

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 October 24, 2013
 - 4.2. Routine Human Resource Activities for November 14, 2013
5. **SHARE THE SUCCESS & RECOGNITION - None**
6. **SUPERINTENDENT'S REPORT - (15 minutes)** (Information)
 - 6.1. Hennepin County Graduation Initiative
 - 6.2. Get on the Bus Tour
7. **INSTRUCTIONAL REPORT - (60 minutes)** (Information)
 - 7.1. What the Board Should Know About the Discussions with State Agency Heads and the Hennepin County Task Force
 - 7.2. What the Board Should Know About Restrictive Procedures
 - 7.3. Math Science Teacher Academy (MSTA)
 - 7.4. Coordinating Safety Resources and Systems
8. **ADMINISTRATIVE SERVICES REPORT**
 - 8.1. Financial Report (Action)
 - 8.1.1. Recommendations for Board Approval of Equity Transfers for FY13
 - 8.2. Facilities Report (Information)
 - 8.2.1. Facilities Management Reports
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (45 minutes)** (Information)
 - 9.1. Policy Review & Revision - None
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. **Closed Session**
 - 9.2.2. AMSD Report (Ann Bremer)
 - 9.2.3. District News
 - 9.2.3.1. 2013-2014 Get on the Bus / Local 2209 & Board Breakfast Schedule
 - 9.2.3.2. School Board Planning Calendar 2013-2014
 - 9.2.3.3. November 14, 2013 School Board Calendar of Events
 - 9.2.3.4. West Education Center Fall Feast Invitation
 - 9.3. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
October 24, 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
270	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
277	Westonka	Ann Bremer

Absent: 284/Peterson

Guests:

287 Administration: Sandra Lewandowski, Anne Becker, Mae Hawkins, Jane Holmberg, Dolly Lastine, Tom Shultz, and Wauneen Mgeni

287 Staff Members: Bruce Mulder and Greg Krohn

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Sherry Tyrrell, 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 October 10, 2013, and approval of the Routine Human Resource Activities for October 24, 2013. Motion by Ann Bremer, seconded by Laura Ronbeck, to approve the Consent Agenda as presented. Motion carried.

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski briefly updated the Board on outcomes of the October 11 Hennepin County Superintendents and Commissioners meeting. The group addressed the goal of increasing graduation rates in Hennepin County. Commissioner of Education, Brenda Cassellius addressed the group and discussed several options for reducing barriers to graduation. Superintendents expressed support: 1) to adopt the prevention and reengagement proposals that were presented and 2) to move forward with a plan to refine a funding bill for the projects. Sandy discussed programs that have begun to create clear and engaging pathways for students, such as the Gateway to College program. Gateway and other 287 Area Learning Center program models that have been designed to support those most at risk of dropping out of high school. These programs will be highlighted at the "Get on the Bus" tour November 19.

Sandy presented to the Board a document that summarizes the start of the Hennepin County collaboration that began in the summer of 2010 with a representative group of county and school leaders visiting Philadelphia to learn about an exemplary model to increase graduation rates. The document includes that group's initial speculation on what was learned during the Philadelphia trip and how it could be applied to Hennepin County, given the similarities and differences. Recently added to the chart has been information that reveals how, three years later, the vision of Hennepin County and school districts working together to affect graduation rates is being accomplished.

Mrs. Anne Becker, General Counsel/Human Resource Director presented to the Board an overview of the prehearing conference with the administrative law judge that had taken place the morning of October 24, regarding the matter of the Bloomington withdrawal. The first hearing date has been set for the end of February.

7. INSTRUCTIONAL REPORT

Mr. Chad Maxa, Director of Information and Technology, presented to the Board recommendations of the New Media Consortium Horizon Report and discussed how the district technology plan is reflecting this blueprint for successful technology adoption.

Dr. Jane Holmberg, Executive Director of Teaching and Learning, presented to the Board a presentation that will be shared with teachers at the November 7 curriculum and professional group meeting summarizing the planning to design and adopt a new teacher evaluation system beginning 2014-2015.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Mae Hawkins, Director of Finance Services, presented the monthly financial report for September 2013. Motion by Ann Bremer, seconded by Greg Thielsen, to approve the September 2013 monthly financial reports as presented. All in favor. Motion carried unanimously.

Facilities Report

Mr. Tom Shultz, Director of Facilities presented the district’s Crisis Plan for the Board’s annual review.

Human Resources Report – None

9. BOARD BUSINESS

Policy Review & Revision – None

Chair Report

AMSD Report

Board Chair Bremer briefly updated the Board on the recent AMSD meeting.

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:42 PM.

The next general meeting will be held on November 14, 2013, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – November 14, 2013**

LICENSED STAFF

1. New Hires:

A. Regular

- CARRIE M. SNYDER, School Social Worker at North Education Center, refill for K. Wessell, effective August 26, 2013, MA, Step 5 – 1.0 FTE.

B. Reinstatement of Licensure Waivers

-

C. Temporary

- SUSAN COMER-BERGEN, DCD Instructor at Edgewood Education Center effective October 21, 2013 through January 3, 2014.
- JUDI MARIE RINGE, Supervisor on Assignment at Northwest Tech Center, North Education Center and the District Service Center effective October 1, 2013 through June 6, 2014.
- MARK SATEREN, Online English/Language Arts Instructor effective October 15, 2013 through January 30, 2014.

D. Substitutes

- Eric Michelsen

2. Extended Leaves of Absence:

A. Unpaid

-

3. Separations:

A. Dismissal

-

B. Resignation

- SEAN H. CLARK, EBD Instructor at West Education Center effective November 12, 2013.

C. Retirement (Regular/Disability)

-

4. Other:

-

NON-LICENSED STAFF:

1. New Hires:

A. Regular

- CALLIE CLARK-WREN, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective October 15, 2013 – Step 3 Lane 5 +BA - .875 FTE.
- FUNMILOLA SODUNKE, Education Assistant at Prairie Care – Maple Grove, **refill for J. Sabin**, effective October 31, 2013 – Step 2 Lane 5 +BA- .875 FTE.
- JESSICA CARRINGTON, Education Assistant at North Education Center, **additional position due to increased enrollment** effective October 21, 2013 – Step 6 Lane 2 +15 credits - .875 FTE.
- JOE MCCLONEY, Education Assistant at North Education Center, **additional position due to increased enrollment**, effective October 21, 2013 – Step 6 Lane 2 + 15 credits – .875 FTE.
- NICOLE ROOT, Parent Child Specialist at South Education Center, **additional position due to increased enrollment**, effective October 23, 2013 – Step 5 – 1.0 FTE.
- JONATHAN DOSDALL, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective October 28, 2013 – Step 5 Lane 5 + BA - .875 FTE.
- WESLEY JOHANNESOHN, Education Assistant at North Education Center, **refill for R. Carter**, effective November 4, 2013 – Step 4 Lane 4 +90 credits - .875 FTE.

B. Temporary

- LEAH DORSCHNER, Avid Tutor at South Education Center, effective October 24, 2013 through June 5, 2014.
- MICAL ZERE, Parent Child Specialist at North Education Center, effective October 31, 2013 through June 6, 2014.

C. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

-

3. Separations:

A. Dismissal

- ANITA BELL, Temporary Cook Assistant at West Education Center, effective October 29, 2013.

B. Resignation

- STEPHANIE BROUILLARD, Education Assistant at North Education Center, effective November 8, 2013.

C. Retirement (Regular/Disability)

-

D. Other

-

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

What the Board Needs to Know about the Intermediate Districts/MDE/DHS Workgroup Meeting about Children with Significant Mental Health Needs

We are eager to update you about the all day multi-agency discussion that was held on 11-04-13. Below are a few highlights of the meeting:

Attendees

Meeting participants included administrative officials from the three intermediate districts, top-ranking officials from the Minnesota Department of Education (MDE), Minnesota Department of Health Services (DHS), and the National Alliance for the Mentally Ill-Minnesota (NAMI-MN).

Purpose of Meeting

MDE Commissioner Brenda Cassellius and DHS Commissioner Lucinda Jesson convened the workgroup meeting, which was facilitated by Rose Hermodson, Assistant to the Commissioner of Education. This was a follow-up to a previous meeting and focused on developing recommendations to improve the educational, social and emotional development of children experiencing mental health disorders in programs and services provided by the Intermediate School Districts.

The agenda included a discussion of important issues facing some of Minnesota's highest-needs children. Recapping of issues presented by Intermediate District students; clarifications of various agency and partner roles in relation to these issues; and an overview of the State's responsibility for and commitment to its Olmstead plan. In the afternoon, recommendations for expansion or extension of various service options was detailed, leading to an actionable, coordinated plan involving all participants.

Results of Discussion

DHS outlined significant changes in children's mental health coverage that will go into effect on January 1, 2014:

- A new Medical Assistance benefit will cover "push in" services; teams that will travel to school sites to provide case coordination and mental and chemical health services.
- The school-based mental health grants will be awarded shortly - we were informed that the priority selection criteria matches the highest need students in the State, which bodes well for the intermediates.
- Long-term residential placements are rapidly being replaced by community-based placements. If the placement is not a therapeutic foster home, there are no licensed mental health professionals on site.
- We agreed to continue the dialogue about getting more support to students with aggressive and assaultive behavior.
- DHS volunteered to consult with us and gave us helpful direction about advocating for a student in order to have his serious and persistent mental health needs met.
- Concerns were shared about the eventual ban on Prone Restraints in schools and what this means for law enforcement involvement. Parent advocacy groups, MDE, DHS, and the intermediates all expressed concern about this issue.
- We will continue to work together to assess the impact of mental health benefits for students.
- Rose Hermodson indicated that she will share our work group information with other state level committees to promote coordinated recommendations prior to the next legislative session.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

TO: Sandra Lewandowski, Superintendent

FROM: Dolly Lastine, Executive Director of Special Education

DATE: November 14, 2013

Re: What Board Members Should Know about the District's Plan to Reduce Restrictive Procedures

Overview:

MDE convened a stakeholder task force last year to develop a statewide plan and recommend amendments to MN Statute 125A.0941 by February 1, 2013. One of the areas of significance is the extension of the use of prone restraints in an emergency through August 1, 2015. This stakeholder task force will reconvene in the next three months to provide recommendations to the commissioner on the progress of the statewide plan to reduce the use of restrictive procedures by March 1, 2014. From this statewide plan, Intermediate District 287 has implemented a post-use debriefing protocol, increased training in mental health awareness, increased PBIS and positive behavior strategies, and staff training on de-escalation techniques through PCM and CPI.

Restrictive Procedures Focus Summary:

In November 2012, a focus group from North Education Center came together to review prone restraint data compiled from the previous year and consider a variety of options and strategies to reduce restrictive procedures. This focus group included classroom teachers, educational assistants, support staff, and administration. The primary objective of the session was to provide recommendations that would significantly reduce the number of "emergencies", thus decreasing the number of prone restraints. The focus group developed seven action steps to address this issue. One of the action steps focused on establishing a behavior intervention team to include staff from a variety of related services and programs. This behavior intervention team became known as the "360 team" which provided a process for staff to review the situation and student from many different viewpoints.

Development of "360 Teams:"

The 360 team was piloted last year at North Education Center. This team met weekly or on an immediate basis if the incident was critical involving an injury to staff or student. Due to the decrease of prone restraints and the support provided to staff, the concept was reviewed and expanded this year to all sites and programs. The 360 Team is a representative group of staff that is available weekly to implement a process that includes the review of data, discussion of current programming and the exploration of alternative options and strategies for serving the most challenging students. In addition, a District-wide 360 team is available to provide additional support in assisting the 360 site-based team in a discussion that may involve staffing changes, change in placement, customizing space, consultation with outside agencies or communication with the resident district.

Results:	2011-2012	2012-2013	% decrease
Restrictive procedures (includes physical holding And prone restraint)	1217 incidents	601 incidents	49%
Prone restraints	208 reports	96 reports	46%



Region 11 Math and Science Teacher Partnership

Project Summary

The Region 11 Math and Science Teacher Partnership (MSTP, www.region11mathandscience.org), part of a statewide K-12 professional development initiative, provides in-depth content and pedagogy support in the STEM areas for teachers in the seven-county Minneapolis-St. Paul metro region. During the past five years (2008-2013), more than 1900 teachers have received in-depth content training and learned classroom application strategies in

- *Expanding Children’s Mathematical Reasoning using Rational Numbers, Grades 3-5;*
- *Algebra Connected to Number, Grades 3-8;*
- *The Nature of Science and Engineering, Grades 3-6;*
- *Mathematical Reasoning with Rational Numbers, Grades 6-8;*
- *STEM Integration, Grades 7-12;*
- *Life Science, Grades 7-12;* and
- *Physical Science, Grade 9*

The table below provides a summary of project funding and participation for 2008-2013.

School Year	Funding Source	Funding Received	Districts	Schools	Teachers	Students Impacted (estimate)
2008-2009	MN Legislature & NGA	\$1,584,541	34	59	517	53,541
2009-2010	MDE – Title II	\$650,043	20	28	300	13,425
2010-2011	MDE – Title II	\$911,789	26	67	332	39,155
2011-2012	MDE - Title II	\$878,143	27	104	469	38,990
2012-2013	MDE – Title II	\$703,712	20	39	310	13,756
Totals		\$4,728,228	48 in region	297	1928	158,867

Training Structure and Technical Assistance

Schools who commit to the training structure send a team that consists of everyone who teaches math or science at the training grade levels. Team members (1) attend five full days of content training throughout the year, (2) agree to apply new learning in their classrooms, (3) use assessment tools to determine student growth in understanding, and (4) meet weekly in professional learning communities (PLCs) to discuss student progress and share strategies that work to reach all students. A variety of technical assistance from the partners also supports the implementation of systemic change to improve mathematics and science learning within districts and schools.

Partners

Training and technical assistance is designed and delivered through a substantial partnership of higher education institutions, school districts, regional education agencies, and SciMath MN. Project management and coordination with school districts is provided by two regional education agencies, Metro Educational Cooperative Service Unit and the Grants and Research Office of Intermediate District 287 and Northeast Metro 916. Mathematics and science content and research expertise is provided by SciMath MN and the three higher education partners: the University of Minnesota STEM Education Center, Normandale Community College and Hamline University.

Results

Increases in both student and teacher performance documented as part of the formal evaluation of the project each year confirm the strengths of the model. Pre and post-training assessments of teacher content knowledge, surveys about teacher beliefs and attitudes regarding mathematics and science, and classroom observations provide evidence of growth in content knowledge and pedagogy. Analysis of Minnesota Comprehensive Assessment student scores show an increase in the number of students designated as proficient in mathematics and science.

Future Directions

The reputation of Region 11 MSTP and the success of the training is affirmed by the number of schools and districts that have chosen to participate. Of the 48 school districts located in the region, 44 have participated in MSTP mathematics or science training during the past five years. Thirty-two school districts have enrolled teacher teams in at least two different training topics and years. Additionally, 15 private and charter schools have participated in training, with eight schools participating in multiple topics.

Given the high degree of participation and satisfaction, the partners of Region 11 MSTP stand ready to deliver additional training in high needs math and science topics and to scale up to reach more teachers in our state. The solid partnership combined with a proven training and support model is a strong structure for STEM success.

Concerns	Contacts							Additional Contacts and Consultants	Documentation and Other Considerations
	Health Safety 763-550-0000	Paul Sterlacci 763-550-7380	Tina Houck Cjar Myklebust 763-550-7110	Dolly Lastine* 763-550-7220	Tom Shultz 763-550-7120	Anne Becker 763-550-7133	MDE/ Hennepin Cty		
CRITICAL INCIDENT REPORTS (i.e., fights, assault, bomb threat, weapons):									
Student mental health concerns that require specific attention; suicidal ideation/threat/plan.		1	2	3				Co-located Mental Health Partners *Emergency 911	<ul style="list-style-type: none"> 360 Team Review Request Form New process this year: Dolly will be the initial leader of the group and the role will transition to Tina.
There is a gang fight in the parking lot.*			1	2					
There is an anonymous telephone bomb threat.*			1	2	3				
A gun is discovered when a student passes through a metal detector.*			1	2					
FACILITIES AND SAFETY (include your facility maintenance worker):									
There is a need for more security cameras at strategic locations in a building.	1			3	2			*Notify Dolly Lastine if there is student/staff impact	<ul style="list-style-type: none"> Student Incident Report (if student is involved) Request PRIORITY attention if student and/or staff safety is compromised.
There is a need for more security locks in a building.	1			3	2				
A student self-injures with a door handle or a glass pane.	1			3	2				
Parking lots are slippery in the winter.	1			3	2				
All student bus drop off areas need to be shoveled.	1			3	2				
Parent parking spots/handicapped areas are iced over.	1			3	2				
Inadequate number of parking spaces for a special event or daily needs.	1			3	2				
Air quality concerns.	1			3	2				
Key card locks - credit cards are used by students to open doors.	1			3	2				
Broken glass replacement, clean up.	1			3	2				
The front door of a building is propped open.	1			3	2				
MALTREATMENT REPORTS: Children & Vulnerable Adults:									

Concerns	Contacts							Additional Contacts and Consultants	Documentation and Other Considerations
	Health Safety 763-550-0000	Paul Steriacci 763-550-7380	Tina Houck Cjar Myklebust 763-550-7110	Dolly Lastine* 763-550-7220	Tom Shultz 763-550-7120	Anne Becker 763-550-7133	MDE/ Hennepin Cty		
It is reported that a co-located service provider has poor boundaries with students (e.g. inappropriate touch).			1	2			3	MDE and/or Hennepin County Consult with ELC supervisor	<ul style="list-style-type: none"> • “Maltreatment Report A” report to MDE is made when a 287 staff member is alleged to have caused harm to a student. Reporting Line at (612) 348-3552 • Please note that contacts with Houck and Lastine are for consultation and informational purposes only and do not waive your responsibilities as a mandated reporter. • Consult with school nurse if there are visible injuries to a child.*Dependent on whether it's a criminal act or alleged maltreatment.
A student reports sexual harassment by a staff member or another student.			1	2			3		
A student reports that he/she is being abused at home.			1	2			3		
There are suspicious marks or bruises on a child.			1	2			3		
A teacher reads a writing assignment in which a student discloses abuse.			1						
A student engages in sexual activity at school.			1	2			3*		
An adult student with a significant developmental/ cognitive disability reports a sexual relationship with a non-disabled adult.			1	2			3		
A child appears to be malnourished.			1	2			3		
A teen parent with a child in the ELC appears to be mistreating the child.			1	2			3		
A staff member grabs a student's arm and leaves a mark on the student.			1	2			3		
During a prone restraint, a student incurs a scrape or bruise.			1	2			3*		
STUDENT MENTAL HEALTH CONCERNS (ensure that a school social worker is involved):									
A therapist arrives unannounced at school and asks to see a student for a therapy session.		1	2					Dr. Richard Miner 952-926-9733	
Process for a mental/chemical health agency to provide services to students on-site.		1	2					rallenminer@hotmail.com	

Concerns	Contacts							Additional Contacts and Consultants	Documentation and Other Considerations
	Health Safety 763-550-0000	Paul Sterlacci 763-550-7380	Tina Houck Cjar Myklebust 763-550-7110	Dolly Lastine* 763-550-7220	Tom Shultz 763-550-7120	Anne Becker 763-550-7133	MDE/ Hennepin Cty		
Funding request for a student related activity that promotes mental health.		1	2					Rhett Tompkins, PA 952-241-4050 rhtompkins@comcast.net Co-located Service Providers (list attached) School nurse	
A parent calls to report that he/she is having trouble accessing mental health or chemical dependency services for a student.		1	2						
A student's medication isn't working well or there appear to be negative side effects.		1	2						
Staff members believe that a student will benefit from psychotropic medication but the parents are not supportive.		1	2						
Student/parent can't afford a refill for a student's prescribed psychotropic medication.		1	2						
Student is not identified with a mental health disorder but exhibits many symptoms.		1	2						
A student appears to be high on mood altering chemicals.		1	2						
STAFF MENTAL HEALTH CONCERNS (connected to a work related incident):									
It is reported that a staff member is experiencing mental stress following a work-related incident that involved physical assault by a student.			1	2		3		Health Partners Services Brochure Lincoln EmployeeConnect Services Brochure Nystrom & Associates 651-628-9566	<ul style="list-style-type: none"> HR documentation required, including First Report of Injury
A staff member reports to work and appears to be intoxicated.				1		2			
FRONT DESK, SECURITY PERSONNEL AND SROs:									
A Guardsmark security officer does not report to work.		1	2					Guardsmark Leala Wegwerth 952-831-3151	<ul style="list-style-type: none"> Contact Kim Green

Concerns	Contacts							Additional Contacts and Consultants	Documentation and Other Considerations
	Health Safety 763-550-0000	Paul Sterlacci 763-550-7380	Tina Houck Cjar Myklebust 763-550-7110	Dolly Lastine* 763-550-7220	Tom Shultz 763-550-7120	Anne Becker 763-550-7133	MDE/ Hennepin Cty		
A Guardsmark security officer misplaced the building key card.		2	3		1			wegwerthleala@guardsmark.com	if the event involves the DSC Guardsmark reception desk.
Police officer asks for private student mental health information.		1	2					Brooklyn Park Police Chief Jeff Ankerfelt 763-493-8309 jeff.ankerfelt@brooklynpark.org	
Disagreement between district staff and police officers on how to manage a particular student situation.		1	2	3				Minnetonka Police Chief Mark Raquet 952-939-8500 mraquet@eminnetonka.com	
A parent arrives at school unannounced, demands to see the principal and tries to enter the building.			1	2				New Hope Police Chief Tim Fournier 763-531-5141 tfournier@ci.new-hope.mn.us	
There is a need for a School Resource Officer to stay a little later and make sure that staff members are safe.		1	2						

BLOOD BORNE PATHOGENS/INFECTIOUS AGENTS (always involve the school nurse):

Parent calls to report their child has HIV/TB or another communicable disease.	1		2	3				HealthPartners for testing and vaccinations School nurse	<ul style="list-style-type: none"> • First Report of Injury Examples of communicable diseases, TB, HIV, Hepatitis B • Consult with Linda Rees for any messages to parents
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EMERGENCY PREPAREDNESS INFORMATION:

All documentation and procedures are on District 287 website.	Shortcut to this information: www.district287.org/safetychart	<ul style="list-style-type: none"> • On Android or iPhones, install the Google Drive App, log in with your district Google account, and search "Emergency." • There is a folder titled "Emergency Preparedness info."
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Homeless or Highly Mobile Students (McKinney Vento Act)

It is being reported that a student is Homeless.	Contact Lea Dahl, Operations Principal at 763-750-7114	Complete the verification form and the transportation request sheet if transportation is needed to and from school.
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CONTACT INFORMATION:

Concerns 1. Consult with your direct supervisor. 2. A director will take responsibility for reporting events to the Superintendent. 3. If you do not have in-person or voice-to-voice contact with a director, contact the Superintendent.		Contacts							Additional Contacts and Consultants	Documentation and Other Considerations
		Health Safety 763-550-0000	Paul Sterlacci 763-550-7380	Tina Houck Cjar Myklebust 763-550-7110	Dolly Lastine* 763-550-7220	Tom Shultz 763-550-7120	Anne Becker 763-550-7133	MDE/ Hennepin Cty		
Name, Title	Phone	Email								
Health and Safety Coordinator TBD										
Paul Sterlacci	763-550-7380, Cell: 612.799.6841	psterlacci@district287.org								
Dolly Lastine	763-550-7220, Cell: 612.965.0708	dalastine@district287.org								
Char Myklebust	763-550-7110, Cell: 612.240.6103	ckmyklebust@district287.org								
Tina Houck	763-550-7106, Cell: 612.207.2234	ckhouck@district287.org								
Tom Shultz	763-550-7120, Cell: 952.239.9210	twshultz@district287.org								
Lea Dahl	763-550-7114, Cell: 612.280.4738	lldahl@district287.org								
Anne Becker	763-550-7133, Cell: 651.341.4584	acbecker@district287.org								
Sandy Lewandowski, Superintendent	763.550.7100	sllewandowski@district287.org								
MN Department of Ed (MDE)	Fax to 651-797-1601	mde.student-maltreatment@state.mn.us								
Hennepin County	Maltreatment Reporting Line at (612) 348-3552									

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

Regular Meeting – November 14, 2013

AGENDA SECTION: ADMINISTRATIVE SERVICES

**ITEM: Recommendation for Board Approval of
Equity Transfers for FY13**

PRESENTED BY: Mae L. Hawkins, Director of Finance

1. Background Information

Recommendation for approval of an Equity Transfer from General Fund to Food Service Fund in the amount of \$246,902.08 for FY13 and recommendation of an Equity Transfer from General Fund to Community Education Fund in the amount of \$100,023.42 for FY13.

In the event of a negative fund balance at year end in the Food Services Fund, districts are required to transfer dollars from the General Fund to bring the Food Service Fund to zero. The District 287 Board has approved similar transfers for prior fiscal years. The District continues to study its Food Service options. The fundamental issue appears to be that we do not have the critical mass of students that allow a food service program to operate at a breakeven level.

In the event of a negative fund balance at year end in the Community Education Fund, districts may transfer dollars from the General Fund to bring the Community Education Fund to zero. The District 287 Board has approved transfers for prior fiscal years.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approves an Equity Transfer from the General Fund to Food Service Fund in the amount of \$246,902.08 for FY13 and the Board approves an Equity Transfer from the General Fund to the Community Education Fund in the amount of \$100,023.42 for FY13.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

November 2013
vol 11 ♦ no 2

National Poll Shows Americans Skeptical of Standardized Tests: Overwhelmingly Opposed to Vouchers

AMSD Calendar

November 13, 2013

AMSD Policy Conference on Early Learning

8:00 a.m.—1:00 p.m.
Grand Hall, TIES
Conference Center,
St. Paul

Registration materials
available here:

amsd2013conference.eventbrite.com/

www.amsd.org/2013conference

November 22, 2013

Executive/Legislative Committee Meeting,

7:30 a.m., TIES
Conference Center
St. Paul

December 6, 2013

Board of Directors Meeting, 7:00 a.m.,

TIES Conference Center
St. Paul

The 45th annual Phi Delta Kappan (PDK)/Gallup Poll of the Public's Attitudes Toward the Public Schools reveals that many Americans are confused or out of the loop when it comes to understanding some current education initiatives. The annual poll is conducted by Gallup on behalf of PDK with the objective of ascertaining the opinions Americans have about K-12 education issues and public schools. Gallup conducted 1,001 interviews with Americans 18 years and older.

One of the more interesting findings from the poll is the belief by the American public that standardized testing does not improve public schools. William Bushaw, the executive director of PDK and the co-director of the poll noted, "Americans' mistrust of standardized tests and their lack of confidence and understanding around new education standards is one of the most surprising developments we've found in years. The 2013 poll shows deep confusion around some of the nation's most significant education policies and poses serious communication challenges for education leaders." The poll shows significant confusion about the Common Core State Standards (62% have never heard of the Common Core), disbelief that increased testing is helping (only 22% think increased testing helps school performance) and caution about using standardized testing for teacher evaluation (58% reject using student test scores to evaluate teachers).

The poll also shows that the American public continues to support school choice in the form of public charter schools (68%) and homeschool opportunities (60%). However, according to the survey, 70% of Americans oppose private school vouchers - the highest level of opposition to vouchers ever recorded in the survey's 45-year history.

Figure 1: PDK/Gallup Table 27

Do you favor or oppose allowing students and parents to choose a private school to attend at public expense?

	National Totals		
	2013	2012	2011
Favor	29 %	44 %	34 %
Oppose	70 %	55 %	65 %
Don't Know	1 %	1 %	1 %

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AMSD's Mission

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



Association of
Metropolitan School Districts

From the Chair

It is hard to believe that Election Day is almost here. Seventeen AMSD member school districts have important referendum questions on the ballot on November 5. The ballot questions range from operating referendum renewals or increases, to requests for technology and school safety initiatives, to building projects. While some have dubbed the 2013 Legislative Session the education session, the fact remains that Minnesota school districts continue to rely on revenue received through operating, building bond and capital projects referendums to provide the opportunities and safe learning environments students need to be successful. I encourage Minnesotans to educate themselves about their local referendum questions and to contact their school officials if they have any questions. Most importantly, I encourage everyone to exercise their right to VOTE on November 5!

Holly Parker, school board member from Eden Prairie Public Schools, is chair of AMSD.

From Technical to Transformational:

The Journey from Standards-Based Grading to Instructional Excellence in Osseo Area Schools

About five years ago, ISD 279-Osseo Area Schools recognized a problem.

Student achievement, measured by the Minnesota Comprehensive Assessments (MCAs), and student grades weren't necessarily telling the same story. For some students, there was a mismatch between performance, as demonstrated by grades on a report card, and proficiency, as measured by the MCAs.

Our assumption that students earning the same grade in the same course would have fairly consistent scores on the MCAs was not accurate.

Students earning the same report card grade demonstrated a wide range of skill on the MCAs; conversely, students scoring similarly on the MCAs earned a wide range of grades. There was a gap between the grade and skill, and we questioned whether our deeply ingrained grading practices were an obstacle to student success.

After analyzing data, studying research by Marzano, Guskey, O'Connor and Reeves, and consulting with districts across the country that had changed grading practices, we knew we needed to take action if we were to get different results.

Knowing that the work would be challenging, we proceeded to develop a plan to change grading practices that had been firmly entrenched for generations.

Change theorist Ron Heifetz notes, however, that adaptive change involves addressing problems for which we don't yet know the solutions.

Adaptive change is hard. In this case, it required a paradigm shift for teachers, administrators, students, and families about "what do grades mean?" Despite the challenge, we knew continuing with the status quo was unacceptable. We pushed forward with the conviction that the work of changing *practices* would gradually reshape deeply held *beliefs* about teaching and learning that would support equitable student achievement.

Context

ISD 279-Osseo Area Schools is the fifth-largest district in the state, serving about 20,000 students. Half of our enrollment consists of students of color, and 40% of our students come from low-income households. The district has more than 3,000 employees, 17 elementary schools, four junior highs, three comprehensive high schools, and several other educational sites. The demographic variability among our schools is a factor in this discussion because it makes systemic change all the more complex.

Our road map and key elements of the plan

We started the work believing we would reform our grading system. We soon learned that our focus needed to be on transforming our current system by changing beliefs and supporting instructional excellence.

Key players, critical dynamics

Teachers and teacher responsiveness

Our shift to standards-based grading challenged the autonomy that teachers have exercised for more than a hundred years. We declared a single grading scale, common practices for allowing students multiple opportunities to demonstrate learning, and greater emphasis on summative work. Some changes were easy to embrace; others were more challenging. Though we developed a three-year implementation plan, the work in 2012-13 tackled some of the most difficult changes. In the fall, teaching and learning administrators Wendy Biallas-Odell and Kris Rouleau met with high school and junior high departments to understand issues and work with teachers to make adjustments.

Job-embedded professional development was critical. We deployed Grade Book trainers at every site and curriculum staff focused their work on supporting instructional practices, assessment and grading.



Throughout the year, teachers work in collaborative teams to help ensure that their instructional practices, including standards-based instruction, support equitable student achievement.

Continued on page 3

Collective Set of Practices Leads to Impressive Achievement Gains in Osseo



Standards-based instruction is part of ongoing staff development for principals and other leaders as well.

Continued from page 2

Still, with several years invested in this work, we were at a crossroads in January 2013 when nearly 300 teachers attended a school board meeting in a public demonstration of frustration over implementation issues and workload.

In the following weeks, Supt. Kate Maguire held listening sessions at every building, and Biallas-Odell and Rouleau met with elementary teachers at every grade level to hear concerns and questions, and commit to action to support teachers and students.

Students and families, principals on the front line of change

The shift to standards-based instruction, grading and reporting was a significant change for students, families and principals. Students used to gaining extra points for non-academic work found it stressful that those options no longer existed. The emphasis on summative work was sometimes misunderstood as a devaluation of homework. Some parents expressed concerns regarding the perceived impact of standards-based grading on their students' grades and potential college choices.

Feedback from principals, teachers, students and parents led to adjustments in our implementation. We didn't alter the vision or change the outcome; rather, we made changes to provide more support for teachers, increase learning along the way and modify the pace of the work.

Supportive School Board members who insisted that we make it work

While firmly supportive, our School Board members were also insistent that we successfully navigate this adaptive challenge. Board members believe in our leaders, admire and respect our teachers and feel a keen responsibility to our students. And they are committed to the success of this work.

Results and work yet to do

Many teachers now think differently about how students show evidence of learning. For example, in a traditional system where 85% is a B, any 85% correct earns a B. But in a standards-based world, some learning requirements are non-negotiable. Instead of grading on percent correct, teachers focus more on specific learning that must occur.

We encourage teachers to look at each task and assessment as its own entity, and ask in advance, "On this task or assessment, how will I know that the evidence of learning is exceptional, proficient or basic?"

At the elementary level, teachers use a common rubric to determine proficiency on each task or assessment. As teachers reflect on assessment and task design, they also think more deeply about what they're asking students to do and why.

Systems thinking and a continuous improvement has helped focus and align the work

Now in our third year of implementation, we recognize that standards-based grading and reporting was a technical change. The much more difficult adaptive change involves shifting deep beliefs among teachers, administrators and families about student learning and instructional excellence. This adaptive challenge has required significant work at a rapid rate of change that is testing the boundaries of our endurance.

The work has also reinforced our commitment to standards-based instructional excellence and caused us to reconsider how we support teachers, which in turn led to a restructured teaching and learning department to better provide support.

Over the past several years, we've seen impressive achievement gains that are the result of a collective set of practices. And we assess that standards-based instruction and grading, with its focus on learning, has been a critical factor in our work to ensure equitable student achievement.

We still have work to do, but we've learned powerful lessons on our journey, and we look forward to helping other districts benefit from our learning.

This month's member spotlight was submitted by Division of Leadership, Teaching and Learning Staff, Osseo Area Schools.

Public Believes Schools Lack Sufficient Resources

Continued from page 1

The poll also explored whether Americans are in sync with policymakers' focus on English language arts and mathematics. Interestingly, Americans selected critical thinking and effective communications skills as the most important 21st century skills. Furthermore, more than 90% of Americans believe activities such as band, drama, sports and newspaper are very or somewhat important with 63% believing they are very important. In addition, 75% of respondents would like to see increased opportunities for high school students to earn college credits online.

Finally, when asked about the biggest problem facing public schools in their community, lack of financial support continues to be the most common answer given by respondents. Lack of financial support has been the leading concern since 2002. Even with this concern, over 70% of respondents gave schools in their community a grade of A or B—the highest percentage ever recorded.

Figure 2: PDK/Gallup Table 30

What do you think are the biggest problems that the public schools of your community must deal with?

	National Totals	
	2013	2003
Lack of financial support	35%	25%
Lack of discipline	8%	16%
Overcrowded schools	7%	14%
Lack of parental support	5%	3%
Testing/regulations	4%	1%
Fighting	3%	4%
Difficulty getting good teachers	3%	5%
Use of drugs	3%	9%

The poll results provide useful information for educators and policymakers alike. It is clear from the poll results that Americans are not on board with some of the major education initiatives being advanced. Policymakers would be well served to determine if this is due to a lack of understanding of these initiatives, or if the public simply believes policymakers are on the wrong path.

The full report is available here: http://pdkintl.org/noindex/2013_PDKGallup.pdf

AMSD Members: Anoka-Hennepin School District, Bloomington Public Schools, Board of School Administrators (Associate Member), 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, Prior Lake-Savage 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, SouthWest Metro Educational Cooperative, 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.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2013-2014

Get on the Bus

Tuesday, November 19th

TBN

Bus leaves 287 DSC @ 8:30 AM

Ann Bremer

Michèle Kunz

Carol Bomben

Carter Peters (will drive to
the meeting place approximately 9:15)

Laura Ronbeck

Robert Quam

Greg Thielsen

Dean Henke

Tuesday, February 11th

TBN

Bus leaves 287 DSC @ 8:30 AM

Michèle Kunz

Ann Bremer

**Local 2209 Breakfast
7:00 AM**

Tuesday, January 14th
District Service Center
(3rd Floor – Room 316)

Ann Bremer

Michèle Kunz

Tuesday, March 11th
District Service Center
(3rd Floor – Room 316)

Ann Bremer

Michèle Kunz

School Board Planning Calendar January 2013 – December 2013

1st Meeting of the Month	2nd Meeting of the Month
<p>AUGUST 22, 2013</p> <p>Approval of Cash Flow Borrowing Resolution District Operations Financial Report July Superintendent Goals</p>	
<p>SEPTEMBER 12, 2013</p> <p>Hennepin County Gateway to College Report What Board Members Should Know About Our 2013-2014 Back to School Start-Up</p>	<p>SEPTEMBER 26, 2013</p> <p>Financial Report August</p>
<p>OCTOBER 10, 2013</p> <p>Collaborative Curriculum Care & Treatment, Prairie Care w/ Todd Archbold, Chief Development Officer</p>	<p>OCTOBER 24, 2013</p> <p>Financial Report September What the Board Should Know about Crisis Planning Guidelines for Safety and District Resources</p>
<p>NOVEMBER 14, 2013 <i>(Only one Board meeting this month!)</i></p> <p>Update on Hennepin County Superintendent/Commissioner Meeting Attracting & Retaining a High Performing Workforce Facilities Management Update Food Service Recommendations OPEB Reporting & Funding What the Board Should Know About Restrictive Procedures What the Board Should Know About the MDE & Hennepin County Task Force</p>	
<p>DECEMBER 12, 2013 <i>(Only one Board meeting this month!)</i></p> <p>Financial Report October Prior Year Audit Review</p>	

INFORMATIONAL ITEMS TO REMEMBER:

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

Community use of Facilities Bucket

School Board Planning Calendar January 2014 – December 2014 (Tentative Dates)

1 st Meeting of the Month	2 nd Meeting of the Month
START TIME 6:30 PM	
<p>JANUARY 9, 2014 <i>Organizational Meeting</i></p> <p>Election of Board Officers Oath of Office Financial Report November</p>	<p>JANUARY 23, 2014</p> <p>Financial Report December FY13 Audit Legislative Platform Uber Goal #2 What Board Members Should Know About Special Education Monitoring</p>
<p>FEBRUARY 13, 2014</p> <p>Communication with Local Boards Hennepin County Graduation Update Mentor Connection Superintendent Mid-Year Evaluation Procedure</p>	<p>FEBRUARY 27, 2014</p> <p>Financial Report January FY15 Budget Assumption FY14 Budget Revision Program Withdrawal Report Staff Reduction ULA Resolution Changes for following Year Uber Goal #1</p>
<p>MARCH 13, 2014</p> <p>Teacher Evaluation</p>	<p>MARCH 27, 2014</p> <p>Financial Report February FY14 Budget Reduction Realignment Proposal Program Reduction Resolution Proposed District 287 School Calendar 2014-2015 Reduction ULA for tenured staff (<i>provide names</i>)</p>
<p>APRIL 10, 2014 <i>(Only one Board meeting this month!)</i> Superintendent & Board Evaluation Update</p>	
<p>MAY 8, 2014</p> <p>Financial Report March Strategic Plan Report Summary Status Report on Board Policy & Procedure</p>	<p>MAY 22, 2014</p> <p>Financial Report April Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution Spotlight DVD Presentation</p>
<p>JUNE 12, 2014</p> <p>Administrative/Unaffiliated Parameters -(Closed Session) Facilities Management Update - Energy Audit PLC Data Report Superintendent & School Board Evaluation to plan for Board Retreat Outcomes Superintendents Evaluation Update</p>	<p>JUNE 26, 2014</p> <p>2014-2015 Budget Board Evaluation Financial Report May Final ULA Resolution for Licensed Staff</p>

INFORMATIONAL ITEMS TO REMEMBER:

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

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
November 14, 2013
SCHOOL BOARD CALENDAR

 October 2013

24	Thursday	General Board Meeting	6:30PM	Board Rm
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 November 2013

01	Friday	Japanese Grant Award Ceremony	2:30PM	Edina HS
14	Thursday	General Board Meeting	6:30PM	Board Rm
19	Tuesday	Get On the Bus	8:30AM	ALC's
26	Tuesday	West Education Center Fall Feast	10:50AM	WEC

 December 2013

12	Thursday	General Board Meeting	6:30PM	Board Rm
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TENTATIVE 2014 DATES

 January 2014

09	Thursday	General Board Meeting	6:30PM	Board Rm
14	Tuesday	Local 2209 & Board Breakfast	7:00AM	DSC - 316
23	Thursday	General Board Meeting	6:30PM	Board Rm

 February 2014

11	Tuesday	Get On The Bus	8:30AM	TBN
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

 March 2014

11	Tuesday	Local 2209 & Board Breakfast	7:00AM	DSC - 316
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

 April 2014

10	Thursday	General Board Meeting	6:30PM	Board Rm
19	Saturday	Destination ImagiNations State Tournament	All Day	TBN
30	Wednesday	Honors Mentor Connection Scholars Forum	6:00PM	TBN

 May 2014

08	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	Hennepin Technical College High School Spring Award Ceremony	10:10AM & 12:20PM	TBN
22	Thursday	General Board Meeting	6:30PM	Board Rm

 June 2014

02	Monday	Sun Transition/PHASE/Intersect Graduation	12:00PM & 1:30PM	TBN
03	Tuesday	SUN at South Education Center Graduation	1:00PM	SEC
04	Wednesday	FOCUS South Graduation	9:00AM	TBN
04	Wednesday	VECTOR South Graduation	12:00PM	TBN
04	Wednesday	West Education Center Graduation	4:00PM	WEC
04	Wednesday	South Education Center Alternative Graduation	6:00PM	SEC
05	Thursday	North West Tech Center High School Graduation	9:00AM	NWTC

05	Thursday	North West Tech Center Trans Graduation	1:00PM	NWTC
05	Thursday	North Education Center Graduation	1:00PM	NEC
05	Thursday	North Education Center Alternative Graduation	6:00PM	NEC
06	Friday	Transition EEC Graduation	10:00AM	TBN
06	Friday	Epsilon Graduation	TBN	TBN
06	Friday	Explore EEC Graduation (8 th Grade Recognition)	1:00PM	TBN
12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

◆ General Board Meeting – Date Change

◆ New Event

Please join us for our annual

FALL FEAST

Tuesday, November 26th

West Education Center
11140 Bren Road West
Minnetonka, MN 55343

Please call 952-653-1655
to let us know
if you will be coming.

Lunch Times

West Alternative 10:50-11:30
Invest/Safe/Strive 11:15-11:45
West High 11:55-1:05

