

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM FOR COMMUNITY COMMENTS** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from May 23, 2013
5. **SHARE THE SUCCESS & RECOGNITION**
 - 5.1. Finance & Commerce Article Names North Education Center among “Top Projects” in Minnesota
 - 5.2. Star Tribune “Top Work Places 2013”
 - 5.3. Linda Rees receives the Award of Merit
6. **SUPERINTENDENT'S REPORT - 20 minutes** (*Information*)
 - 6.1. The iPad Project: TIP the Balance in Autism
 - 6.2. Diploma On! Pilot Project
 - 6.3. Update on Hennepin County Superintendents/Commissioners Meeting
 - 6.4. Minnesota Insurance Scholastic Trust – School District Insurance Pool (*Information*)
7. **INSTRUCTIONAL REPORT - 30 minutes** (*Information*)
 - 7.1. Annual Literacy Report and Spotlight on Instruction
8. **ADMINISTRATIVE SERVICES REPORT - (30 minutes)**
 - 8.1. Financial Report - None
 - 8.2. Facilities Report - None
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (45 minutes)**
 - 9.1. Policy Review & Revision - None
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. Superintendent Evaluation Summary Report (*Information*)
 - 9.2.1.2. Addendum to Superintendent Contract (*Resolutions*)
 - 9.2.1.2.1. Resolution to Amend the Superintendent’s Contracts & Resolution to Adopt Educators Benefit Consultants Health Reimbursement Arrangement
 - 9.2.1.3. Negotiations - **Closed Session** (*Information*)
 - 9.2.1.4. Bloomington Withdrawal from Intermediate District 287- **Closed Session** (*Information*)
 - 9.2.2. AMSD Report (Ann Bremer)
 - 9.2.2.1. AMSD Connections June 2013 Newsletter
 - 9.2.3. District News
 - 9.2.3.1. School Board Planning Calendar
 - 9.2.3.2. June 13, 2013 Calendar of Events

9.2.3.3. June 2013 Local 2209 Uniflyer

9.3. Once Around the Table

10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
May 23, 2013
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	Regina Neville
270	Hopkins	Laura Ronbeck
276	Minnetonka	Bob Quam
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
283	St. Louis Park	Nancy Gores
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent:

Guests:

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Anne Becker, Gloria Wilder, Jane Holmberg, Dolly Lastine, Chad Maxa, Tom Shultz, and Wauneen Mgeni
287 Staff Members: Jennifer Nelson, Tonya Allen, Michelle Humphrey, Pat Ames, Eric Carlson, Jesse Lesnau, Rosemary Ruffenach, Bruce Mulder and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 9, 2013 and approval of the Routine Human Resource Activities for May 23, 2013. *Motion by Ann Bremer, seconded by Laura Ronbeck, to approve the Consent Agenda as presented. Motion carried.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski introduced Chad Maxa, Director of Technology Services. Chad introduced the most recent "Above & Beyond" awardee. Jennifer Nelson, Professional Development Coordinator. Administrative Services nominated Jenny to recognize the extraordinary support she has provided to increase their communication skills by implementing the Process Education Model. Jenny thanked the Board for the recognition and the opportunity to work with such fine staff.

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski introduced Dolly Lastine, Executive Director of Special Education. Dolly introduced four administrators who will begin their new assignments for the 2013-2014 school year. Ms. Tonya Allen will be the principal of North Education Center Alternative, Ms. Michelle Humphrey will be an assistant principal at the North Education Center, Mr. Pat Ames will be the assistant principal at the West Education Center, and Mr. Eric Carlson will be an administrative intern at South Education Alternative.

Sandy announced to the Board Tina Houck has been hired as the Assistant Director of Mental Health and Partnerships. Sandy also acknowledged her gratitude for the exceptional work of her administrative cabinet.

Sandy introduced Dr. Jane Holmberg, Executive Director of Teaching and Learning. Jane briefly updated the Board on two new service areas: 1) the proposal by the district to manage a statewide collaborative curriculum project with the goal of establishing a full digital curriculum for grades 3-12 in the four core content areas by September 1, 2015. The plan is based on interested districts contributing \$1 per student in order to invest in and have access to the curriculum. A survey of preliminary commitment is going out to districts so that work can begin this summer, and 2) the establishment of a regional "Innovation Team" where interested districts send one or two representatives to work with District 287 to share innovation efforts. This team is being formed in response to a recommendation of the Strategic Planning Core Team to more widely diffuse innovations.

Sandy reported to the Board on the increase in the safe schools levy for the three intermediates was not included in the final education bill and there are follow-up efforts to include on future legislative agendas.

7. INSTRUCTIONAL REPORT

Mr. Jesse Lesnau, Comprehensive Arts Planning Program (CAPP) Committee Co-chair, Ms. Rosemary Ruffenach, Comprehensive Arts Planning Program (CAPP) Committee Co-chair, and Dr. Jane Holmberg, Executive Director of Teaching and Learning. They presented to the Board on the recent CAPP grant activities and plans for expanding arts opportunities for students. The CAPP award of \$4000 per year for two years has provided the structure and seed money to create a sustainable framework for art education in the district.

Dolly Lastine, Executive Director of Special Education briefly updated the Board on the enrollment status of the special education programs and efforts to help districts meet when programs are at capacity.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Gloria Wilder, Assistant Director of Finance Services, presented the monthly financial report for April 2013. *Motion by Ann Bremer, seconded by Carol Bomben, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

Facilities Report – None

Human Resources Report

Mrs. Anne Becker, General Counsel/Human Resource Director, presented and recommended approval of termination of probationary licensed staff resolution. *Resolution motion by Carter Peterson seconded by Greg Thielsen, to waive the reading of the resolution and approved the termination of probationary licensed staff resolution as presented. The following voted in favor of the resolution: Bomben, Bremer, Quam, Henke, Tyrrell, Kunz, Peterson, Neville, Ronbeck, Rowley, Gores and Thielsen. The resolution passed.*

Anne presented and recommended approval of termination of employees hired under licensure waivers staff resolution. *Resolution motion by Ann Bremer seconded by Laura Ronbeck, to waive the reading of the resolution and approved the termination of employees hired under licensure waivers staff resolution as presented. The following voted in favor of the resolution: Bomben, Bremer, Quam, Henke, Tyrrell, Kunz, Peterson, Neville, Ronbeck, Rowley, Gores and Thielsen. The resolution passed.*

Anne presented and recommended approval of termination of probationary non-licensed staff resolution. *Resolution motion by Ann Bremer seconded by Regina Neville, to waive the reading of the resolution and approved the termination of probationary non-licensed staff resolution as presented. The following voted in favor of the resolution: Bomben, Bremer, Quam, Henke, Tyrrell, Kunz, Peterson, Neville, Ronbeck, Rowley, Gores and Thielsen. The resolution passed.*

Anne reported to the Board that the district had received notice it is now in compliance with pay equity.

Closed Session

At the recommendation of Board Chair Bremer, *a motion was made by Sherry Tyrrell, seconded by Carol Bomben, the school Board may hold a closed meeting to consider strategy for labor negotiations. All in favor. Motion carried unanimously. All in favor. Motion carried unanimously.* The meeting was closed to the public at 7:47 PM. *A motion was made by Ann Bremer, seconded by Sherry Tyrrell, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 8:23 PM.

Anne presented and recommended approval of the tentative contract agreement with Local 2209. *Motion by Ann Bremer, seconded by Michèle Kunz, to approve the tentative contract agreement with Local 2209 as presented. All in favor. Motion carried unanimously.*

9. BOARD BUSINESS

Policy Review & Revision - None

Chair Report

Board Chair Bremer announced to the Board the Superintendents evaluation meeting is scheduled for Monday, June 3 at 8:00 AM. All Board members are invited to be part of the review meeting.

Board Chair Bremer reminded the Board to sign up for the upcoming District 287 Graduations.

AMSD Report - None

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:46 PM.

The next general meeting will be held on June 13, 2013, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

Finance & Commerce names Top Projects of 2012

Posted: 3:59 pm Wed, May 29, 2013
By Finance and Commerce Staff

The massive renovation of the Union Depot in St. Paul and the striking new Lowry Avenue Bridge in Minneapolis are among the high-dollar public construction projects named to Finance & Commerce's Top Projects Series of 2012.

But comparatively low-dollar projects made the list, too: a park gazebo made out of old timber from the former Boeing B-17 plant in Duluth and the Minnesota Fallen Firefighters Memorial on the Capitol Mall in St. Paul.

Nearly 70 nominations — a record — were submitted this year, and 26 projects were selected for the honors. Projects were judged for their degree of difficulty, creativity in design, innovative construction techniques, cooperation among contractors and management, and sustainability efforts. To be eligible for consideration, projects had to be fully completed in 2012.

The honorees will be highlighted [here](#) starting July 10 and ending Oct. 4.

Honorees spanned the state including a new school built in Wadena after a tornado destroyed the previous one and the University of Minnesota's NOVA Far Detector Building in Ash River Falls.

But there was plenty of room on the list for private projects including the dramatic makeover of a vacant Shinders store in downtown Minneapolis, the new MoZaic mixed-use building and its outdoor art park in Uptown Minneapolis, and the Target Commons "alternative workplace" in downtown Minneapolis.

Health care-related honorees are the Mother Baby Center, which created a critical link between Abbott Northwestern and Children's in Minneapolis; the HealthEast Midway Clinic, which reworked a former Borders store in St. Paul, and the Minnesota Veterans Home's Building 19, which replaced an old structure in Minneapolis.

And we couldn't ignore the apartment construction boom. Besides the Flux apartments in Uptown, honorees are the 430 Oak Grove conversion of an office building in Minneapolis and Soltvå in the city's North Loop area. Affordable housing honorees are the new Fort Road Flats building in St. Paul and the iconic Riverside Plaza's massive upgrade in Minneapolis.

While senior housing projects are among the most frequent nominees for the Top Projects list, the new Carondelet Village on the campus of St. Catherine University stood out for its design and the fact that it already has a three-year waiting list. The development is a joint effort between the Sisters of St. Joseph of Carondelet and Presbyterian Homes and Services.

Here are the honorees:

<p>430 Oak Grove Address: 430 Oak Grove, Minneapolis Description: conversion of office building into upscale apartments Contractor: Kraus-Anderson Architect: Elness Swenson Graham</p>	<p>8th and Hennepin Building Address: South Eighth Street and Hennepin Avenue, Minneapolis Description: redevelopment of old Shinders bookstore into offices for Shea Architects as well as for the rooftop Union restaurant and Marquee Lounge Contractor: Welsh Construction and Diversified Construction Architect: Shea Architects Engineer: Mattson MacDonald</p>
<p>American Academy of Neurology Address: 201 Chicago Ave., Minneapolis Description: new headquarters Contractor: Mortenson Construction Architect: Elness Swenson Graham Architects Engineer: Horwitz/NSI; Gephardt Electric</p>	<p>American Swedish Institute Address: 2600 Park Ave., Minneapolis Description: construction of Nelson Cultural Center; renovations to Turnblad mansion Contractor: Adolfson & Peterson Construction Architect/engineer: HGA Architects and Engineers</p>
<p>Carondelet Village Address: 525 Fairview Ave. S., St. Paul Description: senior housing project developed by the Sisters of St. Joseph of Carondelet and Presbyterian Homes & Services Contractor: Frana Cos. Architect: InSite Architects</p>	<p>Evans Hall Address: Carleton College, Northfield Description: renovation of 1927 dormitory Contractor: PCL Construction Architect/engineer: Collaborative Design Group</p>
<p>Flux Address: 2838 Fremont Ave. S., Minneapolis Description: 216-unit new apartment building with vacation-style amenities Contractor: Frana Cos. Architect/engineer: BKV Group</p>	<p>Fort Road Flats Address: 2242 W. Seventh St., St. Paul Description: new affordable housing building Contractor: Watson-Forsberg Co. Architect: UrbanWorks Architecture Engineer: BKBM Engineers; Emanuelson-Podas; McConkey Johnson Soltermann</p>
<p>Hamline University Anderson Student Center Address: 1536 Hewitt Ave., St. Paul Description: new student center Contractor: McGough Construction Architect: Shepley Bulfinch Engineer: Dunham and Associates</p>	<p>HealthEast Midway Clinic Address: 1390 W. University Ave., St. Paul Description: conversion of former Borders bookstore Contractor: Welsh Construction Architect: HGA</p>

<p>Julia Marshall Gazebo Address: Enger Park, Duluth Description: permanent gazebo made of recycled timbers from old Boeing plant, which built B-17 aircraft in World War II Contractor: Hovland Inc., Timber Framers Guild Architect/Engineer: Collaborative Design Group</p>	<p>Lowry Avenue Bridge Address: North of downtown Minneapolis, spanning Mississippi River Description: 1,600-foot bridge with basket-style design Contractor: Lunda Construction Co. Architect/engineer: SRF Consulting and T.Y. Lin International</p>
<p>Minnesota Fallen Firefighters Memorial Address: State Capitol Mall, St. Paul Description: monument Contractor: Meisinger Construction Co. Architect/engineer: Leo A Daly</p>	<p>Minnesota Veterans Home, Building 19 Address: 5101 Minnehaha Ave. S., Minneapolis Description: New 100-bed replacement building Contractor: Adolfson & Peterson Architect/engineer: Horthy Elving</p>
<p>Mother Baby Center Address: 902 E. 26th St., Minneapolis Description: construction of 96,000-square-foot facility and remodel of 22,000 square feet, connecting Abbott Northwestern's labor delivery and newborn nurseries to Children's Hospital's neonatal intensive care unit and other facilities Contractor: Knutson Construction Architect: HDR Architects Engineer: Palanisami & Associates</p>	<p>MoZaic Address: 1350 Lagoon Ave., Minneapolis Description: conversion of two-acre parking lot into 10-story mixed-use building, outdoor art park Contractor: Ryan Cos. US Architect: BKV Group Engineer: RLK Inc.</p>
<p>North Education Center Address: 5530 Zealand Ave. N., New Hope Description: new three-story center for learning Contractor: JE Dunn Architect/engineer: TSP Architects & Engineers</p>	<p>NOvA Far Detector Building Address: Ash River Falls, Minn. Description: University of Minnesota's advanced physics laboratory to study neutrinos Contractor: Adolfson & Peterson Architect/engineer: Burns & McDonnell</p>
<p>Olson Address: 420 N. Fifth St., Minneapolis Description: new office in Ford Center Contractor: RJM Construction Architect: Gensler Engineer: BKBM</p>	<p>Riverside Plaza Renovation Address: 1600 S. Sixth St., Minneapolis Description: infrastructure upgrades and renovations involving 11 buildings including 1,300 apartments, school, day-care center, grocery and ramp Contractor: Knutson Construction Architect: Blumentals/Architecture Engineer: Karges-Faulconbridge</p>
<p>Siebert Baseball Field Address: 516 15th Ave. SE, Minneapolis Description: replacement of field and stadium for University of Minnesota Contractor: PCL Architect/engineer: DLR Group</p>	<p>Soltvå Address: 701 N. Second St., Minneapolis Description: conversion of polluted warehouse site into 100 apartments Contractor: Weis Builders Architect: Tushie Montgomery Architects Engineer: Nelson Rudie & Associates; Civilsite Group</p>
<p>Target Plaza Commons Address: Nicollet Mall and South 10th Street, Minneapolis Description: renovation of two historic buildings into "alternative workplace" Contractor: Ryan Cos. US Inc. Architect: Julie Snow Architects, Ryan Engineer: Ryan; Ericksen Roed & Associates</p>	<p>Union Depot Address: 214 E. Fourth St., St. Paul Description: Redevelopment of defunct rail station into multimodal transportation hub Contractor: Mortenson Construction Architect: HGA Engineer: URS Corp</p>
<p>University of Minnesota Lind Hall First Floor Renovation Address: 207 Church St. SE, Minneapolis Description: renovation for the College of Science and Engineering Contractor: McGough Construction Architect/engineer: Collaborative Design Group</p>	<p>Wadena Deer Creek Middle and High School Address: 600 Colfax Ave. SW, Wadena Description: replacement of school destroyed by tornado Contractor: Kraus-Anderson Architect: Perkins+Will</p>

Read more: <http://finance-commerce.com/2013/05/fcs-top-projects-of-2012/#ixzz2VYCyTNpY>



Intermediate District 287 named to Star Tribune's Top Workplaces 2013

For Immediate Release

June 3, 2013

Minneapolis, MN - Based on employee surveys, Intermediate District 287 has been named one of the **Top Workplaces in Minnesota**. The employee survey was performed by the Star Tribune and Workplace Dynamics, an independent company specializing in employee engagement and retention.

To qualify for the Star Tribune Top Workplaces, a company must have more than 50 employees in Minnesota and be nominated by at least one employee. As a result, 1,900 companies were invited to participate. Rankings were composite scores calculated purely on the basis of employee responses. This is the second year District 287 has been included in Top Workplaces.

Produced by the same team that compiles the 22-year-old Star Tribune **100 Report of the Best-performing Public Companies in Minnesota**, Top Workplaces recognizes the most progressive companies in Minnesota based on employee opinions about organizational health, job expectations and employee engagement. The analysis included responses from over 64,300 employees at Minnesota public, private and nonprofit organizations.

Star Tribune Publisher Michael J. Klingensmith oversees the Top Workplaces Project each year.

"The companies in the Star Tribune Top Workplaces deserve high praise for creating the very best work environments in Minnesota," Klingensmith said on Monday. "My congratulations to each of these exceptional companies."

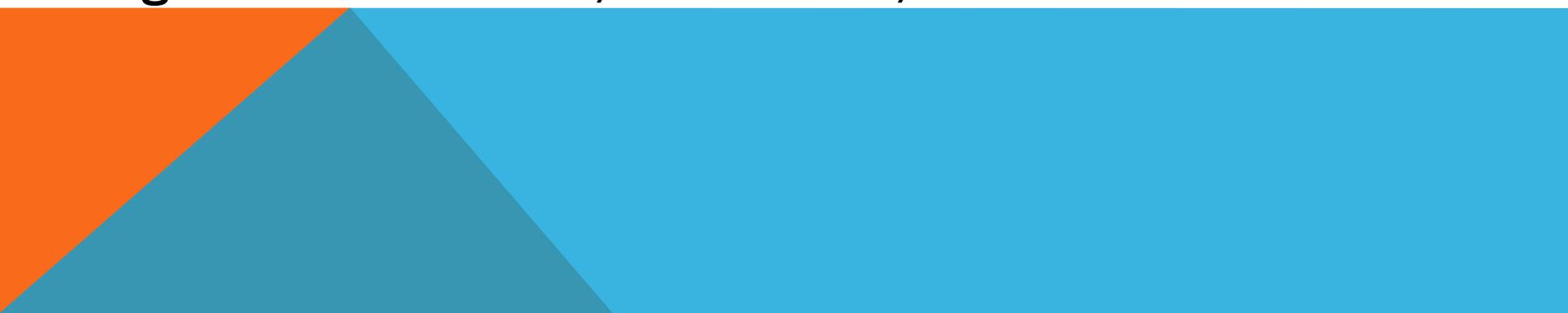
The Star Tribune Top Workplaces special section will be published in the Star Tribune on Sunday, June 16. The report can also be found at StarTribune.com/topworkplaces2013.

#####

DROP OUT PREVENTION PROGRAM

ALEXIA POPPY, MSW

WHAT IS THE DROP OUT PREVENTION PROJECT?

- Began in April 2012 with Brooklyn Center and St. Louis Park.
 - 2012-2013 SY, Hopkins and Osseo districts joined the pilot.
 - Drop Out Prevention Specialist works with identified staff person in each district on their 15-day drop list to generate referrals.
 - Staff refers and provides information about history with student e.g. interventions tried, credit status, barriers to attendance.
- 

WHAT IS THE DROP OUT PREVENTION PROJECT?

- **Drop Out Prevention Specialist attempts to locate and contact students in the community via multiple methods: phone, Facebook, school resource officer, friends, and family.**
 - **If and when contact is made, the goal is to begin building a relationship and reducing barriers for the student and family in order to re-enroll into a program that fits their needs.**
 - **Financed through LCTS funds.**
- 

MORE INFORMATION

- **Goal: Reduce barriers such as mental and chemical health concerns, lack of transportation, family stressors, medical needs, past experiences within the school system, etc.**
 - **Once a “next program” is identified (home district, area learning center, special education program, General Education Diploma (GED) Adult Basic Education (ABE), etc., Drop Out Prevention Specialist works with student and family to navigate systems in order to get student re-enrolled.**
- 

MORE INFORMATION

- If and when a student is re-enrolled, the Drop Out Prevention Specialist will see the student at school or in the community 1 to 4 times a month, depending on needs.
 - Drop Out Prevention Specialist will try to ensure that the student can identify and build relationships in the new program in which he/she is enrolled.
- 

REFERRALS AND TRENDS TO DATE:

84 referrals as of 1-6-13

- 42% Black/African American, 23% Hispanic, 17% Caucasian
- 20% identified special education students
- 52% Female and 48% Male

REFERRALS AND TRENDS TO DATE:

Trends seen in 84 referrals as of 1-6-13

- Barriers at intake: 40% identified Mental/Chemical Health, 30% Transportation, 10% Unstable Housing, 10% Teen Parent.
 - 23% (n= 19) have not been located or readily contacted
 - 2 students graduated this year!
- 

SUMMER AND SY 2013-2014

- **2 Promise Fellows and 1 Educational Assistant will work with our Drop Out Prevention Specialist, Alexia Poppy, to connect with students who have dropped from District 287 ALC sites.**
- **Review the MN Department of Education 4, 5, and 6 year drop lists from pilot school districts and reach out to those students.**
- **A new positive and student-friendly name:**

Diploma On! Get Your Grad On.



SUMMER AND SY 2013-2014

School Year 2013-2014:

- **Richfield and Robbinsdale School Districts will join the project.**
 - **New full time Promise Fellow to assist our Drop Out Prevention Specialist.**
- 

QUESTIONS AND COMMENTS?

Published Online: May 31, 2013

Published in Print: June 6, 2013, as **Second-Chance Challenge: Keeping Students in School**

Includes correction(s): June 7, 2013

Many Dropouts Try—and Fail—to Return to School

Many dropouts try at least once to return

By **Sarah D. Sparks**

It takes time, patience, effort, and luck to find students who leave school and return them to the classroom. But getting them back is the easy part: Keeping them long enough to get a diploma is another thing entirely.

Jennifer Harris, the program evaluator for the high school graduation initiative in Washoe County, Nev., found that out the hard way. Back in 2008, the 63,000-student Reno-area district had a nasty shock when new federal graduation calculations showed it graduated a little more than half its incoming freshmen four years later. Eighteen of its high schools were dubbed "dropout factories" by a national research and advocacy group.

In response, the district launched a massive graduation initiative: early-warning data systems to alert principals to at-risk students, graduation advisers to keep students from leaving, and intense outreach to bring back the students who had already left.

Two years later, as the initiative was building momentum, Harris noticed a problem: "We found about 17 percent of the students who had come back dropped out again within the year," she says. "We've gotten pretty good at finding and recovering students through our re-engagement centers, but we still find it a big challenge to keep them from redropping out once we've found them. Many of the reasons that led students to disengage in the first place are still there when the students come back."

Washoe County is not alone in that struggle. There are no national figures on the number of dropouts who re-

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enroll, but studies of cities and districts find one-third to one-half of out-of-school youths do try at least once again to complete high school before aging out of the K-12 system.

Students often return more motivated to succeed—but then are "expected to navigate a complex maze of systems, services, and programs as they complete their education and prepare for a career," researchers from the nonprofit international consulting group FSG found. "The greater the number of challenges youths face, the harder and more confusing this navigation becomes," they wrote in a report.

Cycle of Frustration

So students drop out again. And again. And again, while their schools take financial and accountability hits every time they leave. Most state accountability systems give schools and districts little credit for re-enrolling students who have little chance of graduating within four years, or even six years for an extended graduation rate, says Andrew O. Moore, a senior fellow at the National League of Cities' Institute for Youth, Education, and Families in Washington.

As a result, once a returning student leaves a dropout-recovery program, "the kid's in double jeopardy; there's no great incentive for school districts to seek these kids out," says Mark Claypool, a former social worker and the president and chief executive officer of Educational Services of America Inc., a Nashville, Tenn., for-profit that provides dropout-recovery programs in 24 states.

In one of the most comprehensive [studies of returning students](#), BethAnn Berliner, a research associate for the federal regional educational lab at WestEd, in San Francisco, followed the 1,352 students who dropped out of San Bernardino, Calif., public schools between 2001 and 2006. More than 30 percent returned to school at least once—a handful of dogged souls came back three times—but in the end, fewer than one in five dropouts actually made it to graduation. The rest struggled a while longer, earning a few credits before giving up on high school for good.

"There's the reality that these kids, the first time they dropped out, had probably been noteworthy in their behavior, and when they come back, they're not always welcome; they have a reputation," Claypool says. "That's a strong headwind for these kids to move against."

Boston policymakers have found that, particularly in the first year, students' return can be tenuous: "If there's a returning dropout and someone says to them, 'You're too old, why are you here?' even if you've just negotiated to have them back in the schools, the next day they're gone, that's it," says Kathy Hamilton, the youth-transitions director for the Boston Private Industry Council, a local community and workforce investment group that paired with

DIPLOMAS COUNT 2013
SECOND CHANCES
Turning Dropouts Into Graduates

Highlights From the Report

[Executive Summary](#)

[Overview: A 'Neglected' Population Gets Another Chance at a Diploma](#)

[Analysis: Nation's Graduation Rate Nears a Milestone](#)

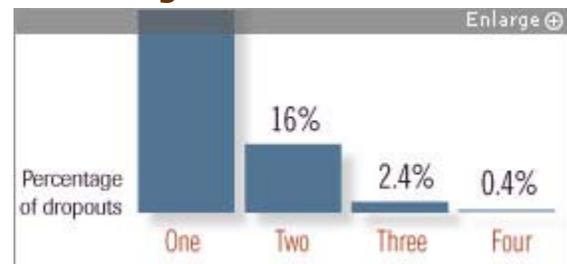
[Grad-Rate Trend Map](#)

[Full Report](#)

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Revolving Door



SOURCE: WestEd, "The Reenrollment of High School Dropouts in One Large, Urban School District"

the Boston schools to create one of the nation's first "re-engagement centers" to identify, recruit, and place out-of-school youths.

It has worked with Boston schools to create rolling lists of chronically absent students for outreach every month, rather than at the end of each year, to find students in the critical first weeks after dropping out, figure out what went wrong, and help them find a way to continue high school. This year, the center is also testing the use of graduation coaches for former dropouts in two schools with high rates of multiple dropouts.

"The students just need more follow-up, more support, more help," Hamilton says. "They need someone to talk to them and tell them it's OK when things aren't working out. Our first year, we showed some improvement among those who were coached as opposed to those who are not coached."

A [study](#) by the Boston-based Rennie Center for Education Research and Policy found that among former Boston dropouts, 72 percent of those who re-enrolled through the re-engagement center were still attending a year later, compared with only 54 percent of those who came back directly to a high school.

Yet while there has been considerable progress in identifying the early warning signs that a student will drop out, Berliner and other researchers say there has been almost no research identifying when a returning student has turned the corner for graduation.

In fact, as Larry M. Perondi, the superintendent of the 20,300-student Oceanside, Calif., district says, the only real evidence most educators have that a dropout recovery is working is "[students'] fannies in a seat."

Finding Positive Signs

The America's Promise Alliance launched a research project this spring to identify the social, emotional, and academic characteristics of dropouts who successfully return to school and complete a diploma.

In the meantime, Harris has taken a more straightforward approach to identifying what helps returning students stay on track in Washoe: Have other students ask them.

Six of the 500 returning students in the district's alternative school have created the Student Voice Project. The students, who left the district's regular schools themselves, have been interviewing their peers on video about their thoughts on the school environment, student character, and adult support factors that contribute to academic persistence for returning students.

"It's not always easy to take an honest look at our systems and have honest conversations about what we're doing right and what we're not doing," she says. "But all you have to do is have a conversation with a student you know has been re-engaged, and it becomes a lot



easier. If we're going to make any change that leads to lasting results, we have to involve students."

Haley R. Carlile, 16, is one of the student interviewers. She left her previous school after getting pregnant at 15, tried to take online courses for a while, and then opted to take her junior year at Washoe Innovations High School, the district's alternative school, in part because she was looking for a closer relationship with teachers.

In fact, that relationship is something all the students Carlile has interviewed so far have requested. Carlile recommends that teachers who work with returning students should "just get to know the students and really try to understand their situation."

"A lot of times adults will say, 'Yeah I know life's hard, but you have to do it anyway.' They need to put themselves in students' shoes and figure out how to help them not drop out," Carlile says.

Washoe County must be doing something right: It graduated 70 percent of the class of 2012—a double-digit increase from 2008 that is among the most substantial growth in Nevada.

Vol. 32, Issue 34, Pages 14-15

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**Hennepin County
 School Superintendents/Commissioners Meeting
 April 19, 2013
 Ridgedale Library
 8:30am-11:00 am**

8:30-9:00 am Networking Breakfast

Meeting Agenda

Time	Agenda Item	Facilitator
9:00	Welcome/Introductions	Commissioner Opat
9:10	Hennepin County Updates <ul style="list-style-type: none"> • Data Portability Project Proposal • School Based Mental Health Funding • Schools Recycling Program • Fiber Optics Connectivity • A-GRAD County Involved Youth Study 	Commissioner Opat
10:00	Dropout Prevention Project Updates <ul style="list-style-type: none"> • Regional Re-Engagement • Alternatives to Suspension 	Superintendent Lewandowski
10:30	Next Steps for Collaboration <ul style="list-style-type: none"> • Clarification of purpose/objectives • Meeting Structure 	All
11:00	Closing Remarks/Announcements	

Professional Development Proposal to Support a Regional Framework of Alternatives to Suspension

The History

The practice of suspending students has been identified as a significant barrier to graduation in Hennepin County. The Superintendents of school districts within the County have charged a group of MDE, County, and school district representatives to propose a regional framework that systemically embeds alternatives to suspension within a multi-tiered system of interventions and supports. This group met recently and recognized that a framework to provide alternatives to suspension and other exclusionary practices would do more than address the practice of suspending students; it would be based on an encompassing vision of engaging all learners. After drafting the vision, the group went on to articulate the foundational elements necessary to achieve the vision, and proposed a regional training model that would be the most comprehensive first step to support the required adaptive change.

The Vision

In order to achieve outcomes such as graduation for all, closing the achievement gap, and preparing students with 21st century work force skills, research informs us that technical solutions will not effectively solve adaptive issues (Heifetz, 1994). The educational system needs a framework to actively engage all learners. We are proposing coordinated regional professional development that is based on developing equitable discipline policies and a multi-tiered system of evidence-based practices (e.g. effective instruction, Positive Behavioral Interventions and Supports (PBIS), social emotional learning (SEL), Restorative Practices) and data-driven outcomes.

The Foundation

1. Bold leadership on the part of superintendents to engage their staffs in adaptive change:
 - To move away from exclusionary and punitive disciplinary policies and practices
 - To commit to embedding SEL standards in all programs, recognizing that SEL and academics are inextricably intertwined
 - To support the characteristics of effective teaching that engages all students
 - To assure adults' better understanding of (1) brain development and the effect of adverse childhood experiences and (2) self-regulation of students and adults
2. Principals' courage and skills are critical to leading and changing the system at the building level
3. Behavior and engagement data must be used to measure the impact of the change

The Proposal

The model of the [Region 11 Math and Science Teacher Partnership](#) training, in which most Hennepin County districts have participated, can provide a successful structure for supporting school teams.

- This model includes a training series throughout the school year combined with a related on-site Professional Learning Community.
- The training would follow a logic model by which elements of the systemic framework of the school or district (student policies, staff performance evaluation, etc.) would be examined for alignment with effective practices to realize outcomes of graduation, student achievement, and attainment of 21st Century Skills.
- 2013-2014 would be a year of cultivation during which training would be designed in collaboration with school districts to meet their strategic goals. As many sections of the training series as necessary would then be held in the 2014-2015 school year.
- The first cohort would be for principals and assistant principals: costs are estimated at about \$2000 per person.

Proposal to Support a Regional Framework of Student Re-Engagement

The History

The lack of a regional strategy (1) to engage students on the verge of dropping out of school or (2) to re-engage students who have dropped out has been identified as a significant barrier to graduation in Hennepin County. The Superintendents of school districts within the County have charged a group of MDE, County, and school district representatives to propose a regional framework that creates a regional safety net for all students who have extended absences. This safety net would also apply relevant provisions from other successful models, such as those for students who are homeless or in foster care. Using the premise that “students are yours until they are someone else’s,” the group met recently to identify essential elements of the model, recognize intersections with other efforts to raise the graduation rate, and consider possible next steps. A synopsis of their work is listed below.

The Essential Elements

The group determined elements of a proposed model that would coordinate efforts among County and School personnel for students who are on the verge of dropping out. These elements connect to or fall along a continuum begun with the Alternatives to Suspension regional efforts. The framework envisioned by the Alternatives to Suspension workgroup is that of engagement for all learners.

Highlighted elements are:

- There should be common practices among districts for a graduated response, involving other stakeholders if necessary, to students who are not attending school, leading to risk assessment and reengagement plan.
- The graduated response needs to be able to access attendance and other significant pieces of history that includes other school districts in Hennepin County as well as school districts in other counties. This is dependent upon the coordinated regional data sharing efforts.
- For students under County supervision, the County (the courts, County workers, social workers, probation officers, contracted vendors, etc.) should not terminate service until school attendance issues are resolved or handed off to another entity for resolution.
- Students would remain the responsibility of their local district, even after the 15 day limit has passed, UNTIL a child enrolled and confirmed to be attending a new school district.
- Districts have an obligation to identify the supports students need, and if they are not available within the district, then the district is responsible to remove barriers to assure access to an appropriate educational program. (This would include, for instance, transporting pregnant and parenting teens when those teens are accessing a program with onsite daycare outside of the district boundaries.)

The Proposal

In addition to the parameters of a process to ensure students who are at risk of dropping out have “warm hand-offs” and are not dropped, reengagement processes also need to be determined for those students who have already been dropped.

In order to determine the next set of parameters and bring a full proposal for approval to the Superintendents by September, a regional work team could convene for at least 2 full days. They would:

- refine work completed to date;
- make explicit connections with current structures and projects to retain students, such as the shared social worker project;
- identify elements to re-engage students who have dropped out;
- define how the work intersects with the other regional work groups on Alternatives to Suspension and Data Sharing; and
- clarify resources available, any additional resources needed, and potential funding sources.

MOVIN' ON UP: LITERACY FOCUS in 2012-2013

An Intermediate District 287 School Board
Presentation
June 13th, 2013

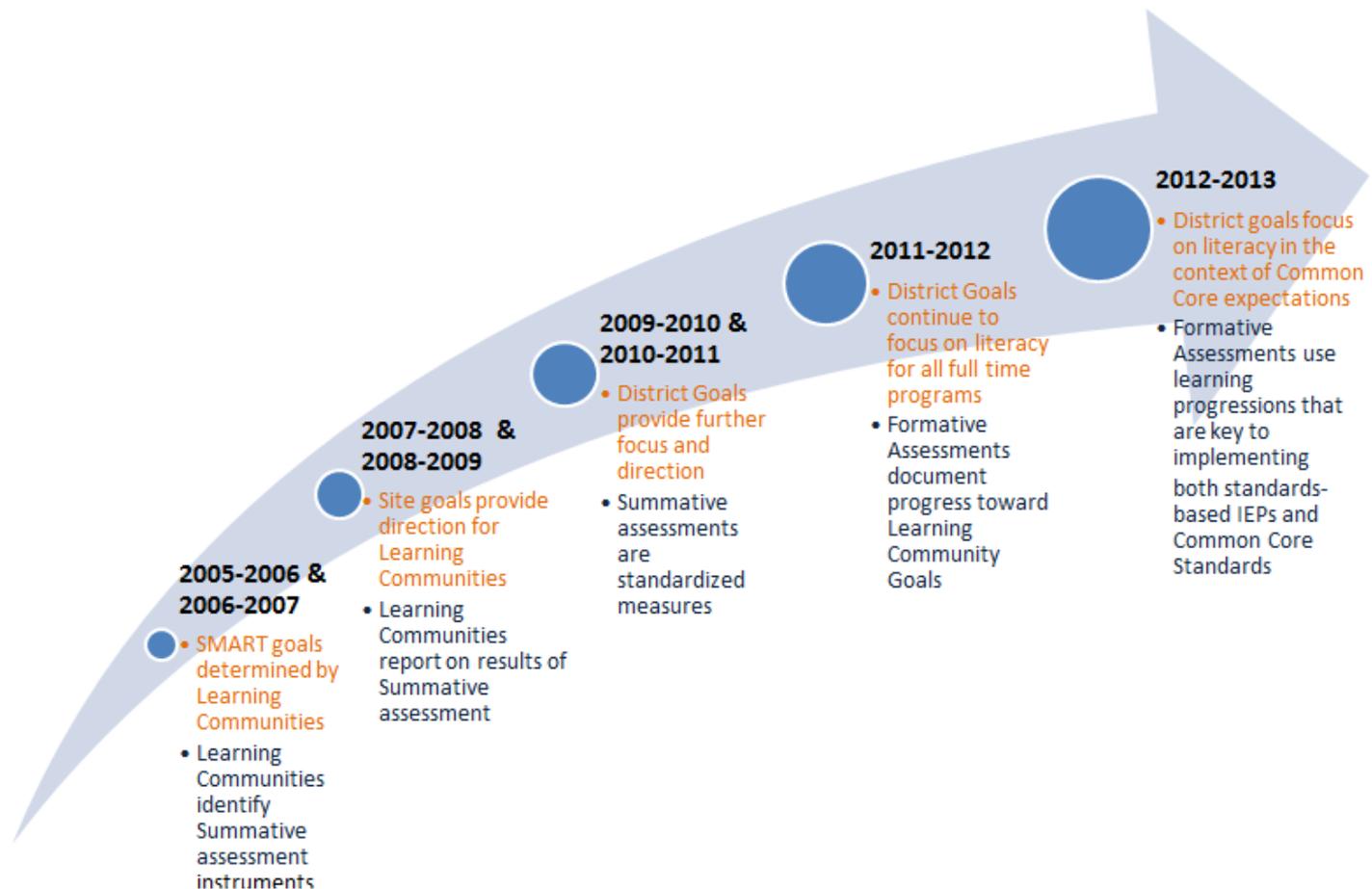
L I T E R A C Y

Reading Specialists' Focus for 2012- 2013:

- Establishing a common understanding of the Common Core State Standards (CCSS)
- Implementing the Common Core State Standards (CCSS) in respective programs/sites
- Utilizing cross disciplinary "Power Words" to improve student achievement
- Collaborating with the Standards-Based IEP Task Force

Our Literacy Progression

Intermediate District 287 Professional Learning Community Progression Goals and Assessments



COMMON CORE STATE STANDARDS: 2012-2013 LITERACY FOCUS

WHAT ARE THE COMMON CORE STATE STANDARDS (CCSS)?

Standards for English Language Arts and Literacy in history, social studies, science and technical subjects (Grades K-5)

Standards for English Language Arts (Grades 6-12)

Standards for Literacy in history, social studies, science and technical subjects. (Grades 6-12)

WHY the Common Core Standards?

- Minnesota and 47 other states have adopted the Common Core State Standards (CCSS)
 - The State Standards embed reading skills across science, social studies, and core curriculum areas
 - The State Standards define what it means to be a literate person
 - The State Standards identify specific skills and knowledge to be college and career ready
- ***Intermediate District 287 embraces these high uniform CCSS in conjunction with our member districts***

Emphasis on Academic Language through Power Words

- The language used in the classroom and workplace
- The language of texts
- The language of assessment
- The language of academic success

What are the Power Words?

- Words that may confuse students when reading
- Words that may confuse students when testing
- Words that require higher order thinking skills
- Words that require repetitive practice across curriculum areas

THE 12 POWER WORDS:

Trace

THE 12 POWER WORDS:

Support

THE 12 POWER WORDS:

Analyze

THE 12 POWER WORDS:

Explain

THE 12 POWER WORDS:

Infer

THE 12 POWER WORDS:

Summmarize

THE 12 POWER WORDS:

Evaluate

THE 12 POWER WORDS:

Compare

THE 12 POWER WORDS:

Formulate

THE 12 POWER WORDS:

Contrast

THE 12 POWER WORDS:

Describe

THE 12 POWER WORDS:

Predict

THE 12 POWER WORDS:

Trace

Explain

Evaluate

Contrast

Support

Infer

Compare

Describe

Analyze

Summarize

Formulate

Predict

Standard Based Individual Education Plans (IEP) Now Required

- **A Standards Based IEP Committee met monthly in 2012-2013:**
 - Staff were required to write Standards Based IEP's for ISD 287 students in the area of reading.
 - The committee studied best-practice Standard Based IEP guidance from the Minnesota Department of Education (MDE). The group collaborated to create IEP examples for a wide range of students and programs.

ALC STUDENT: Example of a Standards-Based IEP

Student's NEED statement after a comprehensive assessment:

Student is currently able to **cite the textual evidence** that most strongly supports an analysis of **what the text says explicitly 50%** of the time according to Des Cartes data (benchmark 8.4.1.1). In order for this students to be able to achieve grade level skills in the area of reading **informational text**, the student will need to master the ability to **cite textual evidence** that most strongly supports an analysis of **what the text says explicitly at least 90%** of the time. In addition, this student will need to master the ability to **take this explicit information and apply it to background knowledge to make an inference** (benchmark 11.4.1.1).

Example of a Standards-Based IEP GOAL in READING....

- **Annual Goal:**
 - *Given a text within Sherry's instructional Lexile level she will be able to increase her ability to cite textual evidence in order to make inferences from a current level of 2 out of 4 opportunities to 4 out of 4 opportunities as measured by student work samples by January, 2014.(11.4.1.1)*

MOVIN' ON UP: Headway Care and Treatment Program

Word Generation*, a weekly interdisciplinary implementation curriculum, was utilized in all classes:

*5 new academic words were used weekly and related to each subject area.

*On Fridays the counseling staff became involved and utilized the words in their counseling sessions, as well.

*Students competed on Fridays in contests to show mastery.

*Sign language was utilized as a memory prompt with each vocabulary word.

*Staff meet weekly in their Professional Learning Committees with a high level of excitement and collaboration to assess student progress.

***STUDENTS ATTENDING SCHOOL 70% or more, improved 4.7 grade levels in reading this school year!**

MOVIN' ON UP: Headway Care and Treatment Program

- **The importance of literacy counseling**
 - Literacy counseling with the reading specialist
 - Pre-MAP testing
 - To explain the purpose and importance of testing
 - Post-MAP testing
 - To explain the score as it relates to the student's current reading level
 - To discuss the student's career/life goal(s)
 - To determine the target MAP scores to work towards, that achieve the literacy needed to reach the goal(s)
 - To discuss and establish one or more student reading improvement goal(s) to reach that target

MOVIN' ON UP: Edgewood Education Center

- **Significant Structural and Student Progress!**
 - Development of 3 Literacy Groups:
 - PLC Literacy Committee
 - Literacy Task Force
 - Literacy Steering Committee
 - Added 45 -minute daily block of literacy time:
 - Prior Lunch +Leisure became Lunch + Literacy
 - Quote from parent:
 - “Don’t even mention the words “reading” or “books”my daughter wants nothing to do with either”(fast forward...180 degree shift in parental perception of what her child is now able to read)

MOVIN' ON UP: South Education Center

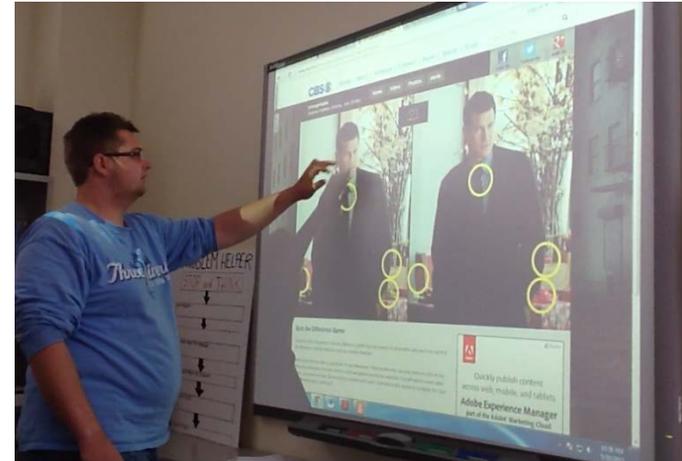


- A structured approach to academic language was implemented in a literacy class for college-bound students.
- Students completed a pre-test of all twelve Power Words to determine which words were most in need of being taught.
- Five words were selected – Contrast, Evaluate, Formulate, Infer, and Trace.

MOVIN' ON UP: South Education Center

■ Power Word – “Contrast”

- Learning progressions were considered.
- Students participated in activities to develop their skill at identifying contrasts.
- Students studied examples of contrast essays.
- Formative assessment
 - Data was gathered through the use of exit slips.
 - Results were analyzed.
 - The teacher determined that students had developed sufficient knowledge of contrasting and were ready to write their contrast essays.



The end result:
Well-written
contrast essays

MOVIN' ON UP: South Education Center Alternative

- SECA spent workshop week getting to know the CCSS
- Each PLC choose a standard to focus on for the year and developed lessons around it
- As a means of differentiating, they began a CCSS and MAP alignment
 - Allowed for flexible grouping and tiered assignment/assessments
- Their English Language Arts PLC worked to develop common rubrics that aligned to their chosen standards (all Larry Bell Power Words)
 - Example: Standard 11.4.1.1 talks about citing strong textual support. They unpacked this standard, linked it to the MAP benchmarks and wrote a common rubric to evaluate student learning
- Their Social Studies PLC focused on students reading for main idea and supporting their conclusions with evidence (Standard 9.12.2.2)
- Science used Standard 9.13.55: Relationships between key details and key terms

MOVIN' ON UP: Prairie Care Alternative Center

- **PLC Emphasis = Written Language:**
 - An *Informative 9th/10th Grade Rubric* was utilized as a pre and post tool to analyze each student's written language sample.
 - Staff received ongoing support from their reading specialist to analyze the student's writing samples and implement writing strategies.
 - 80% of the students who completed the pre and post tests showed growth in their writing.

MOVIN' ON UP: West Education Center

- Emphasis was on the vocabulary development of the Power Words.
- PLC discussion among the teachers reflected that they could not assume that their students deeply understood the meanings of the Power Words
 - They focused on a power word/month in every discipline
 - Students began to understand how the same word corresponds or differs from one subject to another

MOVIN' ON UP: NorthWest Tech Center

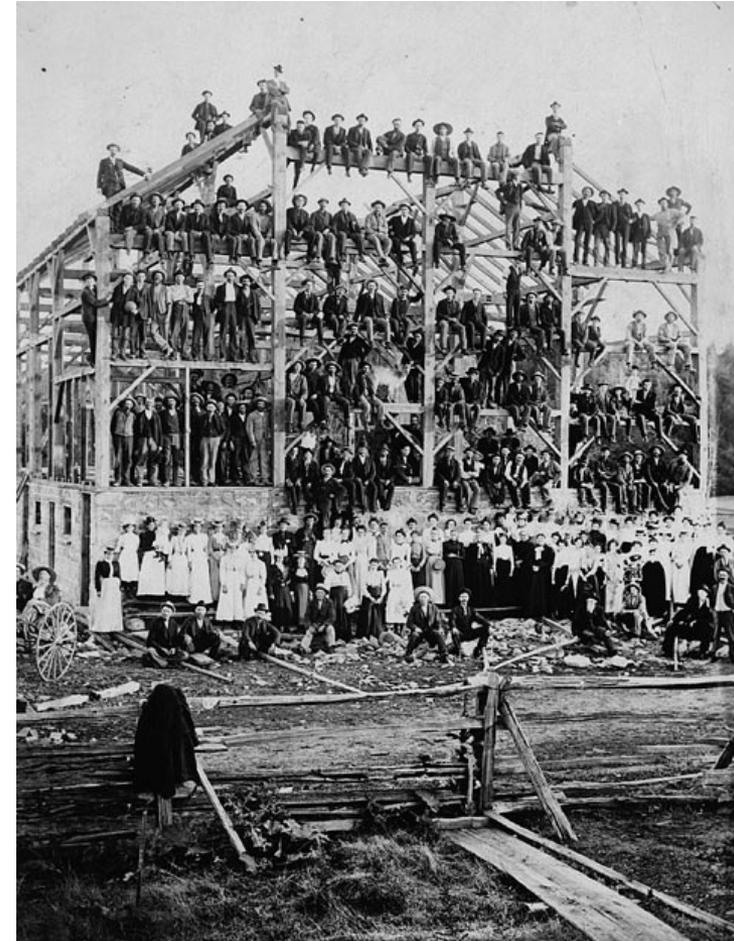
**Are you Pinterested?
NWTC is Pinterested in
sharing formative assessment
resources.**



- Teacher perspective: Make connections. Students demonstrate understanding of how proficiency test scores relate to prescribed academic work.
- Student perspective: Make connections: Proficiency test scores are connected to my future.

MOVIN' ON UP: NorthWest Tech Center

- A good old fashion barn raising – everyone is fully engaged in the building of literacy achievement.
 - Interpreters, EA's, etc.
 - Everyone understands the purpose of the PLC



MOVIN' ON UP: NorthWest Tech Center



- Transition staff need to match their students' current levels of literacy achievement with their desired career path, while students navigate the rocky waters yet ahead.

MOVIN' ON UP: North Education Center

“ Literacy Firsts” were accomplished at NEC this year:

- A building wide-cultural event included “Building a City of Readers” with original lyrics to Carly Rae Jepsen’s song
- Incentive programs were common throughout the year to engage students to their highest level of success
- The Literacy Lab with over 14,000 volumes has become a district-wide initiative to share resources across the district next school year

MOVIN' ON UP: North Education Center

- Motivational teaching techniques have resulted in a high level of student engagement in literacy. Students have been encouraged to tell their literacy stories, “in their own words.”
- One student went up 500 Lexile points this year. His goal is to reach 1000 Lexile points by September!!

Reading Specialists' Focus for 2013-2014:

- Continued emphasis on the CCSS in the areas of reading, writing, listening and speaking
- Literacy collaboration with Reading Specialists and Instructional Coaches
- Focus on instructional strategies that address and support the Common Core State Standards
- Utilization of the texts:
 - 20 Literacy Strategies to Meet the Common Core: Increasing Rigor in Middle + High School Classrooms
 - 40 Reading Intervention Strategies for K-6 Students

**LITERACY VIDEO:
*READING UNLOCKS LEARNING***

June 13, 2013

Ann Bremer, Board Chair
District Service Center
1820 Xenium Lane North
Plymouth, MN 55441-3708

Telephone: 763.550.7101

www.district287.org

Hello District 287 Board Members:

On Monday, June 3, Carol Bomben and I held the Superintendent Performance Evaluation conversation with Superintendent Sandra Lewandowski. I thank you for your time commitment of completing the evaluation surveys so that Carol and I could have a productive and meaningful conversation with Sandy about her performance. I will give you a listing of the topics we discussed for her evaluation of the past year.

- Graduation Initiative
- Safety and Advocacy for the staff and the students
- The gigantic task of building, opening and running North Education Center
- The many technology innovations
- Partnerships and relationships: with staff, with outside partners, with law makers, with member districts, and with the board
- Staffing, tenure—checking in with all the “rock stars”, bold steps with granting tenure, Sandy’s super support staff/administrative team
- Morale, contracts, leadership—negotiating contracts, the morale of all staff, and her respected leadership
- Finances—the challenges and the successes and the introduction of Mae to the team
- Programs for Students—innovative, needs based, doing what is best for all kids, letting the experts design the programs and supporting those efforts

And a few challenges:

- The continued efforts to inform member districts of the value of District 287 programs, making sure member districts are fully informed on all aspects of District 287

Sandy is a tremendous leader of this fantastically complicated district. She is respected by her staff, this board, member district superintendents, and many outside partners. She is a tireless and voracious advocate for our students.

I believe her review, based on all of your input, was a reflection of an excellent year filled with many successes and also a roadmap of her year ahead and the challenges she will face.

I look forward to any additional comments you would like to add during this agenda topic.

Thank you,

Ann Bremer
District 287 Board Chair

Sara J. Ruff,
Attorney at Law

1820 Xenium Lane North, Plymouth MN 55441 • Phone: (763) 550-7102 • Fax: (763) 550-7299 • sjruff@district287.org

June 6, 2013

Ms. Ann Bremer
Chair, Intermediate District 287 Governing Board
1820 Xenium Lane North
Plymouth, MN 55441

Re: Changes to Superintendent Contract

Dear Ms. Bremer:

This letter will review and recommend two changes to the existing and future employment Contracts between the School District and Superintendent Lewandowski. Both Contracts include provisions for (1) contributions of accumulated vacation and sick leave benefits upon termination of employment to the Superintendent's 403(b) plan or post-retirement health care savings account; and (2) an annual contribution of 15 days of pay to be used for post-retirement expenses. Increased specificity is needed for both provisions, in order to maintain the tax-sheltered nature of these benefits. Please note that the District's contributions will remain at current levels. The changes are consistent with the original intent for these contributions to be made to the Superintendent's deferred compensation and post-retirement medical accounts.

The language for these provisions is identical in the current Contract and the 2013-2016 Contract. I recommend the following changes (underlines represent new language, strikeouts indicated deleted language):

Change to Section XI B:

B. Contributions Upon Termination. Upon termination of employment any remaining accumulated vacation and/or sick leave, not previously contributed ~~pursuant to Section XI.A,~~ will be distributed at the Superintendent's option either directly into the Superintendent's 403(b) tax sheltered annuity or post-retirement health care savings account, as permitted by the applicable plans, laws and regulations ~~will be distributed as follows:~~ Seventy-five (75%) of that amount will go directly into the Superintendent's 403(b) retirement account and twenty-five (25%) will be placed in the District Retirement Health Savings Account.

Change to Section XII:

ANNUAL CONTRIBUTION

At the end of each year she completes as Superintendent, the Superintendent shall receive an annual ~~payment~~ contribution equal to fifteen days of pay at the then applicable daily rate of pay. The parties recognize this ~~payment~~ contribution is intended to be used for post-retirement expenses. In accordance with Minn. Stat. §356.24, these days will be converted to dollars and contributed as a §403(b) employer match up to the specified limit, in accordance with IRC §402(g)7 and the age 50 catch up limit under Treas. Reg. 1.414(v)-1(c)(2). If the calculated amount exceeds the annual limit respective of the calendar year limit, the excess will be carried forward and contributed to a 403(b) plan at the time of the Superintendent's separation from service.

The following steps are needed to bring about these changes to the Contracts:

1. Board action to modify the Superintendent's Contracts as shown above;
2. Direction to the administration to contract with its benefits consultant to create and administer a Retirement Health Savings Account for the Superintendent.

A resolution and contract are attached. Please feel free to contact me if you have any questions.

Very truly yours,



Sara J. Ruff

Enc.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 13, 2013

AGENDA SECTION: BOARD BUSINESS

ITEM: Resolution to Amend the Superintendent's Contracts

PRESENTED BY: Board Chair Bremer

1. Background Information

Upon agreement by the Superintendent, Section XI.B of the Superintendent's July 1, 2011 and July 2, 2013 Contracts shall be amended to read as follows:

Contributions Upon Termination. Upon termination of employment any remaining accumulated vacation and/or sick leave, not previously contributed will be distributed as follows: Seventy-five (75%) of that amount will go directly into the Superintendent's 403(b) retirement account and twenty-five (25%) will be placed in the District Retirement Health Savings Account.

Upon agreement by the Superintendent, Section XII of the Superintendent's July 1, 2011 and July 2, 2013 Contracts shall be amended to read as follows:

ANNUAL CONTRIBUTION

At the end of each year she completes as Superintendent, the Superintendent shall receive an annual contribution equal to fifteen days of pay at the then applicable daily rate of pay. The parties recognize this payment is intended to be used for post-retirement expenses. In accordance with Minn. Stat. §356.24, these days will be converted to dollars and contributed as a §403(b) employer match up to the specified limit, in accordance with IRC §402(g)7 and the age 50 catch up limit under Treas. Reg. 1.414(v)-1(c)(2). If the calculated amount exceeds the annual limit respective of the calendar year limit, the excess will be carried forward and contributed to a 403(b) plan at the time of the Superintendent's separation from service.

New Contract documents will be prepared to reflect these changes, with all other provisions remaining unchanged, and these Contracts shall be signed by the Superintendent, Board Chair and Board Clerk.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approve the resolution to amend the Superintendent's contract as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Member _____ introduced the following Resolution and moved its adoption:

Resolution to Amend the Superintendent's Contracts

WHEREAS, the Superintendent and School District have negotiated a Contract for the Superintendent's services, the term of which began July 1, 2011 and will end on June 30, 2013; and

WHEREAS, the Superintendent and School District have negotiated a Contact for the Superintendent's services, the term of which is July 2, 2013 through June 30, 2016; and

WHEREAS, both Contracts provide for contributions of accumulated vacation and sick leave benefits upon termination of employment and an annual contribution to be used for post-retirement expenses; and

WHEREAS, in order to maintain compliance with state and federal law, greater specificity is needed in the Superintendent's contract with respect to these two provisions;

NOW THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. Upon agreement by the Superintendent, Section XI.B of the Superintendent's July 1, 2011 and July 2, 2013 Contracts shall be amended to read as follows:

Contributions Upon Termination. Upon termination of employment any remaining accumulated vacation and/or sick leave, not previously contributed will be distributed as follows: Seventy-five (75%) of that amount will go directly into the Superintendent's 403(b) retirement account and twenty-five (25%) will be placed in the District Retirement Health Savings Account.

2. Upon agreement by the Superintendent, Section XII of the Superintendent's July 1, 2011 and July 2, 2013 Contracts shall be amended to read as follows:

ANNUAL CONTRIBUTION

At the end of each year she completes as Superintendent, the Superintendent shall receive an annual contribution equal to fifteen days of pay at the then applicable daily rate of pay. The parties recognize this payment is intended to be used for post-retirement expenses. In accordance with Minn. Stat. §356.24, these days will be converted to dollars and contributed as a §403(b) employer match up to the specified limit, in accordance with IRC §402(g)7 and the age 50 catch up limit under Treas. Reg. 1.414(v)-1(c)(2). If the calculated amount exceeds the annual limit respective of the calendar year limit, the excess will be carried forward and contributed to a 403(b) plan at the time of the Superintendent's separation from service.

3. New Contract documents will be prepared to reflect these changes, with all other provisions remaining unchanged, and these Contracts shall be signed by the Superintendent, Board Chair and Board Clerk.

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

and the following voted against the motion:

Whereupon said Resolution was declared duly passed and adopted.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 13, 2013

AGENDA SECTION: BOARD BUSINESS

ITEM: Resolution to Adopt Educators Benefit Consultants Health Reimbursement Arrangement

PRESENTED BY: Board Chair Bremer

1. Background Information

The Employer provides benefits through employment contracts with its employees; and

The establishment of a Health Reimbursement Arrangement provides the Employer with a means to offer employees a tax-free vehicle to use for the reimbursement of qualified health care expenses; and

The Employer has decided that the Adoption of the EBC Health Reimbursement Arrangement serves that purpose;

That the Employer directs and authorizes its Director of Finance to execute and deliver all documents necessary for the proper implementation of the Plan to ensure that the Plan hereby approved is in effect.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approve the resolution to adopt educators benefit consultants health reimbursement arrangement as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Member _____ introduced the following Resolution and moved its adoption:

**Resolution to Adopt
Educators Benefit Consultants
Health Reimbursement Arrangement**

WHEREAS, the Employer provides benefits through employment contracts with its employees;
and

WHEREAS, the establishment of a Health Reimbursement Arrangement provides the Employer with a means to offer employees a tax-free vehicle to use for the reimbursement of qualified health care expenses; and

WHEREAS, the Employer has decided that the Adoption of the EBC Health Reimbursement Arrangement serves that purpose;

NOW, THEREFORE BE IT RESOLVED, that the Employer directs and authorizes its Director of Finance to execute and deliver all documents necessary for the proper implementation of the Plan to ensure that the Plan hereby approved is in effect.

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

and the following voted against the motion:

Whereupon said Resolution was declared duly passed and adopted.

June 2013
vol 10 ♦ no 9

Key AMSD Initiatives Included in Omnibus Education and Tax Bills

AMSD Calendar

June 14, 2013
Executive Committee Meeting, 7:30 a.m., TIES Building, St. Paul

July 12, 2013
Executive Committee Meeting, 7:30 a.m., TIES Building, St. Paul

August 9, 2013
Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul

August 23, 2013
Executive/Legislative Committee Meeting, 7:30 a.m., TIES Building, St. Paul

AMSD's Mission

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



Association of
Metropolitan School Districts

The 2013 Minnesota Legislative Session adjourned shortly before midnight on Monday, May 20. The final budget agreement resolved the State's \$627 million budget deficit and made important investments in early childhood through post-secondary education.

AMSD's legislative platform called on the Governor and Legislature to recognize that our ability to compete and succeed as a state is directly tied to having a highly educated and skilled workforce. This theme resonated with lawmakers and one of the key messages coming out of the omnibus education finance bill was striving towards creating the world's best workforce. The chart on page 3 summarizes AMSD's platform initiatives and highlights the progress that was made toward those goals.

Continued on page 3



"This year's E-12 bill is one of the most comprehensive education bills in a decade, directing nearly a half-billion dollars toward early learning, all-day Kindergarten, special education and other critical needs. Those investments, coupled with smart policy reforms, will help us close achievement gaps, provide meaningful feedback to parents and teachers, and better meet the needs of students in a way that will improve the quality of education in Minnesota for years to come."

Commissioner Brenda Cassellius,
Minnesota Department of Education

From the Chair

A big "thank you" to all of the AMSD board members, staff, parents and concerned citizens who took time to advocate for our schools and our students during the 2013 Legislative Session. As the research article in this month's newsletter demonstrates, your efforts paid off with several key AMSD platform initiatives being adopted. Funding for full-day Kindergarten, establishing a location equity levy and continuing a reformed integration revenue program were among the AMSD priorities adopted. In addition, several of our important policy priorities were included in the omnibus education bill, such as reforming the assessment and accountability system and providing greater flexibility with teacher licensure to ensure that we are able to attract and retain high quality teachers.

Whether you personally met with legislators, attended AMSD's Day at the Capitol event, testified before a legislative committee hearing or sent an email, your time and effort made a difference. Of course, we all know that much work remains. Addressing the massive special education cross-subsidy, meeting the needs of our students with mental health challenges and addressing critical deferred maintenance and facilities needs still must be addressed. In the short-term, however, I encourage you to thank state policymakers for their work this session and for the positive outcome for our schools and our students.

George Kimball, school board member from White Bear Lake Public Schools, is chair of AMSD.

Bloomington Public Schools to launch innovative gifted program



Bloomington Public Schools will unveil a first-of-its-kind high school program for profoundly gifted students in 2014. Dimensions Academy, the district's internationally recognized program for profoundly gifted students in grades 4-8 is expected to expand to the high school level for the 2014-15 school year.

Dimensions Academy High School is designed for freshmen and sophomore students ready to tackle college-level courses prior to their eligibility to complete Post-Secondary Enrollment Options (PSEO) in grades 11-12. The new high school program is a joint venture between Bloomington Public Schools and Normandale Community College. It is designed to accelerate profoundly gifted students into college level courses in Science, Technology, Engineering and Math (STEM).

Qualified students must have high scores on their academic and standardized testing, high GPA scores in middle school and letters of recommendation from educational professionals. Students will attend two course hours each day at the Normandale Community College campus before returning to their respective high school – Jefferson or Kennedy – to complete the remaining four periods of the school day.

The district will provide transportation to and from the campus. Classes will be held in a newly-designed private wing of the college, independent from the rest of the campus.



Students will have completed up to 35 semester credits after two years in the Dimensions Academy High School program. Students will then be eligible to enroll in Post-Secondary Enrollment Options as a junior and senior. Students have the potential to earn up to 60 college credits with the completion of two years in Dimensions Academy High School and two years in PSEO, and potentially earn an Associate in Arts (A.A.) degree in Engineering or other science related fields. Students also receive a Bloomington Public Schools high school diploma.

“Bloomington Public Schools is the first to offer a program of this caliber to high school students in 9th and 10th grade,” noted educational consultant and former Gifted and Talented Director Dr. Richard Cash, who was instrumental in developing the program. “Not only is it designed to meet the intellectual needs of profoundly gifted students, but it also gives students an edge on their post-secondary options.”

Dimensions Academy High School program leaders and the district's Community Relations staff are developing a marketing plan to recruit resident and non-resident students to be the first class to participate beginning in 2014.

More information about the district's Gifted and Talented programs can be found at www.bloomington.k12.mn.us/academic-student-services/gifted-talented

This month's member feature was submitted by Jaclyn Swords, Marketing and Communications Manager, Bloomington Public Schools.

AMSD Platform Initiatives Adopted

Continued from page 1

AMSD Platform Position	Outcome During 2013 Legislative Session
Strengthen Minnesota's Education Funding System	<ul style="list-style-type: none"> Shift repaid under current law and creates a one-time mechanism to use any surplus that accumulates as of June 30, 2013, to repay the shifts. The location equity levy will be a component of the general education program. Makes the first \$300 of referendum authority school board, rather than voter, approved.
Close the Readiness Gap with Investments in Early Learning	<ul style="list-style-type: none"> Funds All-day Kindergarten beginning with the 2014-15 school year. Increases funding for early learning scholarships to \$23 million for FY2014 and \$23 million for FY2015. General Education Revenue can be used to meet needs of three and four-year-olds unless district has a fee-based kindergarten program. Allows basic skills revenue to be used for kindergarten preparation programs, parent preparation programs as well as voluntary home visits and outreach.
Increase Student Achievement by Fixing Special Education Funding	<ul style="list-style-type: none"> Special Education Cross Subsidy Aid of \$40 million. Beginning in 2015, allows a serving school district to recover 90 percent of its unreimbursed special education costs (current law allows the serving district to recover 100 percent of the costs from the resident district) Keeps the 100 percent reimbursement in place for intermediate school districts. The Department of Education will develop model Individuals with Disabilities Education Act (IDEA) paperwork that would be available free of charge to schools. Increased funding for school-linked mental health services to \$7.434 million for FY 2014 and \$9.814 for FY 2015. Increases safe schools levy by \$4 per pupil in 2014 and later. Use of safe schools levy expanded to include enhancements for security, climate or mental health.
Create Integrated and Equitable Learning Environments	<ul style="list-style-type: none"> Creates the Achievement and Integration for Minnesota Program. Levy is renewed and new formula is implemented. Commissioner shall review the integration rule and make recommendations to the Legislature by February 15, 2014.
Attract and Retain Effective Teachers and Principals	<ul style="list-style-type: none"> Allows the Board of Teaching to issue 2 temporary one-year teaching licenses to a candidate that has not yet passed the skills exam includes non-native English speaking teachers. Amends teacher evaluation requirements by removing the value-added language and requires state and local measures of student growth that may include value-added models.
Enhance Local Control and Eliminated Unfunded Mandates	<ul style="list-style-type: none"> Clarifies condition and circumstances under which school districts may use prone restraint. Prone restraint use allowed until August 1, 2015 (two additional years). Authorizes a school district, with Commissioner approval, to transfer money between funds unless that transfer would have an impact on state aids or local levies.
Reform the Assessment and Accountability System	<ul style="list-style-type: none"> Eliminates the GRAD requirement and aligns the assessment system with college and career readiness standards. Increases transparency, allows for multiple measures and provides for timely results to support instructional and curricular needs.

The E-12 Omnibus bill includes investments in early learning, all-day Kindergarten, special education, the basic formula allowance, restoration of integration revenue and levy, assessment reform and teacher licensure changes. There are also several significant education provisions in the Tax Omnibus bill as noted below.

Key Provisions in Omnibus E-12 Education Finance Bill:

- Pupil Weight changes effective for FY 2015: 1.0 Prekindergarten disabled, 1.0 Prekindergarten, .55 Part-time Kindergarten, 1.0 All-Day Kindergarten, 1.0 Grades 1-6, 1.2 Grades 7-12 and 1.2 PSEO. Fully funds all-day Kindergarten.
- Increases Minnesota's compulsory attendance age from 16 to 17.
- Formula allowance increased 1.5% each year. 2013: \$5,224, 2014: \$5,302, 2015 and later: \$5,806 (adjusted for pupil weight changes).
- Establishes a general education levy on Adjusted Net Tax Capacity. Statewide total raised in FY 2015 = \$20 million.
- Increases safe schools levy by \$4 per pupil in FY2014 and later. Use of safe schools levy expanded to include enhancements for security, climate or mental health. Does not increase levy for intermediate districts.
- Amends teacher evaluation requirements by removing the value-added language and requires state and local measures of student growth that may include value-added models. Allows districts to use staff development revenue for teacher evaluation. Establishes a grant program for districts to participate in the teacher development and evaluation pilot grant program. \$683,000 for FY 2014.
- Special Education Cross Subsidy Aid of \$40 million.
- Clarifies condition and circumstances under which school districts may use prone restraint. Prone restraint use allowed until August 1, 2015 (two additional years).
- Authorizes a school district, upon approval of the Commissioner, to transfer money from any fund or account to any other fund or account unless that transfer would have an impact on state aids or local levies. Prohibits transfers from the community service fund, food service fund, or the reserved account for staff development revenue.
- Creates a one-time mechanism to use any surplus that accumulates as of June 30, 2013, to repay the school aid payment and property tax recognition shifts.

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Location Equity Levy and Enhanced Equalization Included in Tax Bill

Continued from page 3

- Establishes early learning scholarships with Office of Early Learning. Income equal or less than 185% of federal poverty level. Scholarships up to \$5,000. Commissioner must contract with an evaluator on scholarship amount, efficiency and effectiveness of administration and Kindergarten readiness. \$23 million for FY2014 and \$23 million for FY2015.
- Eliminates the GRAD requirement and aligns assessment system with college and career readiness standards.
- Allows the Board of Teaching to issue two temporary one-year teaching licenses to a candidate that has not yet passed the skills exam includes non-native English speaking teachers.
- Creates the Achievement and Integration for Minnesota Program. Levy is renewed and new formula is implemented. Commissioner shall review the integration rule and make recommendations to the Legislature by February 15, 2014.

Education Provisions Contained in the Tax Bill

- The location equity levy will be a component of the general education program. It significantly enhances funding stability by moving \$424 per pupil of referendum revenue to a new board approved \$424 per pupil location equity levy. For rural school districts enrolling more than 2,000 students, the location equity levy level is \$212 per pupil.
- Makes the first \$300 of referendum authority school board, rather than voter, approved. This applies to all school districts and guarantees that every school district has a minimum of \$300 per pupil of referendum revenue.
- Enhances the equalizing factors for referendum revenue. The bill establishes three tiers of referendum equalization:
 - Tier 1 – The first \$300 per pupil is equalized at \$880,000 of referendum market value per resident pupil unit.
 - Tier 2 – Referendum authority between \$300 - \$760 per pupil is equalized at \$510,000 of referendum market value per resident pupil as is the location equity levy.
 - Tier 3 – A district's third tier referendum equalization allowance equals 25 percent of the formula allowance minus the sum of the first and second tier allowance and is equalized at \$290,000 of referendum market value per resident pupil unit.
- Renewal of the integration levy with the levy component of integration revenue remaining at 30 percent.
- Operating referendum freeze for FY 2015 but any school district that has approved a board resolution to conduct a referendum by June 30, 2013 is exempt from the freeze. In addition, a school district that is in statutory operating debt is exempt from the freeze.

Bills Not Advancing

- HF 573/SF 446 (Public Employee Insurance Program). AMSD opposed legislation that would have mandated that all school districts purchase health insurance for their employees through the Public Employee Insurance Plan. The bill did not reach the House or Senate floor for a vote.
- HF 826/SF 783 (Safe and Supportive Schools). AMSD supports strengthening Minnesota's anti-bullying law in a manner that allows for local control and flexibility in implementation and is accompanied by the resources needed to implement the law. The bill passed the House floor but was laid on the table on the Senate floor and did not receive a vote prior to adjournment. Action on the bill is expected during the 2014 Legislative Session.

The 2013 Legislative Session concluded with many positive developments for education. The new investments in all-day kindergarten and early learning scholarships will help close the readiness gap and the achievement gap. The location equity levy adds stability to the funding system and addresses a long-time inequity while the continuation of a reformed integration revenue program will help school districts provide equitable and integrated learning environments for students

Some of these investments do not take effect until the 2014-15 school year which means that many school districts will continue to face a challenging budget situation next year. In addition, it is important to note that our school districts continue to face a daunting special education cross-subsidy. Consequently, our school districts will continue to rely on voter-approved operating referendums to provide the learning opportunities our students need to succeed. So, despite the significant accomplishments this session, plenty of work remains when the 2014 legislative session convenes on February 25, 2014.

AMSD Members: Anoka-Hennepin School District, Bloomington Public Schools, Brooklyn Center Community Schools, Burnsville-Eagan-Savage, Columbia Heights Public Schools, East Metro Integration District, Eastern Carver County Schools, Eden Prairie Schools, Edina Public Schools, Elk River Area School District, Farmington Area Public Schools, Fridley Public Schools, Hopkins Public Schools, Intermediate School District 287, Intermediate School District 917 (Associate Member), Inver Grove Heights Community Schools, Lakeville Area Public Schools, Mahtomedi Public Schools, Minneapolis Public Schools, Minnetonka Public Schools, Mounds View Public Schools, North St. Paul/Maplewood/Oakdale School District, Northeast Metro Intermediate School District 916 (Associate Member), Northwest Suburban Integration District (Associate Member), Orono Schools, Osseo Area Schools, Richfield Public Schools, Robbinsdale Area Schools, Rosemount-Apple Valley-Eagan Public Schools, Roseville Area Schools, Shakopee Public Schools, South St. Paul Public Schools, South Washington County Schools, Spring Lake Park Schools, St. Anthony/New Brighton Independent School District, St. Cloud Area Schools, St. Louis Park Public Schools, St. Paul Public Schools, Stillwater Area Public Schools, TIES (Associate Member), Wayzata Public Schools, West Metro Education Program, West St. Paul-Mendota Heights-Eagan Area Schools and White Bear Lake Area Schools.

School Board Planning Calendar January 2013 – December 2013

1 st Meeting of the Month	2 nd Meeting of the Month
START TIME 6:30 PM	
JANUARY 10, 2013 <i>No Meeting</i>	
JANUARY 24, 2013 <i>Organizational Meeting</i>	
Election of Board Officers Oath of Office Financial Report December FY12 Audit	Legislative Platform Restrictive Procedure Plan & Minnesota Department of Education Report from Stakeholders Uber Goal #2
What Board Members Should Know About Special Education Monitoring	
FEBRUARY 14, 2013 Communication with Local Boards Hennepin County Graduation Update Mentor Connection Superintendent Mid-Year Evaluation Procedure Work Session on Process Education Model (PEM)	FEBRUARY 28, 2013 Financial Report February FY14 Budget Assumption & 2209 Parameters FY12 Budget Revision & FY13 Budget Assumptions Program Withdrawal Report Staff Reduction ULA Resolution Changes for following Year Strategic Plan – Year 4 Uber Goal #1
MARCH 14, 2013 Work Session: ➤ Process Communication Model (PCM) Training for Board Members	MARCH 28, 2013 Financial Report February FY14 Budget Reduction Realignment Proposal Program Reduction Resolution Proposed District 287 School Calendar 2013-2014 Reduction ULA for tenured staff (<i>provide names</i>)
APRIL 11, 2013 <i>(Only one Board meeting this month!)</i>	
Superintendent & Board Evaluation Update	
MAY 9, 2013 Administrative Service PLC Career Tech Financial Report March Presentation on Innovation & Technology Strategic Plan Report Summary Status Report on Board Policy & Procedure	MAY 23, 2013 Financial Report April Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution
JUNE 13, 2013 Literacy Video & Sherry’s Presentation Superintendents Evaluation Update Administrative/Unaffiliated Parameters - (Closed Session) Bennett Johnson Presentation	JUNE 27, 2013 Facilities Management Update - Energy Audit Legislative Finance Update PLC Data Report
2013-2014 Budget Financial Report May Final ULA Resolution for Licensed Staff	

INFORMATIONAL ITEMS TO REMEMBER:

** Board role in setting/supporting goals
Board TLC

Community use of Facilities Bucket

School Board Planning Calendar January 2013 – December 2013

1st Meeting of the Month	2nd Meeting of the Month
AUGUST 22, 2013 <i>(Only one Board meeting this month!)</i> (Meeting held at NEC Site)	
Approval of Cash Flow Borrowing Resolution District Operations Financial Report July	Legislative Session Review & Implications Report on Crisis Planning (Michelle Axell – 10 minutes) What Board Members Should Know About Our 2013-2014 Start-Up” (Colleen, Dolly, Char, and Jane)
SEPTEMBER 12, 2013 Superintendent Goals	SEPTEMBER 26, 2013 Financial Report August PLC’s Results/Goals Report on Crisis Planning
OCTOBER 10, 2013	
	OCTOBER 24, 2013 Financial Report September Strategic Plan Update
NOVEMBER 14, 2013 <i>(Only one Board meeting this month!)</i>	
Facilities Management Update Financial Report October	Food Service Resolution OPEB Reporting & Funding
DECEMBER 12, 2013 <i>(Only one Board meeting this month!)</i>	
Financial Report November	Prior Year Audit Review

INFORMATIONAL ITEMS TO REMEMBER:

**** Board role in setting/supporting goals
Board TLC**

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
June 13, 2013
SCHOOL BOARD CALENDAR

June 2013

13	Thursday	General Board Meeting	6:30PM	Board Rm
18	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

◆ General Board Meeting – Date Change

◆ New Event

Celebrating 2209 Retirees



Kristi Bergstrom

I worked in Special Education for 32 years, mostly in District 287. I taught and/or served as a Program Facilitator (at Cavanagh, Hosterman, Plymouth Middle School, Fair School, Phase North, and Edgewood Education Center). Each role had its distinct joys and challenges.... and each gave me the opportunity to interact and collaborate with students, staff, families, group homes, and outside agencies, which I greatly enjoyed.

Always proud to say I worked for District 287

with its high standards and student-centered service provision I felt privileged to work with, and among so many caring, creative, skilled, dedicated paraprofessionals, teachers, support staff, and administrators.

I was grateful for what our students taught me – about perseverance... courage... defying the odds.... holding unyielding faith in tomorrow... and demonstrating pure, uninhibited joy when you feel it. They inspired me to reach deep inside myself to find ways to connect with them effectively.

From their families I learned that we can all be grateful for what these students – their children – teach us, how they enrich our lives, and how vital it is to give them their dignity at all times.

My future plans are to slow myself down, enough to enjoy my family (especially our two baby granddaughters), my friends, our new puppy, expand on my creative endeavors, possibly do some

travel, catch up on projects long neglected, and attend to my personal wellness.

Thank you, Comrades, for the memories. They're filed in my heart, for always!



Patti Glumack

Having been with 287 for the past 35+ years, I have seen lots of program and district changes. Always a new procedure, a new form, or a new program philosophy. I am really lucky that over the years, this change provided me opportunities to try new things. I think the great leadership in the district, working together with the union, created a work

(continued on page 2)

More in this Issue:

Local To Commission New Web Site
p. 2

2209 would also like to recognize the following members who retired in In 2012-13.

- Susanne Bodelson*
- Kathy Lorenz*
- Donna Strub*
- Mary Taylor*
- Mindy Thompson*
- Mari Kay Wolf*
- Lynette Jenkins*
- Jaqueline Peschong*
- Lee Ann Gelhaye*
- Kathleen Saporito*



Eric "The Closer" Michelsen

Where did the time go? I am still a young teacher, well, at heart anyway. It is over twenty-five years after starting at 287. Saying goodbye to so many fabulous people over the years is somewhat bittersweet.

I have had the privilege of working with some truly amazing people in my career. From the POHI staff in my first district position, to program facilitator at West Middle Alternative, Ridgedale Alternative, North Vista Alternative and the ELC, and lastly the Vector/Invest program at SEC, I have been blessed. I have had the challenge and pleasure of working in many exciting, and rewarding programs.

Now it's time to decide what I want to do with the rest of my life. Fishing, traveling and attending Twins games are high on my list. Waking up WHEN I want, starting the day off sitting on my porch with a cup of coffee and the newspaper also sounds pretty good.

As far as employment goes, I have a few possibilities that I will be pursuing, albeit one year earlier than I had intended. So I say goodbye and good riddance to the paperwork, farewell to the outstanding people I served with, and many thanks to the students who taught me so much. It is time to reintroduce myself to my wife, Joyce, and my dog, Cal.

Patti Glumack, continued:

environment that is cutting edge - new, innovative and creative for students and families. I would suggest you embrace the change - explore new opportunities that come along and enjoy the ride. For me, the last 36 years has been a blast!

My thanks to the many colleagues and friends who shared the journey.

New Web Site to Debut in Fall, Help Wanted

At April's general membership meeting, Local 2209 members voted to commission a member to implement a new Local 2209 web site in 2013.

Discussion around the proposal recognized that the current web site uses an older software that is not compatible with some web browsers. Moreover, executive officers and active members are working to streamline communications to members and the public. A digital facelift will aim to do just that.

The Local will hire a member with the necessary skills to create and maintain the new web site for one year. They will be paid a stipend of two thousand dollars.

See to right if interested.



Pat Wischnewski

Business Ed. Teacher & Work Experience Coordinator for 17 years at South Vista Ed. Center, Wave South, and Prairie Center Academy.

EMPLOYMENT OPPORTUNITY

Do you have experience designing, hosting, or developing web sites? Local 2209 needs you!

If interested in a one year stipend position as 2209 Webmaster, e-mail Ben Drewelow (BADrewelow) by Monday, June 24. A selection will follow if there are multiple applicants.