

## **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 January 23, 2014
5. **SHARE THE SUCCESS & RECOGNITION - (10 minutes)**
  - 5.1. Employee Recognition – The January “Above & Beyond” Employee
  - 5.2. School Board Recognition Week (February 17-21, 2014)
    - 5.2.1. Proclamation & Certificate
6. **SUPERINTENDENT'S REPORT - (15 minutes)**
  - 6.1. Report on Recent School Closing and Revised School Calendar (*Action*)
  - 6.2. "Fine Turning at District 287's NECA" Article
7. **INSTRUCTIONAL REPORT - (60 minutes)** (*Information*)
  - 7.1. Teacher Evaluation Presentation
  - 7.2. What the Board Should Know about the Children’s Mental Health Grant Award, Hennepin County Cohort Student and Area Learning Center (ALC) Plus Results
8. **ADMINISTRATIVE SERVICES REPORT - (15 minutes)**
  - 8.1. Financial Report - None
  - 8.2. Facilities Report - None
  - 8.3. Human Resource Report (*Information*)
    - 8.3.1. Closed Session
9. **BOARD BUSINESS - (20 minutes)**
  - 9.1. Policy Review & Revision - None
  - 9.2. Board Reports
    - 9.2.1. Chair Report
      - 9.2.1.1. Superintendent Evaluation Procedure (*Information*)
      - 9.2.1.2. Communication with Local Boards (*Information*)
    - 9.2.2. AMSD Report (Ann Bremer)
      - 9.2.2.1. AMSD Connections Newsletter February 2014
    - 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. School Board Calendar of Events
  - 9.3. Once Around the Table
10. **ADJOURNMENT**

**DISTRICT 287 REGULAR BOARD MEETING**  
**Intermediate District 287**  
**January 23, 2014**  
**MINUTES**

**1. CALL TO ORDER**

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

272	Eden Prairie	Carol Bomben
273	Edina	Regina Neville
270	Hopkins	Laura Ronbeck
276	Minnnetonka	Karen Filla
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 283/Gores, and 286/Palm

Guests: Jim Eichten

287 Administration: Sandra Lewandowski, Michael Cowles, Mae Hawkins, Jane Holmberg, Dolly Lastine, Chad Maxa and Tabitha Johnson

287 Staff Members: Lea Dahl, Wendy Loberg, and Shawn Garvey

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Laura Ronbeck, 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 annual organizational board meeting minutes from January 9, 2014 and the general meeting minutes from January 9, 2014, and Routine Human Resource Activities for January 23, 2014. *Motion by Ann Bremer, seconded by Carol Bomben, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS**

Superintendent Lewandowski announced to the Board Ms. Lea Dahl, Area Learning Center (ALC) Operations Principal, was named recipient of the prestigious 2013 Distinguished Alumni Award from the College of Human Development and Education at the University of Minnesota. The award honors alumni who have brought distinction to their professions and communities. Lea was recognized for her outstanding leadership in public school education and advocacy for at-risk students.

**6. ADMINISTRATIVE SERVICE REPORTS**

**Financial Report**

Mae and Jim Eichten from Malloy, Montague, Karnowski, Radosevich & Co., presented a summary of the FY13 Audit for approval. *Motion by Michèle Kunz, seconded by Carter Peterson, to approve the FY13 Audit as presented. All in favor. Motion carried unanimously.*

Mrs. Mae Hawkins, Director of Finance Services, presented the monthly financial report for January 2014. *Motion by Ann Bremer, seconded by Nancy Rowley, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

**Facilities Report - None**

**Human Resources Report - None**

## 7. SUPERINTENDENT'S REPORT

Superintendent Lewandowski introduced Dr. Jane Holmberg, Executive Director of Teaching and Learning. Jane presented a summary document on the districts *World's Best Workforce* (Minnesota Statutes 2013, section 120B.11) plan that will be submitted to the Minnesota Department of Education. A large part of this plan recognizes the intermediate district role in assisting the member districts to achieve their World's Best Workforce strategic plans.

Sandy presented and recommended approval of a new administrative organizational chart for FY 15 that she characterized as a "good to great" plan. *Motion by Ann Bremer, seconded by Regina Neville, to approve the Administrative Organizational Chart for FY 15 as presented. All in favor. Motion carried unanimously.* The priorities for the plan are to increase student achievement and accountability to the members and to address succession planning. The cost-neutral restructuring has many changes from current: roughly, 13 positions are being deleted and 12 are being redesigned. Among the 12 redesigned positions, four will be posted and eight will be filled through internal promotions.

Sandy briefly presented and recommended approval of the Intermediate Legislative Platform (White Paper). *Motion by Ann Bremer, seconded by Laura Ronbeck, to approve the Intermediate Legislative Platform (White Paper) as presented. All in favor. Motion carried unanimously.*

Sandy presented to the Board a pictograph that highlight the outcomes and continuing needs identified as part of the Hennepin County graduation initiative. One of the major continuing needs is to provide alternatives to the practice of suspending or otherwise excluding students.

Dr. Char Myklebust, Director on Special Assignment, and Ms. Wendy Loberg, former Osseo District administrator, presented to the Board a video introducing a training opportunity that will be shared with member district leadership and a concept paper that will request legislative funding for the training. The training series is designed for leaders to learn how to revamp the "zero tolerance behavior policies" that have been shown to increase long-term academic and social problems for students.

## 8. INSTRUCTIONAL REPORT - None

## 9. BOARD BUSINESS

### Policy Review & Revision

#### Chair Report

Board members commented on the recent January 14 Local 2209 & Board Breakfast meeting.

#### AMSD Report - None

#### Once Around the Table

## 10. ADJOURNMENT

*Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:42 PM.*

The next general meeting will be held on February 13, 2014, at 6:30 PM in the DSC Board Room.

Submitted by  
Wauneen Mgeni  
Secretary to the Board

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

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

# **PROCLAMATION**

*In recognition for the Service of Board Members  
Carol Bomben, Ann Bremer, Karen Filla, Nancy Gores,  
Dean Henke, Michèle Kunz, Jeffrey Palm,  
Carter Peterson, Regina Neville, Laura Ronbeck,  
Nancy Rowley and Sherry Tyrrell  
from  
Intermediate District 287*

***WHEREAS**, the mission of public schools is to meet the educational needs of all children and empower them to become competent, productive contributors to a democratic society and an ever-changing world; and*

***WHEREAS**, local school board members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and*

***WHEREAS**, local school board members work with parents, education professionals and other community members to create the educational vision we want for our students; and*

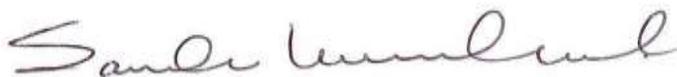
***WHEREAS**, local school board members are responsible for ensuring the structure that provides a solid foundation for our school system; and*

***WHEREAS**, local school board members assure the educational program is accountable to the community; and*

***WHEREAS**, local school board members are strong advocates for public education and responsible for communicating the needs of the school district to the public and the public's expectations to the district;*

***THEREFORE, I**, Sandra Lewandowski, do hereby declare my appreciation to the members of the Intermediate District 287 School Board and proclaim the week of February 17-21, 2014, as **SCHOOL BOARD RECOGNITION WEEK**. I urge all citizens to join me in recognizing the dedication and hard work of local school board members. Furthermore, I urge all citizens to work with the board to build an education system that meets the needs of both today's and tomorrow's children.*

***IN OFFICIAL RECOGNITION WHEREOF**, I hereby affix my signature this 13 day of February 2014.*



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*Sandra Lewandowski, Superintendent*

*February 13, 2014*

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*Date*

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

**Regular Meeting – February 13, 2014**

**AGENDA SECTION:** SUPERINTENDENT’S REPORT

**ITEM:** Revised 2013-2014 District 287 School Calendar

**PRESENTED BY:** Superintendent Lewandowski

**1. Background Information**

Approval of Revised 2013-2014 District 287 School Calendar

Revisions from Original Calendar:

- Change January 6, 7 & 16 to non-student contact/no staff days
- Change January 27 & 28 to non-student contact/staff development days
- Change start date of second semester from January 27<sup>th</sup> to January 29<sup>th</sup>
- These changes are required by the Minnesota Department of Education

No make-up days are needed at this time.

If there is another school cancellation, a make-up day will be needed.

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

**3. RECOMMENDED ACTION: The Board approve the proposed motion regarding Intermediate District 287 2013-2014 School Calendar.**

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

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

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

# 2013-2014 School Calendar

## Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

1820 Xenium Lane North, Plymouth, MN 55441 – 763-559-3535

	Holiday – No Students/No Staff (All)
	First and Last day for 10 month clerical
	New Instructional Staff Academy
	Staff Development – No Students
	First and Last Day of school for students
	No Students/No 2209 Staff
	Late Start Days- School begins at 11:30 a.m.
	Curriculum Groups – 8-11:00 a.m.

### JULY

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

July 4 – Holiday

### AUGUST

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 14 – First day for 10 month clerical  
August 20-23 - New instructional staff academy  
August 26-30 - Staff Development

### SEPTEMBER

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

September 2 – Holiday  
September 3 - First day of school for students  
September 19 - Late start – school begins at 11:30

### OCTOBER

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

October 17 & 18 - No Students/No 2209 Staff

### NOVEMBER

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 7 - Late start – school begins at 11:30  
November 27 – No Students/ No 2209 staff  
November 28 & 29 - Holiday

### DECEMBER

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

December 23-31 – Winter Break - No students/  
No 2209 staff  
December 24 & 25 - Holiday  
December 31 - Holiday

### JANUARY

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 1 – Holiday/New Year  
January 6 & 7 – Weather Related School Closing  
No Staff/No Students  
January 20 - Holiday/Martin Luther King  
**January 23 - End of 1<sup>st</sup> semester/No Staff/  
No Students Weather Related School Closing**  
January 24 - Staff Development/No students  
January 27 & 28 – Weather Related School Closing  
No Students  
**January 29 - Start of 2<sup>nd</sup> semester**

### FEBRUARY

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

February 6 - Late start – school begins at 11:30  
February 17 – Holiday/President's Day

### MARCH

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

March 7 - Staff Development/No students  
March 31 - No students/No 2209 staff

### APRIL

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

April 1-4 - Spring Break - No students/No 2209 staff  
April 18 - Holiday

### MAY

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 8 - Late start – school begins at 11:30  
May – 26 – Holiday/Memorial Day

### JUNE

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

June 6 - Last day of school for students  
June 9 - Staff Development  
June 13 – Last Day for 10 month clerical

## Fine tuning at District 287's NECA

By Brian Rosemeyer

### Tailoring education to reach some of the county's most at-risk learners

Since opening in August of 2012, Intermediate District 287's North Education Center in New Hope continues to evolve and adjust the way staff approaches educating a challenging and diverse student population.

The building houses two main functions – special education and alternative learning programming.

Initially, each facet was under the guidance of a single principal – Amy Sward. However, as the district honed its methods, it was determined that programming could benefit from an additional leadership figure.

“We had a good first year, but we also knew we had a learning curve,” Supt. Sandy Lewandowski said. “That was realized this year, when we put in our new principal.”

Enter: Tonya Allen.

### A new face at NECA

Previously the assistant principal at 287's South Education Center in Richfield, Allen took the reins as the first principal for North Education Center's Alternative program July 1, 2013.

According to Lewandowski, NECA serves “kids who are at ultra-high risk of not graduating.”

With prior experience with at-risk populations of students, Allen seemed like the perfect fit.

“She's brought a wealth of stability to the program,” Lewandowski continued. “She was very seasoned and knew what we wanted.”

Allen said she's been having a good first year so far and has arranged frequent small-group student focus groups to learn better the needs of the kids and to create a more personal relationship with staff.

She also said, though it can vary week-to-week, enrollment has been strong since the beginning of the school year.

“We've learned a lot as a group together, and we've had higher than expected beginning enrollment,” Allen added.

With roughly 170 students at NECA, the environment becomes more individualized. Smaller class sizes and a lower student-to-teacher ratio have led to some pupils outperforming even their own expectations.



Tonya Allen took over as NECA principal in July 2013. Allen said she's happy to lead the way in teaching some of the county's most “at-risk” learners. (Sun staff photo by Brian Rosemeyer)

## Finding success

Sun Sailor had the opportunity to sit down with three students at NECA who have been able to shift their learning path toward a more positive future.

Rodolfo Juarez, 16, of New Hope, and Shay Russell, 17, of Brooklyn Park, both came to District 287 from Robbinsdale Cooper High School. Each said they were struggling and likely would not be graduating, riddled with missing credits and slipping grades.

Juarez found himself more than an entire school year behind. Now, through credit recovery, he's on track to earn a diploma in 2015. In his first year at NECA, Juarez said he carries a grade point average higher than 3.0.

"Teachers really try to get to know you here," he said. "They don't pressure you, they help you out. And the classes are smaller; everyone knows your name."

Russell was in a similar situation. She was falling short on credits and found the environment at Cooper significantly distracting.

"When I came here, I only had eight credits," she said. "Now I have enough to graduate early."

Russell also serves as president of the student council.

"I try continuously to keep my head on straight," she added.

Cristina Ramirez, 19, of Brooklyn Park, has been involved with District 287's alternative programming throughout her high school career. She came from Northview Junior High and said she's thankful to have the opportunity to learn in a different environment.

"I really like this program," Ramirez said. "Here, I've learned to ask questions for my self. It would have been really hard at another school."

Juarez noted that the flexibility at NECA has allowed him be successful, even in challenging circumstances. He works 22 hours a week in addition to schooling and said that his previous high school didn't offer the same level of leeway for students working.

Russell, who currently works two jobs, agreed.

"It's easy to fall off track at any mainstream high school," Russell said. "You fall off and zone out and can be scared to ask for attention. Here, they recognize you and keep you on track. They don't leave you behind."

## Adjusting to move forward

Allen said that the staff and faculty at NECA are constantly examining their methods, and how they can improve practices in reaching the "unreachable" students of member school districts.

"A lot of times we think we know the answer as to why kids will or won't do something," Allen said. "But I think the key is asking the kids their opinions and looking at what's feasible for them."



From left, Shay Russell, 17 of Brooklyn Park, Cristina Ramirez, 19 of Brooklyn Park and Rodolfo Juarez, 16 of New Hope, have found success at Intermediate District 287's North Education Center Alternative program. (Sun staff photo by Brian Rosemeyer)

One change that has recently taken place is the expansion of the center's parenting teen services.

With onsite daycare and early education programming, NECA can cater to pregnant or parenting students. Lewandowski said parenting student enrollment was climbing, so the district expanded its childcare capabilities and relicensed to accommodate 60 children ages 6 weeks to 5 years.

Ramirez and Russell are both mothers who take advantage of the NECA's child care capabilities.

Ramirez said that her 4-year-old son, Bairo, was a major reason she chose to take classes at NECA. She doesn't have to find a way to bring Bairo to an offsite day care each morning and can manage finances better.

"And I like that I have him here, close to me," Ramirez said. "I can go see him and pick him up."

Russell has also benefitted from the program, being able to adjust to a new balance of life and school with her 6-month-old daughter, Sa'myah.

Allen said the daycare staff is working on creative online curriculum and is a pilot site for a digital app that allows parents to receive updates about their children in daycare facilities while they're at work or school.

According to Lewandowski, the NEC is also becoming a "calmer environment."

In the first year of operations, the district felt the need to increase police presence on campus from one officer to two due to fights or other incidents.

Instead of enforcing stricter policy, the district has decided to take a different approach – utilizing positive behavior intervention instead of simple punishment tactics.

For example, the district rarely implements out-of-school suspension. Instead, a student will have the opportunity to work with counselors to get to the heart of why he or she acts out.

"Kids make poor choices at times, but just saying 'don't come back for two or three days,' doesn't correct that choice," Allen said.

"And we think it's best to keep kids in school," Lewandowski added. "If they're out of school they're not learning."

It's all part of rethinking how to accommodate students who have been labeled "at risk." The concept is to treat the students with enough respect to offer help, not to punish them into further setbacks.

"I see a lot of leadership potential in our kids that other people may or may not have seen," Allen said. "Just because you're a teen parent or got into a incident at another school, does not mean you can't come somewhere else to turn it around. We're not going to give up on them."

## **Looking ahead**

Allen said she will continue to work on fostering a collaborative community at NECA between staff, students, parents and faculty.

Other initiatives include looking at forming a student ambassador program and working to reach out to the community outside the walls of the NEC.

"It's a matter of sharpening our tools in the tool kit," she said.

This year, District 287 issued just 18 days of suspension – district wide. And Allen expects the number of students to graduate from NECA to increase significantly from last year.

“To me, every student is able to get a high school diploma,” Lewandowski said. “We know our students have different abilities, but we know there’s a way to get every student to graduate – one way or another. We’re not going to let up on that, if anything, we’re doubling down those efforts.”

“We have a lot of students here with very strong voices. If someone were allowed to hear them, it would impact not only the person listening, but it would allow for the student to see themselves in a different way,” Allen added.

Russell said she feels that with the tools available to her at NECA, she will be able to create a brighter future for both herself and for her daughter.

“They want to see you successful,” Russell said. “That’s it. That’s all they really care about. And when you’re determined to do something, you just get it done. And I’m happy to be doing it.”

*Contact Brian Rosemeyer at [brian.rosemeyer@ecm-inc.com](mailto:brian.rosemeyer@ecm-inc.com)*

# **Intermediate District 287**

## **Proposed Evaluation Model for Licensed Staff**

February 13, 2014  
School Board Update

# Quick review

At previous meetings, we've

- reviewed expectations of the new evaluation law for licensed staff,
- shared how the state-developed model is the default for districts that cannot agree on their own model, and
- shared the process for developing our own model.

# Now it's time to learn about OUR model

At this meeting we'll:

- review our proposed model,
- consider how the peer review survey and discussions impacted the design, and
- provide an overview of the timeline for staff learning about and voting on the model

# Decisionmaking Process

A design team has been making major decisions and is presenting the model for a vote of 2209 members. Design team members are:

## **Teacher Representatives**

Karen Bendtsen, Paul Bennett, Alisa Anderson, Bonnie Rinker,  
Nancy Soliday and Bob Bathke

## **Principal Representatives**

Lea Dahl, Paul Eastwold, Amy Sward, and Renee Soule-Chapman

## **Central Office Representative**

Anne Becker, Jane Holmberg, and Michelle Axell

# Elements of Evaluation

The design team began with these principles:

- The purpose is to improve student learning
- The process will promote growth and development
- The process will be designed mutually with teachers and the district

# Decisionmaking Process

The goal of the design team has been to offer a new system that will:

1. Be practical and meaningful
2. Ensure opportunities for growth for everyone

# Our Model

This evening we'll discuss highlights of our model.

More detail is available in the [Overview of Licensed Educator Evaluation Process](#)

This document also contains links to the [comparison of the state model with our model](#) and and how the [evaluation cycle will be established](#).

# Our Model

For each required element, we will review what we **already have** and what we are **adding** in order to achieve our goals for the new system.

# Our Model (for continuing contract/tenured)

## Requirement for review cycle

Must have a three-year professional review cycle

Must have at least one summative evaluation each three-year cycle

Summative evaluation must be performed by a qualified and trained evaluator

## Already have....

A three-year professional review cycle where administrator conducts summative evaluation in the third year based on an observation and conference

## Adding....

The review consists of three parts: pre-conference, observation, and post-conference

# Our Model

## Requirement for growth plans

Must have an individual growth and development plan

Must give teachers not meeting standards support to improve

## Already have...

Individual growth plan as a follow-up to the summative review every three years

## Adding...

More resources that directly link to the evaluation to create more personalized development plans

# Our Model

## Requirement for PLCs and Peer Review

Must provide peer coaching or a professional learning community

Must have a peer review process

Tenured teachers must be evaluated by a peer review in years without a summative evaluation

## Already have...

An established system of staff participating in Professional Learning Communities

Instructional Coach positions that can be translated into peer review positions with additional training

# Our Model

## Requirement for PLCs and Peer Review

Must provide peer coaching or a professional learning community.

Must have a peer review process

Tenured teachers must be evaluated by a peer review in years without a summative evaluation

**OUR ADDITIONS IN THIS AREA RELATE DIRECTLY TO THE OUTCOMES OF THE STAFF SURVEY ON PEER REVIEW**

**THE CURRENT GROUP OF INSTRUCTIONAL COACHES HAS RECOMMENDED THIS MODEL AND WILL BE REFINING THE FORMS AND PROCESSES IF THE DISTRICT MODEL IS ADOPTED**

# Our Model

## Requirement for PLCs and Peer Review

Must provide peer coaching or a professional learning community.

Must have a peer review process

Tenured teachers must be evaluated by a peer review in years without a summative evaluation

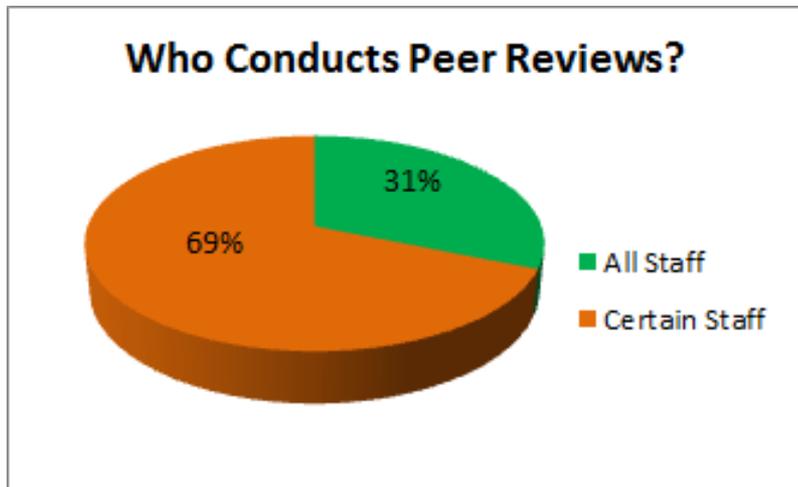
## Adding...

- Peer review cycle occurs only in the years not receiving summative evaluation
- Peer review cycle consists of pre-observation conference, observation, and post-observation conference
- Staff can choose whether or not the peer review should be considered as part of summative evaluation
- Observation consists of some common districtwide elements, as well as, one self-selected area of interest.

# Question:

Would you prefer a model that uses all staff as peer reviewers OR one that that uses certain staff as peer reviewers?

## Survey Result



## How result is reflected in the design:

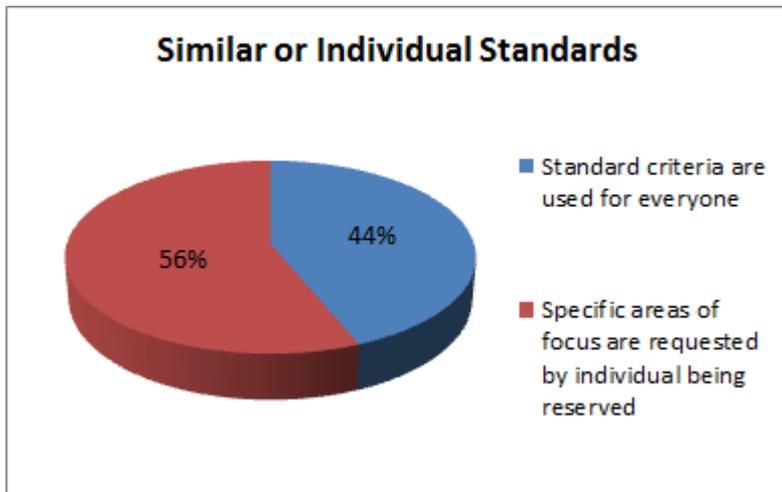
Instructional coaches will conduct the annual reviews in the two years in which the summative review is not taking place.

A benefit that would have come from having all staff conduct reviews is the experience of more staff seeing others' instruction. This benefit is still available through the option of an annual visit to another classroom either in the district or in a member district.

## Question:

Would you prefer a model where reviewers use similar criteria for review/observation OR one where reviewers look for specific items that are requested by the person being reviewed/observed?

## Survey Result



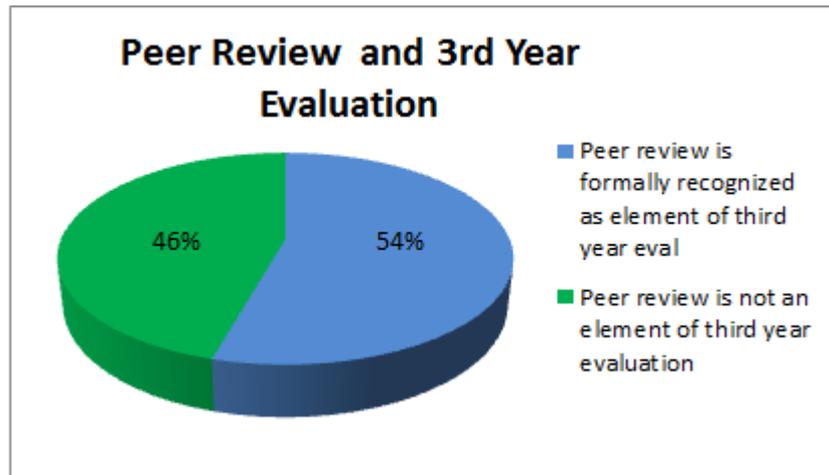
## How result is reflected in the design:

Peer reviewers will use a form in which a few standard elements are part of the review (for example, looking for clear learning intentions) as well as a specific area of focus identified by the staff member who is being reviewed.

## Question:

Would you prefer a model where the formative information collected through the peer review process is considered a part of your three-year summative evaluation OR would you prefer a model where the summative evaluation does not take the peer review information into account?

## Survey Result



## How result is reflected in the design:

It is the choice of the staff member whether or not to share the formative peer review outcomes with the administrator conducting the summative review.

The peer review outcomes are recorded in the district's Halogen software eAppraisal system and the staff member can share rights to the outcomes with the administrator if s/he chooses.

# Our Model

## Requirement for professional teaching standards

Must be based on professional teaching standards established in rule

## Already have...

An observation rubric that is based on professional teaching standards; plus, we have developed several options for the form for specialists. In subsequent years these rubrics may be refined, but we will start 2014-2015 with current rubrics.

# Our Model

## Requirement for portfolio option

Must include a portfolio option

## Already have....

The Halogen software eAppraisal system supported by the district provides a platform for showcasing professional growth and development.

The district observation rubric would also be the rubric used to evaluate elements of a portfolio.

## Adding....

The portfolio option would be considered a substitute for the summative evaluation observation cycle.

# Our Model

## Requirement for student achievement

Must use assessment data and/or value-added models or student learning goals to determine 35 percent of teacher evaluation results

## Already have....

PLC goals using standard pre and post assessments and data collection that addresses student achievement are already available as part of the district accountability system.

# Our Model

## Requirement for student achievement

Must use assessment data and/or value-added models or student learning goals to determine 35 percent of teacher evaluation results

## Adding....

- The opportunity to choose the PLC goal or another measure to provide evidence of student achievement during the summative evaluation year.
- This component will be assessed by [adding an element on the observation rubric](#) to be weighted at 35% of the summative assessment.
- Similar to the student achievement measure on the principals' evaluation, the rubric includes not only the extent of student achievement but also the quality of the goal, the evidence, and the reflection.

# Our Model

## Requirement for student engagement

Must use longitudinal data on student engagement and connection

## Already have....

Important aspects of student engagement are addressed in 36% (8 items out of 22) on the tenured teacher rubric. The expectation, therefore, that the system of evaluation measures student engagement is met through the use of the rubric as an observation form during the summative evaluation. No separate weighting will occur for this element.

## Adding....

Staff wishing to provide other evidence of engagement may use the portfolio process and link the evidence to one or more of the rubric items.

# Our Model

## Requirement for discipline

Must discipline teachers not making adequate progress

## Already have....

Established discipline process outlined in [Employee Conduct Uniform Procedure EER 1360](#)

# Our Model (for non-tenured)

## Requirement for cycle

Evaluation must occur at least three times annually by a qualified and trained evaluator with the first observation occurring within 90 days

## Already have....

Established process for administrator to observe and evaluate at least three times annually with the first observation occurring within 90 days.

# Our Model (for non-tenured)

## Requirement for cycle

May include mentoring and induction programs

## Already have....

Mentor program for staff in first year of employment.

# Decisionmaking Process

All curriculum and professional groups will receive this presentation on March 7.

The vote to adopt the proposed model and not the state default model will be held in late March.

Staff will be encouraged to vote for the proposed model if they support the overall design and direction, understanding there will be adjustments made upon implementation.

# Intermediate District 287

## Responsive. Innovative. Solutions

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### INTER-OFFICE MEMORANDUM

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DATE: February 13, 2014

TO: Sandra Lewandowski, Superintendent

FROM: Dr. Char Myklebust, Director on Special Assignment  
Christina Houck, Asst. Director of Mental Health & Partnerships

**Re: What the Board should know about the Children's Mental Health Grant Award, Hennepin County Cohort Student and Area Learning Center (ALC) Plus Results**

#### Department of Human Services School-linked Mental Health Grant

We have learned that People, Inc., a children's mental health agency with whom we have had a long-standing collaboration, has been awarded a Department of Human Services (DHS) grant that will allow them to assign three full time therapists to Intermediate District 287. The therapists will provide mental health services to students in our WEC, NEC, NWTC, and SEC buildings. They will bill insurance companies and Medical Assistance (MA) in situations where this is feasible. Students will not be denied services if their families cannot afford co-pays.

**Services will begin in the next few weeks at the north sites and will start in the fall of 2014 at the South and West sites.**

#### County Involved Youth Cohort Study

##### *Background of Study*

Hennepin County conducted a cohort study of County-Involved Youth (CIY) to evaluate the service patterns and educational outcomes of 3,557 CIY. CIY were defined as those aged 21 or younger on December 1<sup>st</sup>, 2008 who were on supervised probation, in foster care for six months or longer, or a teen parent in the Minnesota Family Investment Program (MFIP). Most CIY were youth of color, living in relatively disadvantaged communities, and over 90% of CIY qualified for free and reduced price lunch at some point in time. Most were involved in multiple County systems over their lifetimes with first contact typically occurring before age 5.

#### **POOR EDUCATION OUTCOMES**

30 % of the CIY graduated from High school. Foster Care youth graduated (51%) at a much higher rate than MFIP teen parents (32%) and youth on probation (25%).

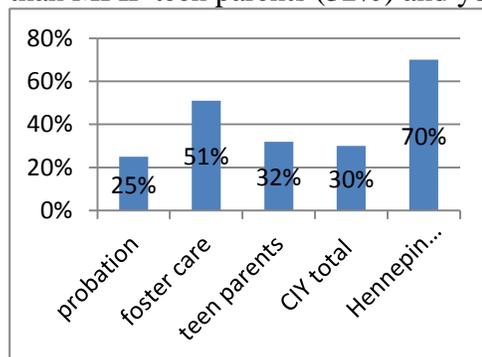


Figure 1. Overall Graduation rate: CIY aged 19 or older as of 10/31/2012 only.

Hennepin County rate is the six-year rate versus graduation

## ALC: Plus Evaluation Summary

Wilder conducted the 2012-2103 Evaluation of our ALC Plus programs that serve students who are eligible for Area Learning Center enrollment and are receiving Hennepin County services.

### Key Findings

- Most (89%) of the discharges are successful.
- Over half (56%) students attendance improved once they became part of the ALC Plus program. Over half (56%) of students earned at least 50% of the credits they attempted. Statistical analyses indicated that percentage of credits earned was positively associated with attendance rates, with higher attendance rates correlating to greater percentage of credits earned.
- Students seem to become more engaged the more time that they spend in the program (e.g., an increase in the numbers of completion in certification programs)

### Future Considerations

- **Importance of having realistic expectations:** Nearly all of the ALC Plus students face barriers (e.g., juvenile justice involvement, history of truancy, behavioral difficulties, chemical dependency) that interfere with their academic lives. As a result of those challenges, many of these youth have already fallen way behind in their credits. At this time the purpose of ALC Plus is to provide its students with supports to make sure they do not get further behind in credits and to stay in school working towards a meaningful diploma.
- **Importance of having a “one stop shop” that provides various supports:** ALC Plus provides system navigation, transportation, one-on-one case coordination for the student, on-site mental health/chemical dependency counseling, and access to certification programs, to name a few. These components appear to be critical to reaching the goal of keeping students in school and on track to complete. Referrals are increasing every year and over the past two years, have been maxed out by mid-year.
- **Importance of transportation:** Access to transportation is critical, and possibly one of the main reasons for increased attendance.
- **Satisfaction with the program:** Partners felt this program is working well for the students they refer. Without ALC Plus, some felt these youth may not be in school at all. Additionally, school staff have expressed that the ALC Plus program providers and atmosphere seems like a good fit for the students.

February 2014  
vol 11 ♦ no 5

## Growing Up in Service in White Bear Lake

**February 7, 2014**  
**Legislative Preview**  
7:30 a.m., Grand Hall  
TIES Conference Center,  
St. Paul

**February 28, 2014**  
**Executive/Legislative  
Committee Meeting,**  
7:30 a.m., TIES  
Conference Center,  
St. Paul

**March 4, 2014**  
**AMSD Day at the  
Capitol**  
8:00 a.m.-2:00 p.m.

**March 7, 2014**  
**Board of Directors  
Meeting,** 7:00 a.m.,  
TIES Conference Center,  
St. Paul

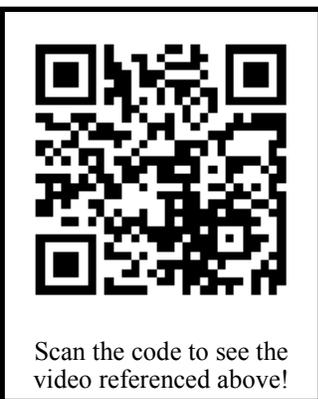
**March 28, 2014**  
**Executive/Legislative  
Committee Meeting,**  
7:30 a.m., TIES  
Conference Center,  
St. Paul

"Service to others helps build boys and girls into men and women, and shapes our school and our community."

These words were spoken by a 2013 graduating senior from White Bear Lake Area High School.

In a video linked on the White Bear Lake Area Schools web page, a dozen students reflect on their high school experiences, about what they learn academically and about community. As members of the superintendent's high school student advisory committee, the students offer insights on the importance of service.

"I think compassion and service really stand out..."  
"I love going to the senior care center..."  
"It feels really good making people smile..."  
"So many students want to participate that we need more than one day..."



Scan the code to see the video referenced above!



Dozens of Hug-A-Heart volunteers from Lincoln Elementary helped local senior citizens take care of yard work in White Bear Lake one weekend this fall. The group has periodic service projects planned throughout the year.

What inspires some students to serve and encourage others to join in service?

After years of listening to students and watching them generously and freely serve others, I offer three possible explanations.

First, students who serve have been inspired by the example of someone they admire and want to imitate. Each spring members of our ninth and tenth grade Ambassadors Club display their service projects for the year. Most projects are done in teams of two or three students. When I ask students how and why they began service, each has a very personal

*Continued on page 2*

### AMSD's Mission

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



Association of  
Metropolitan School Districts

### From the Chair

With the 2014 Legislative Session fast approaching, AMSD has two big, upcoming events on the calendar. This Friday, February 7, is AMSD's Annual Legislative Session Preview. Metro legislators and education leaders will gather to hear some great presentations and discuss important education issues that will be considered during the session. We are very pleased that Commissioner Brenda Cassellius will be offering her thoughts on the 2014 session. You will also have the opportunity to hear from a legislative leadership panel of Sen. Katie Sieben, Sen. David Hann, Rep. Paul Thissen and Rep. Kurt Daudt. Details for the preview are available [here](#).

I also encourage AMSD members to plan on attending AMSD's Day at the Capitol event on March 4. This provides a great chance to watch legislative committees in action, visit with legislators and get an update on activities at the Capitol. Further details are available [here](#). Critically important issues that directly impact our students and our schools will be decided during the 2014 session and it is important that AMSD members are actively engaged. I look forward to seeing you at these two events!

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

# White Bear Lake Area students see service as a way of life

*Continued from page 1*



On the 2013 grads' first day out of school, 225 seniors signed up to participate in our first "Senior Service Day" and spent their time doing yard work for area community members, taking care of the grounds at WBLAHS, volunteering at the Senior Center and performing at a local senior complex.

answer: my mother, an uncle, youth pastor, my teacher, a family friend. In each case, the students have a specific "who" and "why" that person has been influential.

Second, students who serve make a decision to accept personal responsibility for all their actions. Some students grow up in families that are blessed with far more than enough, and others grow up in families that struggle for the basics of food and shelter. What differentiates those students who serve is not what they have, but a decision to live in a spirit of generosity to others. In another way of thinking, these students "choose" to live like the role models who inspire their service.

One student recently sponsored an event to raise money for the Angel Fund, a fund of our independent school foundation, which anonymously gives emergency support to students and families in need.

When the student was asked by the Foundation chairwoman why the Angel Fund had been the chosen fund, the student's answer was direct. "When I was in elementary school, our family received help from the Angel Fund. Now it is my turn to help."

Third, students who serve understand that service is about more than giving back. Service to others is a way of life.

We sometimes hear or read about someone famous giving a large sum of money to a charity or cause, with the explanation that the giver is "giving back," recognizing someone or some place that has contributed to the benefactor's success. Yet "giving back" can be like repaying a debt; do we give back in measure of what we have received or do we give without measuring-- that is, do we give in true service to others?

In students who understand service as a way of life, we see an eagerness to serve, not for the credit but for the joy and satisfaction. Such an attitude likely began with someone-- that parent, relative, or other influence-- but has been nurtured by teachers, coaches, and friends until it really is a core value.



Students throughout the district, from elementary to high school, "earned" their way through community service and were invited to attend We Day Minnesota this fall, where they joined thousands of other students in a shared goal of empowering a generation to shift the world from "me" to "we."

Our White Bear Lake Area Schools' core values are compassion, integrity, respect, responsibility and service. These values do "help boys and girls grow into men and women." Whether our graduates return to our community as adults or venture to the corners of the world, they will do us proud.

*This month's member spotlight was submitted by Dr. Michael Lovett, Superintendent, White Bear Lake Area Schools.*

### Other Examples of Student Service

- Oneka Extended Day students and staff members competed against one another this summer in collecting pounds of food during a week-long food drive. The group donated more than 1,000 pounds of food to the Hugo Good Neighbors Food Shelf as a result.
- District students are involved with Peer and Leadership Society (P.A.L.S.), an out-of-school, student-run, monthly game-day that includes general students (peer leaders) and special education students (peer participants) who are in grades five through 10. The goal of the program is to enhance acceptance and improve inclusion of individuals with intellectual disabilities. The Sunrise Service Club and Central Serves Club teamed up with the Northeast Youth and Family Services Senior Chore Program to rake the yards of two local seniors. In all, 16 students raked and bagged leaves for several hours on the project.
- The WBLAHS Student Council conducted a district-wide food drive this fall to benefit the local food shelf. They collected a grand total of 22,662 pounds of food and cash donations totaling \$5,267 (which is worth more than 18,000 additional pounds of food).
- Cast and crew members of the WBLAHS fall musical facilitated a pajama drive for Solid Ground and MN Adult & Teen Challenge, two non-profit organizations in the Twin Cities area, in conjunction with the "Once Upon a Mattress" production.

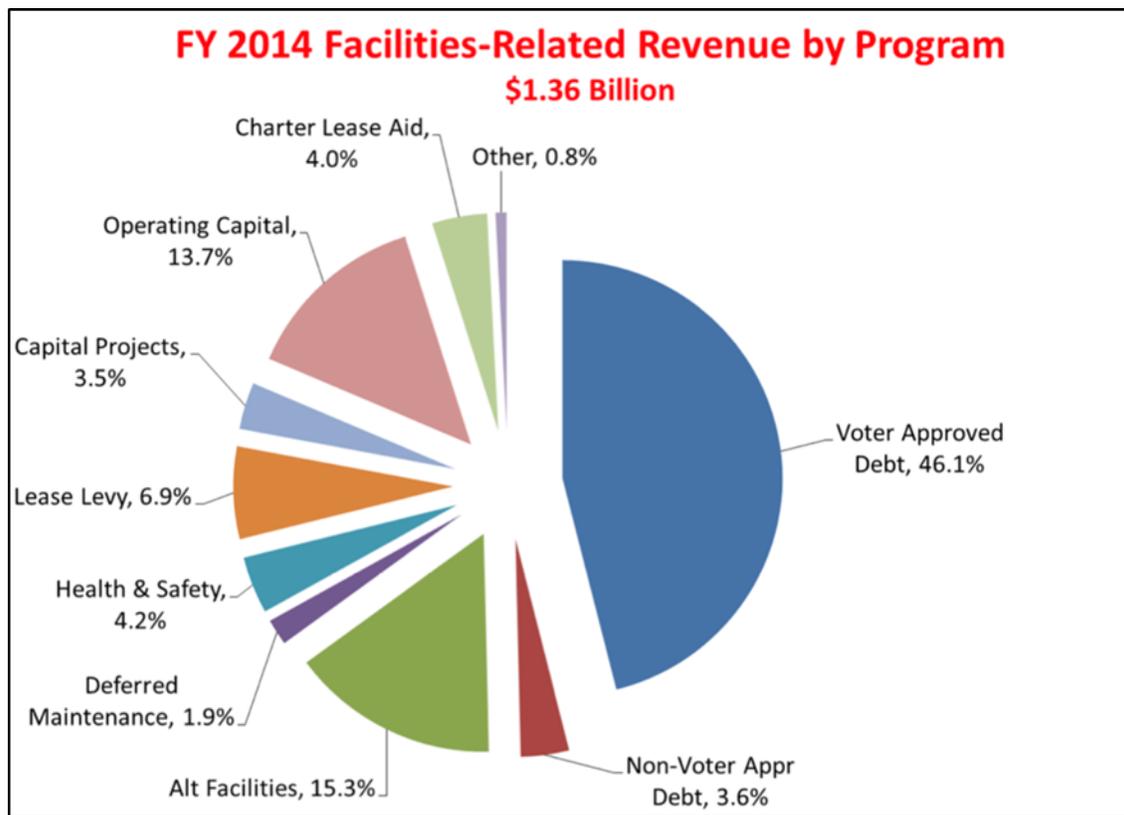
# Working Groups Move Toward Completion

The task forces and working groups established in the 2013 Education Bill are completing their work and drafting reports to submit to the Legislature for consideration during the 2014 Legislative Session. The Legislature routinely appoints task forces or working groups to conduct research and develop recommendations on important education policy and fiscal issues. This year's task forces and working groups include: Career Pathways and Technical Education Advisory Task Force; School Facilities Financing Working Group; Standard Adult High School Diploma Advisory Task Force; Teacher Licensure Task Force; Special Education Case Loads Task Force and the Integration Rule and Statute Alignment Work Group. Three working groups have completed their work and submitted their final reports to the Legislature:

## School Facilities Financing Working Group

The School Facilities Financing Working Group was established to provide recommendations on reforming the current funding system for school facilities. Figure 1 below reflects the current facilities-related revenue by program. The work group held its final meeting on January 15 and unanimously approved a comprehensive package of recommendations to: overhaul Minnesota's school facilities funding system: establishing a new long-term facilities maintenance revenue program; increasing the portion of debt service revenue that is eligible for equalization, restoring the state share of equalized revenue and indexing future equalization; equalizing the capital projects referendum levy; establishing a new school facilities improvement revenue program to replace the current building lease levy, increasing the operating capital revenue allowance and index it to inflation; providing enhanced debt service equalization; streamlining the review and comment process and addressing the facilities needs of other educational entities such as intermediate school districts, education cooperatives and charter schools.

**Figure 1: FY 2014 Facilities Revenue**



Source: Minnesota Department of Education, "Current Funding Programs for Facilities." School Facilities Financing Working Group. August 21, 2013: 2.

*Continued on page 4*

# Working Groups Finalize Recommendations

*Continued from page 3*

## [Teacher Licensure Task Force](#)

The Teacher Licensure Task Force was established to make recommendations on requirements for teacher licensure applicants to demonstrate mastery of reading, writing and mathematics skills through nationally-normed assessments, a professional skills portfolio or accredited college coursework among other methods. The Task Force held its final meeting on January 16 and adopted three recommendations. The first recommendation is to repeal the statute that requires a teacher candidate to pass a skills examination in reading, writing and mathematics (basic skills test). The Task Force supports the continuation of the requirement that teacher candidates pass examinations in pedagogy and content areas. The second recommendation is to direct the Board of Teaching to develop requirements for teacher preparation programs to ensure that prior to graduation and upon successful completion of the program, teacher candidates are proficient in reading, writing and mathematics at the college entrance level. The final recommendation is that the Board of Teaching develop requirements for teacher licensure candidates who do not graduate from a Board approved teacher licensure program to demonstrate proficiency in reading, writing and mathematics in one of the following ways: a portfolio, the edTPA, nationally-normed tests, coursework, licensure from another state, consideration of prior teaching experience in other states/countries and other alternative (non-test) pathways.

## [Standard Adult High School Diploma Advisory Task Force](#)

The Standard Adult High School Diploma Advisory Task Force was established to recommend program requirements for adult basic education programs that will issue an adult high school diploma. The Task Force recommendations would create an adult high school option that measures academic, career development and employability skills for adults that are no longer eligible for K-12 services provided by their local district. The group recommends a statute change versus rulemaking to allow programming to begin sooner. Additional recommendations include: having the Commissioner develop a process for application approval; allowing only state-approved ABE consortia to develop standard adult diploma programs as a part of their comprehensive ABE program; establishing common competencies in language arts, mathematics, career development and other areas like social studies and science as identified in individual students' learning plans; allowing standard high school diploma program students to demonstrate completion of requirements in a variety of ways and allow standard adult high school diploma program students the opportunity to continue their studies, and not have to start over, if they move or transfer to another program within Minnesota.

The [Special Education Case Loads Task Force](#), [Career Pathways and Technical Education Advisory Task Force](#) and [Integration Rule and Statute Alignment Work Group](#) are continuing to work and will have their recommendations completed by February 15, 2014.

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**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.

*Get on the Bus & Local 2209 Breakfast Schedule*  
*2013-2014*

*Get on the Bus*

Tuesday, February 11<sup>th</sup>

TBN

Bus leaves 287 DSC @ 8:30 AM

Michèle Kunz

Ann Bremer

Carol Bomben

Laura Ronbeck

Regina Neville

Carter Peterson

*Local 2209 Breakfast*

*7:00 AM*

Tuesday, March 11<sup>th</sup>

District Service Center

(3<sup>rd</sup> Floor – Room 316)

Ann Bremer

Michèle Kunz

Carol Bomben

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# School Board Planning Calendar January 2014 – December 2014

1 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month
<b>START TIME 6:30 PM</b>	
<b>JANUARY 9, 2014</b> <i>Organizational Meeting</i> Election of Board Officers Oath of Office Financial Report November	<b>JANUARY 23, 2014</b> Financial Report December FY13 Audit Legislative Platform Uber Goal #2
<b>FEBRUARY 13, 2014</b> ALC Plus Report DI Presentation Communication with Local Boards Hennepin County Graduation Update Superintendent Mid-Year Evaluation Procedure Teacher Eval Presentation What the Board Needs to Know about Children’s Health Grant Award	<b>FEBRUARY 27, 2014</b> Financial Report January FY15 Budget Assumption FY14 Budget Revision Program Withdrawal Report Report on Uber Goal Staff Reduction ULA Resolution Changes for following Year
<b>MARCH 13, 2014</b> EA Survey Summary? Teacher Evaluation	<b>MARCH 27, 2014</b> 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> )
<b>APRIL 10, 2014</b> <i>(Only one Board meeting this month!)</i> Superintendent & Board Evaluation Update	
<b>MAY 8, 2014</b> Financial Report March Strategic Plan Report Summary Status Report on Board Policy & Procedure	<b>MAY 22, 2014</b> Financial Report April Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution Spotlight DVD Presentation
<b>JUNE 12, 2014</b> Administrative/Unaffiliated Parameters -(Closed Session) Facilities Management Update - Energy Audit PLC Data Report Superintendent & School Board Evaluation Superintendents Evaluation Update	<b>JUNE 26, 2014</b> 2014-2015 Budget Board Evaluation 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 2014 – December 2014

1 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month
<b>AUGUST 21, 2014</b> Approval of Cash Flow Borrowing Resolution District Operations Financial Report July Superintendent Goals	
<b>SEPTEMBER 11, 2014</b> Hennepin County Gateway to College Report What Board Members Should Know About Our 2013-2014 Back to School Start-Up	<b>SEPTEMBER 25, 2014</b> Financial Report August
<b>OCTOBER 9, 2014</b> Collaborative Curriculum Care & Treatment, Prairie Care w/ Todd Archbold, Chief Development Officer	<b>OCTOBER 23, 2014</b> Financial Report September What the Board Should Know about Crisis Planning Guidelines for Safety and District Resources
<b>NOVEMBER 13, 2014</b> <i>(Only one Board meeting this month!)</i>  <b>Update on Hennepin County Superintendent/Commissioner Meeting</b> 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	
<b>DECEMBER 11, 2014</b> <i>(Only one Board meeting this month!)</i>  Financial Report October Prior Year Audit Review	

**INFORMATIONAL ITEMS TO REMEMBER:**

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

Community use of Facilities Bucket

**INTERMEDIATE DISTRICT 287**  
**February 13, 2014**  
**SCHOOL BOARD CALENDAR**

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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

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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

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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

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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

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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 <sup>th</sup> Grade Recognition)	1:00PM	TBN
12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

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◆ General Board Meeting – Date Change

◆ New Event