

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM FOR COMMUNITY COMMENTS** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from May 22, 2014
 - 4.2. Area Learning Center (ALC) Plus Contract
 - 4.3. Estoppel Certificate for New Property Owner at Northwest Tech Center (NWTC)
5. **SHARE THE SUCCESS & RECOGNITION - (10 minutes)** (*Information*)
 - 5.1. Star Tribune "Top Work Places 2014"
 - 5.2. "Be Smart. Be Seen" 2014 Award from Minnesota School Bus Safety
6. **SUPERINTENDENT'S REPORT - (15 minutes)** (*Information*)
 - 6.1. Introductions of New District 287 Administrators
 - 6.2. Graduations
7. **INSTRUCTIONAL REPORT - (30 minutes)** (*Information*)
 - 7.1. Closing the Gap through Remediation: Read 180/System 44 and Math 180
8. **ADMINISTRATIVE SERVICES REPORT - (15 minutes)**
 - 8.1. Financial Report - None
 - 8.2. Facilities Report (*Resolution*)
 - 8.2.1. Hennepin County Recycling Grant
 - 8.3. Information Technology Report - None
 - 8.4. Human Resource Report (*Information*)
 - 8.4.1. Bloomington Withdrawal from District 287
9. **BOARD BUSINESS - (30 minutes)**
 - 9.1. Policy Review & Revision
 - 9.1.1. Drug and Alcohol Testing for Prospective Employees Policy (*Action*)
 - 9.1.2. Bullying Policy (*Information*)
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. Negotiations - Closed Session (*Information*)
 - 9.2.1.2. Superintendent Evaluation Summary (*Information*)
 - 9.2.1.3. Annual Organizational Memberships (*Action*)
 - 9.2.2. AMSD Report (Ann Bremer)
 - 9.2.2.1. AMSD Connections Newsletter June 2014 (*Information*)
 - 9.2.3. District News (*Information*)
 - 9.2.3.1. School Board Planning Calendar 2013-2014
 - 9.2.3.2. School Board Calendar of Events
 - 9.3. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
May 22, 2014
MINUTES

1. CALL TO ORDER

Chair Ann Bremer called the regular meeting to order at 6:32 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

286	Brooklyn Center	Jeffrey Palm
272	Eden Prairie	Carol Bomben
273	Edina	Regina Neville
270	Hopkins	Laura Ronbeck
276	Minnetonka	Karen Filla
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 278/Kunz and 283/Gores

Guests:

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Anne Becker, Michael Cowles, Mae Hawkins, Jane Holmberg, Dolly Lastine, and Wauneen Mgeni

287 Staff Members: Sherry Landrud, Mary Slinde, and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 8, 2014, Area Learning Center (ALC) Plus with Hennepin County Grant Agreement, and Routine Human Resource Activities for May 22, 2014. *Motion by Ann Bremer, seconded by Dean Henke, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski announced to the Board that Ms. Erlene Schwartz, a behavior specialist at the North Education Center, was the May 2014 "Above & Beyond" winner.

6. INSTRUCTIONAL REPORT

Superintendent Lewandowski introduced Ms. Sherry Landrud and Ms. Mary Slinde, District Reading Consultants. Sherry and Mary presented information on how this year's emphasis on student writing and the expectation that every student will write every day in every class has been embraced districtwide. They offered many examples of students at all ability and age levels gaining important literacy skills by getting into the "rhythm of writing." Next year the district will continue to deepen the practice of writing and begin to assess writing growth at a program level.

7. SUPERINTENDENT'S REPORT

Sandy briefly updated the Board on the primarily positive outcomes of the 2014 Minnesota legislative session with regard to intermediate districts. New revenue will be realized by the intermediates 1) in the increase in the safe schools and lease levies and 2) in receiving teacher evaluation funding. A positive policy change to the Post-Secondary Enrollment Options (PSEO) Act will let high school students enrolled in full time dual credit programs on college campuses, take remedial coursework. This will greatly assist the Gateway to College program. Other items of interest were 1) funding to help provide the additional support services needed to operate recovery schools, 2) intermediate districts being able to award diplomas, and 3) building principals having the ability to direct students to enroll in an Area Learning Center (ALC).

Sandy announced to the Board that Intermediate District 287 is the recipient of school-linked mental health services through a grant awarded by the Minnesota Department of Human Services to People Inc., a local and prominent children’s mental health agency. The grant partially supports three FTE mental health therapists from People Inc., who will provide mental health services to students at several district sites.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

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

Mae presented to the Board a summary document “*What the Board Needs to Know About Purchasing.*”

Facilities Report - None

Information Technology Report - None

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision

Mrs. Anne Becker, General Counsel/Human Resource Director, presented to the Board the revised Drug and Alcohol Testing for Prospective Employees policy for a second read. The Board took no action on this item, but requested that Administrators revise policy removing “may” from parts of the document and bring back to the June 12 Board meeting for approval.

Anne presented to the Board the complete 2014-2015 Board Policy review schedule.

Chair Report

Board Chair Bremer presented the survey results of the Superintendent Evaluations.

AMSD Report - None

Once Around the Table - None

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:21 PM.

The next general meeting will be held on June 12, 2014, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: June 12, 2014

To: Sandra Lewandowski, Superintendent

From: Colleen Baumtrog, Executive Director Administrative Services

**RE: Recommendation for Approval of ALC Plus Contract with
Minneapolis Public Schools**

Board approval is requested for this one year transition agreement between District 287 and the Minneapolis Public Schools (MPS). MPS is opening its own ALC Plus program in the fall of 2014 and new MPS students who are eligible for ALC Plus will receive this service in their resident district going forward. This Contract will allow currently enrolled MPS students to remain in 287 and have a continuous educational experience. If approved, District 287 will provide ALC Plus services to up to 15 MPS resident ADMs at SECA and NECA for the 2014-2015 school year. MPS will provide transportation for its students, ALC tuition and an additional \$125,000 to District 287.

This Contract is being presented for Board approval as a Consent Agenda item.

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: June 12, 2014

To: Sandra Lewandowski, Superintendent

From: Michael Cowles, Director of Facilities

RE: Recommendation for Approval of Tenant Estoppel Certificate for Leased Site at Northwest Tech Center

A Tenant Estoppel Certificate has been received from our landlord, Pettibone Properties 5, LLC for the purpose of obtaining different financing on the property located at 7008 Northland Drive, Brooklyn Park. The terms and conditions of the original lease (including the monthly rent payment of \$24,128.16) have not changed and remain in effect until August 31, 2018 when the current lease will terminate. Monthly rent includes base rent, operating costs and taxes and insurance.

The site houses the following program: InVEST High School, Venture High School, Vector Transition, InVEST Transition, Venture Transition and Hennepin Technical College Pathways Courses

This Tenant Estoppel Certificate is being presented for formal Board approval as a Consent Agenda item.

May 5, 2014

Sandra Lewandowski
Intermediate School District 287
1820 Xenium Lane
Plymouth, MN 55441



Dear Sandra Lewandowski,

I'm very pleased to announce that Intermediate School District 287 has been selected a Star Tribune 2014 Top 100 Workplace. Based on a comprehensive analysis conducted by our partner WorkplaceDynamics, that places you among the best of the best. Please accept my congratulations on this outstanding accomplishment.

Star Tribune's Top Workplaces were selected from the results of an employee survey measuring engagement, organizational health and satisfaction. The results will be showcased in the Top Workplaces special section published in the Star Tribune on Sunday, June 15, and on StarTribune.com.

We hope representatives from your company can join us for a luncheon recognizing the Top 100 on Thursday, June 12, at The Depot Minneapolis. You can celebrate the success you've had in creating a positive working environment and meet the other companies named to the Top 100. More details about this event will be sent soon.

In a few weeks, we will send you a Top 100 Workplace logo for your use in marketing communications as well as templates for communicating with your employees and the media. In the meantime, we invite you to promote your workplace in the Star Tribune Top Workplaces special section and on StarTribune.com. Please contact Jeff Hinke, Employment Sales Director, at 612-673-4187 or at jeff.hinke@startribune.com by Friday, May 23.

Finally, I would like to recognize Linda Rees for facilitating the survey process at Intermediate School District 287. Linda is truly a champion for your company and the good work you are doing.

Again, please accept my congratulations for this outstanding accomplishment. I hope to see your company representatives on June 12.

Sincerely

A handwritten signature in black ink that reads "Michael J. Klingensmith".

Michael J. Klingensmith
Publisher and CEO
Star Tribune Media Company LLC

cc: Linda Rees

Transporter

Minnesota Association
for Pupil Transportation

IN THIS ISSUE

Page 2

President's Message

Page 3

2014 Transportation
Administrator of Year

Page 4

Taking Transportation
Into the Tech Age

Page 5

Stop Arm Mobile Video

Page 6

A Time for Recognition

Page 7

Driver Shortage?

Page 8

Out on the Road

Page 9

Poster Contest Results

Page 10

Train the Trainer

Page 11

View on Outsourcing

Page 12

Challenging Status Quo

Page 14

Post-Trip Inspection

Quality Employees Require Quality Training

MAPT to offer Train the Trainer in July

Training is essential to the achievements of a district. Perhaps the most positive benefit comes by way of better employees. A district develops the potential of an employee, and part of the way a district encourages improvement through training. Often, good training is just as important as a good benefits package for an employee.

For districts, training allows them to locate a wider range of people with the kind of outlook that matches the district mission statement. The right kind of perspective is a hard thing to cultivate, whereas workplace specific proficiencies are easier to nurture.

The other advantage districts should remember about training is it offers them an important retention rate. Employees are more loyal to districts that value their growth and want to cultivate it, and thusly provide a better performance and decrease the rollover rate at any district, no matter how large or small. If an employee thinks a district values him or her, the sentiment will go into whatever the employee is doing - driving a school bus, training new drivers, dealing with customers, etc.

However, the kind of training an employee receives is very important. Allowing an employee to simply pass through a sort of substandard "101" training course does not ensure improvement. Cheap training will result in cheap work.

MAPT Presents...

Train The Trainer

July 7-11, 2014

Register online at
maptrainthetrainer.com

Quality employees require quality training programs. Excellent training programs emphasize a correlation between personal development and official evaluation. Allowing an employee to discern that success means evolving their expertise with industry-specific training.

Train The Trainer is not only about improving skills related to their specific field, such as government regulations, MDE updates, safety training, conducting proper inspections, setting up proper alcohol and drug testing; but, it's also improving skills related to their interpersonal communications.

The short-term expense of a training program ensures you retain qualified and productive workers who will help your district succeed.

That's an investment you can take to the bank.



Record Number Participate in Bus Safety Poster Contest

A record setting 173 entries were received in the 2014 Minnesota School Bus Safety Poster Contest, sponsored by the Minnesota Association for Pupil Transportation and the Minnesota School Bus Operators Association. “Be Smart. Be Seen. I Wait In A Safe Place” was this year’s theme and was met by much enthusiasm by young artists throughout the State of Minnesota.

Congratulations to our National Division Winners: Naomi Tu, 3-8 grade, Anoka-Hennepin Schools (above); Akshu Rai, 2-4 grade, Fridley Public Schools (top right); Cody Crawford, Special Needs, Intermediate District #287 (middle); and Laura Ickes, Kindergarten, Rockford Area Schools (lower right).

Thanks to Districts who participated, including Annandale Public Schools, Anoka-Hennepin School District, Bloomington Public Schools, Brainerd School District, Edgerton Public Schools, Fridley Public Schools, Hutchinson Public Schools, Intermediate District #287, Menahga Public Schools, Moorhead Public Schools, Minneapolis Public Schools, Osseo Area Schools, Randolph Public Schools, Rockford Area Schools, South Washington Public Schools, St Francis Public Schools, St Paul Public Schools and Winona Public Schools.





Sun Transition, Intersect, PHASE Graduation

June 2, 2014 12:00 p.m.

Welcome	Paul Eastwold, Principal South Education Center
Presentation of Graduates	Therese Feldmeier, Program Facilitator South Education Center
Video	Students in Action
Closing Remarks	Paul Eastwold, Principal South Education Center

Congratulations 2014 Graduates

Adam Beard, Edina
Samuel Cashin, Edina
Samuel Creps, Minnetonka
Derrick Dalager, Richfield
Avi Goldsteen, Hopkins
Sebastian Lux, Edina
Adrian Morris, Hopkins
Daniel Petros, Richfield / Minneapolis
David Stoering, Eden Prairie / Minnetonka
Francis Terhorst, Eden Prairie
Tessa Wells, Eden Prairie

A reception will be held in the cafeteria on the first floor.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.



Hennepin Technical College™



Hennepin Gateway to College

June 3rd, 11:00-12:00

Welcome and Introduction of
Guests

Anne Runck, Program Director
Hennepin Gateway to College

Dara Hagen, Dean of Student Success Services
Hennepin Technical College

Video

Gateway to College Highlights 2013-2014

Introduction of Guest Speaker

Anne Runck, Program Director

Guest speaker

Karen Hynick, Systems Director Of P-20 and College Readiness
MN State Colleges and Universities

Video

Graduate comments and future plans

Presentation of Graduates:

Anne Runck

Nicole Betland, Wayzata High School
Nathan Blee, St. Francis High School
Sam Folley, Osseo High School
Brandy Madison, Armstrong High School
Leif Ryerson, Orono High School
John Shields, Orono High School
Cassandra Thao, Osseo High School
Prince Yeber, Osseo High School

Recessional

A reception will be held in the Gourmet Dining Room.

*Thank you for attending today's event. If you have any questions about our
programs and services, please talk with Anne Runck.*

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Intermediate District 287 is a consortium of 12 west metro school districts offering more than 120 programs and services specially designed to help meet the unique learning needs of students. Programs include gifted education, special education, on-line learning and career and technical education. Member Districts include: Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata and Westonka. Ms. Sandra Lewandowski is our Superintendent and our School Board is made up of 12 members, each representing their member district.



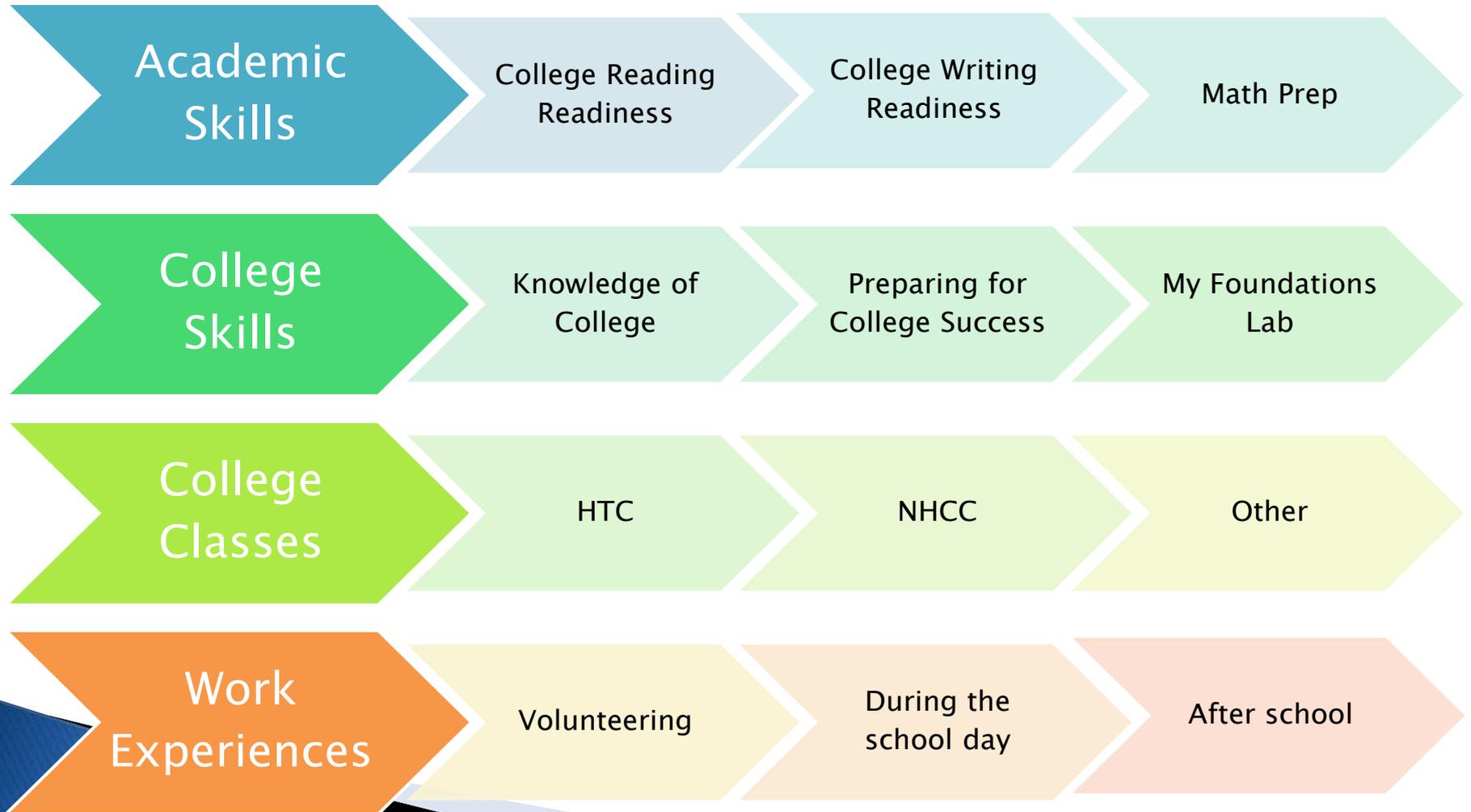
College Reading Readiness

*VECTOR/Invest/Venture
Postsecondary Prep Program*

Postsecondary

- Students without hearing loss enter postsecondary education with a number of gaps in basic reading and math skills. **60%** of all incoming students are referred to at least one developmental educational course (Bailey, 2010).
- **79 %** of Deaf/HH students begin their post-secondary academic careers taking developmental courses (Bochner & Walter, 2005).
- **75%** of students with hearing loss fail to complete a certification or attain a degree (Boutin, 2008)

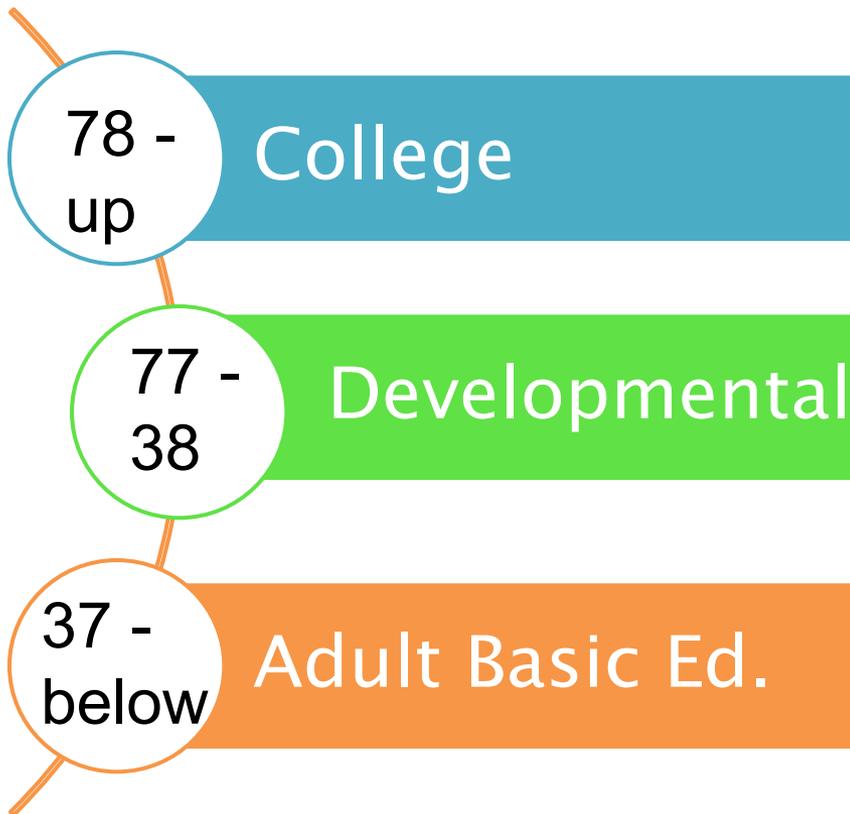
How does VECTOR/Invest/Venture develop college-ready skills?





Hennepin Technical College

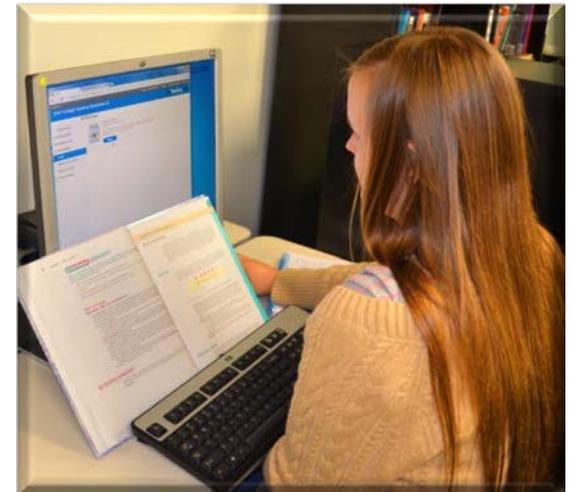
Placement for Success Testing Accuplacer



Reading		Writing		Arithmetic		Elementary Algebra		College Level Math	
Scaled Score		Scaled Score		Scaled Score		Scaled Score		Scaled Score	
130+	Your score indicates your reading skills meet the requirements of all HTC majors.	118+	ENGL2121 Writing and Research or ENGL 2125 Technical Writing or ENGL2133 Intro to Creative Writing AND Reading Test Score of >=78	118+	MATH1000 Prealgebra	118+	MATH1011 Beginning Algebra	118+	Elementary Algebra Test Score of >=76 AND College Level Math Test Score of >=50 Places you into the following courses: MATH2100 Concepts of Math or MATH2150 Intro to Statistics or MATH2200 College Algebra
108									
107									
106									
105									
104									
103									
102									
101									
100									
99									
98									
97									
96									
95									
94									
93									
92									
91									
90									
89									
88									
87									
86									
85									
84									
83									
82									
81									
80									
79									
78									
77									
76									
75									
74									
73									
72									
71									
70									
69									
68									
67									
66									
65									
64									
63									
62									
61									
60									
59									
58									
57									
56									
55									
54									
53									
52									
51									
50									
49									
48									
47									
46									
45									
44									
43									
42									
41									
40									
39									
38									
37									
36									
35									
34									
33									
32									
31									
30									
29									
28									
27									
26									
25									
24									
23									
22									
21									
20									
19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
0.20									

College Reading Readiness

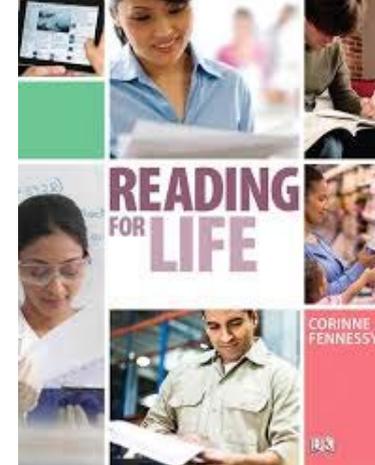
- ▶ Leng
- ▶ Shayne
- ▶ Fadumo



When the Clock is Ticking: Designing a College Reading Readiness Course

- ✓ *Substantial Instructional Minutes*
- ✓ *Authentic Academic Reading Material*
- ✓ *Various Instructional Groupings*
- ✓ *Instruction on Vocabulary and Background Knowledge*
- ✓ *Modeling of College Expectations*

**Alone, each component was effective;
together, they were powerful.**



[Course Home](#) / 900 Level

[Legend](#)



1 Take the Initial Lexile Locator Test

Review

2 Select a reading to study

3 Complete the reading's activities

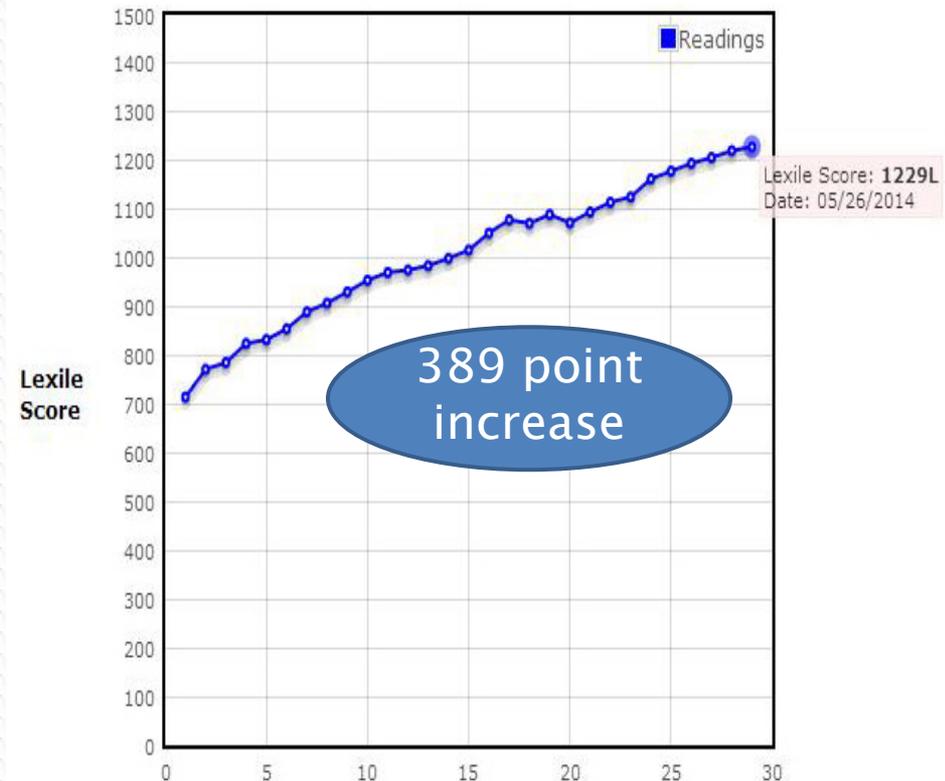
Initial Lexile Measure: 1325L Current Lexile Measure: 992L [View Progress](#)

Reading List	Subject	Activities	Attempts	Current Score	Review
Reasons for Crime	Government	Diagnostic: Sharks	0 of 1		
Sharks	Nature	Exercise: Sharks	0 of 1		
I am the Greatest	Sports				
Presidential Powers	Government				
Poisonous Plants	Nature				
Your Personal Brand	Business				
The Political Party System	Government				
Nature's Destructive Forces	Nature				
Famous Abolitionists	U.S. History				
The Truth About Our Vision	Physical Science				

Individual Student Data

- ▶ Initial Lexile: 715L
- ▶ 1st Quarter: 890L
- ▶ 2nd Quarter: 1017L
- ▶ 3rd Quarter: 1095L
- ▶ 4th Quarter: 1229L

- ▶ Accuplacer Reading Test (April 2014): 44 DEV



Lexile Reading Growth

Yearly Progress

COLLEGE READING READINESS 2012-2013

Student Name	Accuplacer Reading (Previous)	Accuplacer Reading (Spring 2013)	My Reading Lab Initial Lexile Test	My Reading Lab Lexile Score End of 1st Quarter	My Reading Lab Lexile Score End of 2nd Quarter	My Reading Lab Lexile Score End of 3rd Quarter	My Reading Lab Lexile Score End of 4th Quarter	Initial Reading Grade Level (Based on Lexile)	Final Reading Grade Level (Based on Lexile)
Student 1	29 ABE	65 DEV	715L	620L	812L	954L	1028L	3.5	7.8
Student 2	40 DEV	36 ABE	580L	644L	742L	858L	967L	3.2	6.8
Student 3	35/33 ABE	38 DEV	615L	584L	756L	957L	994L	3.2	7.2
Student 4	51 DEV	72 DEV	785L	947L	1053L	1138L	1159L	4.7	10
Student 5	31 ABE *	29 ABE	505L	545L	669L	809L	878L	2.7	5.9
Student 6	29 ABE	56 DEV	820L	865L	985L	1015L	1098L	5.2	8.9
Student 7	36 ABE	40 DEV	650L	694L	831L	1034L	1121L	3.7	9.5
Student 8	27 ABE	32 ABE	650L	765L	833L	943L	1051L	3.7	8.2
Student 9	32 ABE	41 DEV	650L	691L	785L	959L	1095L	3.7	8.8

* Testing site used ASL interpreter to explain vocabulary during the test. Invalid results.

ABE = Adult Basic Education Level

DEV = Developmental Reading Level (0900 Coursework)

Year 2 Results – 2013–2014

11 Hearing Students

- ▶ 8 students tested with Accuplacer in spring
- ▶ 3 students tested into “College-Ready”
- ▶ 4 students tested into “Developmental Level”
- ▶ Initial Lexile range: 569L–1100L
- ▶ Final Lexile range: 722L – 1611L

10 D/HH Students

- ▶ 6 students tested with Accuplacer in spring
- ▶ 4 students tested into “Developmental Level”
- ▶ 2 other students increased by 4–6 points
- ▶ Initial Lexile range: 545L –715L
- ▶ Final Lexile range: 771L – 1221L

A pathway to college was opened.

- ▶ We had hoped that the College Reading Readiness course would result in reading gains.
- ▶ We saw our students become active learners, forge ahead multiple grade levels in reading, and gain college-ready skills.

- ▶ Leng
- ▶ Shayne
- ▶ Fadumo

We hoped for reading gains; what we achieved was so much more.

CLOSING THE ACHIEVEMENT GAP IN READING AND MATH

An Intermediate District School Board
Presentation

June 12th, 2014

Topics

- READ 180 and System 44
 - 2013-2014 Year in Review
 - Closing the Achievement Gap – Reading Growth
 - Student and Staff Quotes
 - Continuous Plan to Close the Gap
- NEW! Math 180
 - Rationale for Implementation
 - Closing the Achievement Gap – Math Growth
 - Student and Staff Quotes
 - Math 180 in Action
- Continuous Plan to Close the Gap

READ 180 and System 44 Year in Review

- 45 READ 180 and System 44 classroom variations
 - 28 READ 180 classrooms
 - 3 System 44 classrooms
 - 11 Mixed READ 180/System 44 classrooms
 - 4 ELA Integrated classrooms (3 English Language Arts and READ 180 and 1 ELA/READ 180/System 44)

Closing the Achievement Gap Reading Growth – READ 180



PROGRESS
MONITORING

Proficiency Growth Report

DISTRICT: INTERMEDIATE DISTRICT #287



Time Period: 09/03/13 – 06/06/14

Total SRI Students: 246

Intermediate District #287 (246 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
EXCEEDS STANDARDS	5	2%	8	3%
MEETS STANDARDS	11	4%	25	10%
PARTIALLY MEETS STANDARDS	26	11%	33	13%
DOES NOT MEET STANDARDS	204	83%	180	73%

Closing the Achievement Gap

Reading Growth – READ 180



Growth Summary Report

DISTRICT: INTERMEDIATE DISTRICT #287



Time Period: 09/03/13 – 06/06/14

<p>Total Schools: 5 Total SRI Students: 246 Average Lexile Growth: 114</p>

Intermediate District #287 (246 total students)

SCHOOL	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN LEXILE
Edgewood Education Center	365	538	173
North Education Center	572	704	132
NorthWest Tech Center	714	780	66
South Education Center	750	849	99
West Education Center	659	718	59

Closing the Achievement Gap

Reading Growth – System 44



PROGRESS
MONITORING

District/School Growth Report

DISTRICT: INTERMEDIATE DISTRICT #287



Time Period: 09/03/13 – 06/06/14

Total Schools: 5
Total Students Tested: 37

Intermediate District #287 (37 total students)

SPI DECODING STATUS	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advancing Decoder	3	10%	3	10%
Developing Decoder	9	31%	12	41%
Pre- or Beginning Decoder	17	59%	14	48%

Staff Quote

“We started a READ 180 class and a System 44 class in our Transition program for the first time with a very positive impact. Staff and students are wishing we would have started it sooner!”

Staff Quote

“A student in System 44 with a somewhat negative self-image about himself as a reader, positively beamed when he learned that his Measures of Academic Progress (MAP) Reading score had increased 28 points between fall and spring.”

Student Quotes

Quotes from two READ 180 students who passed the GRAD Reading test after learning reading strategies in READ 180:

“READ 180 helped me by improving my reading skills and helped me to understand and comprehend. It also helped with the way I look back over tests and the questions.”

“READ 180 helped me a lot. It showed me different ways to look over my reading and helped me remember ideas. It also helped me with my spelling.”

Staff Quotes

“One student whose speech has been difficult to understand now has more intelligible speech.” Many staff have commented on how much his speech has improved since starting System 44.”

Staff Quotes

“Our students’ reading has improved and that reading improvement has also transferred into their other classes.”

Student Quotes

“I don’t read, I’ve never read a book,
I’m not going to read!”

Arequise, READ 180 student

Fall Lexile – 400

Spring Lexile – 709

Total growth – 309 Lexiles (two year’s growth)

Arequise now reads in front of the class.

Continuous Plan to Close the Reading Achievement Gap in ISD 287

- Expand the ELA and READ 180 Integrated Course offerings
- Fine-tune our identification of System 44 level students within READ 180 to provide targeted services
- Continue offering professional development to support staff in implementing the programs with fidelity
- Collect data on longitudinal studies to monitor trends in instruction and progress over time to help guide our instruction

NEW! Math 180

- Rationale for purchasing Math 180
 - Teachers requested an intervention program similar to Read 180
 - Reinforces concepts that were emphasized in our Algebra Academy
 - Based on preparation for algebra
 - Emphasis on a growth mindset (Carol Dweck)

NEW! Math 180

- Our first year implementing Math 180
 - Edgewood Education Center
 - Explore Middle School
 - West Education Center
 - West High School

Closing the Achievement GAP

Math Growth – Math 180



PROGRESS
MONITORING

Growth Summary Report

DISTRICT: INTERMEDIATE DISTRICT #287



Time Period: 09/03/13 – 06/06/14

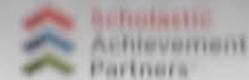
Total Schools: 2
Total SMI Students: 9
Average Quantile® Growth: 308

Intermediate District #287 (9 total students)

SCHOOL	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®
Edgewood Education Center	359	678	319 
West Education Center	231	516	285 

Closing the Achievement GAP

Math Growth – Math 180



MATH 180 Student SMI Scores Quantile Growth on SMI by School

After removal of students with 100+ Quantile declines

School/Math 180 Class	Gains Records Sans Records w/ Declines of 100+ Quantiles	Mean Fall SMI Quantile Measure	Mean Current SMI Quantile Measure	Mean Change in Quantile	Mean Expected Quantile Growth in a Year	Approx Years of Growth	% of Students Who Met Expected Growth	Current Gap to Proficiency	% of Content Completed
West Education Center	3	232	517	285	100	2.9	100%	633	11%
<i>Math 180 JM</i>	3	232	517	285	100	2.9	100%	633	11%
Edgewood Education Center	6	359	678	319	150	2.1	83%	263	20%
<i>Math 180 CD</i>	6	359	678	319	150	2.1	83%	263	20%
MATH 180 Total	9	317	624	308	133	2.3	89%	387	17%

- **89%** of students are making growth in excess of that observed in national SMI screening samples
- Students have made an average of **2.3** years growth by end of year

Staff Quote

“ I have found this program to be quite successful. The students that attend regularly and have spent the most time on the computer have appeared to make the most growth, one increasing her Quantile score by 300 points, increasing from a 225 level to a 525 level in just a half a year.”

Student Quotes

“It makes math easier.”

“I like the computer and that I get to work at my own pace.”

“I like the examples in the book because it makes it easier for me to figure out what to do.”

Student Quotes

“I was in MATH 180 in Mr. McNally’s class and then after being transferred to another program in the school, I asked him to put MATH 180 in my new program because I needed to know how to do the Distributive Property.”

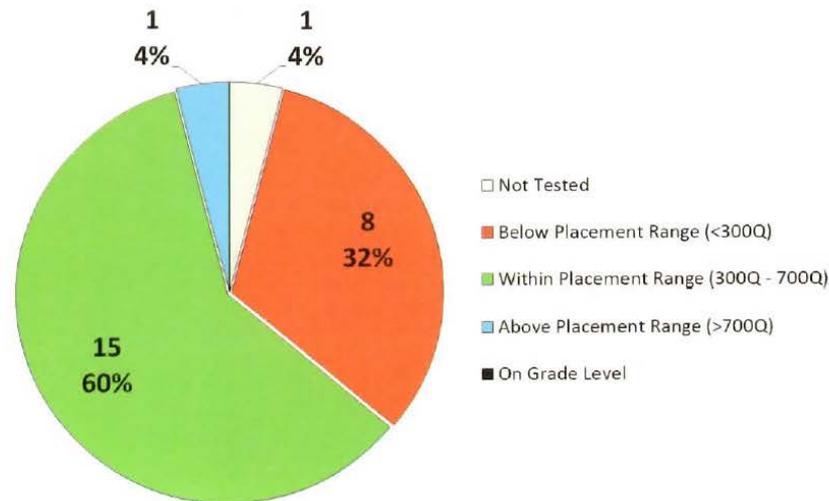
Math 180 in Action

- Math 180 in Action – West High Math Class Students and Teacher, John McNally

Continuous Plan to Close the Math Achievement Gap in ISD 287



SMI Quantile Measures & MATH 180 Student Placement



Scholastic recommends that students with fall Quantile measures of 300Q to 700Q should be placed in *MATH 180* for intervention:

- Students with Quantiles below 300Q may lack sufficient skills to master *MATH 180* content
- Students with Quantiles above 700Q may have already mastered significant portions of *MATH 180* content

Continuous Plan to Close the Math Achievement Gap in ISD 287

- Add new student populations
 - Safe /Strive at WEC
 - SECA
 - CIP South
 - Invest/Venture NWTC

Questions/Comments

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 12, 2014

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: Hennepin County Board of Commissioners

PRESENTED BY: Michael Cowles, Director of Facilities

1. Background Information

Intermediate District 287 desires to reduce waste and toxicity generated by its school lunch program into the environment and community.

A program to educate the students attending Intermediate District 287 about the value and importance of caring for the environment and contributing in a positive ways to the community around them.

The Board of Intermediate District 287 approves Hennepin County Waste Incentive Funds Agreement, in the amount of \$11,438.00.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The approval of the Resolution Hennepin County Recycling Grant as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

**Resolution to Approve Hennepin County
Waste Abatement Incentive Fund
Agreement and Verification of
Signatory's Authority to Enter Agreement**

Member _____ introduced the following Resolution and moved its adoption:

Resolution to Approve Hennepin County Waste Abatement Incentive Fund

WHEREAS, Intermediate District 287 desires to reduce waste and toxicity generated by its school lunch program into the environment and community; and

WHEREAS, a program to educate the students attending Intermediate District 287 about the value and importance of caring for the environment and contributing in a positive ways to the community around them; and

WHEREAS, accepting incentive funds from Hennepin County will cover a majority of the start-up costs, including equipment and supplies of the waste abatement program.

NOW THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. The Board of Intermediate District 287 approves Hennepin County Waste Incentive Funds Agreement Contract Number A140759, in the amount of \$11,438.00.
2. Superintendent Sandra Lewandowski is solely authorized to enter into this incentive fund agreement on behalf of Intermediate District 287.

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

and the following voted against the motion:

Whereupon the Resolution was declared duly passed and adopted.

Board Clerk Signature

June 12, 2014

Date

Board Chair Signature

June 12, 2014

Date

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 12, 2014

AGENDA SECTION: BOARD BUSINESS

ITEM: Drug and Alcohol Testing for Prospective Employees Policy

PRESENTED BY: Anne Becker, General Counsel/Human Resource Director

1. Background Information

Drug and Alcohol Testing for Prospective Employees is presented for a second read and approval. A motion is necessary to approve this policy as presented.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Drug and Alcohol Testing for Prospective Employees Policy as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Date: June 12, 2014

To: Board Members

From: Jaynie Leung, District 287 Attorney

Re: Proposed Drug Testing of Applicants for Employment Policy

This Memorandum and Draft Policy responds to the Board's questions from the Second Read of this Policy on May 22, 2014, regarding the use of the word "may." The word "may" carries several different meanings.

The word "may" was used most commonly in the previous Draft Policy to mean "to have permission to" or "to be free to," as in, the Board permits the District to request or require testing. In other cases, it meant "possibility" or "probability," or "to have a choice." All the "may"s were highlighted and careful consideration was given to each continued usage.

Where the word "may" could be replaced without changing the meaning, intent or practical effect of the policy, the words "will" or "shall" have been substituted. The word "may" remains unchanged in the last sentence of the General Statement of Policy. The purpose is to provide discretion for withdrawing a job offer if appropriate in the circumstances. For example, if marijuana were the sole reason for a positive test, and the applicant provided proof of its prescriptive use, then withdrawal of an offer "may" not occur. The attached Draft Policy highlights the five remaining "may"s, with an explanation of the meaning, and where "will" or "shall" were substituted.

Non-substantive changes were made to the naming of the policy and to the definitions.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

SECOND READ

POLICY SERIES: Employee Rights and Responsibilities
SUBJECT: Drug and Alcohol Testing for Prospective Employees
BOARD APPROVED:
REVISION DATE:

ERR _____ Drug and Alcohol Testing for Prospective Employees

I. PURPOSE

- A. The Board recognizes the significant problems that can be created by illegal drug use in society in general, and the public schools in particular. The Board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow. The Board also appreciates the role that adults in schools play as role models for students and is committed to ensuring that District employees are conducting themselves in a manner that is in keeping with this important responsibility.
- B. The Board believes that current illegal drug dependence may impair an employee's judgment and present a grave threat to the physical and mental well-being of students and employees. The Board further believes that a work environment free of illegal drug use will be not only safer, healthier, and more productive but also more conducive to effective learning. Therefore, the purpose of this policy is to provide authority to the District to request or require job applicants to submit to drug testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. Prospective employees **will** submit to drug testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- B. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed for the person who is using or possessing them is prohibited on District property (which includes District vehicles), while operating District vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed for the user is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off District property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on District property.
- C. The District may withdraw a job offer made to any prospective employee pursuant to the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.

III. DRUG TESTING FOR PROSPECTIVE EMPLOYEES

A. Circumstances Under Which Drug Testing Will Be Requested or Required:

1. General Limitations

- a. The District will request or require that a prospective employee undergo drug testing conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. §181.953, Subd. 1.
- b. The District will not request or require a prospective employee to undergo drug testing on an arbitrary or capricious basis.

2. Prospective Employee Testing

The District shall not withdraw an offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the District shall notify the prospective employee of the reason for its action.

B. No Legal Duty to Test

The District does not have a legal duty to request or require any prospective employee to undergo drug testing.

C. Definitions

1. “Drug” means a controlled substance as defined in Minnesota Statutes.
2. “Drug testing” and “drug test” mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. § 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs or their metabolites in the sample tested.
3. “Prospective employee” means a person who has received a job offer contingent on the person passing drug testing.
4. “Positive test result” means a finding of the presence of drugs or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. § 181.953, Subd. 1.

D. Right of Prospective Employee to Refuse Drug Testing and Consequences of Such Refusal

1. Right of Prospective Employee to Refuse Drug Testing

Any prospective employee has the right to refuse drug testing subject to the provision contained in Paragraph 2 of this Section.

2. Consequences of a Prospective Employee's Refusal to Undergo Drug Testing

Any prospective employee who refuses to undergo drug testing pursuant to the Prospective Employee Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting or requiring a prospective employee to undergo drug testing, the District shall provide him or her with a Pretest Notice on which to acknowledge that she or he has received or would prefer to access an electronic copy of this policy.

2. Notice of Test Results and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the District shall inform a prospective employee, in writing, of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test. The District shall also inform a prospective employee, in writing, of his or her right to request and receive a copy of the test result report on any drug test from the District.

3. Notice of and Right to Explain Positive Test Result

a. If the District informs a prospective employee of a positive test result on a confirmatory test, at the same time, the District shall provide him or her with written notice of the right to explain the results and to submit additional information.

b. Within three (3) working days after notice of a positive test result on a confirmatory test, a prospective employee may submit information (in addition to any information already submitted) to the District to explain that result.

4. Notice of and Right to Request Confirmatory Retests

a. If the District informs a prospective employee of a positive test result on a confirmatory test, at the same time, the District shall provide him or her with written notice of the right to request a confirmatory retest of the original sample at his or her expense.

b. A prospective employee may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the prospective employee shall notify the District in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the District shall notify the original testing laboratory that the prospective employee has requested the laboratory to conduct the confirmatory retest or to transfer

the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory **shall** ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse action based on the original confirmatory test **will** be taken against the prospective employee.

F. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory **will** only disclose to the District test result data regarding the presence or absence of drugs or their metabolites in a sample tested.

2. Confidentiality Limitations

Test result reports and other information acquired in the drug testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and **shall** not be disclosed by the District to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the prospective employee.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1 and 2, evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract.

4. Privilege

Positive test results from the District drug testing program **shall** not be used as evidence in a criminal action against the prospective employee tested.

IV. POSTING

The District shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug testing policy and that copies of the policy are available for inspection during regular business hours by prospective employees in its human resources department or other suitable locations. Inclusion of this policy on the District's website shall satisfy this posting requirement.

Legal References: Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. Chapter 13 (Minnesota Government Data Practices Act)
Minn. Stat. Chapter 152 (Drugs; Controlled Substances)

Cross Reference: Drug-Free Workplace/Drug-Free Schools Policy

E. JAYNIE LEUNG
Attorney at Law

Date: June 12, 2014

To: Board Members

From: Jaynie Leung, District 287 Attorney

Re: Proposed Bullying Policy

In preparation for revising this policy, I reviewed the following sources of requirements and information: Minnesota Statutes, Intermediate District 287 policies, and a model policy provided by MSBA. I consulted with Intermediate District 287's Social Emotional Learning Coordinators and the Intermediate District 287 Special Education Director's Advisory Committee, which includes a representative from each member district. The District is required to have a policy on bullying that reflects the recently adopted law, which is effective at the beginning of the 2014-2015 school year.

DISTRICT POLICY

FIRST READ

Policy Series: Student Rights and Responsibilities

Subject: Bullying

Board Approved:

Board Reviewed:

SRR 140 Bullying

I. PURPOSE

The District is committed to compliance with the law and strives to maintain a safe and supportive learning environment. In consideration of the District's unique student population, the District will implement the law in a manner that serves students according to their individual needs with the goal of keeping all students in the learning environment. This policy provides a framework for engaging all students and staff in preventing, reporting and responding to acts of bullying with interventions appropriate to the circumstances and each student's needs.

II. GENERAL STATEMENT OF POLICY

The District is committed to providing innovative educational services that meet the unique needs of students. To that end, the Board advocates a proactive approach to any student behavior that may disrupt another student's learning environment. The Board recognizes and supports District staff in their efforts to educate students about the importance of respectful communication and the need to conduct themselves in a manner that does not interfere with the rights and privileges of others.

By adopting this policy, the Board seeks to engage students and staff with the goal of creating and maintaining a positive school climate within a framework of positive behavior interventions and supports.

III. STUDENT AND STAFF RESPONSIBILITIES

A. Students have the responsibility not to bully another student:

1. On District premises, at District functions or activities, or on District-owned or contracted vehicles used for transportation;
2. By use of electronic technology and communications on District premises, during District functions or activities, on District-owned or contracted vehicles used for transportation, or on District computers, networks, forums, and mailing lists; or
3. By use of electronic technology and communications off District premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. District employees, agents, contractors or volunteers who witness prohibited conduct or

possess reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct are responsible for reporting the conduct immediately to an appropriate District official designated by this policy.

IV. DEFINITIONS

The following definitions identify behaviors that are significant deviations from the norm among general education student populations. While these definitions provide valuable considerations, the District's small class sizes and a low student-teacher ratio promote staff awareness of behaviors and prompt interventions. The District's identification of behaviors that are significant deviations from the norm will reflect the advantages of its structure and the different needs among its student population.

For purposes of this policy, the following definitions shall apply:

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - 1. Involves an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
 - 2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in District functions or activities or receive educational benefits, services, or privileges.
- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device.
- C. Intimidating, threatening, abusive, or harming conduct may involve, but is not limited to conduct that:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in Minn. Stat. Chapter 363A. However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or Minn. Stat. chapter 363A.
- D. "Prohibited conduct" means bullying or cyberbullying as defined in this section or retaliation

for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

- E. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

V. REPORTING

- A. Any person who believes that he or she has been the target of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate District official designated by this policy. Anonymous reports are allowed but may not be relied upon solely to determine interventions or remedial responses.
- B. The District encourages the reporter to use the report form available online or from the building administrator, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting bullying directly to the Executive Director of Special Services and Educational Programs or to the Superintendent.
- C. The building principal or program supervisor shall receive reports of prohibited conduct. Any District employee who receives a report of prohibited conduct shall inform the building principal or program supervisor immediately, without screening or investigation. The building principal shall be responsible for ensuring that this policy and its procedures are fairly and fully implemented.
- D. Upon receiving a report, the building principal or program supervisor shall forward the report immediately to the Executive Director of Special Services and Educational Programs. The Executive Director of Special Services and Educational Programs shall investigate or designate an appropriate person to investigate the report within three school days.
- E. Reports of prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building principal, in conjunction with the Executive Director of Special Services and Educational Programs, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

VI. DISTRICT RESPONSES

- A. The District may take immediate steps, at its discretion, to protect the target of the prohibited conduct, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law. Such steps may include taking any of the following actions:
 - 1. Intervening to protect the target of the prohibited conduct;
 - 2. Providing information about available community resources to the students involved, and other affected individuals, as appropriate;
 - 3. Where appropriate for a child with a disability to prevent or respond to prohibited conduct, allowing the child's individualized education program or section 504 plan to address additional skills and proficiencies, if any, the child needs to respond to or not

- engage in prohibited conduct;
4. Allowing the student alleged to have engaged in prohibited conduct to present his/her perspective in an investigation;
 5. Informing affected students and their parents of their rights under state and federal data practices laws to obtain access to data related to the incident and their right to contest the accuracy or completeness of the data.
 6. Notifying the parents or guardians of students involved in a bullying incident and remedial action taken, to the extent permitted by law, based on a confirmed report.
- B. The District shall ensure that any remedial responses are tailored to the particular circumstances and students involved. Remedial responses shall be made with consideration of the following factors:
1. The nature of the conduct;
 2. Students' developmental age and behavioral history;
 3. The levels of harm and surrounding circumstances;
 4. Past incidences or past or continuing patterns of behavior;
 5. The relationship between the parties involved;
 6. The context in which the alleged incidents occurred; and
 7. Any other factors that may influence the effectiveness of a remedial measure or disciplinary action.
- C. Upon completion of the investigation, the District will develop and implement any responses as appropriate. Remedial responses will be developed consistent with the District's system of positive behavior interventions and supports.

VII. TRAINING AND EDUCATION

- A. The District shall develop and apply research-based, developmentally appropriate best practices that include preventive and remedial measures and effective discipline for deterring policy violations.
- B. The District shall discuss this policy with students, school personnel, and volunteers and provide appropriate training for all school personnel to prevent, identify, and respond to prohibited conduct. The District shall establish a training cycle, not to exceed a period of three school years, for school personnel.
- C. The District requires ongoing professional development, consistent with Minn. Stat. section 122A.60, to build the skills of all school personnel who regularly interact with students, to identify, prevent, and appropriately address prohibited conduct.
- D. Professional development includes, but is not limited to, information about developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct; the complex dynamics affecting a bully, a target of, and witnesses to prohibited conduct; research on prohibited conduct, including specific categories of students at risk for prohibited conduct in school; the incidence and nature of cyberbullying; and Internet safety and cyberbullying.

- E. The District will use new employee training materials, the District and school publications containing rules, procedures, and standards of conduct, and the Student Handbook to publicize this policy.

VIII. RETALIATION

- A. The District prohibits reprisals or retaliation against any person who asserts, alleges, or reports prohibited conduct or provides information about such conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment and intentional disparate treatment. Remedial responses, disciplinary or other appropriate action will be taken to address acts of reprisal or retaliation.
- B. The District will develop responses to address retaliatory behavior consistent with its system of positive behavior interventions and supports.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: Student Rights and Responsibilities Goals Policy
Student Conduct and Discipline Policy
Harassment and Violence Policy
Technology Responsible Use and Safety Policy
Student Data Privacy Rights and Access Policy

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 12, 2014

AGENDA SECTION: BOARD BUSINESS

ITEM: 9.2.3 Annual Organizational Memberships

PRESENTED BY: Chair Bremer

1. Background Information

Renewal of institutional memberships and dues in Association of Educational Services Agencies Minnesota Membership (AESAM), Association of Metropolitan School Districts (AMSD), Educational Cooperative Services Unit (ECSU), Minnesota School Board Organization (MSBO), Minnesota Association of School Administrators (MASA), National School Boards Association (NSBA), Technology & Informational Educational Services (TIES), and Twin West Chamber of Commerce.

2. Fiscal Impact/Funding Source: Superintendent/Board Budget

3. RECOMMENDED ACTION: The Board approve the continuation of memberships in various educational programs as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

ANNUAL ORGANIZATIONAL MEMBERSHIPS

It is recommended the Board approval the renewals of institutional memberships and dues in the following organizations (some fees are estimated at this time):

Organization – Fees/Dues	Past Year	2014-2015
AESA - Association of Educational Services Agencies MN Membership	660.00	680.00*
AMSD – Association of Metropolitan School Districts	6,573.00	6,700.00*
ECSU – Educational Cooperative Service Unit	700.00	700.00*
MSBA – Minnesota School Board Organization	8,792.00	9,114.00*
MASA – Minnesota Association of School Administrators	1,266.00	1,266.00
NSBA – National School Boards Association	1,988.00	1,988.00
TIES - Technology & Informational Educational Service	72,828.00	72,828.00*
Twin West Chamber of Commerce	557.00	557.00*

* Estimated amounts as invoice for FY14 have not yet been received.

June 2014
vol 11 ♦ no 9

June 10, 2014

Executive Committee Meeting/Strategic Planning Retreat

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

July 11, 2014

Executive Committee Meeting/Strategic Planning Retreat

7:30 a.m. 4th Floor Board Room TIES Building St. Paul

August 8, 2014

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

Grand Hall, TIES Conference Center, St. Paul

Save the Date!

AMSD Policy Conference

November 13, 2014

Details forthcoming!

AMSD's Mission

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



Association of
Metropolitan School Districts

Enduring Through the Last Mile

Edina Public Schools ensures college readiness support extends beyond the graduation ceremony

When Jeff Lu (pictured back, second from right) moved to Edina from China four years ago, he barely knew English let alone what the roadmap to college readiness should look like. Lu's only brother had never attended college and opted out of moving to America, so that left him with his uncle and mother to turn to in Minnesota. The future seemed hazy, but things changed once Lu entered Edina Public Schools (EPS).

Under the guidance of Edina High School (EHS) English Learner (EL) teacher Natalia Kissock, Lu's English improved. He began to dream about what he could be and do in life, but as he began his senior year in 2013, he still wasn't sure what it would take to get there. That's when EHS student support volunteer Becky Briggs invited Lu to join the newly created Last Mile program aimed toward preparing and guiding students to college success.

"My life has been forever changed by Becky and the entire Last Mile team," Lu says. "I don't feel alone in this process anymore because I have a mentor to guide me through unknown experiences, which I now realize is very beneficial."



Continued on page 2

From the Chair

At the last AMSD Board of Directors meeting, staff from the MN Department of Education provided a comprehensive review of the education legislation adopted during the 2014 session. We were pleased to learn that positive action was taken on many of AMSD's session priorities including: a modest increase in the basic formula; expanding eligibility for English Learner services; new investments in School Readiness; ECFE and early learning scholarships; a streamlined application and funding process for the scholarship program; an increase in the building lease levy and the Safe Schools levy for the intermediate school districts; and a pathway to licensure for non-native English speaking teachers teaching in their native language in an immersion or world language program. While some new mandates were adopted during the session, we are pleased that we were able to work with legislators to modify the original proposals to make them less burdensome and better allow for local control. You can access the MDE Power Point presentation at: <http://www.amsd.org/resources/amsd-presentations>

I found it very informative that FY 2015 will mark the first time that state education aid will surpass the level of aid provided in FY 2003 on an inflation adjusted basis. That certainly explains why school districts have faced so many financial challenges over the past dozen years and why we aren't out of the woods yet.

I would like to offer my thanks to all of the AMSD board members, staff, parents and concerned citizens who took time to advocate for our schools and our students during the recently completed 2014 legislative session. Your time and effort made a difference. I also encourage you to thank state policymakers for their work over the past two years for our schools and our students. Much was accomplished, but much work remains.

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

Edina's Last Mile Program Guiding Students to College Success

Continued from page 1

Though more than 90 percent of EHS graduates indicate they plan to attend college, it is often difficult tracking whether or not a student actually made it there.

Whether due to a lack of resources, motivation, mentors or ample guidance and information, some students never show up for college welcome week—even if after they've been accepted. Lu says that if it weren't for the Last Mile, that could have been him, too.

"I have been trying to get a part-time job for the last two years with no luck, but Becky and the Last Mile volunteers have changed that. Not only do I have a summer job to support myself and save money before going to college, but I have also received two local scholarships that are a big financial help. Having this kind of support helps me relax."

As NPR social sciences correspondent Shankar Vendatam reported in a July 16, 2013, Morning Edition radio segment, college-hindering factors contribute to a summer "melting effect" that keeps one in five first-generation or low-income high school graduates from making it to college. Vendatam explains this summer melt phenomenon occurs during the "last mile," the period between high school graduation and the first day of college.

Inspired by Vendatam's findings and looking to ensure all of its students intending to go to college have the support and resources to do so, EPS administrators began brainstorming ways to track and mitigate the summer melt in Edina. After months of planning, administrators presented a funding proposal of "The Last Mile" program to the Edina Challenge, an initiative of the Edina Community Foundation focused on mitigating the negative effects of poverty and socio-economic factors in the community.

"We received a lot of positive encouragement from the Edina Challenge committee to move forward," says EPS Director of Human Resources and Operations Gwen Jackson, one of the key leaders in the development phase of The Last Mile project. "We will continue to look for additional support so that we can involve more students in the future, but for this first year, we are excited to have 26 students involved in the program."

Lu's classmate and fellow Last Mile participant, Brandon Friedrichs (pictured back, far right in photo on page 1), says that the Last Mile has not only better prepared him for the college experience, but helped boost his confidence as well.

"College can be pretty intimidating," Friedrichs says. "In addition to helping me fill out the FAFSA and understand student loans, Becky and all of the Last Mile mentors take a personal interest in everyone and go out of their way to help us...it has really made a difference in our lives. This kind of personalized support should be available to everyone."



Because of the Last Mile's influence, Lu plans to study Hydrology at the University of Wisconsin-Stevens Point, and Friedrichs plans to pursue either a psychology-related or social work major at Mankato State University.

The 26 students participating in the initial Last Mile pilot program were selected by a team of EHS counselors and staff who looked at student need and their access to transition resources. They have been meeting monthly since February, and will continue to connect electronically through the students' first semester at college. Whether it is connecting students with adult counselors and mentors, scheduling campus visits, receiving help registering for classes, or just discussing their goals and aspirations, the students are finding the support they need to make the transition from high school to college. Last Mile participants also receive help in accessing financial resources, including financial aid and scholarships, as well as more tangible needs, such as preparing for the actual move to college, including transportation and housing accommodations.

Jackson noted that in addition to transition resources for college, the students are also learning important life lessons about networking and how to set a budget and create financial plans that will assist them both in and out of academia.

"Edina Public Schools is committed to supporting our students in a new and exciting way that bridges the gap for our students in need," Jackson says. "The Last Mile program provides personalized support that will see our students through while helping them stay accountable to their goals and plans."

This month's member spotlight was written by Susan Brott, Director of Communications and Community Engagement, and Lauren Hardy, Communications Specialist, Edina Public Schools.

New Assessment System Tied to College and Career Readiness

In recent years, working groups and task forces related to education have served as the force behind significant education finance and policy reform at the legislature. In 2012, the Commissioner’s Assessment and Accountability Working Group reviewed Minnesota’s assessment system and recommendations from the group were adopted during the 2013 legislative session. The 2013 changes removed existing requirements that students pass a high stakes test to demonstrate proficiency on state reading, math and writing tests in order to graduate from high school. New requirements were adopted requiring students in grade 8 in 2012-2013 and later to 1) take college entrance exam 2) take achievement and career and college tests in math, reading and writing in grades 8 and 10 3) engage in activities and assessments for developing career interests.

Last month, Assistant MDE Commissioner Kevin McHenry spoke to the AMSD Board of Directors and provided an overview of Minnesota’s assessment program and shared the draft testing schedule. In the tables below we have summarized the information from the Department’s presentation and organized it according to grades, legislative requirements and school year. In Table 1, grades 3-7 are outlined. It is worth noting that all MCA assessments will be online starting in the spring of 2015. (Paper will only be allowed for accommodations.) Furthermore, during the 2015-2016 school year, the grade 3-7 math and reading tests will be adaptive -- the tests will adapt to responses and will include items out of grade level based on replies. Tables 2, 3 and 4 outline legislative requirements for grades 8, 10 and 11 and also include the plans in place for 2014. The Department has released a draft 2014-2015 testing schedule, with the MCA Reading, Math and Science beginning on March 9, 2015 and closing on May 8, for Reading and Math, and May 15 for Science. The draft schedule, updated by MDE on May 8, 2014 is available on the AMSD web page at: <http://www.amsd.org/wp-content/uploads/2012/04/2014-2015-MDE-Testing-Schedule-DRAFT-2.pdf>

The implementation of the Assessment and Accountability Working Group recommendations reflects the importance of aligning Minnesota’s assessments to post-secondary education and also marks a significant step towards preparing Minnesota’s students for the world’s best workforce.

Table 1: Grades 3-7

	Legislative Requirements	2014-2015 School Year	2015-2016 School Year
Mathematics and Reading	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • Online • Adaptive • Predictive of College Entrance Exam • Includes items out of enrolled grade level based on student’s responses 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • All Grades 3-8 MCA will be administered online (except for accommodations) • Conduct study and analysis to allow reporting for Grades 3-7 assessments to provide predictive information for College Entrance Exam. • Develop test design to include items from other grade levels 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • Online • Adaptive • Predictive of College Entrance Exam • Includes items out of enrolled grade level based on student’s responses
Science	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • For grades 3-7, there is only a grade 5 science assessment 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • For grades 3-7, there is only a grade 5 science assessment 	<ul style="list-style-type: none"> • Aligned to Minnesota Academic Standards • For grades 3-7, there is only a grade 5 science assessment
Impact of Legislation for Grades 3-7	All MCA assessments online only starting in Spring 2015. Paper only an option for students requiring an accommodation.		

Continued on page 4

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.

New Testing Schedule Unveiled

Continued from page 3

Table 2: Grade 8

	Legislative Requirements	Plans for 2014
Mathematics, Reading and Writing	<ul style="list-style-type: none"> Aligned to Minnesota Academic Standards Predictive of College Entrance Exam Career Interest Survey 	<p>Early 2014</p> <ul style="list-style-type: none"> Conduct analysis to determine the Mathematics, Reading, and Writing Career and College Assessment (test design, prediction, etc.) <p>Mid 2014</p> <ul style="list-style-type: none"> Announce detailed plans for 2014-2015 school year based on the findings from analysis -Test schedule -High School tests used for state and federal accountability (required to align and assess Minnesota Academic Standards) Determine the possibility and criteria for administering College Placement Diagnostic Exam in 2014-2015
Science	<ul style="list-style-type: none"> Aligned to Minnesota Academic Standards 	
<p>Career and College Ready Legislation Fall Grade 8 Explore Federal and State Accountability Spring Grade 8 Math MCA</p>		

Table 3: Grade 10

	Legislative Requirements	Plans for 2014
Mathematics, Reading and Writing	<ul style="list-style-type: none"> Aligned to Minnesota Academic Standards Predictive of College Entrance Exam Career Interest Survey 	<p>Early 2014</p> <ul style="list-style-type: none"> Conduct analysis to determine the Mathematics, Reading, and Writing Career and College Assessment (test design, prediction, etc.) <p>Mid 2014</p> <ul style="list-style-type: none"> Announce detailed plans for 2014-2015 school year based on the findings from analysis -Test schedule -High School tests used for state and federal accountability (required to align and assess Minnesota Academic Standards) Determine the possibility and criteria for administering College Placement Diagnostic Exam in 2014-2015
<p>Career and College Ready Legislation Fall Grade 10 Plan Federal and State Accountability Spring Grade 10 Reading MCA</p>		

Table 4: Grade 11

	Legislative Requirements	Plans for 2014
Demonstration	<p>If a student does not demonstrate sufficient mastery/growth/progress on Grade 8 and Grade 10 tests, student will take College Placement Diagnostic Test.</p> <ul style="list-style-type: none"> Must be taken after receiving grade 10 score and prior to the College Entrance Exam Provides information for targeted instruction 	<p>Early 2014</p> <ul style="list-style-type: none"> Conduct analysis to determine the Mathematics, Reading, and Writing Career and College Assessment (test design, prediction, etc.) <p>Mid 2014</p> <ul style="list-style-type: none"> Announce detailed plans for 2014-2015 school year based on the findings from analysis -Test schedule -High School tests used for state and federal accountability (required to align and assess Minnesota Academic Standards) Determine the possibility and criteria for administering College Placement Diagnostic Exam in 2014-2015
Mathematics, Reading and Writing	<ul style="list-style-type: none"> College Entrance Exam 	
<p>Career and College Ready Legislation ACT and Compass (for some students) Federal and State Accountability Spring Grade 11 Math MCA</p>		

School Board Planning Calendar

January 2014 – December 2014

1 st Meeting of the Month	2 nd Meeting of the Month
START TIME 6:30 PM	
JANUARY 9, 2014 <i>Organizational Meeting</i> Election of Board Officers Oath of Office Financial Report November	JANUARY 23, 2014 Financial Report December FY13 Audit Legislative Platform Uber Goal #2
FEBRUARY 13, 2014 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	FEBRUARY 27, 2014 Financial Report January FY15 Budget Assumption FY14 Budget Revision Program Withdrawal Report Report on Uber Goal Staff Reduction ULA Resolution Changes for following Year
MARCH 13, 2014 SEC Playfield Update Teacher Evaluation	MARCH 27, 2014 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>) Strategic Plan Report
APRIL 10, 2014 <i>(Only one Board meeting this month!)</i> Local 284 Parameters - (Closed Session) Superintendent & Board Evaluation Update	
MAY 8, 2014 Financial Report March Morris-Leatherman Survey Results Summary Status Report on Board Policy & Procedure	MAY 22, 2014 Areas of Literacy Focus for 2013-2014 (Sherry/Mary) Financial Report April Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution What The Board Needs To Know About District 287 Purchasing Efforts
JUNE 12, 2014 Read 180 & Math 180 Results Superintendents Evaluation Update	JUNE 26, 2014 2014-2015 Budget Approval Financial Report May Final ULA Resolution for Licensed Staff Presentation <ul style="list-style-type: none"> • Strategic Plan Final (Report & DVD) • Written PLC Report

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

1st Meeting of the Month	2nd Meeting of the Month
AUGUST 21, 2014 Approval of Cash Flow Borrowing Resolution District Operations Financial Report July Superintendent Goals	
SEPTEMBER 11, 2014 Hennepin County Gateway to College Report What Board Members Should Know About Our 2013-2014 Back to School Start-Up	SEPTEMBER 25, 2014 Financial Report August
OCTOBER 9, 2014 Collaborative Curriculum Care & Treatment, Prairie Care w/ Todd Archbold, Chief Development Officer	OCTOBER 23, 2014 Financial Report September What the Board Should Know about Crisis Planning Guidelines for Safety and District Resources
NOVEMBER 13, 2014 <i>(Only one Board meeting this month!)</i> 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	
DECEMBER 11, 2014 <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
June 12, 2014
SCHOOL BOARD CALENDAR

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