

Agenda

1. **CALL TO ORDER** (Action)
2. **APPROVAL OF GENERAL MEETING AGENDA** (Action)
3. **OPEN FORUM** (Information)
4. **APPROVAL OF CONSENT AGENDA** (Action)
 - 4.1. General Board Meeting Minutes from September 28, 2011
5. **SHARE THE SUCCESS & RECOGNITIONS**
 - 5.1. Deaf/Hard of Hearing (DHH) Interpreter Funding for VECTOR Program
6. **SUPERINTENDENT'S REPORT - (20 minutes)**
 - 6.1. Continuous Learning Plan (CLP) Presentation (Information)
 - 6.2. Update on Regional Discussions: Transportation, Tipping Point, and Graduation Rates (Information)
7. **INSTRUCTIONAL REPORT - (15 minutes)** (Information)
 - 7.1. What the Board Needs to Know About Regional Curriculum Orders and Resulting Savings (Information)
8. **ADMINISTRATIVE SERVICES REPORT - (15 minutes)**
 - 8.1. Financial Report
 - 8.1.1. Uniform Tuition Appeal (Information)
 - 8.2. Facilities Report - None
 - 8.2.1. Human Resource Report (Information)
 - 8.2.1.1. Building Staff Capacity to Innovation
9. **BOARD BUSINESS - (10 minutes)**
 - 9.1. Policy Review & Revision - None
 - 9.2. Board Reports (Information)
 - 9.2.1. Chair Report
 - 9.2.2. AMSD Report (Ann Bremer)
 - 9.3. District News (Information)
 - 9.3.1. School Board Planning Calendar
 - 9.3.2. October 13, 2011 School Board Event Calendar
 - 9.3.3. Edgewood Education Center Open House
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
September 22, 2011
MINUTES

1. CALL TO ORDER

Chair Ann Bremer called the regular meeting to order at 6:31 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Laura Ronbeck
276	Minnetonka	Don Draayer
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: 281/Johnson

Guests:

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

287 Staff Members: Michelle Axell, Jaynie Leung, Dolly Lastine, Virginia Nyhus, Mark Hoffer, David VanDenBoom, and Julie Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval with the following change, move agenda item 9.1. (Policy Review & Revision) right before agenda item 6 (Superintendent's Report). *Motion by Ann Bremer, seconded by Carol Bomben, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from July 28, 2011, Minnesota Organization on Fetal Alcohol syndrome (MOFAS) Grant, and approval of the Routine Human Resource Activities for August 25, 2011. *Motion by Ann Bremer, seconded by Carol Bomben, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

9. BOARD BUSINESS (Agenda Change)

Policy Review & Revision

Mrs. Anne Becker, General Counsel/Human Resource Director introduced Jaynie Leung, Attorney for Intermediate District 287 and member districts. Jaynie will coordinate Board policy review according to the new proposed schedule.

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski introduced Michelle Axell, Special Projects Manager. Michelle presented to the Board the district annual report on the Crisis Management Plan in accordance with district policy. Significant elements of the plan include providing emergency response kits for classrooms, contracting with an emergency restoration and cleaning service, conducting a large scale emergency response exercise at Edgewood, providing Nextel phones at five sites, and providing professional learning related to crisis management and positive behavior intervention.

Sandy briefly updated the Board on the upcoming September 30 Superintendents discussion meeting related to a draft entitled "The Tipping Point". This draft posits that a fundamental shift in severity and complexity of students' needs requires collective attention and action.

Sandy briefly updated the Board on a communication to Superintendents highlighting the October 14 meeting to address the collective Hennepin County graduation goal. Superintendents are asked to bring teams to this meeting that also will include Hennepin County Commissioners and Commissioner of Education Brenda Cassellius. One of the major outcomes of this meeting will be to determine how to address some of the cross systems barriers that negatively impact graduation.

Sandy presented to the Board a letter she wrote to First Lady Michelle Obama behalf of the Porcupine Slider Team.

Sandy presented to the Board the 2011-2012 "Get on the Bus" and Local 2209/Board Breakfast schedule.

Sandy updated the Board on her site visits and the climate of district staff.

7. INSTRUCTIONAL REPORT

Superintendent Lewandowski and Laura Keller-Gautsch, Executive Director of Special Education introduced Mrs. Dolly Lastine, Assistant Director of Special Education, and Mrs. Virginia (Ginny) Nyhus, Assistant Supervisor, presented to the Board an overview on the district's growing involvement to provide education as part of several area Care & Treatment facilities' programs. These facilities include health care, foster care, shelter, correctional and other types of programs that may serve both resident and day students. Five member districts in which Care and Treatment programs are located have requested that 287 provide educational services on their behalf: 1) PrairieCare Maple Grove (Osseo District); 2) On-Belay House (Eden Prairie & Wayzata Districts); 3) Hennepin County Home School, Epsilon (Hopkins District); 4) Omegon (Hopkins District); 5) Headway Academy (Hopkins District); and 6) PrairieCare Edina (Richfield District). Dolly and Ginny reported on staff and educational programs added over that past few months to meet this growing demand.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for August 2011. *Motion by Carol Bomben, seconded by Nancy Rowley, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

Janet briefly updated the Board on the positive response to the appeal to the Minnesota Department of Education (MDE) regarding tuition rates, with an adjustment in the 4 to 6 million dollar range for fiscal year 2010.

Facilities Report

Board Facilities Chair Robb, reported on North Education Center (NEC) building progress. Mr. Tom Shultz, Director of Facilities presented and recommended approval of the North Education Center Additional Wells Change Order. *A motion was made by Carter Peterson, seconded by Laura Ronbeck, to approve the North Education Center Additional Wells Change Order as presented. All in favor. Motion carried unanimously.*

Tom presented and recommended approval of the North Education Center Wires for Transformers Change Order. *A motion was made by Peyton Robb, seconded by Greg Thielsen, to approve the North Education Center Wires for Transformers Change Order as presented. All in favor. Motion carried unanimously.*

Human Resources Report – Closed Session - None

9. BOARD BUSINESS

Chair Report

Board Chair Bremer requested Board members to sign-up for the “Get on the Bus” events and the “Local 2209/Board Breakfast”.

AMSD Report - None

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:25 PM.

The next general meeting will be held on October 13, 2011, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____
Date _____ Date _____

The Commission of Deaf, DeafBlind, and Hard of Hearing Minnesotans (MCDHH) is a Governor appointed Commission that advocates for equal opportunity for Minnesotans who are deaf, deafblind and hard of hearing.

Mary Hartnett, Executive Director



HOW WE DO OUR WORK

Develop solutions to barriers faced in education, employment, health care, technology and public access by convening and collaborating

Coordinate advocacy efforts for individuals and other human service and advocacy organizations

Encourage civic engagement through education, voting and building relationships with policy makers

HISTORY OF COLLABORATION WITH DISTRICT 287

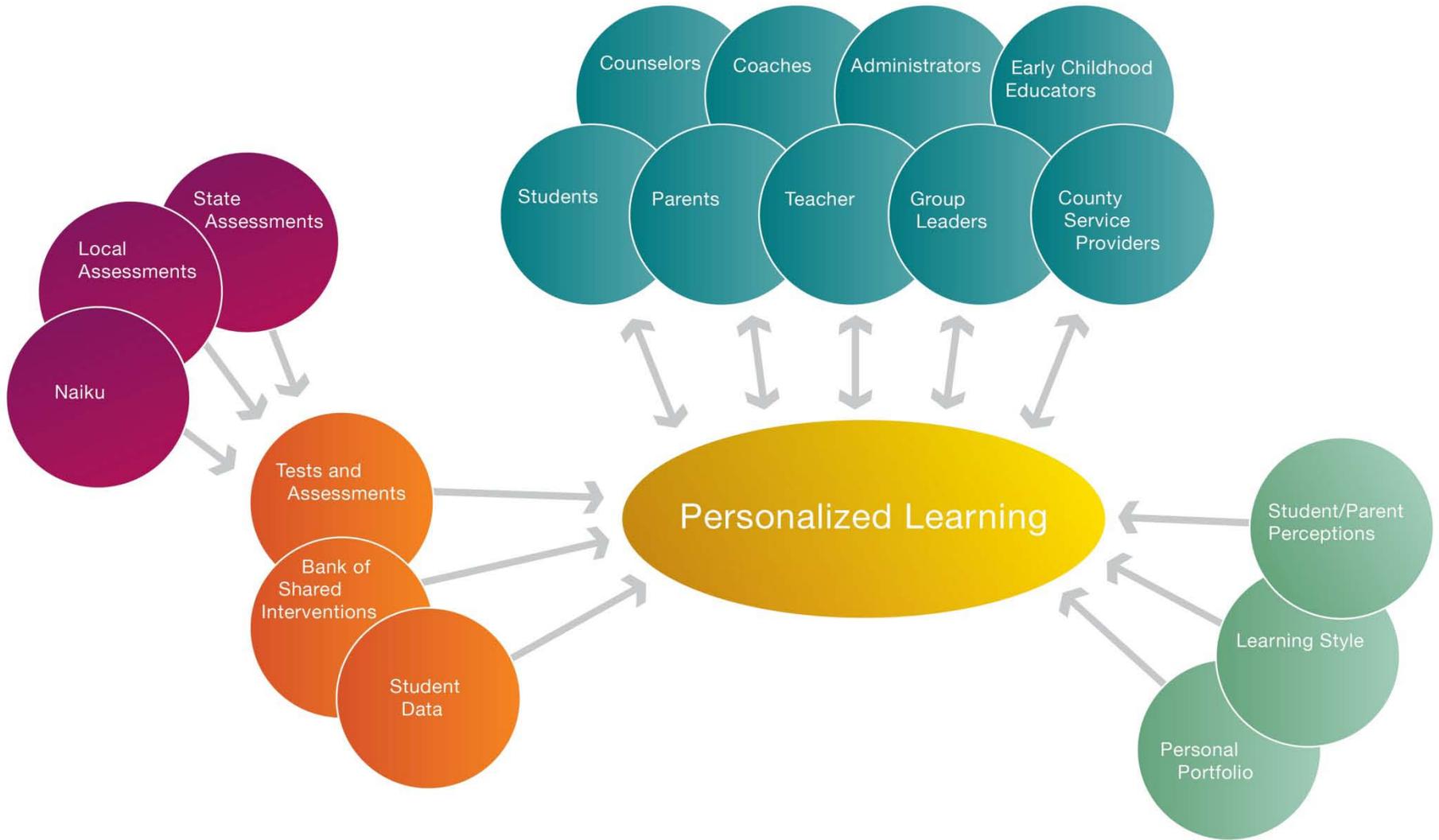
- **Trained and coordinated** student participation in Deaf, DeafBlind, Hard of Hearing Lobby Day at the Minnesota State Capitol - 2007, 2009, 2011
 - ✓ VECTOR students and staff attended advocacy skills training
 - ✓ VECTOR students and staff met with Minnesota Legislators
 - ✓ During the 2007 and 2011 legislative session, several students and staff testified before House and Senate Job Committees

- **Advocated and passed legislation** for funding to VECTOR providing communication access (interpreters) for employment training.
 - ✓ Bill was passed in the 2007 Legislative Session
 - ✓ Funds are received through the Department of Employment and Economic Development through a competitive grant process.
 - ✓ Grant monies received to date:
 - (2007-2008) \$350,000
 - (2008-2009) \$350,000
 - (2009-2010) \$340,000
 - (2010-2011) \$340,000
 - (2011-2012) \$323,000

TIES' Personalized Learning: Case Studies

Benjamin Silberglitt, Ph.D.
Director, Software Applications





Personalized Learning

- Web-based
- Flexible
- Integrated with TIES SIS
- Learning Plan follows student E-12

Personalized Learning



Student: Balk, Charlotte Grade: 12 School: 0120 School Year: 2010

Expected Graduation Year
2010 ?

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discuss

E-mail me about changes to this student's comments or plan.

Personal Profile

Personal Plan

Comment Log

Personal Profile

The personal profile tracks student performance on measures within each domain. Icons update to reflect how performance compares to standards.

Domain	
!	Overall
◆	Attendance
◆	Behavior
◆	Graduation on Track

◆	Year-to-date number of absences: 0
◆	Year-to-date number of Suspension actions: 0
◆	Year-to-date number of Detention actions: 0
◆	Year-to-date number of Minor Incident behavior incidents: 0
◆	Number of Minor Incident behavior incidents in most recent 10 days: 0
◆	Year-to-date number of Major Incident behavior incidents: 0
!	GRAD Math requirement: Not Passed
◆	GRAD Reading requirement: Passed
◆	GRAD Writing requirement: Passed

[View Prior School Year](#)

[Show Target Scores](#)

Data current as of 3/2/2011 7:02:37 PM for school year 2009-2010

Personalized Learning



Student: Balk, Charlotte Grade: 12 School: 0120 School Year: 2010

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discussion.

E-mail me about changes to this student's comments or plan.

Personal Profile

Personal Plan

Comment Log

Personal Plan

Show Inactive?

	Created	Modified	Created By	User Type	Status	Active
+ CLP - Academic						
<u>Increase attendance by maintaining 90% attendance while enrolled at SECA</u>	9/23/2011	n/a	Joe Mauer	Administrator	In Progress	✓
<u>Improve Basic Math Skills</u>	9/23/2011	n/a	Joe Mauer	Administrator	In Progress	✓
+ CLP - Social-Emotional-Behavioral						
<u>I will stop eating unhealthy foods.</u>	9/23/2011	n/a	Joe Mauer	Administrator	In Progress	✓
<u>I will understand my learning style to know what I want and what I need to do to get through high school.</u>	9/23/2011	n/a	Joe Mauer	Administrator	In Progress	✓
+ CLP - Career-Vocational						
<u>I will investigate careers in the following areas: preschool teacher, brokerage clerk, bookkeeping and tattoo shop.</u>	9/23/2011	n/a	Joe Mauer	Administrator	In Progress	✓

Add New Focal Point

Personalized Learning



Student: Balk, Charlotte Grade: 12 School: 0120 School Year: 2010

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discussion.

Student Focal Point Summary

Select a different Focal Point:

Focus Area	Focal Point	Created	Last Modified	Created By	User Type	Status	Notes
CLP - Career-Vocational	<u>I will investigate careers in the following areas: preschool teacher, brokerage clerk, bookkeeping and tattoo shop.</u>	9/23/2011		Jerry Falk	Administrator	In Progress	http://sandyqaulke.efoliomn.com http://leadahl.efoliomn.com

Activities (click to expand/collapse)

Activity	When Occur	Amount of Time	Location	Participants	Created	Last Modified	Created By	User Type	Completion Date
<u>Interest Inventory</u>				Student	9/23/2011		Jerry Falk	Administrator	6/29/2012

Measurement Plans (click to expand/collapse)

[Add New Activity](#) [Add New Measurement Plan](#)

[Return to Personal Plan](#)

Personalized Learning

Personalized Learning



Student: Balk, Vincent Q Grade: K+ School: 0161 School Year: 2010

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discussion.

E-mail me about changes to this student's comments or plan.

[Personal Profile](#)

[Personal Plan](#)

[Comment Log](#)

Personal Profile

The personal profile tracks student performance on measures within each domain. Icons update to reflect how performance compares to standards.

Domain	
	Overall
	Attendance
	Year-to-date number of absences: 0
	Number of absences in most recent 20 days: 0
	Year-to-date number of tardies: 0
	Number of tardies in most recent 20 days: 0
	Tests
	Most Recent OCM Mathematics Overall Raw score: 16
	Most Recent QDM Mathematics Overall Raw score: 7
	Most Recent PCNM Reading Overall Raw score: 27
	Most Recent RHYM Reading Overall Raw score: 8
	Most Recent ALLT Reading Overall Raw score: 0

[View Prior School Year](#)

[Show Target Scores](#)

Data current as of 3/1/2011 6:46:35 PM for school year 2009-2010

Personalized Learning



Student: Balk, Vincent Q Grade: K+ School: 0161 School Year: 2010

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discussion.

[Edit This Text](#)

E-mail me about changes to this student's comments or plan.

[Personal Profile](#)

[Personal Plan](#)

[Comment Log](#)

Personal Plan

[Edit This Text](#)

Show Inactive?

	Created	Modified	Created By	User Type	Status	Active
+ Literacy	+					
<u>Vincent will improve early literacy skills, including understanding rhyming, alliteration, vocabulary, and concepts about print.</u>	11/15/2010	3/2/2011	Ben Silbergliitt	Administrator	In Progress	✓
+ Mathematics	+					
<u>Vincent will improve early mathematics skills, focusing on early numeracy / number sense concepts.</u>	3/2/2011	3/2/2011	Ben Silbergliitt	Administrator	In Progress	✓
+ Behavior	+					
<u>Vincent will improve social skills, focusing on making friends and engaging in cooperative play.</u>	11/15/2010	3/2/2011	Ben Silbergliitt	Administrator	In Progress	✓

[Add New Focal Point](#)

Personalized Learning



Student: Balk, Vincent Q Grade: K+ School: 0161 School Year: 2010

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discussion.

Student Focal Point Summary

Select a different Focal Point:

Focus Area	Focal Point	Created	Last Modified	Created By	User Type	Status	Notes	Active
Literacy	Vincent will improve early literacy skills, including understanding rhyming, alliteration,	11/15/2010	3/2/2011	Ben Silbergliitt	Administrator	In Progress	IGDI Website	<input checked="" type="checkbox"/>

Activities (click to expand/collapse)

Activity	When Occur	Amount of Time	Location	Participants	Created	Last Modified	Created By	User Type		
Daily Rhymes	Daily before school	10 minutes	Hallway by principal's office	Student Principal	3/2/2011		Ben Silbergliitt	Administrator		
Read 30 minutes every day			Home	Vincent Me	3/10/2011		Jerry Falk	Parent		
Ladders to Literacy	Daily	60 minutes	Mr. Mauer's class	Student Mr. Mauer	3/10/2011		Joe Mauer	Teacher		
Measurement Plan	Measures	Start	Frequency	Goal	Created	Modified	By	User Type	Status	Benchmarks
Rhyming monthly progress	Rhyming IGDI	Mrs. Komanowski	Monthly	20 rhymes correct by Spring benchmark	11/15/2010	11/15/2010	Ben Silbergliitt	Administrator	In Progress	Add/View Performance Benchmarks

[Add New Activity](#) [Add New Measurement Plan](#)

[Return to Personal Plan](#)

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To give you a broader picture of how **Ladders to Literacy** works, as well as specific tools used, following are a number of excerpts and sample activities taken from **Ladders to Literacy: A Preschool Activity Book**.



Maya Losardo, Age 8

(Notari-Syverson, A., O'Connor, R.E., & Vadasy, P.F. (1998). *Ladders to Literacy: A Preschool Activity Book*. Baltimore: Paul H. Brookes Publishing Co. (#3173; \$49.95); toll-free telephone: 1-800-638-3775; fax: 410-337-8539; web site: www.brookespublishing.com)

EXCERPTS:

CONTENTS [More->](#)

CHAPTER 3 (p. 35)

Implementing *Ladders to Literacy*

The main purpose of the *Ladders to Literacy* curriculum is to illustrate how learning about literacy and language is an integral part of daily life at home, at school, and in the community. [More->](#)

ACTIVITIES (Introduction to Activities, pp. 39-43)

Components

Each activity includes a purpose statement with a list of behaviors the activity facilitates, a description of the activity procedures and materials, suggestions for specific child objectives and adult assistance, adaptations for specific disabilities, and ideas for home activities and parent involvement. [More->](#)

SAMPLE ACTIVITIES

MORNING/AFTERNOON

MESSAGE AND NEWS (pp. 72-75)

Main Purpose

To use print as a communication tool

Children learn that print is a tool to communicate with others. Thoughts

Personalized Learning



Student: Balk, David Grade: 03 School: 0158 School Year: 2010

Personalized Learning is designed to create a student profile and personalized plan for every student. Please click on the tabs below for more information.

E-mail me about changes to this student's comments or plan.

- Personal Profile
- Personal Plan
- Comment Log

Personal Profile

The profile provides information about current performance, relative to expected targets.

Domain			
▲	Overall		
●	Attendance	●	Year-to-date percent attendance: 96.681% ◆ Number of absences in most recent 14 days: 0 ◆ Year-to-date percent tardy: 0% ◆ Number of tardies in most recent 14 days: 0
◆	Behavior	◆	Year-to-date number of Major Incident behavior incidents: 0 Year-to-date number of Minor Incident behavior incidents: 0 ◆ Total number of incidents in most recent 30 days: 0 ◆ Year-to-date number of Verbal Reprimand actions: 0 ◆ Year-to-date number of Detention actions: 0 ◆ Year-to-date number of Suspension actions: 0
▲	Tests	◆	Most recent MCA-II math achievement level: 4 ▲ Most recent MCA-II reading achievement level: 2 Most recent MCA-II science achievement level: N/A ◆ Most Recent MAP Mathematics Overall RIT Score: 209 ● Most Recent MAP Reading Overall RIT Score: 192 ▲ ◆ Most Recent ORF Reading Overall Raw score: 105 Most Recent LSF Reading: N/A Most Recent NWF Reading: N/A

Personalized Learning



Student: Balk, David Grade: 03 School: 0158 School Year: 2010

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Personal Plan

The plan establishes goals for a student. Click a goal below to get information on activities and measurement plans related to that goal.

Show Inactive?

	Created	Modified	Created By	User Type	Status	Active
+ Tests						
David scored a 192 on the Fall MAP Reading assessment. David needs to grow 6 points by the Spring test.	6/15/2010	3/2/2011	Dave Campen	Administrator	In Progress	✓
David scored a 209 on the Fall MAP Math assessment. David needs to grow 5 points by spring.	11/8/2010	3/2/2011	Joe Mauer	Administrator	In Progress	✓

Add New Focal Point

This student plan and comments are assigned to Dave Campen

Personalized Learning



Student: Balk, David Grade: 03 School: 0158 School Year: 2010

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[Edit This Text](#)

Student Focal Point Summary

[Edit This Text](#)

Select a different Focal Point:

Focus Area	Focal Point	Created	Last Modified	Created By	User Type	Status	Notes	Active
Tests	David scored a 192 on the Fall MAP Reading assessment. David needs to grow 6 points by the Spring test.	6/15/2010	3/2/2011	Dave Campen	Administrator	In Progress		✓

Activities (click to expand/collapse)

Activity	When Occur	Amount of Time	Location	Participants	Created	Last Modified	Created By	User Type	Completion Date	Notes
Peer - Assisted Learning Strategies (PALS)	Daily during reading time	10-15 minutes	Classroom	Student Mrs. Mueller	3/2/2011	3/2/2011	Ben Silbergliitt	Administrator	6/3/2011	PALS Reading manuals PALS FAQs
Read 180	Daily	45 minutes	Reading Center	Student Mrs. Breach	3/2/2011	3/2/2011	Ben Silbergliitt	Administrator	3/31/2011	About Read 180

Measurement Plans (click to expand/collapse)

Measurement Plan	Measures	Staff	Frequency	Measureable Goal	Created	Last Modified	Created By	User Type	Status	Benchmarks
Oral Reading Fluency Progress Monitoring	ORF Grade 3 probes	Mr. Blyleven	Weekly	109 words read correct per minute by Spring	3/2/2011		Ben Silbergliitt	Administrator	In Progress	Add/View Performance Benchmarks

[Add New Activity](#)

[Add New Measurement Plan](#)



Introduction to Partner Reading

Students Will Learn

- PALS Rules
- How to set up PALS materials
- Basic Partner Reading procedures

Students Will Practice

- Following PALS Rules
- Preparing materials for PALS
- Using Partner Reading procedures

PREPARATION

- Read over the lesson and familiarize yourself with the script. This is especially important for the "PALS Materials & Desk Set-Up" section as it can sometimes run a little long. Try to complete the lesson as efficiently as possible.
- Put transparencies in the correct order.
- Select a story in your students' reading books to use for demonstrating what "reading with expression" means. See page 27.
- Recall where you've directed pairs to sit and have seating charts and triad worksheets available in case some students are absent and pairs need reshuffling.
- Make sure PALS folders and reading books are available to students and are in the appropriate designated areas. Have post-it arrows available for students who need new ones.

GUIDING GRAPHICS



Use
Transparency
Supplement



Teacher
Directed
Activity



Independent
Partner
Practice

Personalized Learning



Student: Falk, Antoinette Grade: 08 School: 0122 School Year: 2010

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discussion.

E-mail me about changes to this student's comments or plan.

Personal Profile

Personal Plan

Comment Log

Personal Profile

The personal profile tracks student performance on measures within each domain. Icons update to reflect how performance compares to standards.

Domain	
●	Overall
●	Attendance
	● Year-to-date percent attendance: 99.545%
	◆ Number of absences in most recent 30 days: 0
	◆ Year-to-date percent tardy: 0%
	◆ Number of tardies in most recent 30 days: 0
◆	Behavior
	◆ Year-to-date number of incidents: 0
	◆ Year-to-date number of Detention actions: 0
	◆ Year-to-date number of Suspension actions: 0
	◆ Year-to-date number of Major Incident behavior incidents: 0
	◆ Number of Minor Incident behavior incidents in most recent 14 days: 0
	◆ Year-to-date number of Minor Incident behavior incidents: 0
	Grades
	Year-to-date number of F's: N/A
●	Tests
	● Most recent MCA-II math achievement level: 3
	● Most recent MCA-II reading achievement level: 3
	Most recent MCA-II science achievement level: N/A
	Most recent MTELL achievement level: N/A
	◆ Most Recent MAP Mathematics Overall RIT Score: 239
	● Most Recent MAP Reading Overall RIT Score: 223

Personalized Learning



Student: Falk, Antoinette Grade: 08 School: 0122 School Year: 2010

Personalized Learning provides detailed information about student performance and focal points, as well as a comment log for discussion.

E-mail me about changes to this student's comments or plan.

Personal Profile

Personal Plan

Comment Log

Personal Plan

Show Inactive?

	Created	Modified	Created By	User Type	Status	Active
+ My Spark Is...						
<u>Music</u>	3/2/2011	3/2/2011	Antoinette Falk	Student	In Progress	✓
+ My Spark Supporters Are...						
<u>My parents and my music teacher, Mrs. Badger</u>	3/2/2011	3/2/2011	Antoinette Falk	Student	In Progress	✓
+ My Volunteering Activities Are...						
<u>Building homes with Habitat for Humanity</u>	3/2/2011	3/2/2011	Antoinette Falk	Student	In Progress	✓
+ My Goal Is...						
<u>To learn Carcassi's Etude no. 5 for classical guitar. I will play this piece at a recital by Spring of this school year.</u>	3/2/2011	3/2/2011	Antoinette Falk	Student	In Progress	✓

Add New Focal Point

Thank you!

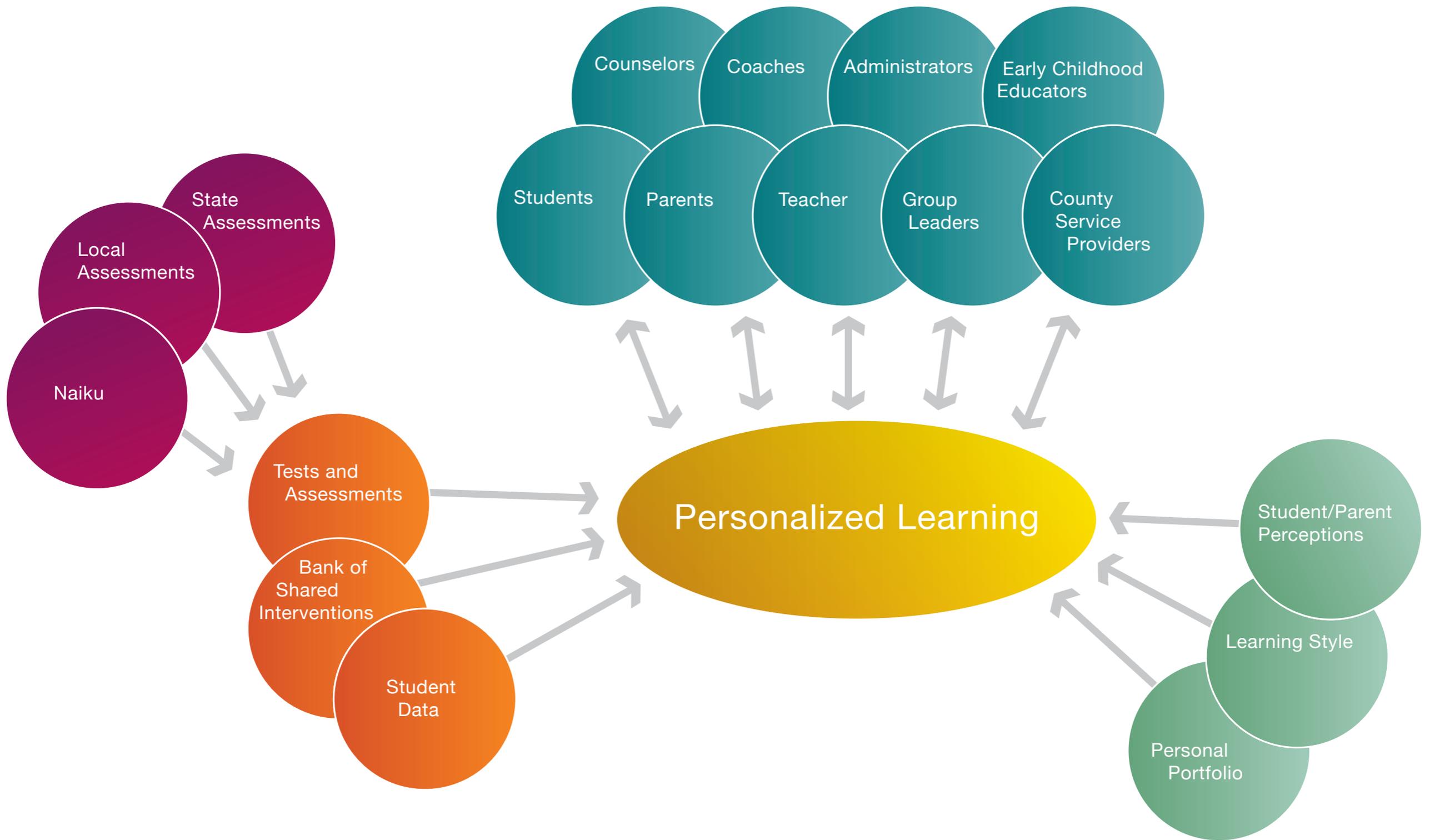
Ben Silberglitt

651-999-6321

Ben.Silberglitt@ties.k12.mn.us

<http://www.student.ties.k12.mn.us/PLP.html>





DROPOUT

Personalized Learning for At-Risk Students

Keeping kids in school, especially students who are involved in the juvenile justice system, is a tremendous challenge. An alarming 35 percent of the students in Hennepin County fail to graduate from high school. In the Minneapolis metropolitan area alone, over 10,000 students dropped out from the class of 2008. The cost is enormous and long-term. Dropouts are more likely to be incarcerated or unemployed, rely on public services and go without health insurance. Over their working life, the average dropout will cost taxpayers more than \$292,000 in lower tax revenues, public services and support costs, and incarceration costs.

PROBLEM

A major problem facing county service providers who help at-risk students is the lack of timely information about school attendance, academic performance and behavior problems. In a time-consuming process, county services providers first make a request to the school for student information. Next, the school collects the information and sends it to the providers or they can pick it up at the school. The process takes days, sometimes weeks, before it reaches Hennepin County probation officers and case workers. Before the case worker learns of a problem, a student may have skipped school 3, 6, 8 or more times. Delays in information access work against prevention and positive results for these students.

SOLUTION

To keep kids in school, Hennepin County probation officers, school staff and TIES are now sharing student information in real-time electronically. This new technological process is helping Hennepin County probation officers and case workers get instant school information about at-risk students. The student information system used in the school district was modified to allow secure access by Hennepin County case workers. Now, immediate e-mail alerts notify them if a student misses or is late for a class before the class is over. Called TIES Personalized Learning System, it is the same system used by educators and parents in many public schools across Minnesota.

RESULTS

Rather than taking days or weeks, access to this new personalized learning system provides immediate notification online about problems before they become crises. With information readily at hand, service providers can be far more efficient, speedy and proactive in addressing and heading off problems, making it easier and faster to respond to students and prevent them from becoming dropouts.

With this new process, accountability is immediate. Students are more accountable for their behaviors when they know someone is watching. Service providers are more accountable for taking timely action with their clients.

Results from a preliminary evaluation of this pilot program shows that the new system saves significant amounts of time for county service providers. It also takes the burden off school staff who previously had to generate the information and send it to service providers. Ultimately, it is helping to keep kids in school.

COLLABORATION

This innovative solution was created at no cost through a collaboration between Hennepin County; and the Bloomington, Brooklyn Center and Intermediate 287 school districts; and TIES, an education technology developer of 41 Minnesota school districts. By collaborating across sectors, Hennepin County service providers are now able to access online information already collected by school districts, instead of building its own information system, which would have been a multi-million-dollar and multi-year project to develop and maintain.

This collaboration between the county, the three school districts and TIES has the potential to grow far beyond those boundaries as other school districts and county corrections and social service agencies recognize the value and ease of securely sharing data and providing timely and effective interventions to keep kids in school.

*Contact: Kathy Guthrie, TIES Communications Director,
at Guthrie@ties.k12.mn.us or 651-999-6051*

COLLABORATION PARTNERS

Bloomington School District

Brooklyn Center School District

Hennepin County

Intermediate School District 287

TIES

M E M O R A N D U M

Date: October 6, 2011

To: Hennepin County Superintendents

From: Sandy Lewandowski *Sandy*

RE: October 14th Superintendent Meeting/Regional Graduation Initiative

In my update on September 9th, I promised to send you a follow-up communication regarding our regional meeting on October 14th. Thanks to the feedback provided by several superintendents, our plan has been modified to best meet the varying needs and interests among our attendees. If you have not yet registered your team, please send the information to Wauneen at wbdmgeni@district287.org today. Please note that the teams will meet from 8:00-11:30 (beverages and snacks provided from 8:00-11:30); superintendents only and commissioners will meet from 11:30-1:00 (lunch provided). The agenda is attached. **All of our work will be put into a Google Document.; please be sure to bring a laptop for your team. In addition, one member will need to have a gmail account in order to contribute to the individual and group Google documents.**

The 287 member districts may recall that we agreed to the purpose, protocols, and template for our meetings. The attached agenda includes the purpose; numbers 4 and 5 prompted 287 to convene the various meetings with the county superintendents and the county commissioners. In the previous email, I attached the "Regional Approach to Improve Hennepin County Graduation Rate" to provide again the context for our work. In this communication, I have attached two documents "Actions Taken & Progress To Date" and "System Barriers". A number of important discussions, tasks and actions have positioned us for action. I hope these two summaries convey the background work completed on the part of many regional partners.

In order to respect the various styles of our leaders, all of the attachments will also be provided at the meeting to inform the discussion and each team's work. Here's what you can expect during the team meeting in the morning:

- Teams will generate a list of "What you do to help students graduate." Share any data you have that supports certain efforts have yielded results. A composite list of all teams will be compiled to reflect the comprehensive collective action-to-date.
- Teams will review the list of "System Barriers," attached and respond to these prompts: "Which barriers are evident in your system?" "What barriers are missing from the list?" and "What potential solutions do you recommend?"
- Teams will begin to draft an action plan for their system to either increase their graduation rates, or to help other systems achieve better results, including a willingness to remove certain barriers.

During the superintendents'/commissioners' joint meeting, following the team meeting, I will ask a few superintendents to report out the work of the morning, and I'll ask everyone to be ready to declare, "an action you are willing to take as a result of our work together."

As a final note, I am pleased to let you know that Commissioner Brenda Cassellius will be joining us for the 11:30-1:00 lunch and report out of our work. I believe we have considerable momentum and that our day together on October 14th will provide a tremendous opportunity for action! As always, please call me if you have questions.

Responsive Innovative Solutions	Intermediate District 287	CONVENER: Sandy Lewandowski FACILITATOR: Susan Hintz
	GROUP: Hennepin County / Superintendents Advisory	DATE: October 14, 2011 TIME: 8:00 A.M.-1:00 P.M.

**8:00 AM – 8:15 AM
Coffee & Networking**

<p style="text-align: center;">THE PURPOSES OF THE GROUP WILL INCLUDE:</p> <ol style="list-style-type: none"> 1. Clearinghouse for innovative ideas 2. Progress monitoring of the Strategic Plan (Collectively identify indicators Superintendents can use to assess progress) 3. Superintendents' support system 4. Regional leverage /political action 5. Regional efficiencies (A long term goal is to use time wisely in meetings, examining how to collapse potentially with other organizations) <p>Meeting Purpose: <i>Increase the political will to participate in a coordinated countywide effort to increase high school graduation rates.</i></p>	<p style="text-align: center;">PROTOCOLS</p> <p>We will each:</p> <ol style="list-style-type: none"> 1. Be honest in our speaking - reveal our concerns 2. Be open-minded in our listening 3. Remain focused on the outcomes 4. Speak for ourselves 5. Take care of self and others 6. Reveal your interests and work toward the common good.
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	Agenda Topic	Outcomes	
8:15 AM – 8:45 AM	✧ Welcome, Check-in and Context	<ul style="list-style-type: none"> ✧ Welcome all participating school districts and agencies. ✧ Understand the purpose of the meeting. ✧ Review newly calculated 2010 graduation rates compared to 2009. ✧ Understand, modify if needed, and accept the proposed protocols. ✧ Understand the conceptual framework that will be used for the morning. 	<i>30 minutes</i>
8:45 AM – 9:30 AM	✧ Discover our collective current reality.	✧ Deepen the understanding of each team's efforts to ensure students graduate from high school (current reality).	<i>45 minutes</i>
9:30 AM - 10:30 AM	✧ Cross System Barriers	✧ Consider the negative effect of barriers across the county that impede students' ability to graduate.	<i>60 minutes</i>
10:30 AM - 11:15 AM	✧ Action Plans to Improve	<ul style="list-style-type: none"> ✧ Outline an action plan, by teams, to raise the county-wide graduation rate, either by increasing an individual system's graduation rate, or ✧ Contribute to the collective goal by changing current practices that inhibit the likelihood of students' perseverance and ability to graduate. 	<i>45 minutes</i>
11:15 AM- 11:30 AM	✧ Check-out	✧ Volunteer final observations about the progress made this morning.	<i>15 minutes</i>

AGENDA- PART TWO

11:30 AM- 12:00 PM	Lunch – Superintendents, Commissioner Brenda Cassellius, and Hennepin County Commissioners		
12:00 PM- 1:00 PM	Report out of work from regional teams.	✧ Superintendents offer regional actions needed to meet the goal of increasing graduation rates from 68% to 80% by 2015. ✧ Declare actions we are willing to take as a result of our work together.	<i>60 minutes</i>

Regional Approach to Improve Hennepin County Graduation Rate

Compiled by Intermediate District 287

October 2011

Actions Taken and Progress to Date

Cross-Sector Pilot Projects

- **Shared Data** (begun 2010; expanded 2011): Hennepin County Corrections, Human Services, and the school districts of Bloomington, Brooklyn Center, Edina, Hopkins, Intermediate District 287, Osseo, and Richfield are in the second year of an expanded pilot using TIES' personalized learning system that provides real-time, integrated school and County service information about students. Additionally, multiple partners are now sharing data across districts and service agencies with the goal of identifying leading indicators that predict successful graduation among Hennepin County students.
- **Shared Social Work Project** (begun Fall 2011): Builds a bridge between the County and its school districts to deliver better services for students and families. Shared funding between the County and District 287 provides four social work positions.
- **ALC Plus** (begun 2010; expanded 2011): School attendance of chronic truants improved greatly in year one ALC Plus uses "System Navigators" and County funded care coordination, behavior support, chemical health, and mental health supports. Expect to serve up to 100 more students in 2011 through expanded County support and contract with Minneapolis Public Schools.

Transforming the High School Experience

- **Innovation Incubators** (Spring 2011): Cross-sector practitioners (schools, County, TIES, MDE) have agreed upon the six components of an effective regional high school model to ground future planning in research and best practices: (1) re-engagement center (intake); (2) individual/continuous learning plan; (3) shared data systems; (4) instructional programming; (5) wrap-around community and county resources; and (6) career and post-secondary pathways. These six components directly align with MDE's recommendations and their work with the National Governor's Association.
- **New, Rigorous and Highly Personalized ALC Model Applied** (Fall 2011): Using the six components, District 287 is transforming its six ALCs. Change includes an orientation week for students when a number of assessment-driven activities will help staff determine a student's strengths and deficits. The assessments will inform a detailed online personalized learning plan, which can be shared from district to district in the event the student moves.
- **TIES Personalized Learning Plan** (Fall 2011): Launched the TIES Personalized Learning Plan (PLP) in all 287 ALC's. The PLP will help to personalize student learning by establishing clear goals and the activities to achieve those goals, as well as continuously tracking specific areas where students need assistance.
- **Identification of System Barriers** (Ongoing): Schools districts and the County continue to examine potential barriers within policy, practice and systems that have the effect of "pushing out" students.

Support and Leadership

- **Board Resolutions** (February 2011): All 18 Hennepin County School Boards passed resolutions that affirm the scale of the problem (3,800 students drop out annually), a common goal (increase six-year graduation rate from 68% to 80% by 2015), and a shared commitment to collaborate with other local government entities and to examine their own practices that may interfere with attaining the goal.
- **Commissioner of Education** Dr. Brenda Cassellius has pledged MDE's ongoing support.
- **A-GRAD** (2006): Hennepin County Board's commitment to improve the region's graduation rate.

Legislative Changes

Data-sharing (January 2011): Conducted exploratory conversations with legislators to identify legislative relief from individual data privacy requirements.

Community Stakeholders Set to Participate in January 2012 Dialogue

- Bush Foundation
- College Readiness Consortium, University of Minnesota, Kent Pekel
- Genesys Works
- The Itasca Project
- MinnCAN
- The Minneapolis Foundation
- Minnesota Chamber of Commerce
- Minnesota Minority Education Partnership, Inc. (MMEP)
- TwinWest Chamber of Commerce
- The Wilder Foundation

The Ask – What Do We Need?

- To be developed....

For more information about efforts to increase Hennepin County's graduation rate, please visit www.district287.org > About 287 > Dropout Prevention.

System Barriers Worksheet

This document identifies cross-sector system barriers that stand in the way of implementing the six components of an effective high school model. The six components align with recent work completed by MDE and are essential to achieve the goal of dramatically increasing graduation rates: (1) re-engagement center (intake); (2) individual/continuous learning plan; (3) shared data systems; (4) instructional programming; (5) wrap-around community and county resources; and (6) career and post-secondary pathways.

1. Graduation Requirements Vary		
Problem for Schools	Problem for Students	Potential Solutions
<ul style="list-style-type: none"> • Criteria varies for determining what constitutes credit. • Alternative school requirements for enrolled students are often different based upon students' residence. • Records must be continually updated and requirements for students change as they move. 	<ul style="list-style-type: none"> • Mobile students experience different graduation requirements with every move. 	
2. Student Data Not Portable		
Problem for Schools	Problem for Students	Potential Solutions
<ul style="list-style-type: none"> • Recordkeeping is NOT portable, standardized, or supported by common technology • State standards provide the basis for information transfer, however: <ul style="list-style-type: none"> ○ Standards are embedded into courses ○ Courses are not standardized ○ Course calendars vary • Data privacy prevents info from being available or easily shared. 	<ul style="list-style-type: none"> • Partial work may not be recognized. • Constant cycle of starting over regardless of mastery of the subject matter. • Schools and agencies don't share information and create a complex system for students to navigate. 	
3. Funding is Attached to Time		
Problem for Schools	Problem for Students	Potential Solutions
<ul style="list-style-type: none"> • Credit can be awarded by assessment but funding is awarded by time. • No financial incentive to emphasize learning over teaching. • No recognition of partial credit. • Four-year graduation calculation doesn't accommodate learning needs and life circumstances. 	<ul style="list-style-type: none"> • More credits behind = less hope. • Holding pattern for students who enter school mid-term. • Mobile students lose credits. • Release from care and treatment and correction programs doesn't match enrollment times. This results in students losing credits in the transition back to schools. 	

4. Transportation		
Problem for Schools	Problem for Students	Potential Solutions
<ul style="list-style-type: none"> • ALC Transportation not required or reimbursed. 	<ul style="list-style-type: none"> • Students who attend ALCs are by definition at-risk (e.g., teen parent programs and daycare) and do not uniformly receive transportation as do students who attend traditional schools or other choice programs. 	
5. Rising and Unmet Mental Health & Behavior Needs		
Problem for Schools	Problem for Students	Potential Solutions
<ul style="list-style-type: none"> • Schools are not statutorily responsible for providing mental health/chemical health services. However, without those critical student services, student progress is significantly limited and often result in behavior and safety issues for schools. • Staff are not trained in evidence-based mental health practices that support academic success. • Students spend most of the week in school but there is seldom coordination with mental health; interventions may not be coordinated or effective for school functioning. • No onsite mental health services; students miss instructional time for appointments. • Two current funding sources (Safe Schools Levy & School Based Mental Health grants) that support critical co-located mental health/chemical/behavior services are inadequate to meet student needs. 	<ul style="list-style-type: none"> • Students don't receive mental health support where they already have relationships with adults. • Lost instructional time because of mental health conditions and travel time to appointments. • Mental health supports that are not evidence based don't result in education success. 	
6. "Push-Out" Effect of Truancy and Suspension		
Problem for Schools	Problem for Students	Potential Solutions
<ul style="list-style-type: none"> • There isn't a regional system for handling older truant students (Hennepin County's <i>be @school</i> extends only to middle school students). • It's not clear who is responsible for follow-up when students exit a school system. • Suspension is used as a behavior tool, distancing those students with greatest needs. • State data show over 100,000 lost instructional days annually due to suspension. 	<ul style="list-style-type: none"> • There is no uniform follow-up for students who have dropped out. • Suspension results in lost instructional time and "pushes out" students, worsening our dropout rate. • African American males are disproportionately suspended. 	

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: October 13, 2011

To: Sandy Lewandowski, Superintendent

From: Jane Holmberg, Executive Director of Teaching and Learning

Re: What Board Members Should Know About Regional Savings through Coordinating Curriculum Materials' Shipping

This past spring the Teaching and Learning Advisory hosted by Intermediate District 287, began having discussions about the ways in which we might be able to collaborate to save dollars in three curriculum-related areas: (1) coordinated shipping and ordering of materials, (2) investing in electronic curriculum or common electronic curriculum writing that could be shared among districts without ongoing licensing fees, and (3) coordinating common assessment writing. We have taken a significant step to realize the first of these options by working with a shipping company, K2 Logistics, in a summer pilot that resulted in collective savings of over \$25,000 for just one publisher and one ordering window.

In this successful pilot our role was to identify the publisher and time frame and then inform districts about the process whereby their purchasing departments notified the publisher, the Wright Division of McGraw-Hill, that they would be working with K2 to coordinate shipping. We chose an ordering window between June 15 and July 15, 2011 because that allowed materials to arrive early enough for summer training and also made ordering available during two fiscal years.

K2 Logistics combined orders to maximize the use of their logistical capabilities. The increased volume during a common time window meant greater dollar savings for metro area districts on shipping costs. Most important to our member districts, we were able to leverage the power of a combined order with other metro districts that work with K2 but who are not members of the intermediate district. Notably, orders from St. Paul and Burnsville helped to create even bigger savings for our members that chose to participate.

Even though not all members were in need of materials through this publisher at this time, many expressed an interest in working collaboratively in the future; plus, all who have worked with K2 have expressed sentiments about the professionalism and ease of working with the company.

This fall we have reviewed what we have learned from the pilot. As a result, we are communicating directly with business directors and purchasing agents about the success of the trial and how we can work together for even smoother communication and increased volume. We are planning a spring ordering window in addition to a summer ordering window with several publishers. Once the publishers that attract the most volume are identified, K2 will begin working with them to establish a relationship that will assure all orders are recognized as part of the combined total.

For more information about the extent of individual district savings or to inquire about the details of the process, please contact Jane Holmberg, Executive Director of Teaching and Learning, jholmberg@district287.org.

School Board Planning Calendar 2011

1 st Meeting of the Month	2 nd Meeting of the Month
JULY 28, 2011 <i>(Only one Board meeting this month!)</i>	
C-Train Update Health and Medical Bucket NEC Facility Committee Report	Financial Report June Legislative Session Review & Implications for District Operations
AUGUST 25, 2011 <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 Board Bucket Policies Furniture Project	Approval of Cash Flow Borrowing Resolution NEC Facility Committee Report School Start Up Program Report “Top Things Board Members Should Know About Our 2011-2012 Start-Up” (Colleen, Laura, and Jane) Negotiations
SEPTEMBER 8, 2011 Superintendent Goals	SEPTEMBER 22, 2011 Financial Report August NEC Facility Committee Report Report on Crisis Planning
OCTOBER 13, 2011 CLP Presentation – Ben S. from TIES Deaf/Hard of Hearing – Mary Hartnett “What the Board Needs to Know About Regional Curriculum Orders and Resulting Savings”	OCTOBER 27, 2011 Financial Report September Strategic Plan / Conditions of Satisfaction NEC Facility Committee Report Written NEC Update Community & Visitors Bucket (CV) First Read
NOVEMBER 10, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding Food Service Resolution Community & Visitors Bucket (CV) Second Read	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Facilities Management Update
DECEMBER 8, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report November NEC Facility Committee Report Moodle Hub	Prior Year Audit Review Legislative Initiatives FY12 Budget Adjustment

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 2012

****TENTATIVE DATES****

1 st Meeting of the Month		2 nd Meeting of the Month	
JANUARY 12, 2012 (MSBA Leadership Conference) Organizational Meeting Oath of Office Election of Board Officers FY11 Audit		JANUARY 26, 2012 Financial Report December NEC Facility Committee Report Legislative Initiatives Strategic Plan Review & Measurement Report Pay Equity Report	
FEBRUARY 9, 2012 Superintendent Mid-Year Evaluation Update Communication & Records Bucket (CR) First Read Restraints (Laura)		FEBRUARY 23, 2012 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY12 Budget Revision & FY13 Budget Assumptions Program Withdrawal Report Diversity Report Communication & Records Bucket (CR) Second Read	
MARCH 8, 2012 Curriculum & Instruction Bucket (CI) First Read New Itinerant Service Model		MARCH 22, 2012 Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update Curriculum & Instruction Bucket (CI) Second Read	
APRIL 26, 2012 (Only one Board meeting this month!)			
Spotlight DVD Presentation Financial Report March Proposed District 287 School Calendar 2012-2013		NEC Facility Committee Report Long Range Facilities Planning Presentation	
MAY 10, 2012 PBIS Data Update Diversity & Recruitment Report Safety Planning Bucket (SP) First Read		MAY 24, 2012 Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution PLC Data Report Highlights Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs NEC Facility Community Report Safety Planning Bucket (SP) Second Read	
JUNE 14, 2012 Superintendents Evaluation Financial Planning & Operations Bucket (FPO) First Read Facilities Use & Planning (FUP) Bucket First Read	Financial Report May PLC Data Report 2012-13 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety Facilities Use & Planning (FUP) Bucket Second Read	JUNE 28, 2012 Final ULA Resolution for Licensed Staff Board Evaluation Health & Safety Assessment 99 Report Superintendent & School Board Evaluation to plan for Board Retreat outcomes Financial Planning & Operations Bucket (FPO) Second Read	

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

INTERMEDIATE DISTRICT 287
October 13, 2011
SCHOOL BOARD CALENDAR

October 2011

13	Thursday	North Education Center Open House	6:30PM	NEC
13	Thursday	Edgewood Education Center Open House	6:00PM	Edgewood
13	Thursday	General Board Meeting	6:30PM	Board Rm
25	Tuesday	Get on the Bus (Bren Road, Headway & West Academy)	8:30AM	DSC
27	Thursday	General Board Meeting	6:30PM	Board Rm

November 2011

01	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm 316
03	Thursday	Epsilon Family Night	5:00PM	Epsilon
10	Thursday	General Board Meeting	6:30PM	Board Rm
22	Tuesday	Get on the Bus (ALC's)	8:30AM	DSC

December 2011

08	Thursday	General Board Meeting	6:30PM	Board Rm
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****TENTATIVE DATES****

January 2012

10	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm 316
12	Thursday	General Board Meeting (<i>MSBA Leadership Conf.</i>)	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

February 2012

07	Tuesday	Get on the Bus (TBN)	8:30AM	DSC
09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm
25	Saturday	Destination Imagination West/Southwest Metro Regional Tournament	TBD	Maple Grove HS

March 2012

08	Thursday	General Board Meeting	6:30PM	Board Rm
20	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm 316
22	Thursday	General Board Meeting	6:30PM	Board Rm

April 2012

12	Thursday	Epsilon Family Night	TBD	Epsilon
14	Saturday	Destination Imagination State Tournament	TBD	Champlin Park HS
25	Wednesday	Honors Mentor Connection Scholar's Forum	TBD	TBN
26	Thursday	General Board Meeting	6:30PM	Board Rm

May 2012

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

June 2012

01	Friday	Prairie Center Academy (PCA) Graduation	10:00AM	EP Cmmnty Center
04	Monday	North Vista Education Center Graduation	7:00PM	North Vista
05	Tuesday	City West Academy Graduation	10:00AM	Shady Oak
07	Thursday	Edgewood Education Center Graduation	TBD	Edgewood
14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

◆ Board Facilities Committee Meeting - Third Tuesday of the Month

◆ Board Facilities Committee Meeting - Second Tuesday of the Month

◆ General Board Meeting – Date Change

◆ New Event

Please join us for an **Open House** at
Edgewood Education Center

Phase
Explore
Edgewood ALC

We welcome:

Current, Former, and Future Students
Parents, Guardians, Family, Friends
Group Home Staff
School District Representatives
Social Workers

ANYONE interested in learning more
about us!

Thursday, October 13, 2011

6:00 – 8:00 p.m.

Meet teachers

Visit classrooms

Food will be available

Scholastic Book Fair and Fundraiser
in the Media Center

Consider adding to your home library while you support
Edgewood's literacy program

Edgewood Education Center
763-533-3821
6601 Xylon Avenue North
Brooklyn Park, MN 55428

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

**All students must be
accompanied by a parent,
guardian, or a group home
staff member.**