

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 February 23, 2012
5. **SHARE THE SUCCESS & RECOGNITIONS** (Information)
 - 5.1. Teacher of the Year Semi-Finals
6. **SUPERINTENDENT'S REPORT - (10 minutes)** (Information)
 - 6.1. Community Health Improvement Plan (CHIP) Leadership Group
 - 6.2. Strategic Plan Leads to New Employee Recognition Model
 - 6.3. Update on Student/Staff Safety
 - 6.4. Hennepin County Regional Dropout Efforts - Alternatives to Suspension
 - 6.5. Congratulations Vista Program – 40 years of Serving Pregnant and Parenting Teens
7. **INSTRUCTIONAL REPORT - (30 minutes)** (Information)
 - 7.1. What the Board Needs to Know About the Area Learning Center (ALC) Plus
 - 7.2. A 287 Personalized Learning Prototype
8. **ADMINISTRATIVE SERVICES REPORT - (20 minutes)**
 - 8.1. Financial Report
 - 8.1.1. 2012-2013 Member District Planning Numbers
 - 8.1.2. FY13 Budget Assumptions (Action)
 - 8.2. Facilities Report - None
 - 8.3. Human Resource Report
 - 8.3.1. Employee - Closed Session (Information)
 - 8.3.2. Negotiations - Closed Session (Information)
9. **BOARD BUSINESS - (10 minutes)** (Information)
 - 9.1. Policy/Procedure Review & Revision
 - 9.1.1. Curriculum & Instruction Bucket (CI) (Information)
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.2. AMSD Report (Ann Bremer) (Information)
 - 9.3. **District News** (Information)
 - 9.3.1. School Board Planning Calendar
 - 9.3.2. March 8, 2012 Calendar
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
February 23, 2012
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:

286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Laura Ronbeck
276	Minnetonka	Bob Quam
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 281/ Tyrrell, and 283/Gores

Guests:

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

287 Staff Members: Bruce Mulder, and Julie Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Greg Thielsen, 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 February 9, 2012; North Education Center (NEC) Change Order; Technology Order for North Education Center, and approval of the Routine Human Resource Activities for February 23, 2012. *Motion by Ann Bremer, seconded by Dean Henke, to approve the Consent Agenda as presented. Motion carried.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski and the Board acknowledged Paraprofessional Recognition Week (January 16-20).

Superintendent Lewandowski acknowledged School Board Recognition Week (February 20-24, 2012) and showed a special thank-you video prepared by the North Education Center (Sandburg Elementary) students.

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski provided a brief overview on the legislative proposals prepared by the three intermediate school districts highlighting the opportunity Sandy, Dr. Char Myklebust, Executive Director of Mental Health/Partnerships, and Mrs. Laura Keller-Gautsch, Executive Director of Special Education, had to testify on a bill designed to address the legislative report on restraint.

Mrs. Laura Keller-Gautsch, Executive Director of Special Education, presented a brief overview on restraint: 1) On August 1, 2011, the laws pertaining to the use of restrictive procedures changed. The new law prohibits "physical holding that restricts or impairs a child's ability to breathe." 2) Because some have read this prohibited procedure as prohibiting prone restraint, the special session amended the new law to allow the continued use of prone restraint until August 2012 but also require extensive staff training and documentation anytime the procedure is used. 3) The law also requires the MDE to report. The district supports several of the report recommendations; however, because of acknowledged limitations of the data, there are recommendations that we find difficult to support. Many stakeholders have a concern if we are unable to use prone restraint, we may have less positive outcomes, with more homebound instruction or early police intervention. 4) The intermediate legislative recommendations are to continue implementation of the amended statute and review data for at least one additional year.

Dr. Jane Holmberg, Executive Director of Teaching and Learning, and Dr. Char Myklebust, Executive Director of Mental Health/Partnerships, presented a brief overview to the Board on aspects of a letter supporting legislation to seek a waiver from a provision that is slated to go into effect next year to reduce absences for teen moms to 10 days per year at which point they will no longer have access to childcare funding.

Jane briefly updated the Board on the Minnesota History Electronic Curriculum where districts will collaborate to design curriculum that will be a web-accessible resource to teachers and not require ongoing print purchase.

Sandy presenting a video to the Board that showcased Governor Dayton's visit to the South Education Center on February 14, 2012.

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for January 2012. *Motion by Ann Bremer, seconded by Carter Peterson, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

Janet presented the FY12 Budget Revision for approval. *Motion by Ann Bremer, seconded by Laura Ronbeck, to approve the FY12 Budget Revision as presented. All in favor. Motion carried unanimously.*

Facilities Report

Board Facility Committee Chair Robb, and Mr. Tom Shultz, Director of Facilities, provided a brief overview on the progress at the North Education Center which is now 65% to 70% complete.

Mr. Tom Shultz, Director of Facilities presented and recommended approval of a Change Order for the wells in the geothermal field in the amount of \$102,262.00. *Motion by Peyton Robb, seconded by Michèle Kunz, to approve the Change Order for the wells in the geothermal field in the amount of \$102,262.00 as presented. All in favor. Motion carried unanimously.*

Human Resources Report

Mrs. Anne Becker, General Counsel/Human Resource Director, requested approval of a Resolution directing the Administration to make recommendations for reductions in programs and positions (ULAs). *Resolution motion by Ann Bremer, seconded by Michèle Kunz, to waive the reading of the resolution and approved the proposed resolution directing the administration to make recommendations for reductions in program and positions (ULAs). The following voted in favor of the resolution: Henke, Bomben, Bremer, Ronbeck, Kunz, Peterson, Robb, Rowley, Quam, and Thielsen. The resolution passed.*

9. BOARD BUSINESS

Policy Review & Revision

Mrs. Anne Becker, Director of Human Resources, presented and recommended approval of the Communication & Records Policy (CI). *A motion was made by Ann Bremer, seconded by Greg Thielsen, to waive the reading of the Communication & Records Policy (CI) and approve Technology Acceptable Use and Safety Policies as presented. No discussion. Motion carried unanimously.*

Chair Report

Board Chair Bremer recommended the approval of the Board Bylaws Amendment. *Motion by Ann Bremer, and seconded by Michèle Kunz, to approve the Board Bylaws Amendment as presented. All in favor. Motion carried unanimously.*

Board Chair Bremer and the Board recognized Board member Bomben on receiving the MSBA 2012 All State School Board Award.

Board Chair Bremer updated the Board on the January 7 Local 2209/Board Breakfast.

AMSD Report

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:47 PM.

The next general meeting will be held on March 8, 2012, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

Minnesota TEACHER of the YEAR

February 28, 2012

Paul Bennett
500 Hanlon Avenue
Wayzata, MN 55391

Dear Paul,

Congratulations! You've been selected as a semifinalist in the 2012 Minnesota Teacher of the Year program! This year we received hundreds of nominations, and 111 educators chose to participate in the process by submitting a portfolio. Selecting 34 semifinalists was especially challenging this year. You represent the many excellent teachers throughout Minnesota, and we're grateful for your dedication to teaching.

Selection panel members will choose about 10 finalists from among the semifinalists in mid-March. All candidates will be notified of the results shortly thereafter.

You and a guest are invited to the 48th annual Minnesota Teacher of the Year recognition banquet on Sunday, May 6, at The Northland Inn in Brooklyn Park. At that time, all of this year's Teacher of the Year candidates will be honored and we will announce the 2012 Minnesota Teacher of the Year. We will mail your invitation and information about tickets for the awards banquet at the end of March.

In the meantime, please reserve Friday, May 4, through Sunday, May 6, on your calendar. Should you be named a finalist in the next selection round, you will meet for a 30-minute interview with the selection committee on Saturday, May 5, also at The Northland Inn. There are many other activities planned throughout that weekend as well, beginning with a Celebration Reception for all finalists and their guest on Friday evening, May 4.

If you have questions, please call Kieren Steinhoff at 800-652-9073 or 651-292-4865. Congratulations again on your selection as a semifinalist, and thank you for all you do, in and out of the classroom, on behalf of your profession.

Sincerely,



Doug Doohar, Coordinator
Minnesota Teacher of the Year Program

cc: School Principal
District Superintendent
School Board Chair

s:\chris\12 toy\candidate communications\2012 congrats semifinalist.docx
cc2/28/2012

RECEIVED

MAR 06 2012

INTERMEDIATE DISTRICT 287
SUPERINTENDENTS OFFICE

Healthy in Hennepin – A Community Health Improvement Initiative for Our County
CHIP Leadership Group *January 2012*

The five community health boards that serve Hennepin County are launching an initiative to foster and strengthen successful partnerships to improve the health of our residents. This initiative will forge alliances across a broad spectrum of Hennepin County entities to *work together* to improve the health of individuals and the broader community. The Community Health Improvement Plan (CHIP) Leadership Group will help shape, guide, and champion this important work in partnership with local public health.

The CHIP Leadership Group includes community leaders from organizations involved in health-related activities. This group will provide guidance to the CHIP process, help engage participants from the community, and champion the effort and the plan that is developed.

Specific Roles of the CHIP Leadership Group:

- Attend Leadership Group meetings to provide input and guidance on stakeholder engagement plans and the CHIP planning process
- Help recruit stakeholders to participate in the CHIP process
- Promote the work of the CHIP initiative
- Explore opportunities to provide resources to help implement the strategies of the CHIP Plan from within group member organizations and sectors
- Advocate for the outcomes of the plan

Time Commitment: February through June 2012

1. Monthly Leadership Group meetings:
 - Target for first meeting: week of February 13
2. Periodic review of draft documents provided by project staff as able
3. Optional: Participation in three community forums (or by representative)
 - Forum 1: Tentatively the week of March 19
 - Forum 2: Tentatively the week of April 2 or 9
 - Forum 3: Tentatively the week of April 16 or 23

Questions? Contact any of the following:

CHIP Project Lead: Kathryn Richmond, Principal Planner,
Hennepin County Human Services and Public Health (952-292-6663)

Convening Community Health Board Leaders:

Hennepin County Community Health Board:
Susan Palchick, Program Manager, Public Health and Clinical Services
Hennepin County Human Services and Public Health (612-543-5205)

City of Minneapolis Community Health Board:
Gretchen Musicant, Commissioner of Health
Minneapolis Department of Health and Family Support (612-673-3955)

Cities of Bloomington, Edina and Richfield Community Health Boards:
Karen Zeleznak, Public Health Administrator
Bloomington Public Health Division (952-563-8905)

See reverse for additional information on the CHIP process.

Healthy in Hennepin – A Community Health Improvement Plan Initiative

The CHIP process is a vehicle for channeling the creative energy of diverse organizations toward common goals and tapping a wide range of talents and resources for greater impact.

This process will result in a shared Community Health Improvement Plan, which will include:

- Identification of current health-related efforts in the county, their common stakeholders and opportunities to foster improved collaboration among them.
- A shared vision for improving community health across public and private organizations.
- Common health-related priorities identified within and across multiple organizations.
- Actionable steps that can be executed collectively through sustained partnerships.
- Aligned assets and resources to make a difference and potentially, gain efficiencies.
- Established inter-agency processes for monitoring and evaluating progress toward common goals.

Reasons for This Initiative:

- Development of a CHIP is required of local public health departments as part of the Local Public Health Act.
- A current CHIP is a requirement of Public Health Accreditation, which some local health departments are initiating.
- The timing parallels community assessment obligations for hospitals and health plans.
- Health departments are responsible for protecting and promoting the health of the population but must partner with others to be effective.
- Increasing collaboration makes good business sense in times of shrinking funds: to gain efficiencies, recognize and align similar efforts, identify and address gaps, and leverage resources to maximize outcomes.
- While many sectors are involved in a variety of health improvement initiatives, our community has not fully leveraged the power of collaboration to tackle important health issues across a wide range of providers.

Maintaining A Safe and Secure Workplace for Everyone

Every staff member in Intermediate District 287 deserves a safe environment in which to work. Given the extremely unique and often challenging needs of our students, District 287 teachers and staff experience risks in their jobs that must be addressed.

As the needs of our students continue to grow in severity, District 287 leadership is responding in several ways.

Additional Support Staff: The Special Education Division has 30 additional educational assistants that provide 1-1 support to students who are in need of enhanced supervision. Using the Guidelines For Additional Adult Support Guidelines, teams utilize a decision making process to determine the need for this additional support. These staff provide an additional degree of support to our already low student to staff ratios.

Additional Funding: Superintendent Sandy Lewandowski was instrumental in [legislation in 2005](#), which gave member districts additional authority to levy for resources specifically for safe schools activities in Intermediate school districts. District 287 received more than \$800,000 in 2011-12 safe school levy funds. Funding directly supports:

- Police liaison officers
- Licensed school staff such as social workers, PBIS (Positive Behavior Intervention and Supports) coaches, counselors, nurses and mental health staff
- Staff development and administrative support

Advanced Training, Drills and Modules: District 287 received a \$5,000 grant from the Minnesota Department of Education to produce online safety training modules. Additionally, the district held a large-scale emergency preparedness drill at Edgewood Education Center in August 2011.

Ongoing Proactive, Preventative Efforts in District 287

Staff Training and Programs: Staff who use restrictive procedures with students are trained in 10 different skill and knowledge areas, such as communicative intent of behavior, standards for using restrictive procedures and relationship building. District 287 has an expansive list of 19 trainings and nationally recognized programs, such as:

- CPI (Crisis Prevention and Intervention), a full-day training that teaches strategies to de-escalate situations and safely restrain students.
- PCM (Professional Crisis Management) offers additional hours for a more in-depth examination of interventions from prevention to additional physical restraints.
- PBIS (Positive Behavior Interventions and Supports) and The Nurtured Heart Approach are two research-based strategies used to increase positive student behavior by giving teachers strategies to acknowledge positive behavior while maintaining specific structure, with a clear set of rules and guidelines.

District 287 Health & Safety Committees: Building-level and district-level committees involve labor and management in a cooperative effort to promote health and safety in all of the district's workplaces. Both groups convene at least quarterly. Building-Level committees include management representatives and employee representatives from each collective bargaining unit/employee group. Building-level committees meet prior to the district-level team meetings. The Health & Safety Committee aids and advises management about health and safety issues in the workplace. All recommendations from the Health & Safety Committee are submitted to management. The committee conducts workplace health and safety inspections as frequently as they deem necessary. The committee also reviews and makes recommendations about the employer's health and safety program and records

Local Law Enforcement and District 287: Superintendent Lewandowski and her leadership team have built trusted relationships with suburban police departments who serve our member districts. State and Federal "Cops" grants have strengthened partnerships between local law enforcement officials and school districts. District 287 is hoping to expand our partnerships in this area.

Improvements to Facilities: Federal and state funding that is earmarked for facilities (and cannot be used for staffing or instructional resources) has provided several enhancements to district facilities, including: card readers, cameras, metal detecting wands, and training.

Protective safety-wear is also available for staff. If you need any safety-wear to feel more secure while teaching, please contact Tom Shultz, Director of facilities at 763-550-7120 or twshultz@District287.org

Your Role in Maintaining a Safe Workplace: Every employee should be aware of his or her roles and responsibilities. If injured while at work, you should immediately report it to your supervisor, even if you aren't seeking medical treatment. Completing and submitting forms immediately helps to ensure you get the help you need and that the incident is formally documented and examined so that we can continually improve our workplace conditions for every employee.

BREAKOUT SESSIONS

Each breakout is offered for both sessions.

2:00-2:45 PM Breakout Session 1

2:45-3:30 PM Breakout Session 2

<p>Collaborative Problem Solving With Linda Oberg & Tara Blackert Room 318</p>	<p>Collaborative Problem Solving is a model developed by Ross Green, associate clinical professor in the Department of Psychiatry at Harvard Medical School. Dr Greene feels that "Kids do well if they can" and that they may lack the skills to behave adaptively. Staff looks at the lagging skills that the student has and uses this as a framework for understanding. Student and adult work together through a 3 step problem solving model to come up with solutions to unsolved problems.</p>
<p>PEER C.O.R. With Nancy Meyer, Tanya Holub & Community Partners Room 321</p>	<p>Peer C.O.R. is a restorative justice program that provides an alternative to suspension and juvenile court in which a jury of peers recommends to the Peer Court judge sanctions as an alternative. Peer C.O.R. offers education and a hands-on experience about the juvenile justice system while holding youth accountable for their behavior.</p>
<p>Positive Behavioral Interventions and Supports, PBIS With Tom Delaney & Mary Hunt Room 310</p>	<p>PBIS Tier 2 and 3 systems function as an alternative to suspension in two ways. First, well implemented systems with ongoing behavioral screening prevent problem behavior for which suspension is the required or usual administrative response. Second, PBIS Tier 2 and 3 systems are more effective at positively changing behavior than prolonged or repeated student suspension.</p>
<p>Restorative Practice With Nancy Riestenberg & Nancy Litman Room 312</p>	<p>Awarded the 2010 Star of Innovation Award by MASSP, Proctor Public Schools' Alternative to Suspension Program called Respect and Peace in Schools (RAPS) provides extensive and applicable staff training on restorative practices. Further, behavioral interventions are supported and implemented including students' developing a comprehensive and Logical Restorative Plan with input from a Student Participatory Court.</p>
<p>Social Emotional Learning, SEL With Char Myklebust Room 314</p>	<p>SEL is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.</p>

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Alternatives to Suspension

A total of 110,033.40 instructional days were missed in 2009-2010 due to out-of-school suspensions.

--Dangerous Weapons and Disciplinary Incidents Report to Legislature

February 29, 2012

8:00 AM-3:30 PM

MORNING AGENDA

- 7:30-8:00 AM Registration and Breakfast
- 8:00-8:15 AM Welcome
- 8:15-9:45 AM **Keynote:**
Suspension: Use, Effects, and Alternatives
by Sarah Scullin Stokes, PhD, NCSP
- Dr. Stokes received a doctorate in Educational Psychology from the University of Minnesota. She has worked with the Minnesota Department of Education in providing support to schools in lowering suspension rates and developing alternatives to suspension. She has researched and published on the effects of suspension and its connections with disproportionality, diminished student engagement, and dropout. Dr. Stokes has conducted district trainings and presented at national conventions on the effects and alternatives to suspension.*
- 9:45-10:00 AM Break
- 10:00-11:45 AM **Information Session:**
Systematic Approach to Alternatives to Suspension
by Cindy Shevlin-Woodcock, Nancy Riestenberg & Mary Hunt, Minnesota Department of Education
- 11:45 AM-12:30 PM Lunch

AFTERNOON AGENDA

- 12:30-1:45 PM **Panel Discussion:**
Successes and Challenges of Implementing Alternatives to Suspension in Minnesota Schools
Moderator: Cindy Shevlin-Woodcock, MDE
- Panelists:**
Cherie Braspenick, Burnsville-Savage-Eagan School District—Eagle Ridge Jr. High *Alternative Suspension Program and Intervention Responsive Education (ASPIRE)*
- Tom Delaney**, St. Paul Public Schools *Positive Behavioral Interventions and Supports*
- Kristin Hauge & Anne Lucasse**, Alternative Learning Centers, Intermediate Districts 916 and 287 *Collaborative Problem Solving Model*
- Nancy Litman**, Proctor Secondary School *Respect and Peace in Schools (A Restorative Action Approach)*
- Nancy Meyer & Tanya Holub**, South Washington County Schools Park High School *Project SAS: Successful Alternative Supports*
- 1:45-2:00 PM Break
- 2:00-2:45 PM **Breakout Session 1**
See page 4 for session descriptions and locations.
- 2:45-3:30 PM **Breakout Session 2**
See page 4 for session descriptions and locations.



Strengthening Our Communities

2006 REPORT TO THE COMMUNITY



“I LOVE MY DAUGHTER,” says Ahnya Penny, scooping up her 6-year-old from the swing outside their St. Paul apartment. “I don’t think I would be who I am today without all these things that have happened to me.”

Ahnya is much stronger and happier today than she was a few years ago. She’s a bright-eyed 22-year-old planning to graduate with a B.S. degree in nursing from the College of St. Catherine in St. Paul next year.

But seven years ago, Ahnya was a pregnant 15-year-old, afraid and uncertain about her future. She was referred to the South Vista Program, Fairview and the Richfield Independent School District.

The South Vista Program offers education,

day care, a staff nurse and Fairview employees as mentors to girls and young women who have limited financial resources. Besides providing mentors and jobs for mothers and mothers-to-be, Fairview gives supplies and other resources to the program.

Ahnya credits the South Vista Program for much of her success. Statistically, she stands out. Many single teen mothers never finish high school, let alone earn a college degree.

While in high school, Ahnya was able to work as a dietary

assistant at Fairview Southdale Hospital and attend college courses at night, relying on the program and her parents for child care. Working alongside health care professionals influenced her decision to pursue a nursing degree, Ahnya says. Fairview gave her a \$1,200 college scholarship to get her started.

“I don’t think I would be who I am today without all these things that have happened to me.”

EDUCATING & MENTORING TEEN MOTHERS



Jean Montgomery has been a mentor for girls and young woman like Ahnya for eight years. She does it voluntarily, in addition to her regular job supporting nurse managers at Fairview Southdale.

"I almost feel like they're daughters to me," Jean says. "I feel such closeness and warmth for them and for their children."

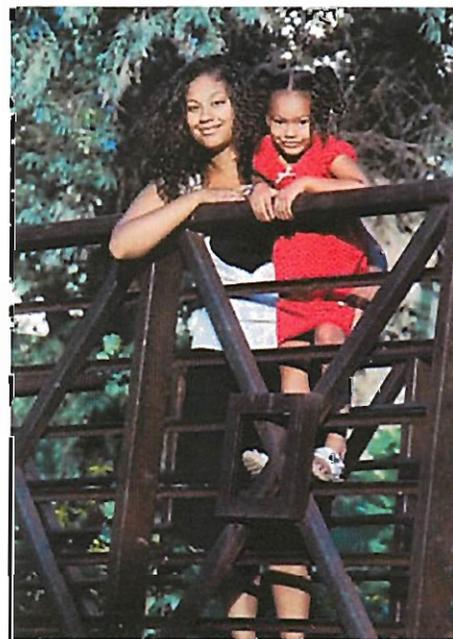
Ahnya credits her relationship with her own South Vista mentor—also a Fairview employee—with providing emotional support and guidance to make her dream happen.

"She really cared about me and about my daughter," Ahnya says.

She smiles as she recounts how her mentor marked her high school graduation years ago by giving her a stethoscope.

Pausing, Ahnya's eyes get a look of intensity as she adds: "And, I'm going to use it!"

Ahnya Penny with her daughter, Arianna, on the campus of the College of St. Catherine in St. Paul. She expects to graduate next year from the college's nursing school. Ahnya credits the South Vista Program and mentoring from Fairview for her success.



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: March 2, 2012
To: Sandy Lewandowski, Superintendent
From: Char Myklebust, Psy.D., Executive Director of Mental Health and Partnerships
Jane Holmberg, Ph.D., Executive Director of Teaching and Learning

Re: What Board Members Should Know About ALC Plus - Minneapolis

Background: In the spring of 2011, Intermediate District 287, Hennepin County, and Minneapolis Public Schools reached an agreement whereby District 287 agreed to serve a Minneapolis student population previously enrolled in Success Academy in Minneapolis. Once the Minneapolis administrative oversight, referral process and transportation logistics were refined, referrals accelerated. Students enrolled in the program are involved with County services and attend classes at Edgewood Area Learning Center and South Education Center Alternative. City West Academy is another placement site for overflow.

Current Status: 34 Minneapolis students are enrolled to date. The ALC's can accept 10 additional Minneapolis students this school year. The District also educates 62 ALC Plus suburban students. Since ALC's are choice programs, several non-ALC Plus Minneapolis students attend Edgewood and SECA. Any of these students can access "Plus" services if they are currently or should become involved with Hennepin County services.

Daily attendance ALC Plus at Edgewood through December 2011 = 72.15%

Daily attendance ALC Plus at SECA through December 2011 = 70%

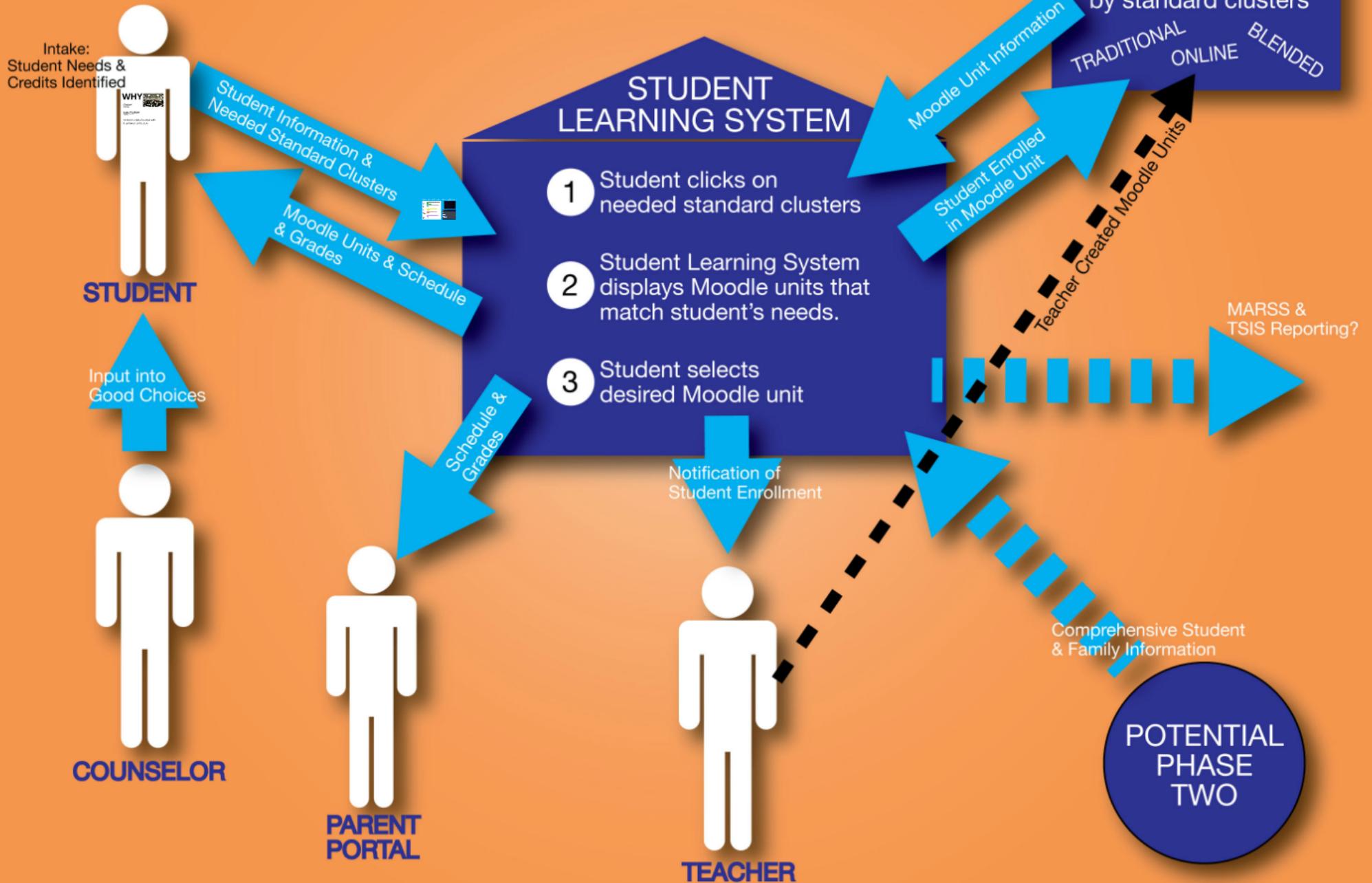
District 287 ALC Plus Program components:

1. Wrap-around services include probation oversight and County social work support.
2. Lower class sizes allow for engaging, personalized, and differentiated instruction
4. Robust curriculum for social emotional learning, including Success Highways, Mind-Up, and Teen Outreach Program (TOP).
5. Commitment to utilizing alternatives to suspension.
6. Collaborative Problem Solving (CPS) approach to student behavior.
7. Co-located mental, case coordination, and chemical health services.
8. Career technical and industry certification offerings expose students to higher paying careers.
9. Work experience coordination.
10. Access to Hennepin Technical College courses.
11. English Learners programming.
12. Special education services.
13. Read 180 programming for all students who read two years or more below grade level.
14. Service learning opportunities e.g. Feed My Starving Children.

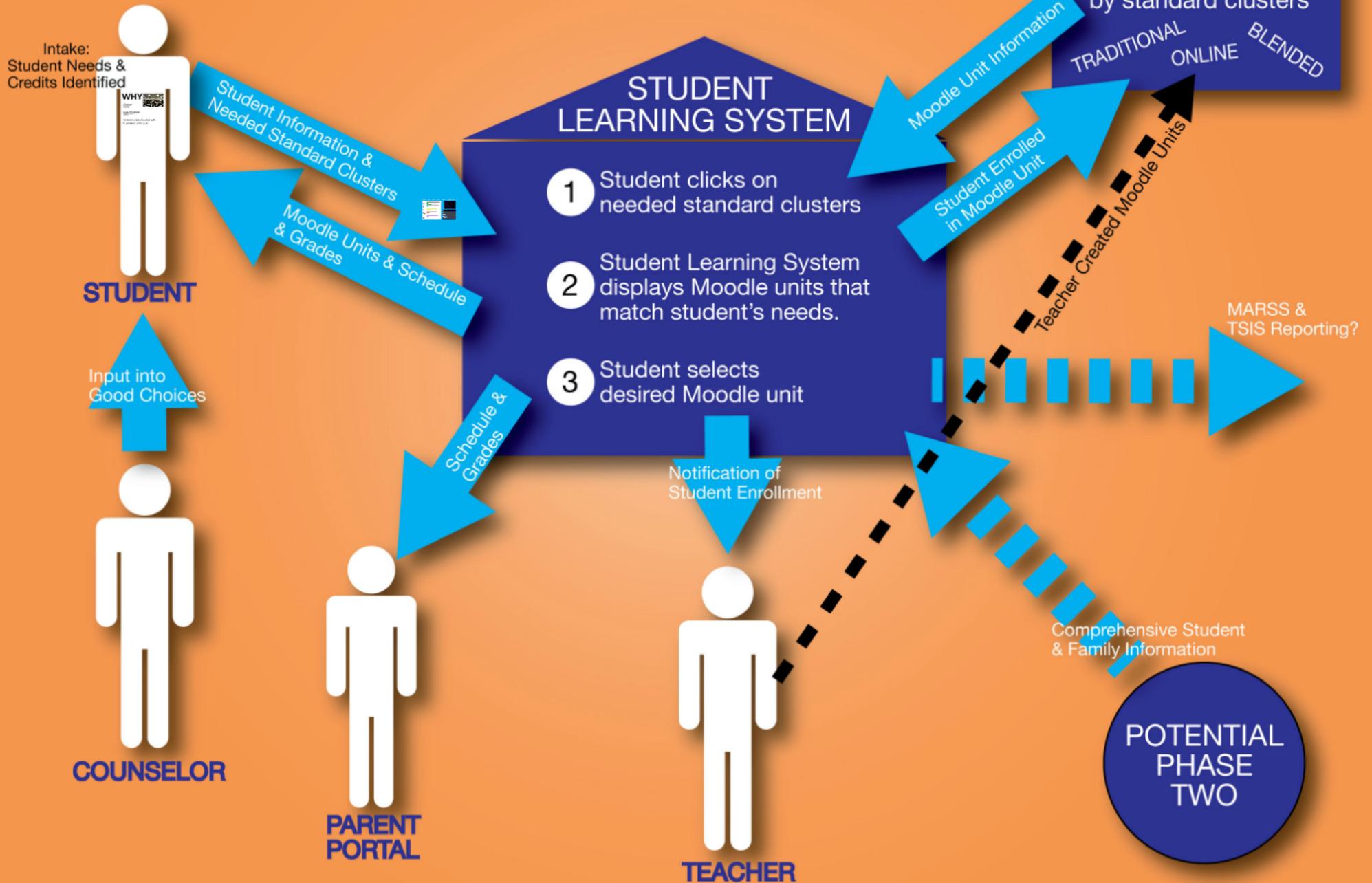
Minneapolis Contribution:

Minneapolis Schools paid District 287 \$400,000 for the 2011-2012 school year and has committed \$300,000 for the 2012-2013 school year. Additionally, Minneapolis provided transportation for their students. Funding for Year Three will be determined after a program evaluation in January of 2013.

PERSONALIZED LEARNING INITIATIVE



PERSONALIZED LEARNING INITIATIVE



WHY



Choice!

Student need
Student interest

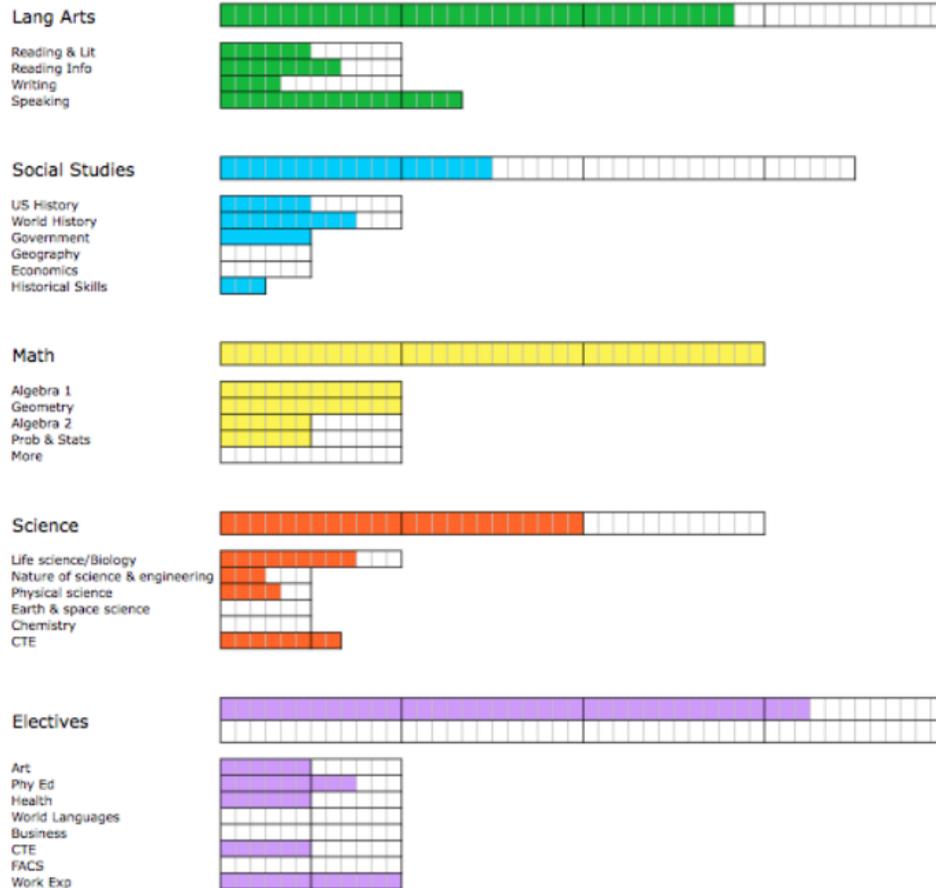
Data Problem

Quick feedback & progress
3-week units

Connects digital learning with
traditional curriculum

Detail of the Student Learning System

Student Progress toward Graduation Requirements



Course Request PLI

Based on student needs as identified at intake and included in CLP

* Required

Subject Area *

English

Course *

English 9

Topic

RL: Washington Irving

RL: Washington Irving

W: Social Issues and the Media

W: Blogging

RI: US Supreme Court Decisions

SL: TED Talks

Powered by Google Docs

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)



Reading Literature [RL]: Key Ideas and Details: Washington Irving

You are logged in as [Jon Fila](#) (Logout)

[Home](#) ▶ [My courses](#) ▶ [Washington Irving](#)

Turn editing on

Topic outline

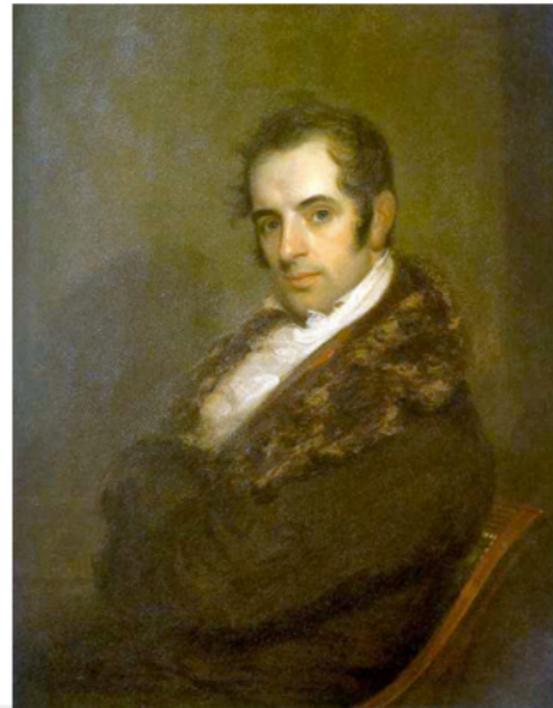
Your progress

1

- Additional Info and Standards Alignment
- Help/Support
 - Step 1: Lit. Lessons
 - Step 2: Washington Irving Bio
 - Step 3: Course Texts-Washington Irving
 - Rip Van Winkle Study Guide
 - Devil and Tom Walker Study Guide
 - Legend of Sleepy Hollow Study Guide
 - Step 4: Irving Story Review
 - Step 5: Assessment: Student Project
 - Potential Essay Topics

Skill Lessons (if necessary)

- Making & Sharing Video



Reading Literature [RL]: Key Ideas and Details: Washington Irving

Teacher: Jon Fila

This unit covers the MN Academic Standards in English/Language Arts for Literature [RL]: Key Ideas & Details 11.4.1.1; 11.4.2.2; 11.4.3.3

Time: -3 weeks

This lesson will take ~15 hours:

- o Lesson- 1 hour
- o Text reading/listening/Study Guide- 7 hours
- o Story Review- 1-2 hours
- o Student Project- 4-5 hours

This lesson addresses the Reading Benchmarks: Literature [RL] Key Ideas and Details.

Grade Level	Standard	Curriculum	Assessment
11, 12	11.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	Washington Irving short stories (<i>The Devil and Tom Walker</i> ; <i>The Legend of Sleepy Hollow</i> ; <i>Rip Van Winkle</i>) Teacher's Guide to The Core Classics Edition of Washington Irving's <i>The Legend of Sleepy Hollow & Other Tales</i> by Lisa Scallet (c) 2003 Core Knowledge Foundation http://www.coreknowledge.org/mimikr/uploads/documents/TSW/CCLSH.pdf Skills tutorials by Jon Fila for project creation. Teacher developed lesson on Connotation and Denotation	Teacher Developed Bloom's questions created with The Differentiator http://www.byndood.com/differentiator/ Book Review Activity Student developed final project.

Category
Presentation
Content
Originality
Attractiveness

This lesson will take -15 hours:

- o Lesson- 1 hour
- o Text reading/listening/Study Guide- 7 hours
- o Story Review- 1-2 hours
- o Student Project- 4-5 hours

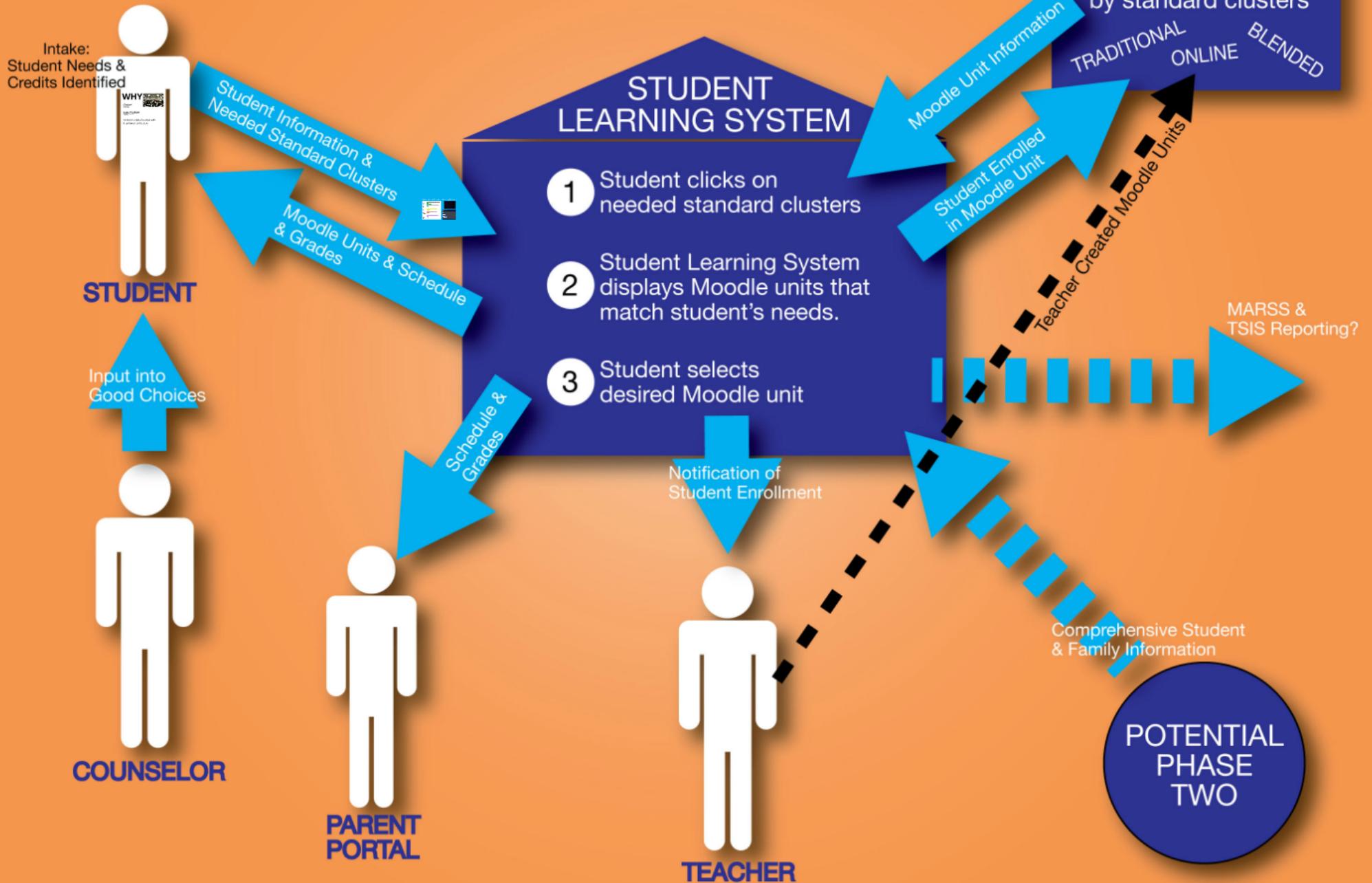
This lesson addresses the **Reading Benchmarks: Literature [RL] Key Ideas and Details.**

Grade Level	Standard	Curriculum	Assessment
11, 12	11.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	Washington Irving short stories (<i>The Devil and Tom Walker; The Legend of Sleepy Hollow; Rip Van Winkle</i>) Teacher's Guide to The Core Classics Edition of Washington Irving's <i>The Legend of Sleepy Hollow & Other Tales</i> by Lisa Scallet (c) 2003 Core Knowledge Foundation http://www.coreknowledge.org/mimik/mimik_uploads/documents/59/CCLSH.pdf Skills tutorials by Jon Fila for project creation. Teacher developed lesson on Connotation and Denotation	Teacher Developed Bloom's questions created with The Differentiator http://www.byrdseed.com/differentiator/ Book Review Activity Student developed final project.
11, 12	11.4.2.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Washington Irving short stories (<i>The Devil and Tom Walker; The Legend of Sleepy Hollow; Rip Van Winkle</i>) Teacher's Guide to The Core Classics Edition of Washington Irving's <i>The Legend of Sleepy Hollow & Other Tales</i> by Lisa Scallet (c) 2003 Core Knowledge Foundation http://www.coreknowledge.org/mimik/mimik_uploads/documents/59/CCLSH.pdf Skills tutorials by Jon Fila for project creation. Teacher developed lesson on Theme, Central Idea, and Summarizing.	Teacher Developed Bloom's questions created with The Differentiator http://www.byrdseed.com/differentiator/ Book Review Activity Student developed final project.
11, 12	11.4.3.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Washington Irving short stories (<i>The Devil and Tom Walker; The Legend of Sleepy Hollow; Rip Van Winkle</i>) Teacher's Guide to The Core Classics Edition of Washington Irving's <i>The Legend of Sleepy Hollow & Other Tales</i> by Lisa Scallet (c) 2003 Core Knowledge Foundation http://www.coreknowledge.org/mimik/mimik_uploads/documents/59/CCLSH.pdf Skills tutorials by Jon Fila for project creation. Teacher developed lesson on Author message and choices (i.e. word choice; plot direction; common understandings; etc.)	Teacher Developed Bloom's questions created with The Differentiator http://www.byrdseed.com/differentiator/ Book Review Activity Student developed final project.

Multimedia Project: Key Ideas & Details Standards

Category	4	3	2	1	Score
Presentation	Well-planned, has 1 or fewer errors and holds audience attention.	Some planning has gone into the project but there are a few mistakes that could've been caught.	Still a little rough around the edges. Could do with some more editing.	Does not appear to be planned ahead of time and could use significant edits.	
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 errors.	Content is minimal OR there are several errors.	
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.	
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.	
Standard 11.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	Strong evidence from the text to support a conclusion about student assertion.	Evidence from text is used to support a conclusion.	Some evidence from the text is used to support a conclusion.	Assertion is supported but more items could be included to create a stronger argument.	
Standard 11.4.2.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Multiple themes have been identified and discussed in relation to the text.	One or more themes have been identified with some textual support.	One theme has been identified and textual support for it has been included.	One theme has been identified but with very weak textual support.	
Standard 11.4.3.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Multiple story elements have been identified as they relate to the elements and events of the text.	Three story elements have been identified and related to events in the text.	Two story elements have been identified and related to events in the text.	One story element has been identified and related to events in the text.	

PERSONALIZED LEARNING INITIATIVE



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: March 2, 2012
To: Sandy Lewandowski, Superintendent
From: Laura Keller-Gautsch, Executive Director of Special Education and Jane Holmberg, Executive Director of Teaching and Learning
Re: **District Planning Numbers for Participation in the 2012-2013 Special Education, Care and Treatment, Itinerant Services and Teaching and Learning Programs and Services**

Our review of the district planning information that we have received to date in the Special Education Programs and Services, Care and Treatment, and Teaching and Learning Programs and Services reveals the following:

- The 2012-2013 planning numbers for special education programs are slightly lower as compared to the planning numbers at this time last year.
- The 2012-2013 planning numbers for special education are approximately 20 ADMs less than the current ADMs as of 2/16/12. We can expect these numbers to increase during the final months of the school year. This trend of spring referrals has been consistent over the past several years.
- Itinerant Services is planning for a reduction in days of service. This reduction of days will decrease the number of staff working in the Itinerant area. The service areas that will be impacted include Occupational Therapy, Deaf/Hard of Hearing, Physical/Health Disabilities and Educational Interpreters. This reduction is due to decisions to withdraw services and provide them on their own.
- Care and Treatment programs have had an increase of 71 ADMS this year with a total of 130 ADMs for all seven Care and Treatment programs. It is anticipated that enrollments will continue to increase for the 2012-13 due to an additional middle school program at PrairieCare. The district has averaged a headcount of 206 students with 44% identified with a disability.
- Planning for the Area Learning Center will take into account current enrollment and anticipated program growth based on (1) recent significant growth in the ALC Plus population who will return next year, (2) plans with Hennepin County and Minneapolis for up to an additional 40 ALC Plus students, and (3) having more daycare space available at North Education Center which will lift the ceiling on the number of students who will enroll. Taking these factors into account, we are making a conservative ADM projection of 420 for the day programs we manage. We will not staff to the full projection at the beginning of the year. Another factor to be considered in ALC enrollment and programming is the increased percentage of students who have individual education plans. With this greater critical mass of special education students, additional special education services that are covered by special education tuition billing may be added in the ALC throughout the year.
- Career and Technical Education planning is at current numbers. Because our numbers are down this year from the projected, we will begin next year with a reduced number of sections. This will apply particularly at our Brooklyn Park Campus where most of the programming is designed for the CTE needs of special education students. Now that we have more options for 287 students to learn in the labs at the North Education Center, it is possible that more 287 students will be able to take advantage of CTE coursework than previously, even though there may be fewer sections offered at the college campus. The special education ADM projection is 51.04; and the general education ADM projection is 38.63.
- The Honors Mentor Connection projection remains about the same as this year: 12.28 ADM with an additional anticipated contract for about 8 ADM for the service we provide to Northeast Metro 916.
- The World Language planning reveals overall stability, with American Sign Language, Chinese, and Japanese all projecting within one or two sections of current enrollment. We will staff accordingly for each language.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – March 8, 2012

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: Approval of FY13 Budget Assumptions

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

Revenue and Expenditure assumptions to be used in the development of the FY13 Budget are presented in the attached document.

2. Fiscal Impact/Funding Source: Provides base for FY13 Budget.

3. RECOMMENDED ACTION: The Board approve the FY13 Budget Assumptions as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287 BASE BUDGET ASSUMPTIONS FY13

Revenue Assumptions

1. State of MN funding for school districts for FY13 was established with the adoption of the state's biennial budget in 2011. The FY13 budget will be developed assuming no change in state funding levels as established in that budget. 2012 Legislative activity will be closely monitored should proposals be introduced that impact either District 287 or District 287 member District funding sources.
2. The FY13 budget will be built based on ADM projections for each program.
 - Special Education:
 - ADM's in program areas for FY13 will hold at the same levels as FY12.
 - There continue to be service withdrawals with related revenue decreases in the Itinerant Service area. We are anticipating decreases in Occupational Therapy, Deaf/Hard of Hearing, Physical/Health Disabilities and Educational Interpreters.
 - We anticipate continued increases in Care and Treatment programs, including one additional program in FY13. The revenue generated by the increase in Care and Treatment programs will offset additional expenditures for those programs.
 - Teaching & Learning:
 - Base ADM's in the ALC's are projected at the same level as produced by current FY12 headcount. We anticipate growth of 20 to 40 ADM's in the ALC Plus program with additional revenue through contracts with Hennepin County and the Minneapolis School District.
 - There is a loss in revenue supporting ALC overhead due to member district withdrawals from the District 287 ALC governing authorization.
 - ADM's in all other Teaching and Learning categories, Career and Technical Education, Honor's Mentor Connection, World Languages, Northern Star On-Line, etc. remain similar to current year.
 - Special Education student support will be provided as appropriate in the ALC and Career and Technical areas with offsetting revenue flowing through the Special Education Uniform Tuition Billing system where possible.
3. District 287 will continue to work with MDE to ensure appropriate funding through the Special Education Uniform Tuition Billing System, including an appeal if necessary.
4. Other revenue will be generated from MDE through the Application for Educational Benefits (Compensatory and Lunch Aids); On-line Learning Aid; grants; from MDHHS for medical assistance claims; and through direct billings for other programs and services.
5. There will be a negative adjustment of approximately \$600,000 to third-party billing revenue due to prior year overpayments.
6. District 287 will continue to bill Member Districts an administrative core fee. That fee will be reduced from \$25 per AMCPU based upon the proportional share of organizational costs now covered by the MDE Special Education Uniform Tuition Billing System.

7. Non-member districts will be charged an access fee for all 287 programs and services they utilize. The non-member access fee will also be decreased based upon the proportional share of organizational costs now covered by the MDE Special Education Uniform Tuition Billing System.
8. District 287 will utilize all ALC revenue that is available per statute.
9. Appropriate categories of levy dollars, including Safe Schools, Health & Safety and Lease Levy, will be available from member districts.
10. Revenue needed to fund future separation & severance obligations will be part of the rate structure for each program.

Expenditure Assumptions

1. Expenditure budgets for FY13 will align with revenue projections based upon anticipated ADM's. In ALC and Career and Technical programs, FY12 ADM's fell short of projections. The District will identify budget reductions and utilize fund balance if necessary, to align with revenue projections based upon conservative ADM numbers. Enrollments will be closely monitored. The District will not staff to full projections at the beginning of the year.
2. Budget reductions will also be necessary in areas that are impacted by program withdrawals, i.e. Itinerant Services and ALC overhead.
3. Expenditure adjustments will be made based upon the end of the Federal Jobs money.
4. Reductions will not impact the District's ability to comply with Federal and State legal mandates.
5. ALC contract revenue from Hennepin County and Minneapolis School District will be used in the ALC Plus for additional student support.
6. Levy dollars available for Safe Schools, Health & Safety and Leases will be utilized to ensure student and staff safety and to minimize impact on member districts' other general fund resources.
7. Expenditures will be aligned and prioritized so as to promote the implementation of the strategic plan and reflect changes in student population.
8. Staff salaries will be budgeted as established in current contracts.
9. Costs associated with benefits will be budgeted at estimated FY13 amounts based on provider estimates and contractual commitments.
6. The FY13 budget will include sufficient funds to cover anticipated separation and severance payments for all current retirees as well as an amount that will build funding for future obligations as per the District's actuarial information.
7. The FY13 budget will be developed in keeping with the Board policy that states that we will "endeavor to maintain an unassigned fund balance of at least 6%".

February 29, 2012

Curriculum & Instruction Policy Series

The following is a list of current 287 Board policies that contain some aspect of the Board's vision for curriculum and instruction in the District:

- 6120 Curriculum Development (CI 180)**
- 6140 Instructional System (CI 260)**
- 6141 Special Education (CI 360)**
- 6143 Flexible Staffing (CI 220)**
- 6145 Co-Curricular Activities (CI 140)**
- 6161 Equipment and Supplies (CI 200)**
- 6162 Community Resources Persons (CI 160)**
- 6164 Off Site (CI 280)**
- 6166 On-Line Learning (CI 300)**
- 6172 Adoption of Standards-Based System for Curriculum, Instruction, and Assessment (CI 120)**
- 6180 Plan for Administration of Tests (CI 320)**
- 6181 System Accountability (CI 380)**
- 6183 Graduation Requirements (CI 240)**
- 6211 Religion (CI 340)**

In preparation for revising the current policies, I reviewed the following sources of requirements and information: Federal Statutes, Federal Regulations, Minnesota Statutes, Minnesota Rules, Intermediate District 287 policies and procedures, policies of Intermediate 287's member districts, MSBA model policies, Intermediate District 287's Strategic Plan 2009-2013, Intermediate District 287's Strategic Plan Progress Report 2011, Hanover Research's *Accountability Metrics for Educational Service Centers, Agencies, and Districts*, and discussions with Executive Director of Teaching and Learning Jane Holmberg. Of the policies related to Curriculum and Instruction, the following policy components are required by Minnesota statute: District goals for instruction; a process for evaluating each student's progress; a system for periodically reviewing and evaluating all instruction and curriculum; a plan for improving instruction, curriculum, and student achievement; an education effectiveness plan; and establishing an advisory committee.

To capture the Board's vision and to address the mandatory components, I have drafted two policies.¹ The proposed policies incorporate many of the current policies and contain updates relevant to the District's work on curriculum and instruction. First, I drafted a goals policy that conveys the District's core values as they relate to curriculum and instruction. Second, I drafted a District system accountability policy that describes the Board's vision for accountability structures that are unique to this District. I recommend retaining the policy on Special Education (6141/CI 360) to convey the Board's vision for the District's unique relationship to member districts and students as it relates to the provision of special education services. Ultimately, my recommendation is that the Curriculum and Instruction policy bucket would consist of these three policies.

Thus, I recommend that the following policies be eliminated because they are incorporated into one of the proposed policies:

- 6120 Curriculum Development
- 6145 Co-Curricular Activities
- 6161 Equipment and Supplies
- 6180 Plan for Administration of Tests
- 6181 System Accountability
- 6162 Community Resources Persons
- 6164 Off Site
- 6166 On-Line Learning
- 6172 Adoption of Standards-Based System

The content found within the following policies would be appropriate for inclusion within a procedure. Thus, I recommend that these policies be converted into procedures:

- 6145 Co-Curricular Activities
- 6180 Plan for Administration of Tests
- 6183 Graduation Requirements
- 6211 Religion

Finally, I recommend that the following policies be eliminated:

- 6140 Instructional System
- 6143 Flexible Staffing

The idea expressed in the Instructional System policy is covered in the District's current policy on Nondiscrimination – Equal Opportunity (NEO 120/4115.1). The belief expressed in the Flexible Staffing policy is typically a managerial right as a matter of law, or described as such in collective bargaining agreements.

¹ Not all of the mandatory components are relevant to the District, as they were created for independent school districts. Such components have been adapted to fit the District's unique structure and mission.

DRAFT POLICY

POLICY SERIES: Curriculum & Instruction

SUBJECT:

BOARD APPROVED:

REVISION DATE:

GOALS

I. PURPOSE

The purpose of this policy is to ensure that the District is compliant with curriculum and instruction goal setting practices and requirements established by federal and state educational agencies.

II. GENERAL STATEMENT OF POLICY

As an extension of its member districts, it is the intent of the Board to align its curriculum and instruction with all federal and state requirements established by law. In addition, the Board is committed to designing and providing a continuum of direct and indirect innovative educational services to ensure that each member district can meet the unique needs of its students. To that end, the Board believes that its students should receive high quality, effective instruction and be challenged to reach their maximum potential.

III. CURRICULUM AND INSTRUCTION GOALS

The Board seeks to accomplish the following goals:

- A. Foster a love of learning that unlocks human potential;
- B. Promote a recognition of each individual's intrinsic value and capacity to contribute to society;
- C. Develop respect for all people and the diversity of ideas that enriches the individual and strengthens society;
- D. Prepare students to thrive in a rapidly changing, technology-rich world;
- E. Provide professional development opportunities to advance staff members' knowledge, skills and abilities in effectively delivering the curriculum through instruction;

- F. Endorse online learning options that represent quality teaching and learning, align with the appropriate state academic standards, and have equivalent instruction, curriculum and assessment requirements as other courses offered to enrolled students;
- G. Ensure that students receive opportunities to participate in structured learning experiences outside the classroom and co-curricular activities as integral parts of its programs;
- H. Approve the purchase of instructional equipment and supplies;
- I. Implement procedures for testing, test security, reporting, documentation and notification to students and parents or guardians in conjunction with the student's resident district; and
- J. Encourage the use of community members as educational resources.

DRAFT POLICY

POLICY SERIES: Curriculum & Instruction

SUBJECT:

BOARD APPROVED:

REVISION DATE:

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to ensure that the strategic and operational work of the District promotes high quality and effective instruction, utilizes data to make programming decisions, and involves stakeholder input.

II. GENERAL STATEMENT OF POLICY

The Board recognizes that the District is an extension of its member districts and not a separately accountable system to the public and state for purposes of measuring and reporting student achievement in the same way that independent districts are accountable. Nevertheless, the Board is committed to providing high quality and effective instruction and fulfilling the goals of the District's educational program. In that spirit, the District maintains a system to continuously review and improve instruction, curriculum and assessment that includes substantial input from member districts, staff, students, and parents or guardians.

III. ACCOUNTABILITY STRUCTURES

1. Strategic Plan

A strategic plan outlines the District's objectives, which consist of achievable, feasible and verifiable results that ensure that the District fulfills its mission. The strategic plan is submitted to and reviewed with the Board for approval on an annual basis. The strategic plan is available to the public on the District's website.

2. Stakeholder Input

The District maintains a flexible and responsive system of curriculum review and improvement, continually seeking input from its stakeholders. Conditions of satisfaction of each member district are assessed individually and identified

needs will be met with solutions that promote consistent quality and value. The District uses an annual measurement tool, customized for each district's conditions of satisfaction, that includes accountability metrics in special education, teaching and learning, and finances. The District will carefully consider their responses and make necessary changes in collaboration with each member district.

3. Student Progress

Student progress is an important measure of the District's ability to meet the needs of each member district. Standard measurements of academic achievement are ineffective because many of the District's students have individualized plans. Thus, the District supports a system of Professional Learning Communities where licensed staff set measurable goals for each group of similarly-situated students. Student achievement will be evaluated based on measurable goals for each group of similarly-situated students. The District will communicate the evaluation data with its stakeholders and seek their input.

4. Staff Development

A system is in place for licensed staff to participate regularly in Professional Learning Communities that provide opportunities for professional learning, information sharing, collaboration, identification of needs and problem solving.

5. Reporting

The District will report to the Board annually on progress on the strategic plan through measurement of the strategic objectives. This report will also be made available to the public on the District's website.

6. Improvement Plan

The Board will review the results of the District's annual reports and will direct the Superintendent to recommend plans and programs designed to make improvements where established goals have not been reached.



Intermediate District 287
DISTRICT POLICY

POLICY SERIES: Curriculum & Instruction
SUBJECT: Instructional System
BOARD APPROVED: March 2004
REVISION DATE:

6141 Special Education Services

The Board endorses the concept of a free public education as a right of students with disabilities and that each student with disabilities served by the District is entitled to an appropriate special education program.

The Board affirms the right of parents and students with disabilities to be involved in the total process of identification, assessment, program planning, development of individual educational plans, and placement of the students into the appropriate settings for service.

The Board supports that the administration and interpretation of testing and evaluation materials utilized to clarify and place students will be racially or culturally nondiscriminatory.

The Board adheres to the philosophy that to the maximum extent as is appropriate, students served by the District will be educated with students who do not have disabilities.

In order to affirm the rights of low-incidence students with disabilities to service options based upon individual need, the Board accepts the concept of providing varying settings for service to such students.

The Board acknowledges the right of students with disabilities to clearly specified individual educational plans. Such plans will be based upon assessed needs and be developed jointly by local district professionals, parents, students, and District 287 professionals.

The District provides services to low-incidence students with disabilities in settings I through IV. Students and program needs shall determine physical facilities required to provide these services. Housing of Settings I and II services are the responsibility of the student's home district. Housing of Setting III services is primarily the responsibility of member districts through cooperation with District 287. As needed, District 287, in cooperation with member district, will lease or acquire facilities to house Setting IV services. At all times existing space options will be explored with member districts and

other public agencies. All facilities which house services will have adaptations compatible with the P.L. 93.112 Section 504.

The Board affirms the right of parents and guardians to due process, guarantees of conciliation conference, and due process hearing at the local level if they object to District 287 proposed action. The responsibility for implementation of due process procedures lies with the student's home district, which is ultimately responsible for all aspects of the handicapped student's program. If that decision making regarding a student's program is conducted jointly by District 287, parent, and home district, parental concerns should be directed to the responsible agent, the home district. Intermediate District 287 will function as a resource and support of the home district in such proceedings.

The Board affirms the right of all students with disabilities to be represented by parents, guardian, or surrogate parent in all special education planning for the student.

The Board supports that students provided Intermediate District 287 Settings I through IV services will not have their legal right to education terminated by Intermediate District 287. The responsibility for such action resides with the student's home district. Intermediate District 287 will, where appropriate, provide support for such action by the provision of interpretation of student's needs as an individual with disabilities as they relate to the student's behavior. Schools which host Intermediate District 287 services and Intermediate District 287 Setting IV service facilities administration may utilize suspension procedures where appropriate.

The Board supports that students with disabilities who are not residents of District 287 or who are not residents, but are domiciled within District 287, or who are not residents, but are domiciled with District 287 will have access to services. Consultation to nonmember districts may be made available on an individual request basis. Such direct and consultation services will be provided only as District 287 resources allow. Geographical and fiscal constraints will be determined annually. Tuition and service rates to be paid for District 287 services will also be determined annually.

School Board Planning Calendar 2012

1 st Meeting of the Month		2 nd Meeting of the Month	
<p>JANUARY 12, 2012 Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference JANUARY 26, 2012 (Start Time 6:30 PM) <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 & Measurement Report</p>	
<p>FEBRUARY 9, 2012 Superintendent Mid-Year Evaluation Procedure NEC Vote Transportation Presentation Communication with Local Boards</p>		<p>FEBRUARY 23, 2012 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY11 Budget Revision & FY12 Budget Assumptions Program Withdrawal Report ALC Plus Update Diversity Report</p>	
<p>MARCH 8, 2012 Diversity & Recruitment Report Pay Equity Report</p>		<p>MARCH 22, 2012 Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update</p>	
<p>APRIL 26, 2012 <i>(Only one Board meeting this month!)</i></p>			
<p>Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update</p>		<p>NEC Facility Committee Report Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2011-2012</p>	
<p>MAY 10, 2012 PBIS Data Update</p>		<p>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 North Education Center (NEC) Facility Community Report</p>	
<p>JUNE 14, 2012 Superintendents Evaluation</p>	<p>Financial Report May PLC Data Report 2010-11 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety</p>	<p>JUNE 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</p>	

INFORMATIONAL ITEMS TO REMEMBER:

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

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

School Board Planning Calendar 2012

1 st Meeting of the Month	2 nd Meeting of the Month
AUGUST 23, 2012 <i>(Only one Board meeting this month!)</i>	
Administrative Services PLC C-Train Update Health and Medical Bucket NEC Facility Committee Report Report on Crisis Planning (Michelle Axell – 10 minutes) Determine NEC Size & Cost Option	Approval of Cash Flow Borrowing Resolution Financial Report July Legislative Session Review & Implications for District Operations School Start Up Program Report “Top Things Board Members Should Know About Our 2010-2011 Start-Up” (Colleen, Laura, and Jane)
SEPTEMBER 13, 2012 Superintendent Goals Bloomington – Closed Session	SEPTEMBER 27, 2012 Financial Report August Resolution to Borrow PLC’s Results/Goals MDE Final Special Education Monitoring Report NEC Facility Committee Report Resolution to Authorize Financing for NEC Report on Crisis Planning
OCTOBER 11, 2012 Prior Year Agenda Review Restraints and Seclusion – Instructional Report Resolution for Sale of Bonds for NEC Cash Flow Borrowing	OCTOBER 25, 2012 Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report
NOVEMBER 8, 2012 <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding C-Train Report (Written Report) Food Service Resolution	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Resolution for Settlement of Bonds for NEC Facilities Management Update
DECEMBER 13, 2012 <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 March 2012)**
Board TLC

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

**INTERMEDIATE DISTRICT 287
March 8, 2012
SCHOOL BOARD CALENDAR**

February 2012

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
19	Thursday	North Education Center (NEC) Parent Night	6:30PM	NEC
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	9:00AM	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