beginnings of some great programs, with literacy, technology, transportation and dropout prevention. We have seen your true skills of building partnerships with Hennepin County, the member districts, superintendents. You have created an environment at Dist 287 that is student centered - all of our kids are all of our kids. You surround yourself with some truly outstanding direct reports who reflect your style and vision. You have weathered a difficult teacher negotiation and come out of it with a district culture still intact. You work for a board of 13 different personalities, all with a love of District 287 but with a natural bent for their own District, their own turf. You are the face of District 287 and the voice of all the students who don't even realize what an outstanding advocate you are.

Your acceptance/suggestion of a zero increase contract shows that this isn't just a job—it is your life, and with that we thank you for yet another successful year of leadership for District 287.



## AMSD Calendar

**June 17, 2011**

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

**July 15, 2011**

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

**August 12, 2011**

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

**August 26, 2011**

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

## Northwest Suburban Integration District provides integration support and resources for eight member districts

**N**orthwest Suburban Integration School District (NWSISD) serves approximately 100,000 students in over 100 schools in eight districts in the northwest metro. In 2001, a seven-district collaborative of Anoka-Hennepin, Brooklyn Center, Buffalo-Hanover-Montrose, Elk River, Fridley, Osseo, and Rockford was formed when Brooklyn Center, and soon after, Osseo Area Schools, became racially isolated. Mounds View joined NWSISD at the beginning of the 2010-2011 school year. NWSISD functions under Minnesota's Desegregation Rule, collaborating around integration activities that are approved by MDE.



NWSISD's integration plan revolves around three primary goals: "NWSISD will work to create a culturally inclusive learning environment. NWSISD will work to create inter-district interactions among students, staff, and parents that improve intercultural competency and increase student achievement. NWSISD and member districts will actively recruit candidates from racially diverse backgrounds for member districts."

NWSISD has designed and organized its programs, staff, and activities around the three plan goals. Its staff of eight (8) serves to assist its member districts and staff with vision around integration, along with coordination, facilitation, communication, and overall coordination around programming, as well as providing research and information, and new opportunities for partnerships and development.

*Continued on page 2*

## AMSD's Mission

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



Association of  
Metropolitan School Districts

## From the Chair:

**A**s we gear up for a special session and hopefully, a resolution to the budget impasse, it is critical that AMSD board members stay in touch with their local legislators. I know it is a very busy time of year with graduations, weddings and many other summer activities, but we must continue to make sure the governor and legislators are aware of our [priorities](#) and the need to adequately fund our schools. Many legislators are holding town meetings or forums and I strongly encourage AMSD members to attend and make your voice heard. The decisions made during the special session will have a tremendous impact on the quality of education available to our students over the next two years and into the future. Thanks for your commitment and dedication to our schools and our students!

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

Continued from page 1

In recent years, NWSISD programs have functioned with the primary lens of student achievement in mind; essentially all programs currently in place focus on raising the academic bar and closing the achievement gap, with cultural competency as a context or framework. NWSISD's major programs include 15 magnets in three themes (Performing and Fine Arts, International Baccalaureate (IB), and Science, Technology, Engineering, and Math (STEM)); AVID, JMNG (Jobs for Minnesota Graduates); Future Educators Clubs; its Multicultural Resource Center, and Family and Community Empowerment (parent programs).



NWSISD has established 15 high rigor magnet programs in three K-12 strands, including International Baccalaureate, Performing and Fine Arts, and Science, Technology, Engineering, and Mathematics (STEM). These programs/schools are owned and operated by member districts (not NWSISD), and serve over 11,500 students. Over 3500 of these magnet students attend schools outside of their home attendance areas, and of the students who choose to move, there is a larger proportion of students of color doing so than white students. NWSISD magnet data shows three primary trends: a) the bar is raised through increased academic achievement; b) the academic gap is closed between students of color and white students; and c) in the vast majority of programs, the magnets are moving in the direction of de-segregating the schools. Of the fifteen magnets, 10 have received national awards, and all of the IB programs have been authorized by IB. NWSISD

currently has seven additional magnets under development all in the area of STEM, where there is the greatest student seat shortage currently. New magnets are placed strategically in both white and racially segregated schools, using a strategy to “pull” students towards high rigor options by student and family choice.

NWSISD also has highly effective, data-backed secondary programs which are designed to get struggling students on a good academic track and push them toward post-secondary training. Jobs for Minnesota Graduates (JMNG) has tracked data since 2001 and has annually met or exceeded national JAG standards for graduation, and job and post-secondary placements. Its record of taking the bottom 20<sup>th</sup> percentile of students and graduating, assisting them in employment, and in getting them to attend colleges is at a nearly 100% success level. In addition to JAG, the AVID program supported by NWSISD has a great track record. While only in existence the last three years, records indicate nearly identical results to that of JAG. This program targets the middle 50%, but gets great academic results by getting these students into the post-secondary education pipeline.

NWSISD assists districts in selected professional development programs and training, and also provides resources to teachers and classrooms through its Multicultural Resource Center and multicultural online calendar. NWSISD also coordinates Future Educator Clubs in most of the districts' high schools, specifically targeting and recruiting students of color to encourage them along a path of careers in education. Member districts are seeing a long term benefit of this program as some of their college graduates are returning to apply for jobs in their districts.

Finally, the NWSISD parent programs work intensely with underserved parents to help them improve their skills in assisting their own students academically. While data from this program is not directly tied to student achievement, NWSISD is seeing increased parent involvement and participation, as well as seeing parents support their students academically, in a significant and positive way.



*This month's member spotlight was submitted by Mark Robertson, Superintendent, Northwest Suburban Integration District.*

## A Blueprint For Education Funding in the 21st Century

The Education Finance Working Group appointed by Minnesota Department of Education Commissioner Brenda Cassellius recently released its report, *Funding Education for the Future*. The report provides a broad array of recommendations to improve the adequacy, equity and stability of Minnesota’s pre K-12 funding system to help close the achievement gap and raise achievement for all students.

The 23-member group was led by co-chairs, Tom Nelson, interim superintendent of Stillwater Area Schools, and Peggy Ingison, Chief Financial Officer of Minneapolis Public Schools. Other working group members included Edina Superintendent Ric Dressen, Bloomington Superintendent Les Fujitake, Rosemount-Apple Valley-Eagan School Board Member Art Coulson, St. Paul School Board Member Elona Street-Steward and East Metro Integration District Business Manager Shari Thompson.

The working group operated under a tight timeline with its initial meeting on March 30. Group members reviewed the work of several prominent education funding studies and legislative reform proposals from the past decade.<sup>1</sup> The charge of the working group included an expansive agenda: improving the adequacy, equity and stability of K-12 education funding; simplifying and streamlining education funding; preserving local control; closing achievement gaps; and promoting high achievement for all students. The group’s final report is outlined below and contains twelve recommendations addressing topics ranging from all-day kindergarten to recognizing and rewarding student academic growth.

Table 1: Funding Education for the Future Proposal

Issue	Working Group Proposal
Early Learning	Invest in early learning, with resources targeted first to all-day kindergarten for students living in poverty.
Referendum Levies	Roll a portion (\$400) of referendum levies into the general education formula to provide a more adequate, uniform and stable funding base for all districts and charter schools, and to lessen reliance on local referenda.
General Education Levy	Establish a uniform general education levy by consolidating and replacing existing school levies, including a portion of existing referendum levies rolled into the formula. There will be no increase in total school levies with a component of the levy spread on tax capacity and a component spread on referendum market value.
Formulas and Student Calculations	Simplify funding formulas and student accounting to make E-12 education funding more understandable and transparent.
Basic Skills Funding	Reform basic skills funding by rolling extended-time funding into compensatory education revenue targeted to concentrations of poverty and allowing districts flexibility in the use of an additional 10% of revenue.
Integration Funding	Refocus integration funding by including it in the basic skills portion of the general education revenue. Funding will be based on the number of students of color in each district with each district receiving \$600 times the number of students of color enrolled in the district. Funding would be all state aid and some transition funding is recommended.
Growth	Recognize and reward growth by creating a noncompetitive grant program to recognize schools with outstanding growth in student achievement and disseminate best practices.
Special Education Funding	Change special education tuition bill by sharing of excess special education costs between the resident school district and the serving school district or charter school for open-enrolled students.
Regional Costs	Recognize regional cost differences by rolling a portion of referendum revenue into a new location equity levy for the seven county metro area and for non-metro regional centers.
General Education Formula	Restore inflation-adjusted general education formula to FY 2003 levels by setting the formula allowance at \$6,290 for FY 2013.
Charter School Lease Aid	Reduce charter school lease aid as an offset to formula increases.
Revenue Increases	Phase in revenue increases and uniform general education levy to assure a smooth transition.

One of the key recommendations for AMSD members is the recognition of regional cost differences by rolling a portion of referendum revenue into a new location equity levy for the metro area and for the non-metro regional centers. This has been an issue long championed by AMSD. The Working Group reviewed a report by the Hamline University School of Business and data gathered by Minnesota Department of Education staff that clearly confirmed the geographic cost differences that exist in Minnesota. The charts on the following page show why the average operating referendum in the metropolitan area is \$683 per pupil higher than in non-metro school districts.

*Continued on page 4*

<sup>1</sup> Past studies and legislation regarding education funding reform in Minnesota include: *Investing in Our Future*, *PS Minnesota* and *New Minnesota Miracle*.

# Reforming Minnesota's School Funding System

Continued from page 3

Table 2: Differences in Average Teacher Salaries by Strata, FY 2011

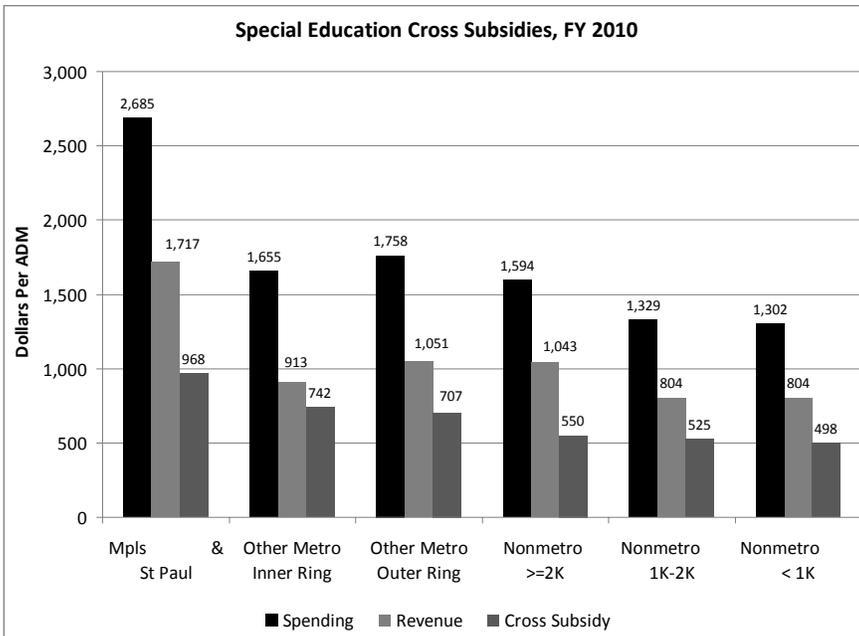
Table 2 shows that metropolitan area school districts and rural regional centers face significantly higher wage structures than their rural counterparts. Table 3 highlights the significant special education cross subsidies faced by metro school districts. The recommendation to establish a location equity levy will reduce the reliance on the operating referendum to fund these regional cost differences.

On May 25, 2011, at the final meeting of the Working Group, Governor Mark Dayton thanked the members for their participation and contributions. He told members that he looked forward to reading the report and said that they had “set a really high marker.” In response to a member’s question, on whether the report could be considered during the upcoming special session, the Governor responded by saying, “Anything is possible; anything is impossible.

	# Teachers	Average Salary
TOTAL	52,473	53,698
MPLS & ST PAUL	4,777	63,921
OTHER METRO, INNER	5,107	56,036
OTHER METRO, OUTER	15,231	58,932
NONMET >=2K	11,092	51,665
NONMET 1K-2K	6,023	48,947
NONMET < 1K	6,562	45,696
CHARTER	2,604	39,259
OTHER	1,076	54,407
Subtotal, Metro Districts	25,115	59,292
Subtotal, Non-Metro Districts	23,677	49,319

Source: May 11, 2011. Online PowerPoint. 26 May 2011.  
 <[http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/General\\_Information/Educ\\_Finance\\_Work\\_Group/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/General_Information/Educ_Finance_Work_Group/index.html)>

Table 3: Special Education Cross Subsidies



Commissioner Cassellius believes the report offers, “...a blueprint for our future – a future in which we meet Minnesota’s constitutional obligation to provide a ‘uniform system of public schools’ with improved education funding that takes what’s good and makes it better.” The members of the working groups share the Commissioner’s enthusiasm as the report passed unanimously. The report and other supporting material is available on the MDE web sit: [http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/General\\_Information/Educ\\_Finance\\_Work\\_Group/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/General_Information/Educ_Finance_Work_Group/index.html)

Source: May 11, 2011. Online PowerPoint. 26 May 2011.  
 <[http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/General\\_Information/Educ\\_Finance\\_Work\\_Group/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/General_Information/Educ_Finance_Work_Group/index.html)>

**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.

# School Board Planning Calendar 2011

1 <sup>st</sup> Meeting of the Month		2 <sup>nd</sup> Meeting of the Month	
<p><del><b>JANUARY 13, 2011</b></del>  <b>Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference</b>  <b>JANUARY 27, 2011 (Start Time 6:30 PM)</b>  <i>Organizational Meeting</i></p>			
<p>Oath of Office                      Bloomington Withdrawal Update                      Financial Report December                      Legislative Initiatives</p>		<p>Election of Board Officers                      FY10 Audit                      NEC Facility Committee Report                      Strategic Plan Review &amp; Measurement Report - Steve will be here.</p>	
<p><b>FEBRUARY 10, 2011</b>                      Superintendent Mid-Year Evaluation Procedure                      NEC Vote                      Transportation Presentation</p>		<p><b>FEBRUARY 24, 2011</b>                      Financial Report February                      Staff Reduction ULA Resolution Changes for following Yr                      FY11 Budget Revision &amp; FY12 Budget Assumptions                      Program Withdrawal Report                      ALC Plus Update                      Diversity Report</p>	
<p><b>MARCH 10, 2011</b>                      Communication with Local Boards</p>		<p><b>MARCH 24, 2011</b>                      Financial Report February                      NEC Facility Committee Report                      Program Reduction Resolution                      Reduction ULA for tenured staff                      FY2012 Preliminary Budget Update                      Proposed District 287 School Calendar 2011-2012                      Spotlight DVD Presentation</p>	
<p><b>APRIL 28, 2011</b>  <i>(Only one Board meeting this month!)</i></p>			
<p>NEC Facility Committee Report                      Financial Report March</p>		<p>Superintendent &amp; Board Evaluation Update                      Long Range Facilities Planning Presentation</p>	
<p><b>MAY 12, 2011</b>                      Diversity &amp; Recruitment Report</p>		<p><b>MAY 26, 2011</b>                      Clerical Layoffs                      Financial Report April                      Non- Tenured Non-Renewals &amp; Probationary Non-Licensed                      North Education Center (NEC) Facility Community Report                      Restraint &amp; Seclusion Report                      Staff Reduction ULA Resolution</p>	
<p><b>JUNE 9, 2011</b>                      Superintendents Evaluation</p>	<p>Financial Report May                      PLC Data Report                      2010-2011 Budget                      NEC Facility Committee Report                      Attachment 10 Performance Criteria &amp;                      Health &amp; Safety</p>	<p><b>JUNE 23, 2011</b>                      Final ULA Resolution for Licensed Staff                      Board Evaluation                      Health &amp; Safety Assessment 99 Report                      Superintendent &amp; School Board Evaluation to                      plan for Board Retreat outcomes                      Literacy                      Professional Learning Community (PLC)                      Data Report Highlights</p>	

**INFORMATIONAL ITEMS TO REMEMBER:**

**\*\* Pay Equity Report - (every three years - due in January 2012)**  
**Board TLC**

**Board role in setting/supporting goals**  
**Community use of Facilities Bucket**

# School Board Planning Calendar 2011

1 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month
<b>JULY 28, 2011</b> <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
<b>AUGUST 25, 2011</b> <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)
<b>SEPTEMBER 8, 2011</b> Superintendent Goals Bloomington – Closed Session	<b>SEPTEMBER 22, 2011</b> 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
<b>OCTOBER 13, 2011</b> Prior Year Agenda Review Restraints and Seclusion – Instructional Report Resolution for Sale of Bonds for NEC Cash Flow Borrowing	<b>OCTOBER 27, 2011</b> Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report
<b>NOVEMBER 10, 2011</b> <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
<b>DECEMBER 8, 2011</b> <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)  
 Board TLC

Board role in setting/supporting goals  
 Community use of Facilities Bucket