

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 September 25, 2014
5. **SHARE THE SUCCESS & RECOGNITION - (05 minutes)** (*Information*)
 - 5.1. Blind Visually Impaired (BVI) UMOGD Sight Preservation Foundation Award
6. **SUPERINTENDENT'S REPORT - (30 minutes)** (*Information*)
 - 6.1. MN Alliance for Youth & A-GRAD Educational Outcomes for County-Involved Youth
 - 6.2. Graduation Rates in Hennepin County Schools
 - 6.3. Data Portability Project
 - 6.4. Technology and Information Education Services (TIES) Membership Update
7. **INSTRUCTIONAL REPORT - (20 minutes)** (*Information*)
 - 7.1. School Improvement Plan
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report - None
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (45 minutes)** (*Information*)
 - 9.1. Policy Review & Revision
 - 9.1.1. Student Rights & Responsibilities Policy Bucket (*Information*)
 - 9.2. Board Reports
 - 9.2.1. Chair Report - None
 - 9.2.2. AMSD Report (Ann Bremer)
 - 9.2.2.1. AMSD Connections Newsletter October 2014
 - 9.2.3. District News
 - 9.2.3.1. School Board Planning Calendar 2014-2015
 - 9.2.3.2. School Board Calendar of Events
 - 9.2.3.3. 2014-2015 Get on the Bus & Local 2209 Board Breakfast
 - 9.3. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
September 25, 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:

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

Absent:

Guests:

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Anne Becker, Michael Cowles,
Mae Hawkins, Tina Houck, Jennifer McIntyre, Elisabeth Rogers, and Wauneen Mgeni
287 Staff Members: Julie Tuorila

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 - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from September 11, 2014, and Routine Human Resource Activities for September 25, 2014. *Motion by Ann Bremer, seconded by Nancy Rowley, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski announced to the Board the September 2014 “Above & Beyond” employee Jonas Sjoberg, Network Engineer at the District Service Center.

6. SUPERINTENDENT’S REPORT

Dr. Colleen Baumtrog, Executive Director of Planning and Improvement, requested assistance from Board to help with the recruitment of Core Planning Team members for the upcoming Strategic Plan.

Colleen presented to the Board a summary memo, “What the Board Needs to Know about the Strategic Plan: 2015-2020”.

Ms. Mae Hawkins, Executive Director of Business Services, presented to the Board a document comparing general fund revenues that local K-12 districts and District 287 receive for their Area Learning Center (ALC) programs. The comparison will be used to show legislators that District 287 is providing services for ALC students with fewer funds than other districts.

Colleen presented to the Board a summary document of District 287 ALC 12th grade and super senior student data including demographics, credit status, and academic achievement levels.

7. INSTRUCTIONAL REPORT

Superintendent Lewandowski introduced Ms. Jennifer McIntyre, Director of Special Education. Jennifer presented to the Board a report on Restrictive Procedures. She explained that prone restraints are not an option to be used with students in any educational setting after August 1, 2015. The District Restrictive Procedures Oversight Committee, in collaboration with the Department of Mental Health and Special Education set February 1, 2015 as the date by which the use of prone restraints will no longer be an option to use with students in 287 programs. The Committee will continue to review and support the use of allowable procedures, document the use of restrictive procedures, provide data to MDE and support the use of and training for PCM and CPI.

Jennifer presented to the Board a summary memo, "What the Board Should Know about On-Site Compliance Monitoring Process with Minnesota Department of Ed (MDE)".

8. BUSINESS SERVICES & LABOR RELATIONS REPORT

Facilities Report - None

Financial Report

Ms. Mae Hawkins, Executive Director of Business Services, presented the monthly financial reports for August 2014. *Motion by Michèle Kunz, seconded by Regina Neville, to approve the August 2014 monthly financial reports as presented. All in favor. Motion carried unanimously.*

Human Resources Report - None

9. BOARD BUSINESS

Bloomington Withdrawal

Ms. Anne Becker, General Counsel and Executive Director of Labor Relations, updated the Board on the Bloomington Hearing.

Ms. Mae Hawkins, Executive Director of Business Services, shared financial information related to the Bloomington withdrawal.

Policy Review & Revision - None

Chair Report

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

AMSD Report - None

Once Around the Table - None

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:34 PM.

The next general meeting will be held on October 9, 2014, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

GRADMINNESOTA: A STATEWIDE INITIATIVE

Preparing Youth for Graduation and Success

GradMinnesota represents a collaborative effort of the multi-partisan GradNation campaign led by America's Promise Alliance, an innovative initiative that aims to end the nation's dropout crisis by the end of this decade. Our vision is that all young people in Minnesota will graduate from high school prepared for success in postsecondary opportunity, work, civic engagement, and life.

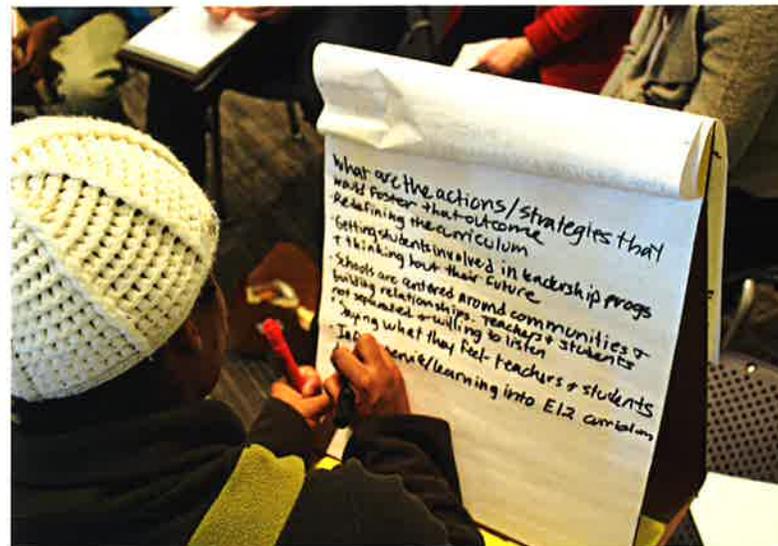
At present, Minnesota's four-year graduation rates are the highest in the last decade, with more than 79.5% of Minnesota high school seniors graduating in 2013, up from 77.6% in 2012. However, the achievement and opportunity gaps between white students and students of color in Minnesota are some of the largest in the nation.

In 2013, white students graduated at a rate of 85%, while black students saw a 57% rate, and American Indian students experienced even lower graduation rates of 49%. Graduating from high school opens the door of opportunity for young people, and research indicates that those who drop out are more likely to suffer negative consequences, including unemployment or living in poverty.

GradMinnesota's Goals:

1. Achieve a 90% graduation rate by 2020.
2. Increase graduation rates and decrease dropout rates for all young people.
3. Decrease the number of high schools that have overall four-year graduation rates of less than 80% to ZERO by 2020.
4. Foster and improve collaboration between schools and communities, embedding Minnesota's graduation goal into any youth-focused program or initiative.

continued ...



"GradMinnesota engages a broad range of stakeholders to develop and implement the most effective, innovative, and comprehensive solutions to ensure that all Minnesota youth graduate from high school equipped with the tools needed to create bright futures."

– Sarah Dixon
President and CEO
Minnesota Alliance With Youth



90%
by year
2020

Blueprint for Action

GradMinnesota calls on schools, communities, and government to play a shared role in increasing high school graduation rates, along with readiness for postsecondary and career opportunities. Partners statewide work to:

- ▶ Recover and re-engage youth for success by implementing and highlighting effective programs that encourage youth who have dropped out of school to re-enter and complete high school.
- ▶ Build a statewide communication campaign to end the dropout crisis, especially for student groups with graduation rates less than 70%.
- ▶ Improve collaboration and coordination between schools, communities, and government.
- ▶ Provide a trained mentor or caring adult for every young person.



In 2013, GradMinnesota partners hosted A Summit of Experts: Generating Solutions to Address Dropout and the Achievement Gap. The summit brought together approximately 300 youth, educators, mentors, AmeriCorps Promise Fellows, elected officials, and youth workers to brainstorm ways to increase youth engagement, improve graduation rates, and ensure postsecondary success. Youth led the charge in the event, shaping plans and strategies for their own futures. GradMinnesota will continue to engage key stakeholders such as youth, schools, community organizations, and families to foster successful graduation efforts and keep youth on track to graduate! By working together, we can unleash the power of collaboration needed to ensure that all Minnesota Youth graduate from high school prepared for successful futures.

For more information, visit: mnyouth.net/work/gradminnesota.



“The recent gains we are seeing are something to celebrate, but we know we still have so much work to do to get more students across the finish line. We must continue investing in our students and schools, pursuing meaningful reforms, and eliminating barriers so that every child graduates from high school well prepared for success in career and college.”

– Dr. Brenda Cassellius
Commissioner
Minnesota Department of Education

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PROMISE PRESS

Fulfilling the Five Promises

- Caring Adults
- Safe Places
- Healthy Start
- Effective Education
- Opportunities to Help Others

SUMMER 2014
Volume 17 Issue 3

Success Through Collaboration: AmeriCorps Promise Fellows and District 287



The Corporation for National and Community Service (CNCS) recently announced \$205 million in grants to put AmeriCorps members on the ground to tackle critical challenges in communities across the U.S. Nationwide, CNCS funding will employ a total of 43,104 new AmeriCorps members, including 210 Minnesota Alliance With Youth Promise Fellows!

District 287's Diploma On! team at the Urban League Parade.

"Promise Fellows provide a powerful solution by serving in school districts and community-based organizations striving to meet the needs of youth," says Sarah Dixon, President and CEO of Minnesota Alliance With Youth. "They make a lasting impact on both their host sites and the youth they serve, setting the groundwork for success in school, work, and life."

(continued on page 2)

Minnesota Alliance With Youth works to ignite the spark in all young people in Minnesota to become actively engaged, develop strong voices, and acquire the skills needed for success in school, work, and life.

Success Through Collaboration **continued**

Promise Fellows work with youth in grades 6–10, increasing the capacity of schools and community-based organizations by connecting youth to caring adults, leading service-learning and civic engagement activities, and providing high quality academic support. Across the state, Promise Fellows create real change in their communities. Ben Suker is a prime example of an AmeriCorps member working to support youth struggling to graduate. Ben is a Promise Fellow at South Education Center Alternative (SECA), an Intermediate District 287 school in Richfield. District 287 is a consortium of 12 west metro school districts offering more than 120 programs and services designed to meet the unique learning needs of its students. Ben supports the work of District 287 in many ways, including working in partnership with the Diploma On! program. Ben receives referrals for students who have missed 15 consecutive days or more of school and have been dropped from the attendance roster. He connects with students on this list, re-engaging and re-enrolling them in school, and supporting them as they work to become high school graduates.

Ben points to the multitude of learning opportunities presented to him at District 287 as one of the highlights of his service. “District 287 prides itself on finding innovative solutions to problems that are especially prevalent among the student population attending any one of 287’s charter schools,” says Ben. “Being around so many like-minded individuals committed to improving the lives of their students has inspired me and cemented my interest in a career that ultimately allows me to make a positive difference in my community.”

In addition to programs such as Diploma On!, District 287 is debuting its A Better Way project in partnership with Minneapolis Public Schools. A Better Way provides culturally responsive, positive school climate training based on District 287’s successes working

with youth with disabilities and other significant risk factors such as teen pregnancy, poverty, chemical and mental health needs, homelessness, or juvenile justice involvement. The project’s objectives are to improve school leader attitudes, skills, and behavior relative to school culture and disciplinary practices. Rather than focus on what to “do to” disruptive students, A Better Way asks adults to focus on what to “do with and for” them. “If kids don’t know how to read, we teach them. If kids don’t know how to do math, we teach them. If kids don’t know how to behave, we typically punish them,” says Sandy Lewandowski, Superintendent of District 287. A Better Way will enable school leaders to make the adaptive changes needed to increase graduation rates, end the disproportionality of discipline, and establish a positive and proactive culture.

A Better Way is at the cutting edge of the kind of change needed to ensure that all Minnesota youth can graduate high school and be prepared for success in life. AmeriCorps Promise Fellows are another powerful tool that allows communities to help youth realize their full potential. Working hand-in-hand with youth organizations and schools, Promise Fellows build strong and sustainable bridges and supports with and for youth. Ben Suker’s work at District 287 relies on these strong relationships. “Being in a school setting presents challenges nearly every day,” Ben says. “The poise and resilience that staff has demonstrated this year has been phenomenal.”

As the summer winds down and the 2014–15 school year enters the horizon, Minnesota Alliance With Youth will once again inspire, train, and educate the next round of changemakers for Minnesota’s youth. Drawing upon the experiences of individuals like Ben and the expertise of organizations like District 287, the Alliance will equip 210 AmeriCorps Promise Fellows with the skills, energy, and knowledge needed to help all youth in Minnesota to overcome even the most tremendous of obstacles. ■

GRADMINNESOTA MAKES STRIDES TOWARD GRADUATION GOAL

GradMinnesota, an innovative partnership of Minnesota Alliance With Youth, the Office of the Governor, and the Minnesota Department of Education, is making strides toward its vision to have all young people in Minnesota graduate from high school prepared for success in postsecondary opportunity, work, civic engagement, and life.

GradMinnesota recently surveyed key stakeholders to identify top issue areas and develop a structure to drive the work forward. The following areas were identified as having priority and will make up the three GradMinnesota working committees:

- Implementing Early Warning Systems and Multi-Tiered System of Supports for Students, co-chaired by Cammy Lehr, Minnesota Department of Education, and Marnie Thompson, Northfield Public Schools;
- Providing a Trained Mentor or Caring Adult for Every Minnesota Student, co-chaired by Kori Redepenning, Minnesota Alliance With Youth, and Joellen Gonder-Spacek, Mentoring Partnership of Minnesota; and
- Recovering and Re-engaging Youth for Success, co-chaired by Sarah Dixon, Minnesota Alliance With Youth, and Sandra Lewandowski, Intermediate District 287.

Each committee will develop and propose statewide solutions that can be supported by the legislature to impact graduation rates in Minnesota, incorporate strategies to improve collaboration between schools, communities, and government, and create opportunities to educate the public on the importance of increasing graduation rates and decreasing dropout rates.

Overall, GradMinnesota works to:

1. Achieve a 90 percent graduation rate by 2020,
2. Increase graduation rates and decrease dropout rates for all young people,
3. Decrease the number of high schools that have overall four-year graduation rates of less than 80 percent to ZERO by 2020, and
4. Foster and improve collaboration between schools and communities, embedding Minnesota's graduation goal into any youth-focused program or initiative.

Questions about GradMinnesota? Want to be involved? Contact Cammy Lehr at cammy.lehr@state.mn.us or Sarah Dixon at sdixon@mnyouth.net. ■



Statewide Summit: Ignite Youth Voice for Change



Summit emcees and MYC members Calvin Redepenny and Tiaryn Daniels.

On Friday, June 13, over 200 youth and adults from across Minnesota gathered at Hamline University for the Minnesota Alliance With Youth and Minnesota Youth Council's Statewide Summit: Ignite Youth Voice for Change. Supported by a strategic partnership with youthrive and Youthprise, as well as State Farm, the event was a culmination of eight district summits during 2013 and 2014. Ignite Youth Voice for Change brought together youth, community leaders, elected officials, nonprofits, and Minnesota Youth Council members to share youth perspective, mobilize youth voice, celebrate ongoing work, hear from experts, and gain new skills.

Keynote speaker Julia Sewell, a spoken word artist, motivational speaker, and published poet, started the day with a rousing message about the power of youth voice, telling the audience, "You are never too young to be great." With that inspiring message in mind, participants broke out into workshops across campus. Summit attendees had their choice of a wide variety of topics, including using personal experience to change attitudes about drug and alcohol abuse, rules of engaged leadership, service learning and the achievement gap, mentoring relationships, peace building, and artistic expression. Workshops were facilitated by

the Minnesota Youth Council Education Committee, National Youth Leadership Council, Know The Truth, youthrive, and Mentoring Partnership of Minnesota.

Youth gathered back together for a networking lunch introduced by John Gomperts, President and CEO of America's Promise Alliance, the Alliance's national affiliate. Mr. Gomperts shared information about the exciting advances being made nationwide to ensure that all youth graduate from high school on time, prepared for success in work, school, and life. Over sandwiches and cookies, youth then shared with nonprofit leaders and elected officials the challenges, opportunities, and experiences facing their peers both in and out of school, giving adults a first-hand insight into the most pressing youth issues.

At the end of the day, participants gathered again to reflect on the day's conversations and share their final thoughts. As the youth participants streamed out of the conference hall, Frank Wagner, Minnesota Youth Council Manager, said goodbyes with a big smile and an energized voice. "The summit was a unique opportunity for youth to join together to share their experiences and perspectives," Frank comments. "Today was a catalyst for conversation and change in our communities." ■



The Express Yourself! workshop encouraged youth to represent issues through art.

RED WAGON AWARDS HONOR LEADERSHIP, ACHIEVEMENT, AND SERVICE

Minnesota Alliance With Youth and the Office of the Lieutenant Governor, Yvonne Prettner Solon, were pleased to host the 11th annual Red Wagon Awards on June 9 at Como Park Zoo and Conservatory. The Red Wagon Awards recognize and celebrate outstanding youth leadership and civic engagement throughout the state of Minnesota. Recipients are nominated for their civic engagement and service, academic achievement, and exemplary leadership, and awards are given to both individuals and groups of young people who are working to create change in their communities.

Award winners and their friends and families were welcomed to the event by the delightful sounds of a St. Olaf College jazz combo, turning out cool tunes at their post overlooking the pink flamingo exhibit. While they waited for the ceremony to begin, guests enjoyed a macaroni and cheese bar and connected with other youth from across the state.

Lt. Governor Yvonne Prettner Solon congratulated the award winners, sharing her thoughts on hard work and commitment, describing how the dreams of The Beatles and Bill Gates were brought to fruition by their relentless dedication and determination. She commended the award winners on their passion, saying, “You are here today because you are already showing a similar commitment. By working hard and staying focused, you can achieve your goals. And there has never been a more exciting time to dream and achieve.”

Minnesota Alliance With Youth President and CEO Sarah Dixon, along with the Lt. Governor and Alliance Board of Directors Co-chairs Aimee Vue and Julie Plaut, handed each winner a certificate and miniature red wagon, symbolizing the dreams and the promise of young people. This year, ten individual winners and five group winners were

selected by a panel of Minnesota Youth Council members, Minnesota Alliance With Youth Board members, and AmeriCorps Promise Fellows and Supervisors.

Individual award winners come from all over the state of Minnesota:

- Vineetha Adams and Delphin Niyonkuru (Minneapolis)
- Courtney Bunker (Naytahwaush)
- Lapresha Collins-Melton (New Brighton)
- Christian Levings (Proctor)
- Kyle Kennedy, Kevin Nguyen, and Soua Thao (St. Paul)
- Ben Doeden and Desalegn Zemenfes (Worthington)



Lapresha Collins-Melton accepts her Red Wagon Award.

The group award recipients include youth who engage and support youth leadership, civic engagement, and academic success:

- Barnum Area Youth Group (Moose Lake)
- Funky Minds, Interns (Carver)

(continued on page 6)

RED WAGON AWARDS **continued**

- Royalton High School, YES! Team (Royalton)
- Harriet Bishop Elementary Service Club (Savage)
- Northfield Union of Youth, The Key Youth Board (Northfield)



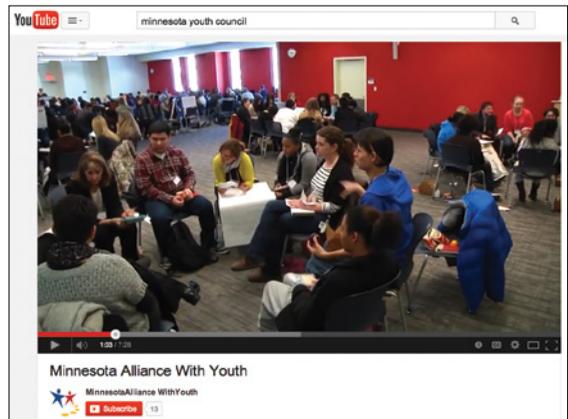
The Royalton YES! Team was recognized for their community service.

Alliance Board Youth Co-chair Aimee Vue and Honorary Board Co-chair Lt. Governor Prettner Solon were awarded Minnesota Alliance With Youth Star Partner awards in recognition of their tremendous dedication to youth development and engagement. Additionally, two youth were recognized with the Ann K. Johnson Award and Scholarship, in memory of former Alliance Board member and champion of youth, Ann Johnson, who passed away in 2013.

As always, the Alliance is thrilled to have the opportunity to honor the tremendous accomplishments of youth in our state. “The Red Wagon Awards is a wonderful opportunity to celebrate the meaningful commitments young people make to volunteer service throughout Minnesota,” says Sarah Dixon. “This year’s award winners have contributed to the well-being of our communities in inspiring ways.” ■

New Minnesota Youth Council Videos!

Have you seen the new Minnesota Youth Council videos? The Alliance teamed up with youthprise and Twin Cities Public Television to make four incredible videos highlighting the work of our statewide youth council. The four videos introduce the structure and mission of the MYC, give an overview of the creation and ongoing work of the Minnesota Youth Council Committee at the state legislature, highlight the first MYC Committee meeting on March 4, 2014, and showcase the statewide youth summits held in 2013 and 2014. Watch all of the videos on the Alliance’s YouTube channel at youtube.com/user/mnyouth! ■



Alliance Recognized With AmeriCorps Innovation Award

To mark the 20th anniversary of AmeriCorps, the organizations America's Service Commissions and Innovations in Civic Participation joined together to highlight 28 AmeriCorps programs from around the nation in their publication, "Transforming Communities Through Service: A Collection of the Most Innovative AmeriCorps State and Volunteer Generation Fund Programs in the United States."

Minnesota Alliance With Youth was honored to be included in this prestigious list of organizations creating change in their communities on pressing issues. The publication recognized the Alliance's work with youth in rural Minnesota, calling special attention to our statewide public/private partnerships and our ability to align our work with community goals and caring adult partners.

"The publication highlights the role of states as laboratories for service and fosters new models for addressing a variety of pressing social issues," says Tom Branen, Executive Director of America's Service Commissions. Programs featured in the publication address a range of issues from early childhood literacy to public safety. "National and community service programs are providing opportunities for citizens to play an active role in addressing community needs," says Susan Stroud, Executive Director of Innovations in Civic Participation. "We hope everyone who reads these profiles will be inspired by the tales of ordinary citizens transforming their communities through service."

The Massachusetts Promise Fellowship, the only other organization in the country that also supports AmeriCorps Promise Fellows, received recognition

for their impact on rural youth as well. Together, the Alliance and Massachusetts Promise Fellowship are leading the way in innovation and collaboration around high school graduation and youth success in our country! "We're thrilled to be recognized with this prestigious award," says Sarah Dixon, President and CEO of Minnesota Alliance With Youth. "The Alliance is constantly working to develop creative and innovative approaches to address some of our most serious challenges in Minnesota." ■



Alliance Calendar

**SEPT
1** Promise Fellows begin
their year of service!

**SEPT
13-15** MYC Orientation &
Swearing-in Ceremony

**SEPT
16-18** Promise Fellow
Institute

**Check out mnyouth.net for the
most recent event updates!**



Since 1997, Minnesota Alliance With Youth has been working with young people, their schools, and their communities to ensure that innovative approaches inspire academic and civic engagement. As the state's leading youth development capacity-builder, convener, and collaborator, the organization catalyzes communities, helping all Minnesota youth graduate from high school on time with plans for ongoing success in school, work, and life. The Alliance serves as a backbone intermediary, impacting individuals and systems, and creating life-changing outcomes.

MISSION

Minnesota Alliance With Youth works to ignite the spark in all young people in Minnesota to become actively engaged, develop strong voices, and acquire skills needed for success in school, work, and life.

VISION

All young people in Minnesota are highly connected to their communities, have hope for a brighter future, and are able to fulfill their dreams.

OUR GOALS

1. Strengthen youth success in school and learning throughout Minnesota.
2. Increase youth engagement in communities across Minnesota.
3. Develop and magnify youth voice across Minnesota.
4. Advance networking, collaboration, and innovation with entities that share our vision.

A-GRAD Educational Outcomes for County-Involved Youth

Final Report

Findings as of June 2014



Hennepin County
Center of Innovation and Excellence

Acknowledgements

Study sponsors

Hennepin County Board of Commissioners
Office of the Hennepin County Administrator
AGRAD Initiative Leadership Team

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Hennepin County Human Services and Public Health Department
Minnesota Department of Education
Minnesota Department of Health
Minnesota Fourth Judicial District

If you have any questions about this report or would like additional information about this study, please contact Vinodh Kutty, *A-GRAD Initiative Interim Coordinator* at 612-348-9498 | email: vinodh.kutty@hennepin.us or visit our website at: <http://www.hennepin.us/your-government/projects-initiatives/a-grad>

June 2014

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Executive Summary

Graduation from high school forms the foundation for a successful future in the United States today. High school graduates have higher earnings than non-graduates, are more likely to maintain employment, and are less likely to need public services and be involved in the criminal justice system.

Studies have shown poorer educational outcomes for youth in government human service and juvenile justice systems. The Hennepin County A-GRAD initiative requested an education-focused study of intensive users of county services. The Cohort Study of County-Involved Youth (CIY) focused on 3,557 youth with especially high levels of involvement in Hennepin County services: youth on supervised probation, youth in foster care for six months or longer and teen parents in the Minnesota Family Investment Program (MFIP).

What we learned

CIY youth were predominantly persons of color (85 percent), with Native Americans and African Americans especially overrepresented.

Many CIY youth lived in relatively disadvantaged communities:

- Nearly one-third were classified as homeless at some point during their school years.
- More than 90 percent qualified for free and reduced school lunch programs and many received special education services.

Most CIY youth were involved in multiple county systems over their lifetimes, cycling in and out of county services:

- Most were eligible for food and cash supports by age 5, typically becoming eligible for supportive services through their families.
- More than half of CIY youth were involved with the child welfare system and more than half experienced an out-of-home placement.

CIY youth had poor educational outcomes:

- Attendance rates dropped significantly in middle school.
- CIY youth changed schools frequently, with half attending nine or more schools during their K-12 enrollment. Frequent school changes disrupt educational continuity, can lead to a loss of credits and impede CIY youths' ability to form attachments to their teachers and peers.
- Among youth reaching 19 years of age by the end of the study, only 31 percent had graduated from high school.

There were considerable differences in the service profiles of youth in each cohort with adequate attendance versus those with low school attendance at any given age:

- Students with low attendance in all three cohorts were more likely to receive supportive services.
- Students with low attendance were more likely to be placed in a residential treatment center, shelter, or other temporary out-of-home placement.

- Foster care youth were involved in child protection and placement at earlier ages. Children with this involvement, especially between ages 5 and 10, had higher rates of school attendance at later ages. However, this is not consistent across all ages among foster care youth, nor does it hold true among teen parents and probation youth.
- CIY youth with low school attendance and those who did not graduate were more likely to be the subject of a Child in Need of Protective Services (CHIPS) petition and often had higher levels of involvement in the juvenile justice system.

What can the county do?

Race matters. Youth of color, particularly African American and Native American youth are disproportionately represented in this study. Review current policies, practices and interventions that may cause disproportionality for CIY youth, ensure that staff receive culturally-specific training and are engaged in addressing issues that can lead to achievement disparities.

Focus on family stabilization, working with families to develop strong parenting skills that support healthy child development and strategies that lead to livable wage jobs, as well as permanent and stable housing. Focusing on family and early childhood supports may lead to reduced episodes of county involvement and better academically-prepared youth.

Support metro-wide initiatives to ensure youth have a system of educational supports. Large shares of CIY youth were not born in the county. Plus, they changed schools often, attended schools across the Twin Cities metro and many experienced homelessness. Working with regional efforts, like Generation Next, in partnership with Hennepin County School Superintendents and County Commissioners, will help young people stay in school, address the region's broader achievement gap and lead to developing alternative pathways to graduation.

Focus on academic interventions for youth ages 11 to 14, when school attendance begins to decline and many CIY youth go off-track academically. Developing county programming with organizations that have knowledge and expertise in social emotional learning and building self-efficacy^{1,2} could support greater success in life and in school for youth involved in county systems.

Design and implement a volunteer mentoring program for CIY youth based in proven practices. Many studies have emphasized the role "caring adults" play in supporting youths' educational success.³ CIY focus group participants discussed the important role caring relationships with adults who were genuinely interested in their success played in inspiring them to persevere and finish high school.

Identify specific academic outcomes for staff to address, such as every child screened and ready for kindergarten by age 5 or every child attends school 95 percent of the time.

Create an expanded educational toolbox of resources designed to support high school graduation. Dedicate staff to assist youth and families, and support county workers, in navigating complex county and school systems. Addressing gaps in child care assistance, providing transportation to school or out-of-school time activities, coordinating academic tutoring, as well as post-secondary planning and job skills and readiness training, could help ease CIY youths' path to graduation.

A-GRAD Educational Outcomes for County-Involved Youth

Introduction

In 2013, the overall graduation rate for high schools in Hennepin County was about 70 percent, with large disparities in high school completion between white youth and youth of color, youth eligible for free and reduced lunch, English Language Learners (ELL) and special education students.

Graduation from high school is key to becoming part of Minnesota's highly skilled workforce and critical to competing successfully in today's economy. The median income in 2012 for a high school graduate living in Hennepin County was \$28,243. The median income for someone without a high school diploma was \$20,085.⁴ Youth who do not graduate from high school are more likely to live in poverty, need public services and pass economic disadvantage on to future generations.

Accelerating Graduation by Reducing Achievement Disparities (A-GRAD) focuses on how the county sets policy, makes investments, engages parents and holds itself accountable for improving educational success and increasing high school graduation rates. To better support the county in meeting its high school graduation goals, A-GRAD commissioned the County-Involved Youth study to examine the educational performance of youth involved in county systems.

The Cohort Study of County-Involved Youth began with two questions:

1. How are youth in county services performing academically?
2. How can Hennepin County, through its involvement with these children and their families, meaningfully influence CIY youths' educational trajectory and outcomes?

This report highlights educational findings from the study of county-involved youth. Future reports will feature additional findings from the study.

Method

This retrospective longitudinal study focuses on three groups of youth with high levels of involvement in Hennepin County services. CIY cohorts were defined as those aged 21 or younger in Hennepin County services on December 1, 2008, who were on supervised juvenile probation, in foster care for six months or longer or a teen parent in the Minnesota Family Investment Program (MFIP).

This date was chosen because it provided a long enough follow-up period to obtain sufficient high school graduation data and to align with several Hennepin County data system updates and migrations, thus minimizing the amount of missing data. This date is often referred to as the date of the data pull in this report.

The total cohort included 3,557 youth, of which 1,410 were in supervised probation, 1,384 were MFIP teen parents and 805 were foster care youth. A few youth (42) appeared in multiple cohorts on the date of the data extract.

Data was obtained from more than 10 different state and county information systems. All available State of Minnesota education, financial support services, state court history and Hennepin County service data was obtained for each CIY youth through October 31, 2012, to provide a comprehensive picture of service patterns and educational outcomes from birth through young adulthood. References to the end of the study in this report correspond to October 31, 2012.

The identified service patterns were overlaid with the education history for each cohort youth to provide a snapshot of the interactions between service and education experiences. In addition, staff conducted literature reviews, examined birth and childcare assistance records and conducted focus groups with each of the three sub-cohorts.

The cohort study of county-involved youth consists of several million points of data. However, the study does not include all youth involved in county services, only those previously noted.

CIY youth: Similar, disadvantaged backgrounds

CIY youth made up about 1 percent of all Hennepin County residents aged 21 and under. Probation youth were mostly boys of high school age. Foster care youth were equal shares boys and girls and ranged in age from infants to high school graduates. Most MFIP teen parents were female and old enough to have graduated from high school. Despite these differences, CIY youth came from similar, disadvantaged backgrounds.

Most CIY youth were youth of color (approximately 85 percent), with Native American and African American youth particularly overrepresented in county services (see Table 1).

CIY youth lived in lower-resource communities with fewer social and economic resources than average⁵ and about one-third had been listed as homeless at some point during their school years. Many had been enrolled in special education and nearly all came from low-income families, with more than 90 percent qualifying for free or reduced price lunch at some point.

Most CIY youth were youth of color. Many came from lower income, highly mobile families living in low-resource communities.

Table 1. Profile of CIY youth

	Probation	Foster care	MFIP teen parents
Number	1,410	805	1,384
Age (median)	17	10	20
Youth of color	82%	85%	87%
Reside in lower-resource community ⁵	52%	44%	63%
Homeless (ever) ⁷	31%	46%	26%
Special education (ever) ⁸	53%	63%	24%
Free/reduced price lunch (ever) ⁸	94%	92%	96%
Age at first service contact (median) ⁹	1	<1	4

Data sources: Minnesota Department of Human Services (DHS), Hennepin County Department of Community Corrections and Rehabilitation (DOCCR), Hennepin County Department of Human Services and Public Health (HSPHD), Minnesota Department of Education (MDE), 2010 U.S. Decennial Census.

Birth records for CIY youth suggest that few were born in Hennepin County. Overall, just one-third of all CIY youth had Hennepin County birth records, suggesting that a majority of CIY youth were born elsewhere. This means county efforts to bolster early childhood learning to address educational disparities are unlikely to reach all CIY youth.

CIY youth with county birth records were often born to young mothers receiving inadequate prenatal care (see Table 2). Foster care youth were much more likely than other cohort youth to be born preterm or with a low birth weight.

Mothers of CIY youth tended to be younger and receive prenatal care later than other moms in Hennepin County.

Table 2. Birth characteristics of CIY cohort members born in Hennepin County, 1988-2010

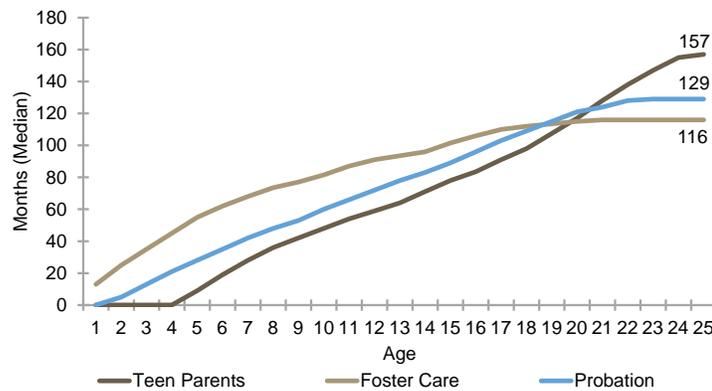
Characteristic	Probation (N=366)	Foster care (N=362)	Teen parents (N=309)	CIY total (N=1026)	Hennepin County (N=352,115)
Born in Hennepin County ¹⁰	26%	45%	30%	32%	100%
Median age of mother	23	24	22	23	29
Mother aged 19 or less	28%	22%	30%	27%	8%
Low birth weight ¹¹	8%	18%	9%	12%	7%
Preterm births ¹²	13%	20%	10%	15%	10%
Early prenatal care ¹³	53%	51%	51%	52%	76%
Late or no prenatal care ¹⁴	14%	15%	15%	15%	4%

Data source: Minnesota Department of Health.

Most CIY youth were involved in multiple county systems over their lifetimes and were often involved with those systems for long periods. Their first contact with public services typically occurred by age 5, as a member of a family eligible for supportive services,⁶ and more than half were eligible for such services for nine years or more (see Figure 1).

Most CIY youth were eligible for supportive services for long periods, typically starting before age 5.

Figure 1. Median cumulative months eligible for supportive services per person, by age and cohort



Data sources: Minnesota Department of Human Services (DHS), and Hennepin County Department of Human Services and Public Health (HSPHD).

Understanding CIY youths’ service involvement is important as it allows the county to identify opportunities to intervene and change the course of CIY youths’ educational trajectory.

Varied service experiences

While youth on supervised probation, foster care youth and MFIP teen parents shared similar backgrounds, their experiences in county services were very different. Table 3 summarizes patterns of county contact for each CIY cohort.¹⁵

CIY youth first become eligible for government services as young children. As they age, many cycle through child welfare, out-of-home placements, supportive service eligibility, corrections services and other legal systems many times.

Table 3. County contact history for CIY youth

		Age ¹⁸ at onset	% Ever involved
Youth on supervised probation	Supportive services ¹⁹	1	97%
	Child welfare	10	54%
	Out-of-home placement	14	91%
	Criminal charge ²⁰	14	92%
	Supervised probation	14	100%
Foster care	Supportive services	<1	99%
	Child Welfare	3	100%
	Out-of-home placement	4	94%
	Criminal charge	14	50% ²¹
	Supervised probation	14	28% ²¹
MFIP teen parents	Supportive services	4	100%
	Child welfare	15	56%
	Out-of-home placement	14	30%
	Criminal charge	16	70%
	Supervised probation	15	31%

Data sources: Minnesota Department of Human Services (DHS), Hennepin County Department of Community Corrections and Rehabilitation (DOCCR), Hennepin County Department of Human Services and Public Health (HSPHD), Minnesota Court Information System (MNCIS).

Youth on supervised probation

Most probation youth first encountered government services by age 2, typically as a member of a family eligible for Medical Assistance, cash support or food support. Probation youth often entered services a second time at older ages. About half received a child welfare assessment and all were charged with a crime. Nearly all experienced an out-of-home placement at some point in time. These events typically occurred for the first time around age 14, when youth were likely in 8th or 9th grade. Probation youth were most often placed at the Hennepin County Juvenile Detention Center (JDC), residential treatment centers or on electronic home monitoring (EHM). Sixty-seven percent of supervised probation youth had been charged with at least one felony and 27 percent had a felony adjudication or conviction.

Foster care youth

Foster care youth had the earliest and most consistent contact with county interventions. Foster care youth were usually born into families eligible for Medical Assistance, food support or cash support. Most entered the child welfare system and out-of-home placements at a very young age, often by age 4. Out-of-home placements were nearly always related to the child welfare system or foster care at these early ages. Foster care youth who were included in the study were included because of their involvement in a foster care out-of-home placement for six months or longer. Even though all foster care youth (100 percent) had

experienced an out-of-home placement, due to data inconsistencies, records of out-of-home placements were only found for 94 percent of foster care youth.

Some foster care youth became involved with the criminal justice system as teenagers. Among those reaching age 13 by the end of the study, about half had been charged with a crime, the majority of which were less serious offenses such as misdemeanors or petty offenses.¹⁶ By the end of the study, nearly one-third of these older foster care youth had been on supervised probation.

MFIP teen parents

MFIP teen parents became involved in services at older ages and were less likely to be involved in multiple systems. They also entered services at a young age, typically becoming eligible for supportive services through their families by age 5.¹⁷ As young adults, many had been charged with a crime (70 percent) though these offenses were typically less severe than those of probation youth. About half entered the child welfare system, often because they were identified as a teen parent in potential need of services. Most of these cases did not proceed beyond assessment at that time, though teen parents frequently returned to the child welfare system afterward. Involvement in out-of-home placement, such as short stays in the Hennepin County Juvenile Detention Center (JDC), and supervised probation was relatively low compared to the other cohort groups and occurred around the same age as for probation youth.

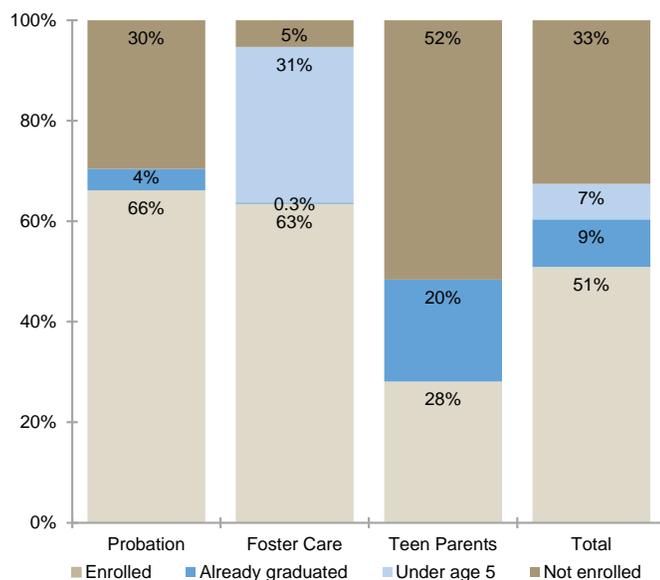
On the date of the data pull, MFIP teen parents had 1,738 children. Nearly half (41 percent) would have a subsequent child within four years, adding 864 children for a total of 2,602 (see Addendum).

Educational system involvement

On the date of the data pull, only about half (51 percent) of all CIY youth were enrolled in a Minnesota school (see Figure 2).²²

Almost all foster care youth who should have been in school were enrolled in school on the date of the data pull, while more than half of MFIP teen parents were not.

Figure 2. CIY enrollment on December 1, 2008²³



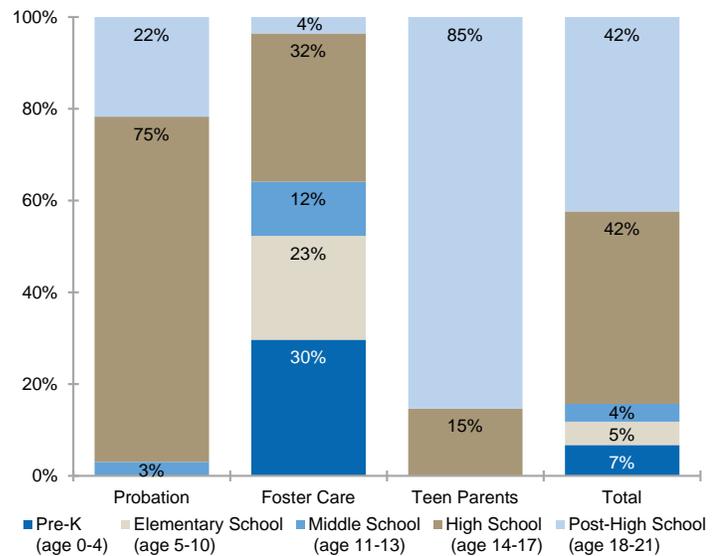
Data source: Minnesota Department of Education.

Enrollment rates varied by cohort. Many more MFIP teen parents (52 percent) and probation youth (30 percent) were not enrolled in school than foster care youth (5 percent). Almost all foster care youth who should have been in school were enrolled in school. Low enrollment rates suggest many older MFIP teen parents and probation youth had dropped out of school prior to the beginning of the study.

Enrollment patterns largely reflect the age of each cohort. On the date of the data pull, foster care youth were much younger on average and more evenly distributed across age groups. However, MFIP teen parents had a median age of 20 and the majority (85 percent) were already old enough to have graduated from high school (see Figure 3). Probation youth had a median age of 17 and nearly all had reached high school or post-high school age.

Foster care youth were much younger on average and more evenly distributed across age groups on the date of the data pull. Most MFIP teen parents and probation youth had reached high school age or were old enough to have graduated.

Figure 3. CIY age distribution on December 1, 2008



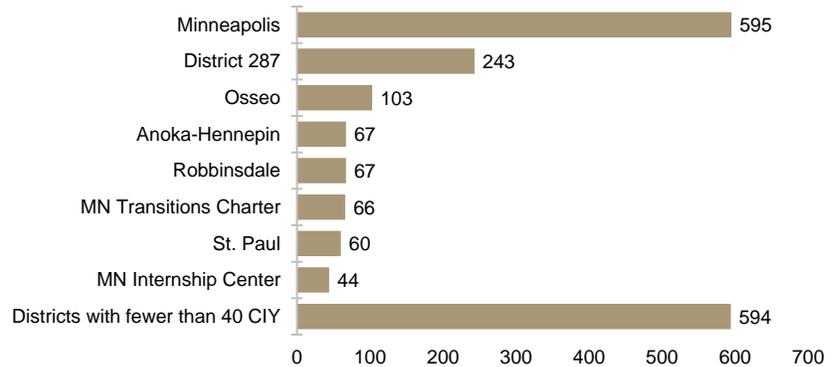
Data source: Minnesota Department of Education.

Students in Minnesota may drop out of school starting at age 16.²⁴ Very few foster care youth were old enough to legally drop out of school but the majority of MFIP teen parents and probation youth were eligible to do so. After dropping out, some may have subsequently pursued a GED, however GED data was not available for this study.

CIY youth were enrolled in schools scattered across the Twin Cities metro area.

CIY youth who were enrolled in school on December 1, 2008, most often attended a public school in Minneapolis (595 youth, 32 percent of those enrolled) or Intermediate District 287 (243 youth, 13 percent, see Figure 4). Other common districts of attendance included: Osseo, Anoka-Hennepin, Robbinsdale, Minnesota Transitions Charter, St. Paul and the Minnesota Internship Center.

Figure 4. Number of CIY youth enrolled in each Minnesota school district on December 1, 2008



Data source: Minnesota Department of Education.

Of the eight most common districts of enrollment, just three are traditional school districts located entirely within Hennepin County (Minneapolis, Osseo and Robbinsdale). Thus, the majority of CIY youth were not concentrated in one or two traditional county districts, but rather enrolled in traditional, alternative and charter schools scattered across the entire Twin Cities metro area.

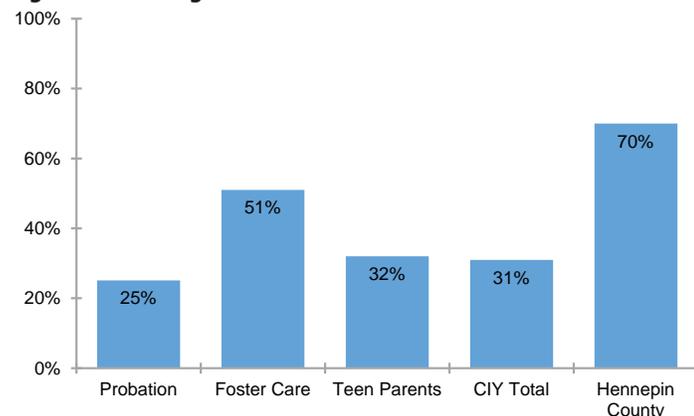
Educational experiences and outcomes

Among CIY youth reaching 19 years of age by the end of the study,²⁵ just 31 percent graduated from high school. Foster care youth (51 percent) graduated at a much higher rate than probation youth (25 percent) or MFIP teen parents (32 percent), though still far below the six-year Hennepin County rate of 70 percent (see Figure 5).²⁶

Many CIY youth are students of color, enrolled in special education or eligible for free or reduced price lunch. Historically, each of these groups has graduated at lower rates than the county average, making comparison with the county average somewhat unfair. When the Hennepin County six-year graduation rate

Foster care youth graduated at a much higher rate than probation youth or MFIP teen parents, though still far below the six-year Hennepin County rate of 70 percent.

Figure 5. Overall graduation rate



Data source: Minnesota Department of Education.

Note: CIY aged 19 and older on October 31, 2012. Hennepin County rate is the 2012 six-year rate.

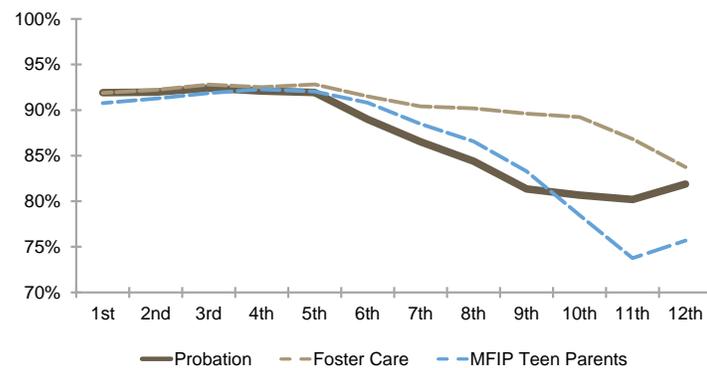
was adjusted to reflect free or reduced price lunch and special education status, as well as the racial composition of the CIY youth, the comparable Hennepin County graduation rate falls to 48 percent. At 31 percent, county-involved youth still graduated at rates far lower than the adjusted countywide average. Foster care youth were an exception, with a graduation rate higher than the adjusted county average (51 percent).

Forty-four percent of the total CIY cohort received special education services at some point during their enrollment. Of these 1,442 students, 55 percent had a primary disability designation of emotional disturbance and 19 percent had a specific learning disability. More than half of the foster care and probation cohorts received special education services, and the emotional disturbance designation was the most prevalent disability for both cohorts (68 percent for probation and 45 percent for foster care).

Before middle school, CIY youth who were enrolled in school typically attended 90 percent of the time or more (see Figure 6). However, attendance rates for probation youth and MFIP teen parents began to drop during middle school, declining to 80 percent by the end of 9th grade. Rates for MFIP teen parents declined even further in high school, to a low of 74 percent. Foster care youth sustained better attendance longer, maintaining a near 90 percent attendance rate through the end of 10th grade, then declining to 84 percent in 12th grade. Suspensions made up only a small fraction of all absences, suggesting that disciplinary actions did not play direct role in declining attendance rates.

Attendance rates for probation youth and MFIP teen parents began to drop during middle school, and declined even further for MFIP teen parents in high school. Foster care youth sustained better attendance longer.

Figure 6. CIY attendance rates by grade



Data source: Minnesota Department of Education.

All three groups of CIY youth exhibited high levels of school mobility, but foster care and probation youth were more mobile than the MFIP teen parents.

This was especially evident in middle school and high school. By 9th grade, half of all CIY youth had attended six or more different schools and 30 percent had attended eight or more. Half of the CIY cohort attended nine or more different schools during their school career and some attended more than 20. (see Table 4).

Half of the CIY cohort attended nine or more different schools during their school career and some attended more than 20.

Table 4. School mobility for CIY youth²⁷

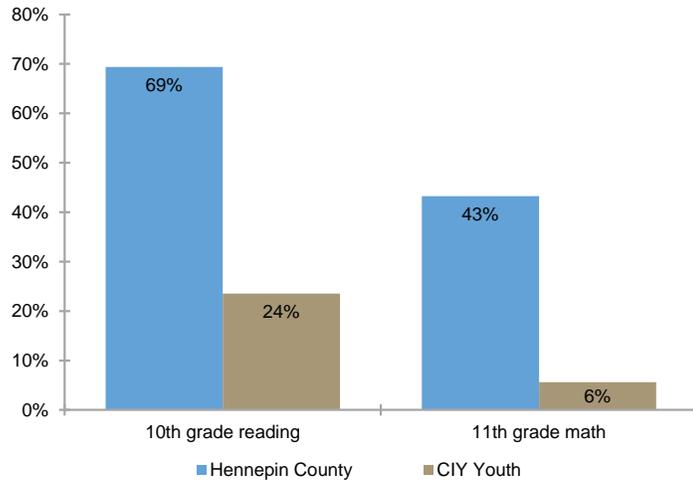
	Probation	Foster care	MFIP teen parents	CIY total
Schools attended K-12 (median)	10	11	7	9
Schools attended by 3rd grade	1	1	1	1
Schools attended by 6th grade	3	3	2	3
Schools attended by 9th grade	6	7	5	6

Data source: Minnesota Department of Education.

CIY youth tested proficient in reading less than half as often as the average 8th or 10th grader in Hennepin County. Math proficiency was relatively rare, with just 6 percent testing proficient in 11th grade.

Low graduation rates and detachment from school were accompanied by exceptionally low proficiency in reading and math. On the Minnesota Comprehensive Assessments (MCAs),²⁸ CIY youth tested proficient in reading less than half as often as the average 8th or 10th grader in Hennepin County. Math proficiency was relatively rare, with just 6 percent testing proficient in 11th grade (see Figure 7).

Figure 7. MCA proficiency



Data source: Minnesota Department of Education.

Note: Valid MCA, MOD and MTAS tests for CIY, 2006-2012. County scores from weighted average of county MCAs.

Educational trajectory and involvement in county services

Examining the ways that student involvement in county services intersects with their academic experiences over time helps us better understand how the county might intervene to improve the academic outcomes of county-involved youth.²⁹ Attachment to school is an important predictor of academic success, and one measure of school attachment is student attendance. CIY youths’ attendance was classified into two different categories:³⁰

1. CIY youth who were **chronically absent** had an attendance rate below 90 percent.
2. CIY youth with **adequate attendance** attended school 90 percent or more of the days they were expected at school.

In all three CIY cohorts, chronically absent youth appear to face more challenges than those with adequate attendance, especially at older ages. In particular, they may have been more likely to live in poverty, experience more family instability, and experience more behavioral problems. In most years between ages 11 and 16,³¹ CIY youth who were chronically absent were more likely to receive cash, health or food support, more likely to be placed in a residential treatment center, shelter or other temporary out-of-home placement, and more likely to face juvenile criminal charges or otherwise be involved with the juvenile justice system.

In all three cohorts, youth who were chronically absent were much more likely to have received “light touch” county services – especially supportive and assessment services, and at some ages, prevention and gatekeeping services.

These light touch services involve limited contact with youth or their families, and therefore do not provide very promising opportunities for intervention. More promising opportunities for future intervention may lay with chronically absent youths' heavier involvement in juvenile justice-related services and Child in Need of Protective Services (CHIPS) court petitions.

Juvenile justice system involvement

Chronically absent students in all three cohorts had greater juvenile justice-related involvement than students with adequate attendance. Juvenile justice-related involvement includes facing criminal charges in juvenile court, being confined in the Juvenile Detention Center (JDC) or being placed on juvenile supervised probation.

Probation youth who were chronically absent were more likely to be charged with a crime than youth with adequate attendance at any given age, with the largest differences occurring between ages 13 and 15 (see Table 5). Chronically absent youth were also more likely to be confined at the JDC between ages 14 and 17, and were more likely to be on supervised probation than youth with adequate attendance.

Chronically absent foster care youth were more likely to face criminal charges between ages 12 and 18, and more likely to be on juvenile supervised probation between ages 14 and 17, than those with adequate attendance.

Teen parents also exhibited differences in juvenile justice-related involvement based on their attendance status. The proportion facing juvenile criminal charges ranged between 11 and 17 percentage points higher among chronically absent teen parents compared with those with adequate attendance for all ages between 13 and 18, except age 17.

These differences in attendance status and juvenile justice-related involvement suggest that education interventions targeting juvenile justice-involved youth in all three cohorts may help improve academic outcomes of county-involved youth.

CIV youth who were chronically absent were more likely to be charged with a crime than youth with adequate attendance.

Table 5. Percentage charged with a crime by school attendance status

Age	Probation chronically absent attendance	Probation adequate attendance	Foster care chronically absent attendance	Foster care adequate attendance	Teen parents chronically absent attendance	Teen parents adequate attendance
11	15.2%	4.4%	6.8%	2.8%	5.5%	2.3%
12	25.3%	7.8%	13.5%	3.7%	9.2%	1.4%
13	41.6%	10.6%	19.2%	7.5%	16.2%	3.1%
14	49.3%	19.1%	18.8%	5.0%	19.9%	3.0%
15	50.7%	28.2%	22.9%	4.7%	19.6%	6.7%
16	52.5%	39.1%	26.2%	7.5%	18.6%	7.0%
17	47.9%	29.9%	24.6%	11.1%	18.0%	12.9%
18	31.3%	13.6%	19.5%	8.2%	15.1%	0.0%

Data sources: Minnesota Department of Education and Minnesota Court Information System (MNCIS).

CHIPS petitions

Similarly, in each cohort at almost every age, chronically absent youth were much more likely to have a Child in Need of Protective Services (CHIPS) court petition than those with adequate attendance at that age. While the differences are larger at some ages than at others, the overall pattern suggests that targeting academic supports to children involved in CHIPS petitions may be useful in improving their educational outcomes.

Foster care youth were involved in child protection and placement at earlier ages. Children with this involvement, especially between ages 5 and 10, had higher rates of school attendance at later ages. However, this is not consistent across all ages among foster care youth, nor does it hold true among teen parents and probation youth.

Overall service experiences for graduates and non-graduates

There were 838 CIY youth who graduated from high school out of 2,731 students who were old enough to have graduated by the end of the study period.³²

There were few differences in the service experiences between foster care youth who graduated from high school and those who did not. However, graduates were more likely than non-graduates to be involved in CHIPS court petitions between ages 5 and 7, and in foster care placements between ages 4 and 8. This supports the previous finding that foster care youth involved in such services at these earlier ages were more likely to have higher school attendance rates at later ages.

Probation youth who did not graduate were more likely than those who did to face juvenile criminal charges and be on supervised probation between ages 13 and 15, and to be detained at the JDC between ages 13 and 18. They were also more likely than graduates to be the subject of a CHIPS petition at ages 15 and 16. Probation youth who did not graduate were more likely than graduates to be eligible for supportive services in their early elementary school years (ages 5 to 9) and again in middle school.

In the teen parent cohort, youth who did not graduate were more likely than graduates to be detained at the JDC and be on supervised probation between ages 13 and 16. Those who did not graduate were also more likely to be the subject of a CHIPS petition between ages 14 and 16.

County-involved youth (CIY) focus groups

Hennepin County conducted focus groups with 49 youth between the ages of 15 and 21 years who have been involved with Hennepin County foster care and corrections systems, or who were teen parents enrolled in MFIP to learn more about their high school experiences and future educational plans.³³ Focus group findings describe the experiences of CIY youth in detail and explain, from the youths' perspective, the factors that influenced their success in high school. While the findings in this summary represent the views of a small subset of county-involved youth (1.4%), they nonetheless provide deeper insight into their lives and the structures that supported or challenged their ability to graduate.

Comments from county-involved youth in these focus groups addressed three major topics: people and programs that helped them graduate from high school, barriers to school success and shortcomings of system responses.

Getting to graduation: Helping CIY youth move ahead

Caring connections with people who are genuinely concerned, along with courses that engage student interests and programs that provide remedial help and credit recovery, helped CIY youth graduate.

Meaningful mentoring relationships support school success. Mentors who can understand and relate to CIY youth help them move forward in high school. Some probation and foster care focus group members had formally assigned mentors. However, CIY youth in all three cohorts more often spoke about the influence of informal mentors or caring adults. Individual family members, foster parents, daycare providers, park employees, religious leaders, visiting nurses, community specialists, probation officers, social workers, teachers and high school counselors took an interest in the success of CIY youth and inspired them to finish school. Informal mentors and caring adults also served as resources helping CIY youth navigate changes at home and at school.

Relatable coursework increases engagement, motivation. CIY youth said it was easy to do well in some classes, especially when they could see the connection between the information presented and achieving their future goals. Focus group members talked about vocational courses, and a black history class that really kept their interest. Some members of the probation and foster care focus groups called for more challenging classes, saying that even though Advanced Placement (AP) and other accelerated courses may be more work, they are also more engaging and motivating.

More math help needed. Teen parent, foster care and probation focus group members specifically mentioned math as a difficult subject and suggested additional tutoring would be helpful.

Credit recovery and independent study provide paths to graduation. Independent study, summer school and other classes that allowed CIY youth to make up credits quickly and move at their own pace helped them move forward in school and graduate.

CIY youths' future educational goals center on college and career, and help provide motivation. Almost all focus group members had some plans to attend college or participate in vocational training once they had finished high school, often with a specific major course of study or career in mind. Foster care youth and teen parents said the county can help support their college goals by providing financial assistance, helping them choose a course of study and coordinating college visits.

Barriers to school success

CIY focus group participants' comments about barriers to school success focused on instability at school, at home and in their personal lives.

Frequent school changes affect performance, put CIY youth behind on credits and disrupt educational continuity. CIY focus group participants changed schools frequently, falling further behind with each school change. Each school district has its own method for calculating credits earned and with each school transfer, focus group participants had fewer credits earned and

more credits to make up. Different schools teach different subjects on different schedules. Focus group members arrived at new schools only to find their class had already covered material they had not yet studied.

Inconsistent attendance and frequent tardiness affects achievement. Focus group participants found that unexcused absences and tardiness led to disciplinary action, which led to missing even more class time, lower grades and missed credits.

Problems at home come to school. CIY focus group members said their home life affects school performance. When things are stable and going well at home, CIY youth said they are better able to focus on school.

There is more to getting through school than passing classes. CIY youth in all three cohorts talked about how a lack of transportation and the need to find housing or a job delayed or affected their education.

Sexuality, relationships and becoming a teen parent play a role. CIY youth in all three cohorts said sexuality, relationships and becoming a teen parent created challenges to finishing school. Even though several teen parents said having a child focused their attention on finishing school, they also recognized that becoming a parent creates additional challenges.

System responses fall short

Overall, focus group participants felt that system efforts to address barriers to school success did not meet their needs.

Many contacts, little coordination. Multiple county, school and community-based services are meant to address CIY youths' complex personal and academic service needs. *CIY youth do not know which agency or jurisdiction is responsible for providing particular resources.* Lack of coordination between the many different agencies and jurisdictions creates gaps – referrals are not being made, and CIY youth themselves are trying to locate, coordinate and manage an array of services critical to addressing their personal and academic needs.

After-school and Saturday academic help offerings are inconsistent and of limited utility. Some focus group members said their schools offered after-school and Saturday tutoring, math resource rooms and study halls, and some said their schools did not offer these resources. However, limited hours and lack of transportation restricted CIY youths' use of these resources. Probation youth called for tutoring and homework help programs located at convenient locations in the community.

Not all Foster Care youth want special education. Some foster care youth said they wanted an Individualized Education Program (IEP) and other foster care youth took issue with what they perceived as schools pushing them into an IEP because they assumed they have "issues," and need special attention. Focus group members are looking for one-to-one academic help but don't want to feel singled out.

CIY youth do not see a connection between county services and school success. Some CIY youth focus group participants said the county had little to do with school. Probation officers, social workers and case workers might ask about how things are going in school but their questions are routine, they do not listen to the answers or follow through with practical resources and referrals. The

county demands that you attend school, probation youth said, but some workers do not care how well you are doing.

County practices can conflict with school. Some focus group members said county workers showed up to see them during the school day, making their involvement with the county clear to school peers, and interfered with classes by taking them out of school for court appearances and health care appointments. Evening Reporting Center check-in policies required some probation youth to leave class early.

Permanency doesn't always signify stability. Foster Care youth suggested the county can be overly concerned with permanent placement. To protect the placement, workers may discount home issues affecting foster care youths' school performance, and when placements are not a good fit, the county's focus on permanent homes can backfire.

No one can make you graduate; getting through is all about you. No matter how much effort Hennepin County and schools expend, and how many people tell you graduation is important, CIY youth realized they were ultimately responsible for finishing high school.

Conclusion

Youth involved with Hennepin County services encounter many barriers to high school graduation. Many live in lower-resource communities with high dropout rates, as well as high rates of unemployment and poverty. CIY youth often come from low-income, highly-mobile households, many of which have experienced homelessness.

CIY youth change schools frequently, attend school at low rates, perform poorly on standardized tests and many have a disability that requires special education services. Changing schools frequently impedes the ability of CIY youth to form attachments to their teachers and peers, disrupts educational continuity and can cause a loss of credits since school districts do not have a uniform method of calculating credits required for graduation. Low attachment to school, along with inadequate transportation and unstable housing, can have a negative effect on school attendance for many CIY youth, resulting in poor academic achievement.

Before Hennepin County sees youth in supervised probation, foster care or as teen parents on MFIP, they frequently first become eligible for government services as young children, most often as members of families eligible for Medical Assistance, cash support or food support. As they age, many cycle through child welfare, out-of-home placements, supportive service eligibility, corrections services and other legal systems multiple times. Hennepin County's extensive interactions with these youth present many opportunities to influence their trajectory at school and in life.

Recommendations

Race matters. Youth of color, particularly African American and Native American youth are disproportionately represented in this study. Review current policies, practices and interventions that may cause disproportionality for CIY youth, ensure that staff receive culturally-specific training and are engaged in addressing issues that can lead to achievement disparities.

Focus on family stabilization, working with families to develop strong parenting skills that support healthy child development and strategies that lead to livable wage jobs, as well as permanent and stable housing. Focusing on family and early childhood supports may lead to reduced episodes of county involvement and better academically-prepared youth.

Support metro-wide initiatives to ensure youth have a system of educational supports. Large shares of CIY youth were not born in the county. Plus, they changed schools often, attended schools across the Twin Cities metro and many experienced homelessness. Working with regional efforts, like Generation Next, in partnership with Hennepin County School Superintendents and County Commissioners, will help young people stay in school, address the region's broader achievement gap and lead to developing alternative pathways to graduation.

Focus on academic interventions for youth ages 11 to 14, when school attendance begins to decline and many CIY youth go off-track academically. Developing county programming with organizations that have knowledge and expertise in social emotional learning and building self-efficacy^{1,2} could support greater success in life and in school for youth involved in county systems.

Design and implement a volunteer mentoring program for CIY youth based in proven practices. Many studies have emphasized the role “caring adults” play in supporting youths’ educational success.³ CIY focus group participants discussed the important role caring relationships with adults who were genuinely interested in their success played in inspiring them to persevere and finish high school.

Identify specific academic outcomes for staff to address, such as every child screened and ready for kindergarten by age 5 or every child attends school 95 percent of the time.

Create an expanded educational toolbox of resources designed to support high school graduation. Dedicate staff to assist youth and families, and support county workers, in navigating complex county and school systems. Addressing gaps in child care assistance, providing transportation to school or out-of-school time activities, coordinating academic tutoring, as well as post-secondary planning and job skills and readiness training, could help ease CIY youths’ path to graduation.

Addendum

The children of CIY MFIP teen parents

For MFIP teen parents, prenatal care and birth outcomes lagged somewhat behind other teen parents in Minnesota. The MFIP teen parent cohort had given birth to 2,602 children by the end of the study period.³⁴ Most MFIP teen parents did not have a child until age 17 or later, with less than 20 percent of these teen parents giving birth before the age of 16. Seventy-six percent of MFIP teen parents had one child on December 1, 2008. Twenty-two percent had two or more children at that time. Nearly half (41 percent) had a subsequent child after the date of the data pull and before the end of the follow-up period.

Hennepin County birth records were identified for 1,814 children of the MFIP teen parents (82 percent)³⁵ born before the end of 2010. These children were more likely to have a low birth weight and slightly more likely to be born preterm than children born to teen parents in Minnesota overall. These outcomes may be related to lower rates of prenatal care during the first trimester and higher rates of receiving care late in the pregnancy or not at all. (see Table 6.).

Prenatal care for MFIP teen parents and birth outcomes for their children lagged somewhat behind state averages.

Table 6. Prenatal care and birth outcomes for the children of CIY MFIP teen parents

	MFIP teen parents (N=1,814)	MN teen parents ³⁶	MN teen parents, of similar race to MFIP teen parents ³⁷
Low birth weight ³⁸	11.2%	7.9%	10.7%
Preterm births ³⁹	11.7%	10.7%	12.5%
Early prenatal care ⁴⁰	64.8%	71.0%	66.7%
Late or no prenatal care ⁴¹	6.0%	5.1%	6.5%

Data sources: Minnesota Department of Human Services, Minnesota Department of Health.

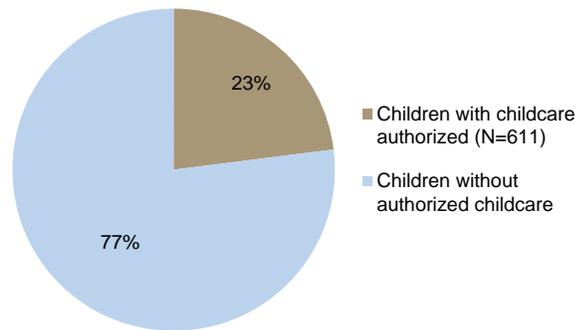
MFIP teen parents were more likely to be youth of color than Minnesota teen parents overall. Birth outcomes and rates of prenatal care generally vary by race and ethnicity, even after accounting for differences in socioeconomic status, but the reasons for these differences are not well understood. Comparing MFIP teen parents with Minnesota teen parents with similar racial and ethnic backgrounds, incidence of low birth weight and preterm births were similar. Furthermore, rates of late or no prenatal care were about as common among MFIP teen parents as their racial and ethnic peers, though they still lagged behind slightly in receiving early care.

Childcare services for children of MFIP teen parents

Study results suggest that the children of MFIP teen parents had limited exposure to childcare services.⁴² While Hennepin County may pay for childcare services for the children of MFIP teen parents who are employed or enrolled in school, less than 25 percent of their 2,602 children had ever had a childcare authorization (see Figure 8).

While most children of MFIP teen parents were eligible for childcare support, fewer than 1-in-4 of their children ever had a childcare authorization.

Figure 8. Children of CIY teen parents (N=2,602)



Data sources: Two databases – CSIS and MAXIS – were used to track childcare histories. CSIS data covered 2003 through 2009; MAXIS data covered 2009 through 2013.

Children with childcare authorizations were typically first authorized as an infant, with 98 percent (600 children) beginning care before they were 16 months old. For children with 24 months or more of authorized childcare, care usually began as an infant and ended at kindergarten age (age 5). However, children with less than 24 months of authorized childcare typically began care as an infant and ended care at preschool age (ages 3 to 4).⁴³

Child care setting

Due to the change in childcare authorization systems, it is difficult to ascertain much about the quality of childcare settings after June 2009.⁴⁴ Before that date, children with two or more years of childcare authorization spent most of their time in Minnesota Department of Human Services (DHS) licensed centers. Eighty-eight percent of children in this group spent time in a DHS licensed center, with half staying 36 months or more. By comparison, no other childcare setting, such as Minneapolis Public Schools’ Teenage Pregnant/Parenting Program (TAPPP), hosted more than 35 percent of these children. Authorizations were shorter in these other settings, with most lasting about one year or less (see Table 7).

Children of MFIP teen parents spent more time at DHS licensed centers than any other setting.

Table 7. Median months of service authorized by childcare setting

Children of teen parents with more than 24 months authorization (N=288)⁴⁵

Childcare setting	N (%) babies	N months authorized	Median N months authorized
DHS licensed center	253 (88%)	6,111	36
DHS licensed family home	79 (27%)	1,413	10
Legal non-licensed home	90 (31%)	1,494	14
TAPPP	101 (35%)	901	8
License-exempt, special needs	34 (12%)	209	7

Data source: MAXIS.

Endnotes

- 1 For more information about Social/Emotional Learning see the Collaborative for Academic, Social and Emotional Learning at <http://www.casel.org/>.
- 2 For more information about self-efficacy see: Zimmerman, B.J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25,82-91. See also: Carleton College (n.d.) Self-Efficacy: Helping Students Believe in Themselves, retrieved May 2, 2014 from <http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>. The University of Kentucky's P20 Motivation and Learning Lab at <http://p20motivationlab.org/> investigates practices related to academic motivation, including self-efficacy.
- 3 See: DuBois, D.L., Holloway, B.E., Valentine, J.C. & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30(2): 157-197. U.S. Department of Education. (2011) *Implementing Effective Youth Mentoring Relationships for High School Students*. Washington, D.C.: Cindy Sturtevant Borden. Downloaded April 30, 2014 from <http://www2.ed.gov/programs/slcp/finalimplem.pdf>. MENTOR. (2009). *Elements of Effective Practice for Mentoring* (3rd ed.). Alexandria, VA: MENTOR. Downloaded May 1, 2014 from: http://www.mentoring.org/downloads/mentoring_1222.pdf. The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory. (September 2007). *Foundations of successful youth mentoring: Effective strategies for providing quality youth mentoring in schools and communities*. Washington, D.C.: Michael Garringer and Patti MacRae. Downloaded May 1, 2014 from: http://educationnorthwest.org/webfm_send/180. Promising Practices Network, *Programs That Work, Indicator: Students Graduating from High School*. Santa Monica: Calif. RAND Corporation, 2011. [As of February 18, 2011, available at: http://www.promisingpractices.net/programs_indicator_list.asp?indicatorid=7]; U.S. Department of Education, Dropout Prevention, Washington, D.C.: What Works Clearinghouse, National Center for Education Statistics, Institute of Education Sciences, NCEE 2008-4025, 2008. [As of February 15, 2011, available at: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf]; Search Institute. (April 2013). *Developmental Relationships: A New Strategy for Search Institute and a New Emphasis for Youth Development and Education*. Minneapolis, MN. Downloaded April 30, 2014 from http://www.search-institute.org/sites/default/files/a/Developmental_Relationships-A_New_Strategy_for_Search_Institute.pdf
- 4 U.S. Census Bureau, American Community Survey, 2008-2012.
- 5 Lived in a census tract that was among the 20 percent with the least economic, social and human capital resources in the Twin Cities metropolitan area on 12/1/2008, according to an index of indicators constructed from 2010 U.S. Census data.
- 6 Supportive services include cash and food support, Medical Assistance and child care assistance and include all instances in the State of Minnesota, regardless of county authorizing services.
- 7 As defined by McKinney-Vento Homeless Education Assistance Act.
- 8 Among those with an enrollment record.
- 9 Includes statewide eligibility data. CIY youth may have first entered services in another county.
- 10 Percent of CIY youth with a matched Hennepin County birth record; matched on name and date of birth.
- 11 Less than 2,500 grams.
- 12 Gestation of 36 weeks or less.

- 13 Prenatal care beginning in the first trimester of pregnancy.
- 14 Prenatal care beginning in the third trimester of pregnancy or no prenatal care.
- 15 Supportive services included cash and food support, Medical Assistance, and child care assistance. Child welfare services included child protection, developmental disability, adoption/guardianship, and mental health and chemical dependency services. Out-of-home placement events encompassed both contracted and operated placements from Hennepin County's Human Services and Public Health and Community Corrections and Rehabilitation departments.
- 16 Children under age 10 cannot be formally charged with a crime.
- 17 Median age
- 18 Median age
- 19 Medical assistance, cash support, food support or child care assistance.
- 20 All probation youth likely had a criminal charge but court records could not be found for 110 youth.
- 21 Among those age 13 or older as of 10/31/2012
- 22 In Minnesota, students may enroll in school through age 21. Youth who are not enrolled may have dropped out or enrolled in another state.
- 23 Only includes CIY youth with an enrollment record or were under age 5 on 12-1-2008. Median age of those not enrolled by cohort: Probation - 18 years, Foster Care - 13 years, Teen Parents – 20 years.
- 24 Dropping out at ages 16 and 17 legally requires consent from a parent or guardian.
- 25 About 77 percent of CIY youth are included in graduation statistics.
- 26 2012 Graduation Indicators, MDE
- 27 Median number of different schools attended.
- 28 Figure includes MCA, MCA-Modified (MOD) and Minnesota Test of Academic Skills (MTAS) tests 2006-2012
- 29 This analysis incorporates student attendance and the high school graduation status of those old enough to have graduated. The data on standardized testing was incomplete.
- 30 For this analysis, CIY youth were first classified into one of two groups based on their attendance and enrollment during a given age year: "chronic absence" and "adequate attendance." CIY youth whose attendance and enrollment rates combined to equal 90 percent or greater were classified as having adequate attendance and those with combined rates below 90 percent were classified as being chronically absent. These two groups were then split into four categories to represent changes in attendance from the prior age year. CIY youth with adequate attendance in the prior year and the current year were classified as "stayed on track", youth with adequate attendance the prior year and chronic absence in the current year were classified as "went off track", youth with chronic absence in the prior year and adequate attendance in the current year were classified as "back on track" and youth with chronic absence in both the prior and current age year were classified as "stayed off track". For ease of presentation, analysis for those who stayed off track and those who went off track were combined to produce the chronic absence group and those who went back on track were omitted. Attendance rates were calculated from attendance data from the Minnesota Department of Education. Enrollment rates were calculated by dividing actual days enrolled in a given age year (typically parts of two school years) by the estimated number of school days each student should have been enrolled in that age year. Enrollment rates were included in analysis because CIY youth have many enrollment gaps, making enrollment an important factor in estimating school participation. Chronic absence is often defined as missing 10 percent of school days or more for any reason. See Romero, R. and Lee, Y. S. (October 2007). A National Portrait of Chronic Absenteeism in the Early Grades. National Center for Children in Poverty. Retrieved from http://www.nccp.org/publications/pub_771.html.

- 31 The analysis focused on the ages between 11 and 16, when school attachment and academic performance began to decline rapidly.
- 32 Of the graduates, 400 were from the teen parent cohort, 308 from supervised probation, and 130 from foster care.
- 33 Nineteen males and 28 females participated in the focus groups. Gender and age information is unavailable for two focus group participants. Nearly three-quarters of participants (72 percent) identified their race or ethnicity as black or African American, 15 percent were Latino, 9 percent were American Indian or Native American, 2 percent were Asian or Pacific Islander, 11 percent were white, and 9 percent identified their race or ethnicity as other. Focus group participants can identify with more than one race or ethnicity. About 72 percent of focus group participants had attended more than one high school.
- 34 October 31, 2012
- 35 Birth records were only available through the end of 2010: 2,217 of 2,602 known births to MFIP teen parents occurred before the end of 2010.
- 36 All births to mothers aged 15-19 in Minnesota, 2007-2009.
- 37 All births to mothers aged 15-19 in Minnesota, 2007-2009, weighted by the racial characteristics of CIY MFIP teen parents to better reflect typical outcomes for county-involved youth.
- 38 Less than 2,500 grams.
- 39 36 weeks gestation or less.
- 40 Prenatal care beginning in the first trimester of pregnancy.
- 41 Prenatal care beginning in the third trimester of pregnancy or no prenatal care.
- 42 Two databases – CSIS and MAXIS – were used to track childcare histories. CSIS data covered 2003 through 2009; MAXIS data covered 2009 through 2013.
- 43 Childcare age categories include Infant, Toddler, Preschool 1, Preschool 2, Kindergarten and School Age. Preschool 1 category includes children between the ages of 33 to 48 months. Preschool 2 includes children between the ages of 48 to 60 months. Kindergarten includes ages between 60 and 72 months.
- 44 Human Services and Public Health Department’s Community Services Information System (CSIS) provides greater detail on the quality of care settings than does MAXIS. For example, Accredited Licensed Centers, Strong Beginnings Centers, and TAPPP are classified as DHS Licensed Centers in MAXIS. In CSIS, these centers are not categorized together as DHS Licensed Centers. The table uses MAXIS’s classifications only, with the exception of TAPPP authorizations.
- 45 Median number of months for children with more than 24 months authorized was 35, regardless of childcare setting.

Minnesota Department of Education (MDE) Graduation Rates, Hennepin County, 2009-2013

All public schools ¹						
12th Grade graduating class ²	Four-year		Five-year		Six-year	
	Graduating ³	Not graduating	Graduating	Not graduating	Graduating	Not graduating
2009	62%	23% Continue 7% Dropout 8% Unknown	65%	11% Continue 9% Dropout 15% Unknown	67%	4% Continue 9% Dropout 20% Unknown
2010	65%	22% Continue 6% Dropout 8% Unknown	68%	11% Continue 8% Dropout 13% Unknown	70%	4% Continue 8% Dropout 18% Unknown
2011	66%	21% Continue 6% Dropout 8% Unknown	69%	10% Continue 8% Dropout 13% Unknown	71%	4% Continue 8% Dropout 17% Unknown
2012	68%	21% Continue 5% Dropout 6% Unknown	72%	10% Continue 7% Dropout 11% Unknown	Data available in 2014	
2013	72%	17% Continue 5% Dropout 5% Unknown	Data available in 2014		Data available in 2015	

All traditional public schools ⁴						
12th Grade graduating Class	Four-year		Five-year		Six-year	
	Graduating	Not graduating	Graduating	Not graduating	Graduating	Not graduating
2009	80%	13% Continue 3% Dropout 4% Unknown	88%	1% Continue 4% Dropout 7% Unknown	89%	0% Continue 3% Dropout 7% Unknown
2010	82%	12% Continue 3% Dropout 4% Unknown	89%	1% Continue 3% Dropout 6% Unknown	90%	0% Continue 3% Dropout 6% Unknown
2011	83%	12% Continue 2% Dropout 3% Unknown	91%	1% Continue 3% Dropout 5% Unknown	92%	0% Continue 3% Dropout 5% Unknown
2012	83%	12% Continue 2% Dropout 3% Unknown	91%	1% Continue 3% Dropout 5% Unknown	Data available in 2014	
2013	86%	10% Continue 2% Dropout 2% Unknown	Data available in 2014		Data available in 2015	

¹ "All public schools" include all public, alternative, contract alternative, and independent charter schools located in Hennepin County. Champlin, Rogers, and Rockford High Schools are included in these figures.

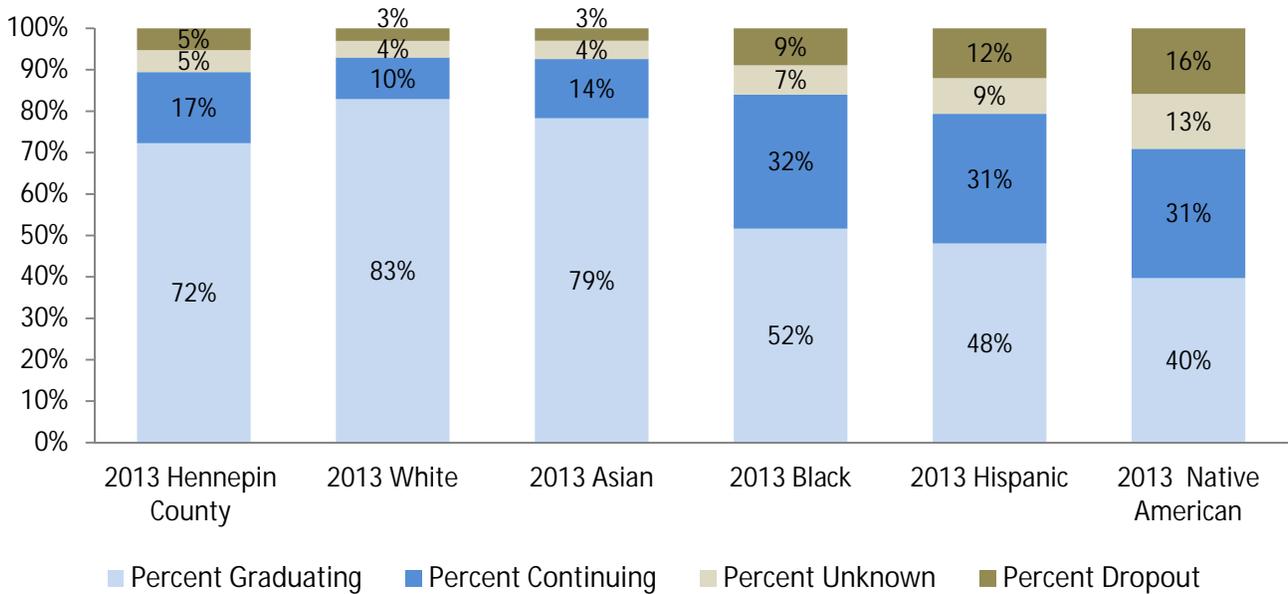
² "12th Grade graduating class" is student's on-time graduating year, that is, the year a first-time 9th grade student would have graduated after four years of high school. In this way, four, five and six-year rates represent the same high school cohort.

³ Graduation rates do not include GEDs.

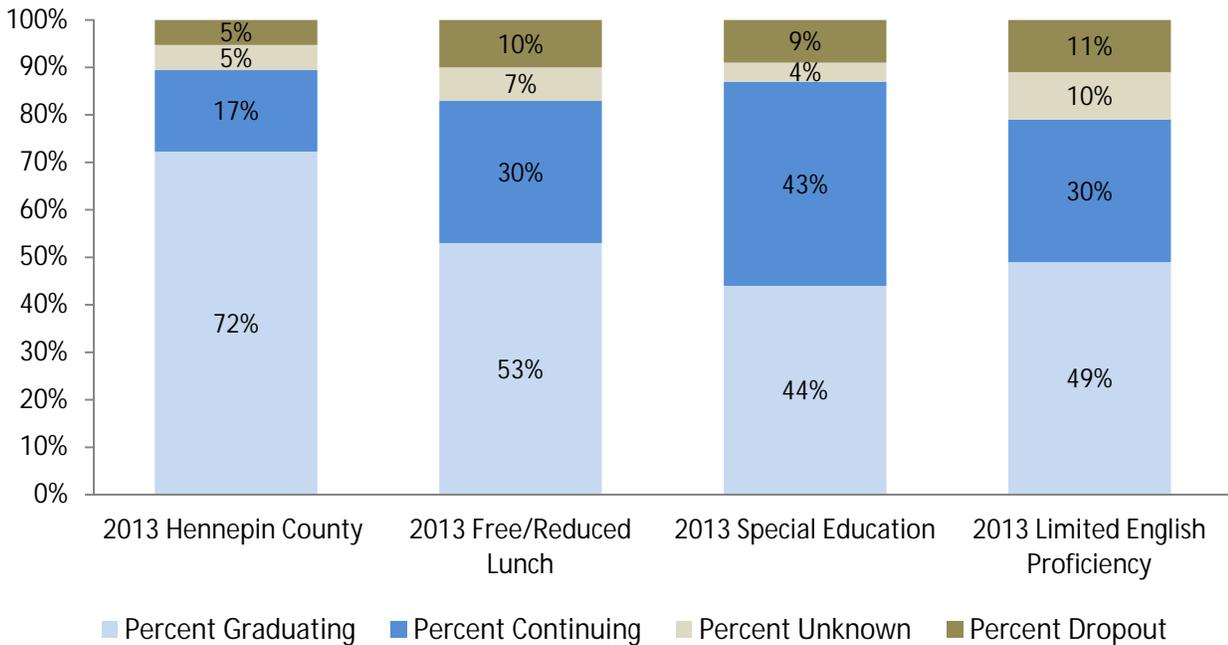
⁴ "All traditional public schools" include all public schools located within Hennepin County that serve the general student population, excluding independent charter schools, alternative and contract alternative schools, transitional schools, and schools with targeted curriculum or programming. Champlin, Rogers and Rockford High Schools are included in these figures.

Graduation Rates for Selected Groups

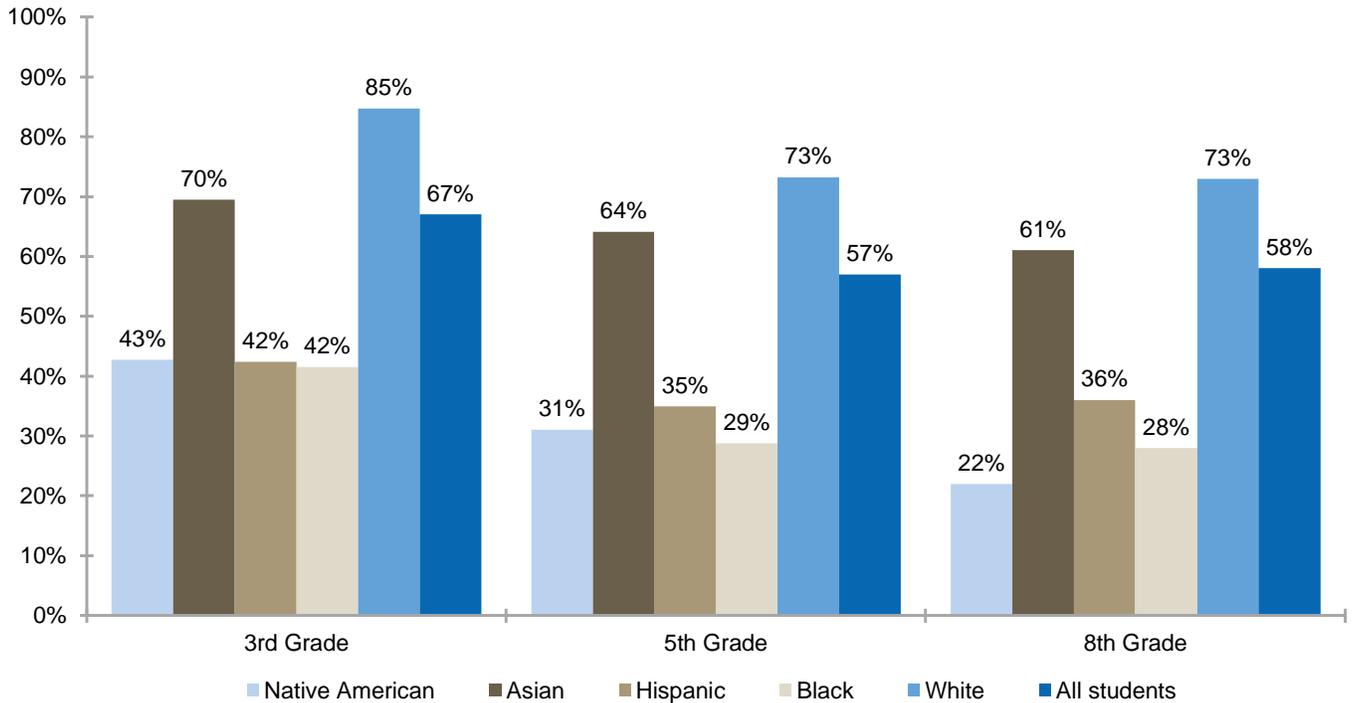
Four-Year End Status Rates by Race, All Hennepin County Public and Charter Schools, 2013



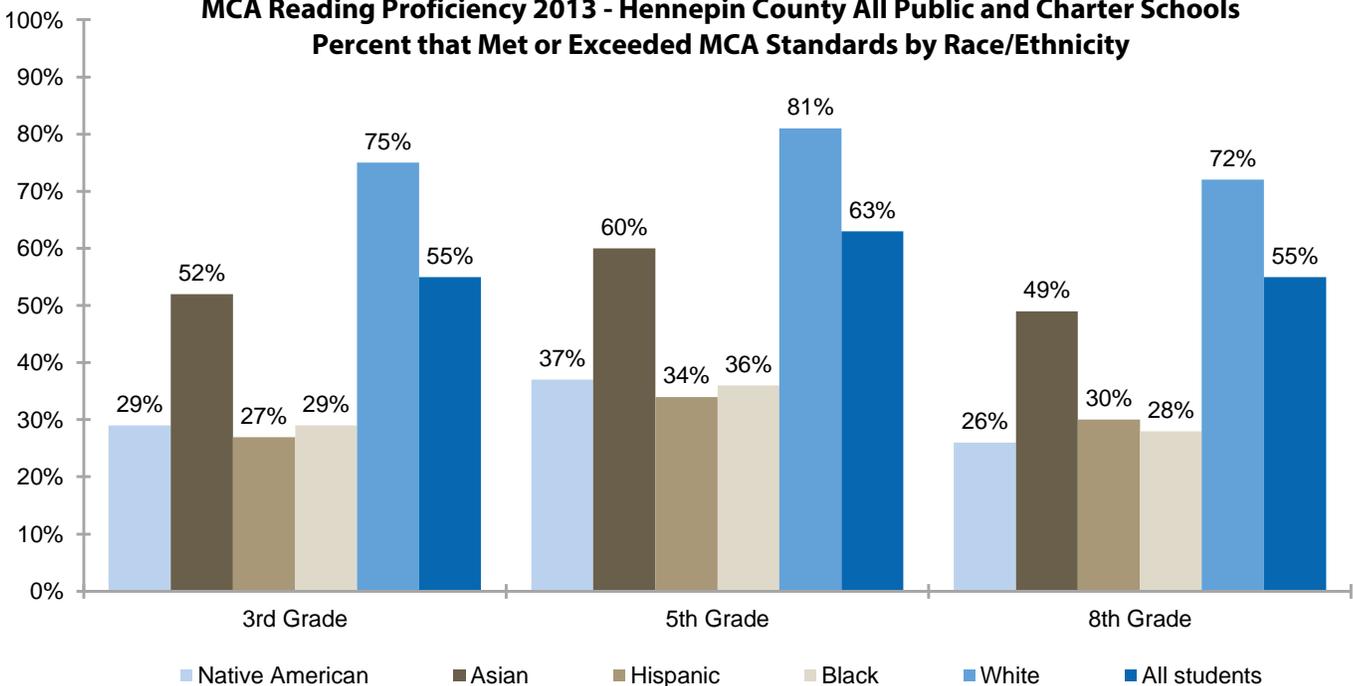
Four-Year End Status Rates by Special Population, All Hennepin County Public and Charter Schools, 2013



**MCA Math Proficiency 2013 - Hennepin County All Public and Charter Schools
Percent that Met or Exceeded MCA Standards by Race/Ethnicity**



**MCA Reading Proficiency 2013 - Hennepin County All Public and Charter Schools
Percent that Met or Exceeded MCA Standards by Race/Ethnicity**



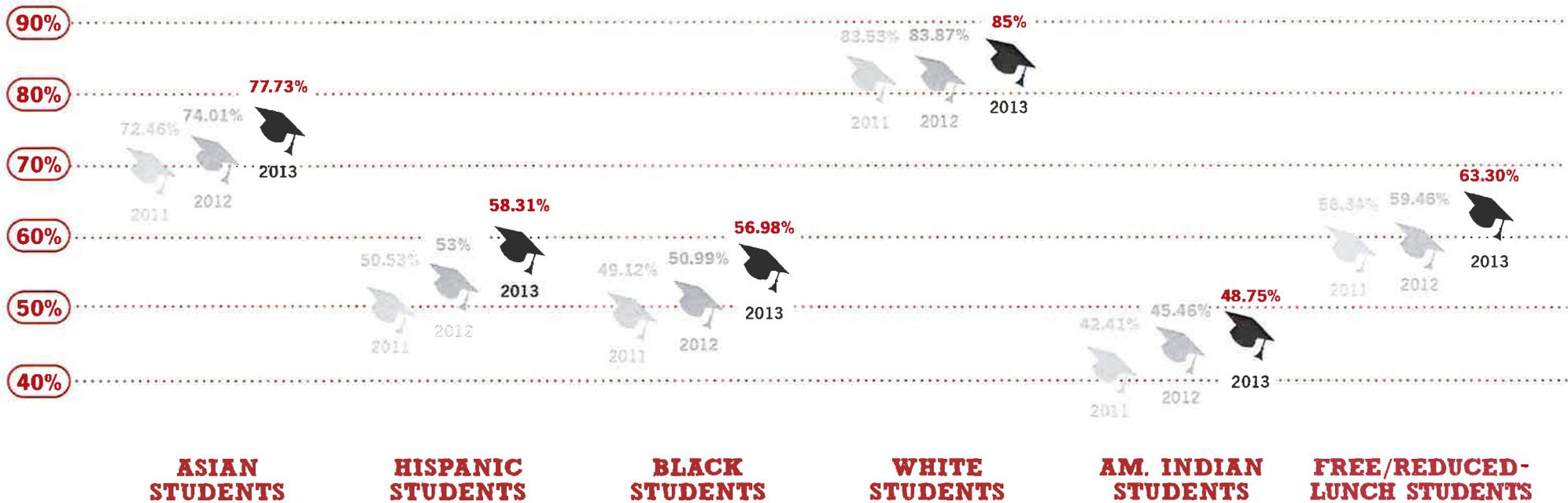
Data Source: Minnesota Dept. of Education (MDE), Assessment and Growth by School, District and County

Note: 2013 is the first year students took the new MCA-III reading test based on more challenging reading standards. Minnesota adopted more rigorous standards to help ensure students are career and college ready upon high school graduation.

Tables and charts produced by Hennepin County Center of Innovation and Excellence for A-GRAD

MINNESOTA Graduation Rates ON THE RISE

CURRENT OVERALL MINNESOTA GRADUATION RATE IS 79.48%



74%

of all jobs in Minnesota will require some form of education beyond high school by 2020

\$134M

investment by 2013 Legislature to fully fund voluntary statewide all-day kindergarten

8 YEARS

Minnesota students have consecutively ranked first in the nation for ACT scores among states where majority of students take the exam

100%

of Minnesota students deserve the opportunity to succeed

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTER-OFFICE MEMORANDUM

TO: Sandy Lewandowski, Superintendent

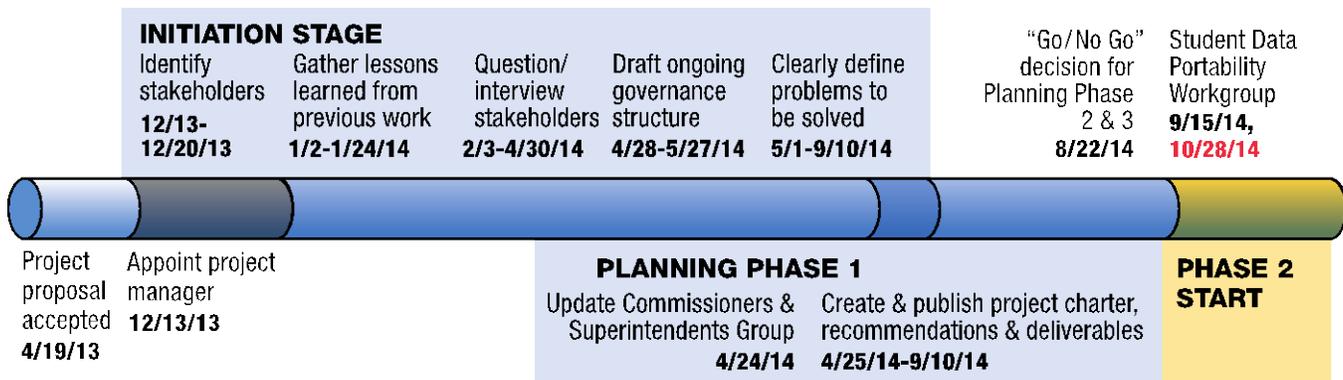
FROM: Chad Maxa, Executive Director of Technology and Innovation

DATE: October 6, 2014

Re: What Board Members Should Know About the Data Portability Project in Hennepin County

I am happy to report that there have been significant developments in our work within Hennepin County to address the system barrier of student data portability. Hennepin County's investment in an experienced consultant to manage this project has allowed us to get our heads around this enormous project, and break it down into manageable deliverables.

The Initiation Stage and Planning Phase 1 of the data portability project encompassed the development of high-level goals, a project charter, and a governance structure, which was proposed by Hennepin County consultant, Patrick Plant, and approved by Commissioners and Superintendents at their last meeting on April 24th, 2014. Following that, Hennepin County assembled a group of experts to address the technical issues of sharing or accessing student related data between software systems, and this group came to be known as the Student Data Portability (SDP) Workgroup. The graphic below provides a snapshot of the key milestones to date.



Rich Valerga, CIO from Minneapolis Public Schools, and I will co-chair the workgroup. This workgroup is responsible for advancing strategies to reduce both policy and practice barriers that prevent schools and the County from exchanging information securely, seamlessly and efficiently. We met several weeks ago on September 15th and Phase 2 of the project is well underway.

Below are the primary goals we identified and are ready to begin pursuing:

- Development of the "Digital Backpack" and student record exchange standards
- Streamlining truancy reporting by building off of existing data interoperability technologies
- Expansion of the initial student data sharing pilot between school districts and county workers

On October 28th the SDP will reconvene to finalize a progress report for the Hennepin County Commissioners and Superintendents Partnership Group meeting on October 31st. I am excited to see what the future has in store for Phase 2 of this critically important work, and the impact it will have towards improving data portability between school districts, the County and ultimately with Minnesota State Departments as well.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTER-OFFICE MEMORANDUM

Date: October 9, 2014

To: Sandra Lewandowski, Superintendent

From: Colleen Baumtrog, Executive Director of Planning and Improvement

Re: What the Board Needs to Know about School Improvement Planning

This will summarize the preliminary thinking and planning so far this year as the journey to design a School/Program Improvement model for District 287 begins. The improvement model will be consistent with the following Superintendent Result:

“By May 1st, 2015, a three-year school improvement plan will be developed for Board approval by utilizing the three major result areas of innovative instruction, student success and collaborative curricula to develop a baseline and critical metrics that will guide/measure our instructional work over time.”.

What we are learning: We have requested and received a report from Hanover Research that summarizes best practices and evidence based research on school improvement models in K-12 education. Key elements of an effective model include a comprehensive needs assessment, strategic prioritization of needs and data-driven decision-making. They recommend that districts target two to five priorities within a school improvement plan each year and encourage a “less is best” approach. Five overarching categories in a needs assessment that is recommended by Charlotte-Mecklenburg Schools and others include; Instructional Excellence and Alignment, Leadership Capacity, Professional Capacity, Planning & Operational Effectiveness, and Families and Communities.

The Association for Supervision and Curriculum Development, ASCD, provides free, online needs assessment designed to be used to inform school improvement. It is one tool that we are considering using this year. This tool provides a comprehensive needs assessment that allows district leaders to compare schools within their school systems.

What we’ve done so far: While we do not have a school improvement model in place, we are more focused than ever on instruction and student success. This summer District 287 provided learning opportunities for instructional leaders that focused our collective Results for 2014-15 related to innovative instruction, student success and collaborative curriculum. A number of professional development activities took place that allowed our key leaders to reflect, learn and plan for a new school year that will focus on these key areas in their programs and sites. Examples include learning events on Personalization, the Curriculum Hub, Professional Learning Communities, and testing and assessment. In addition, using a rubric that categorizes various practices as “Non-existing, Beginning, Emerging, Meeting or Exceeding”, 287 principals completed a self-assessment on the following nine areas in their sites/programs:

1. Instruction is prioritized in students' schedules at least 75% of the time,
2. Integrated professional practices occur through Professional Learning Communities (PLCs) and literacy continues to be a site goal.
3. Social Emotional Literacy (SEL) protocols are followed
4. Opportunities for personalization of student learning are piloted
5. A collaborative process for technology planning is ongoing
6. Utilize the curriculum hub to store and access the District's approved curriculum
7. Use of curriculum group and peer coaching structures ensure that students in similar programs have similar curricular/instructional experiences across sites
8. 360 team process is used to explore and document alternative options for serving the most challenging students & provide support following critical incidents
9. Implement the School Resource Officers (SROs) Diversion Model protocols

Rich dialogue between principals and DSC leaders about the self-assessment results has allowed principals and DSC leaders to understand what they will focus on this year. At this time, all 287 administrators have established their Results for their performance evaluation based on innovative instruction, collaborative curriculum and student success.

We have also learned about the new MDE state testing requirements for 2014-15. Training for 287 assessment coordinators to insure that proper testing protocols are followed is now underway. Last, but not least, principals have access to real-time attendance, achievement and behavior data on the students in their programs via student data dashboards.

Next Steps: We have established a Professional Learning Community whose members will function as a core team to learn about effective school/program improvement models and assessment tools and work with instructional leaders to design the 287 model. Given the District's Mission, we expect the 287 model will reflect the District's role to provide innovative, responsive solutions to our member districts. Given our unique student population, we expect the model to include components known to enhance the success of at-risk learners such as; leadership, instructional focus, SEL, cultural competence and race equity.

We expect guidance from the 2015-2020 Strategic Planning Team on our School Improvement Model and plan to move forward at a pace that will allow this to happen.

TO: Intermediate District 287 Board Members

FROM: E. Jaynie Leung, Attorney

DATE: October 4, 2014

RE: Student Rights and Responsibilities Bucket

The following is a list of current Intermediate District 287 Board Policies that contain some aspect of the Board's vision for student rights and responsibilities in the District:

Goals
Student Conduct and Discipline
Bullying
Hazing
Weapons
Peace Officers and Crisis Teams

In preparation for providing recommendations for this bucket, I reviewed the following sources of requirements and information: Federal and State Statutes and Rules, MSBA model policies and recommendations from District Administration. The Board revised and approved the Bullying Policy in June of 2014.

The Student Conduct and Discipline Policy was revised to better align with the Board's commitment to teaching and incorporating Social Emotional Learning competencies and practices. The Policy reflects the Board's vision of "A Better Way" approach to proactive student engagement and shifts the focus to restorative practices, reserving punitive consequences for extreme circumstances.

The Hazing Policy was revised to clarify the internal and external support services that would be offered to victims. No recommendations for revisions are being made as to the other policies in this bucket.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Student Rights & Responsibilities
SUBJECT: Goals
BOARD APPROVED: September 2012
REVISION DATE:

SRR100 Goals

I. Purpose

The purpose of this policy is to articulate the Board's commitment to providing a student-centered learning environment that educates students about their responsibilities, affords them all of their rights as individuals, and instructs them about their obligations in the District's community of learners.

II. General Statement of Policy

The Board believes that all students have intrinsic value. In addition, all students have the capacity and the obligation to contribute to their school community and to society.

The Board advocates a proactive approach to issues of student conduct and behavior. Accordingly, in addition to disciplinary actions and procedures, the Board supports and expects efforts on the part of District administration and staff to promote positive behavior through such means as encouraging positive value and character development, teaching and modeling conflict resolution and problem-solving skills, and tailoring the learning environment to better meet individual needs.

The Board also believes that learning is the key to unlocking human potential. In keeping with this philosophy, the Board strives to provide an environment conducive to learning by adopting clear and consistent policies on student behavior, rights, responsibilities, and obligations.

III. Board Goals

- A. Recognize the intrinsic value of each individual student;
- B. Encourage in students a sense of personal responsibility and accountability for their actions;
- C. Deal justly and constructively with all students, including not only those students who are in violation of District policies, but also those students who may be the victims of those policy violations;
- D. Develop high-quality, creative and responsive programs designed to meet the educational, social, emotional and physical needs of District students;
- E. Provide a safe and secure learning environment, including preventing bullying, hazing and weapons violations; and
- F. Develop student recognition of the opportunity and obligation to advance their own individual learning and development as well as to contribute to the learning and development of others.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Student Rights & Responsibilities
SUBJECT: Student Conduct and Discipline
BOARD APPROVED: September 2012
REVISION DATE:

SRR120 Student Conduct and Discipline

I. Purpose

The purpose of this policy is to articulate the Board's general expectations for student behavior and the consequences for violation of District policies and procedures. The Student Handbook and other Board policies governing student rights and responsibilities provide further and more-detailed information concerning student conduct, discipline, and obligations.

II. General Statement of Policy

The Board is committed to providing innovative educational services that meet the unique needs of its students. To that end, the Board advocates a proactive approach to issues of student conduct and behavior that keeps students in the learning environment.

The District adheres to the use of positive behavioral supports. School environments that are positive, predictable, relevant, and effective are safer, healthier and more caring, have enhanced learning and teaching outcomes and can provide a continuum of support for all students.

The District promotes the expectation that all students will conduct themselves in a manner reflecting respect and consideration for the rights and privileges of others. Students will demonstrate respect for themselves and others by following school rules and regulations, unless they have a disability that precludes them from doing so. Individual responsibility and mutual respect are essential components of an environment conducive to learning. ~~District students are required to conduct themselves in a manner that does not interfere with the rights and privileges of others. Furthermore, s~~ Students are also expected to make a positive contribution to their school community through cooperative and constructive interactions with others.

By adopting a student code of conduct, the Board seeks to promote self-control, responsibility and accountability for one's own actions, and respect for law, authority, property, and the rights of others. The Board also seeks to encourage behavior that advances and encourages good citizenship and ensures an environment conducive to learning.

III. Student Code of Conduct

All students have the responsibility to:

1. Conduct themselves in an appropriate, respectful, and courteous manner at all times.
2. Familiarize themselves with the Student Handbook and all District policies and procedures governing student rights, obligations, and responsibilities and act accordingly.
3. Follow all official notices and directives and comply with reasonable instructions given by an authority.
4. Attend their program on a regular and consistent basis.
5. Appropriately use all District property and equipment.
6. Cooperate fully and truthfully in any inquiry or investigation conducted by the District.
7. Immediately report to District staff any threat, harassment, hazing, bullying, act of intimidation or retaliation, and physical or verbal abuse or assault.
8. Dress appropriately for District activities and in keeping with community standards, so that one's dress, appearance or grooming does not interfere with or disrupt the educational process or District activities, or pose a threat to the health or safety of the student or others.

The following are examples of unacceptable behavior subject to disciplinary action by the District. These examples are not intended to be an exclusive list.

All students have the responsibility not to:

1. Violate the District's policies on Bullying, Harassment & Violence, Hazing or Weapons.
2. Violate state or federal laws or rules, or other District policies or procedures.
3. Engage in any other behavior which is dangerous or detrimental to the health, safety, or welfare of other students or staff.
4. Possess, use, distribute, sell or attempt to sell, or be under the influence of any narcotic, hallucinogenic, marijuana, amphetamine, barbiturate, alcohol, or other illegal drug or intoxicant.
5. Cause or attempt to cause damage to or destruction of District or private property or steal or attempt to steal such property.

IV. Student Discipline

District administration may discipline any student, up to and including suspension and/or recommendation for expulsion, who violates one or more of the standards of conduct listed above. In accordance with the Pupil Fair Dismissal Act, grounds for discipline shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school.
3. Willful violation of any school rules, regulations, policies or procedures, or
4. Other conduct which, in the discretion of the teacher or administration requires removal of the student from class.

The District will utilize progressive discipline to the extent reasonable and appropriate in accordance with applicable law and based upon the specific facts and circumstances of student misconduct. **Appropriate disciplinary measures will be determined in each individual circumstance within the context of a multitiered system of supports. Discipline and other appropriate measures shall be described more fully in the Student Discipline Procedure.**

Discipline or other appropriate measures may include:

1. Student and/or parent/guardian conference
2. Restorative Practices
3. Meeting with a school counselor, school psychologist, or school social worker to help determine what kind of additional support is needed.
4. Social Emotional Learning (SEL) skills instruction
5. Other positive supports that teach needed behavior skills and /or replacement behaviors.
6. Community service in the school
7. Collaborative and Proactive Solutions (CPS)
8. For students receiving special education services a review of the current IEP to include the FBA and BIP.
9. In Extreme Circumstances:
 - a. A suspension or dismissal for a portion of a day may occur and requires approval from an Executive Director and/or Directors, Special Services and Education Programs or designee.
 - b. Weapons possession with willful intent to cause harm, a recommendation will be made to the home district regarding exclusion or expulsion. Willful conduct is defined as intended, not by accident.
 - c. Police intervention and/or County Crisis team intervention will require notification to the Executive Director and/or Directors of Special Services and Education Programs.

V. Removing Students From Class

The decision to remove a student from class is made by the classroom teacher. A student may be prohibited from attending a specified class for a period of time, not to exceed three class or activity periods (or three hours if the day's activities are not divided into well-defined periods of instruction). The student will have continuous staff supervision during the time he/she is temporarily removed from the regular class activity.

The length of time of the removal from class and whether to dismiss a student from school are decisions made by the supervisor/building principal or designee. The supervisor/building principal or designee shall determine the necessity of parent/guardian notification resulting from the student being removed from class. The supervisor/building principal or designee shall work with the teacher to notify the student of the violation of the discipline rules and resulting disciplinary action.

In the event of dismissal from school, arrangements with parents/guardians and student will be made to discuss the student's misconduct, resulting disciplinary action and plan for readmission. Whenever a student is dismissed, District staff will document the date and time of dismissal, reason(s), and any other pertinent information. If a student is dismissed more than two times in one month, a team meeting must be held to review the IEP, if applicable.

A teacher, other District employee, bus driver or other agent of the District may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

CROSS REFERENCES:

SRR 140 Bullying Policy
SRR 160 Hazing Policy
SRR 180 Weapons Policy
Student Discipline Procedure

LEGAL REFERENCES:

Minn. Stat. § 121A.40 - .56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Discipline and Removal of a Student From Class)

20 U.S.C. §§ 1400 *et. seq.* (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 *et. seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Student Rights & Responsibilities
SUBJECT: Hazing
BOARD APPROVED: September 2012
REVISION DATE:

SRR 160 Hazing

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing.

II. GENERAL STATEMENT OF POLICY

- A. Hazing activities of any type are inconsistent with the educational goals of the District. Hazing is expressly prohibited on or off District property and during and after District hours. Hazing often occurs off school grounds, after school hours, and on non-school days. Students are advised that hazing is prohibited whenever and wherever it occurs.
- B. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- C. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- D. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any

other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal/supervisor is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.
- D. Upon receipt of a complaint or report of hazing, the school district shall take appropriate action, which may include undertaking or authorizing an investigation by school district officials or a third party designated by the school district. Any appropriate actions that would support the victim may also be taken, including informing the victim's parent or guardian **about District support services that may be available and/or providing a directory of external support services.**

V. DISCIPLINE

- A. The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found

- to have violated this policy.
- B. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior, and conform to state law.
 - C. Such disciplinary action may include, but is not limited to,
 - 1. Warning
 - 2. Suspension
 - 3. Exclusion
 - 4. Expulsion
 - 5. Transfer
 - 6. Remediation
 - 7. Termination, or
 - 8. Discharge

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Student Rights and Responsibilities
SUBJECT: Weapons
BOARD APPROVED: September 2012
REVISION DATE:

SRR 180 Weapons

I. PURPOSE

The purpose of this policy is to promote a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a District location, except as provided in this policy. The District will act to enforce this policy and to discipline or take other appropriate action against any student, teacher, administrator, other District employee, contractor, volunteer, bus driver or member of the public who violates this policy. In cases in which the District operates programs on sites owned by other entities, the District will consider the policies of the host organization or other district.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Weapon" means any object, device or instrument designed as a weapon or otherwise capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
- B. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
- C. No person shall use articles designed for other purposes (e.g., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
- D. "District location" includes any District building or grounds, whether leased, rented,

owned or controlled by the District, District bus stops, busses or vehicles, District-contracted vehicles, the area of entrance or departure from District premises or events, and locations of District-related functions, District-sponsored activities, events or trips.

E. "Immediately" means as soon as possible.

F. "Possession" means having a weapon on one's person or in an area subject to one's control in a District location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to a District location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the building principal/supervisor shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the building principal/supervisor, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator or teacher, or immediately notifies an administrator or teacher of the weapon's location.

B. It shall not be a violation of this policy if a person falls within one of the following categories:

1. active licensed peace officers; military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
2. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle; or
3. persons who keep or store pistols in a motor vehicle in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045.

C. Policy Application to Instructional Equipment/Tools

While the District takes a firm position on the possession, use or distribution of weapons by students, and a similar position with regard to non-students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or non-students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Administrative Discretion

The superintendent may use discretion in determining whether, under the circumstances, a course of action other than imposing standard disciplinary consequences is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline. The superintendent shall inform the criminal justice or juvenile delinquency system as soon as practicable when a student brings a firearm to school unlawfully.

CROSS REFERENCES:

SRR 120 Student Conduct & Discipline Policy

LEGAL REFERENCES:

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 121A.05 (Referral to Police)

Minn. Stat. § 609.66 (Dangerous Weapons)

Minn. Stat. § 609.605 (Trespass)

Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)

Minn. Stat. § 97B.045 (Transportation of Firearms)

Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)

Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)

18 U.S.C. § 921 (Definition of Firearm)

In re C.R.M., 611 N.W.2d 802 (Minn. 2000)

DISTRICT POLICY

FIRST READ

POLICY SERIES: Student Rights and Responsibilities
SUBJECT: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
BOARD APPROVED: September 2012
REVISION DATE:

SRR 200 Use of Peace Officers & Crisis Teams to Remove Students with IEPs from School Grounds

I. PURPOSE

The purpose of this policy is to describe the removal of a student with an individualized education program (IEP) from school grounds by a peace officer or county crisis team.

II. GENERAL STATEMENT OF POLICY

The Board is committed to promoting a learning environment that is safe for all members of the school community. The Board also recognizes the importance of providing individualized instruction and related services to students with IEPs, including during times when a student's behavior requires that the student be removed from the educational environment. In emergency situations, District employees may seek assistance from external resources, including peace officers and county crisis teams. Peace officers and county crisis teams may exercise their lawful authority to remove students from school grounds.

III. DEFINITIONS

For the purposes of this policy, the following terms are defined as:

- A. "Crisis team" refers to crisis services that may be available pursuant to an agreement to coordinate crisis services with the county board responsible for implementing the Children's Mental Health Act, Minn. Stat. § 245.487 – 245.4889. It does not include District employees.
- B. "Emergency" means a situation where immediate intervention is needed to protect a student or other individual from physical injury or to prevent serious property damage.
- C. "Peace officer" means an employee of a law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. Pursuant to an agreement between the District and

local law enforcement agencies, a peace officer may be assigned to a school building as a “police liaison officer” for all or a portion of the school day to provide law enforcement assistance and support to the program staff and students. The police liaison officer is not a District employee, nor is the police liaison officer a member of any student’s IEP team or part of any student behavior support plan.

IV. NOTIFICATION AND REVIEW

The building administrator or designee shall make reasonable efforts to notify the student’s parent or guardian of the student’s removal from school grounds by a peace officer as soon as possible following the removal. If a student with an IEP is removed from a classroom, school building, or school grounds during the school day twice in a 30-day period, the student’s IEP team must meet to determine if the student’s IEP is adequate or if additional evaluation is needed.

Legal references:

Minn. Stat. § 121A.55(c)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures – Removal by a Peace Officer)

Minn. Stat. § 245.487 – 245.4889 (Children’s Mental Health Act)

20 U.S.C. § 1415(k)(6)(Referral to and action by law enforcement and judicial authorities (IDEA))

POLICY SCHEDULE PLANNER

2014-2015

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROJECT PHASE	SIT DATE	FIRST READ	SECOND READ
Revision: Health & Medical Bucket	07.23.14	08.28.14	09.11.14
Revision: Student Rights & Responsibilities Bucket	10.01.14	10.09.14	10.23.14
Revision: Technology & Communication Bucket	12.17.14	01.08.15	01.22.15
Revision: District Administration & Organization Bucket	02.04.15	02.12.15	02.26.15
Revision: Board Officers & Operations Bucket	03.04.15	03.12.15	03.26.15
Revision: Health & Safety Policy			

◇ SIT Meetings

◇ Board Meetings

◇ Tentative Board Meeting Dates

July 2014

S	M	T	W	TH	F	S
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August 2014

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September 2014

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October 2014

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November 2014

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December 2014

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January 2015

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February 2015

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March 2015

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April 2015

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May 2015

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June 2015

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October 2014
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AMSD Honors Past Chairs at 40th Anniversary Celebration

October 3, 2014

Board of Directors Meeting, 7:00 a.m.,
Grand Hall,
TIES Conference Center,
St. Paul

October 31, 2014

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

November 7, 2014

Board of Directors Meeting, 7:00 a.m.,
Grand Hall,
TIES Conference Center,
St. Paul

Save the Date!

November 17, 2014

AMSD Policy Conference: Developing College and Career Ready Students

Registration and event details at:

<http://www.amsd.org/2014conference>

AMSD's Mission

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



Association of
Metropolitan School Districts

AMSD was pleased to honor 19 former chairs and one past executive director at its September Board of Directors Meeting in celebration of AMSD's 40th Anniversary.

Seated from left to

right: Marilyn Forsberg, Spring Lake Park (1996-1997), Keith

Broady, St. Louis Park (2003-2004), Joellen Johnson, Mounds View (1986-1987), Arlene Bush, Bloomington (1985-1986), Linda McLoon, Roseville (2002-2003), George Kimball, White Bear Lake (2012-2013), Syliva "Sliv" Carlson, Wayzata (1988-1989), Ann Schluter, Burnsville (1990-1991), and Al Oertwig, St. Paul (1999-2000).

Standing from left to right: Bruce Richardson, St. Louis Park (2014-2015), Vicki Roy, Burnsville (2001-2002), Pam Langseth, Minnetonka (2011-2012), Lori Grivna, Mounds View (2004-2005), Judy Schwartz, Mahtomedi (1991-1992), Pat Gleason, Wayzata (2008-2009), Patsy Green, Robbinsdale (2010-2011), Holly Parker, Eden Prairie, (2013-2014), Carol Bomben, Eden Prairie (2005-2006), Executive Director Mark Mallander (1993-2000), Jane Eckert, St. Anthony-New Brighton (2006-2007), John Malone, Orono (2007-2008), and Executive Director Scott Croonquist (2000-present).



From the Chair

Election Day is just over one month away!

Seven AMSD member school districts have important referendum questions on the ballot on November 4th. The ballot questions range from operating referendum renewals or increases, to requests for technology and school safety initiatives to building projects. While important new investments in programs like all-day Kindergarten and early learning were adopted during the last biennium, the fact remains that Minnesota school districts continue to rely on revenue received through operating, building bond and capital projects referendums to provide the opportunities and safe learning environments students need to be successful.

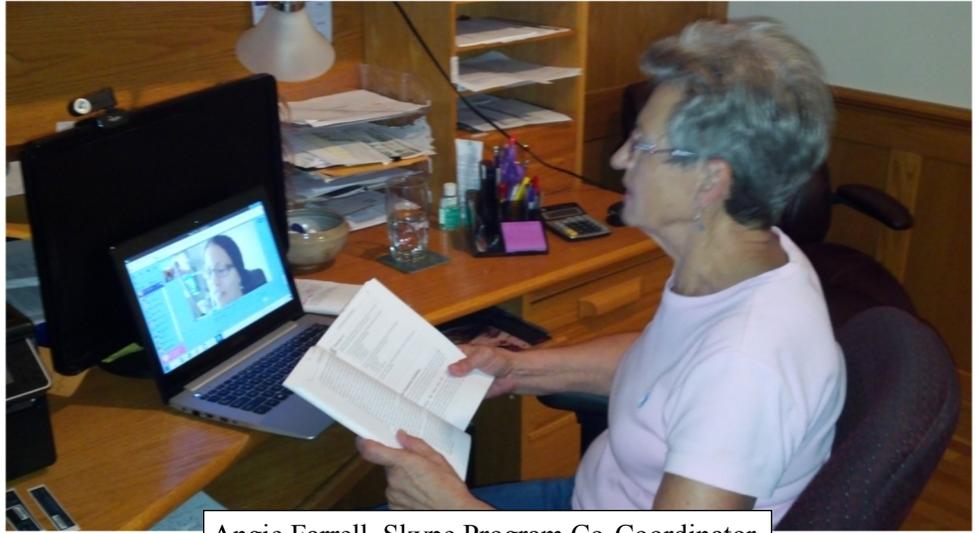
I encourage all Minnesotans to learn about their local referendum questions and to contact their school officials if they have any questions. There is also a wealth of information about school funding and voter information in AMSD's Election Guide: <http://www.amsd.org/elections>. At AMSD we believe that Minnesota's future prosperity is dependent upon the success of ALL students and that public education must be the highest priority of state government.

I encourage everyone to exercise their right to VOTE on November 4th!

Bruce Richardson, school board member from St. Louis Park Public Schools, is chair of AMSD.

Technology Enhances ESL Learning in Lakeville

In fall 2012, the Lakeville Schools' Pathways Adult Education Program began offering an additional learning option to its adult English learners that also enhances their connection to the American community. The *Skype* Conversation Coaching Program partners ESL students with volunteer coaches for once- or twice-weekly, 30- to 60-minute conversation "chats" via the free video calling service, *Skype*. Together the student and conversation coach decide which topics they will use to promote conversation during their session and what areas of concern, such as pronunciation, vocabulary development, etc. will be focal points.



Angie Farrell, Skype Program Co-Coordinator, Skypes with a student.

Learners voluntarily participate in the program. They can *Skype* to their conversation coach from their home, school or any other location that offers them an internet connection. Similarly, conversation coaches connect with their student partners from the comfort of their home computer and therefore do not need to be local. The Lakeville program currently has coaches in five states.

Conversation coaches submit an online report to Adult Education staff after each session in which they can discuss topics shared in the session, ask staff questions or express concerns all in an effort to make the experience more valuable to both the student and the volunteer.



At left—Lavy Sok, Skype Learner
At Right—Anne Glassman, Skype Program co-coordinator

Students and conversation coaches are trained in using *Skype* if they are not familiar with the service. Conversation coaches are offered an additional annual training focused on using *Skype* and how to best guide students in improving their English pronunciation, listening and speaking skills.

The program was started out of necessity in 2012. A past Lakeville ESL student, Desta, was attending college and majoring in nursing. Desta contacted Angie Farrell, a program volunteer and asked for help with improving her English. The college had informed Desta that they would drop her from the program because her English communication skills were not at a level suitable to work in the health field. It was decided that Angie and Desta would meet on Skype to study English in an effort to save

time. Several additional volunteers and teachers worked with Desta on Skype during the following year. She stayed in college and graduated as a licensed practical nurse in the spring of 2013. Today she works full time in the health care field and frequently receives compliments for her dedication, conscientiousness and good writing.

Since its inception, more than 40 learners and more than 20 volunteer coaches have participated in the Pathways Adult Education Program.

If interested in volunteering as a *Skype* coach, contact Anne Glassman at anne.glassman@isd194.org or Angie Farrell at angfarrell50@gmail.com.

This month's member spotlight was submitted by Anne Glassman and Angie Farrell, co-coordinators of the Skype Coaching Program, Lakeville Area Public Schools.

Facilities Funding Needs To Be Addressed During the 2015 Legislative Session

In 2013, the Legislature directed the Minnesota Department of Education to convene a working group to develop recommendations for reforming Minnesota's school facilities funding system to create an adequate, equitable and sustainable system of financing school facilities in Minnesota. The School Facilities Financing Work Group, composed of superintendents, business managers, facilities directors and school board members, met monthly from August 21, 2013 to January 15, 2014. The group concluded its work with a report to the Legislature that included the recommendations outlined in Figure 1.

Figure 1: School Facilities Financing Work Group Recommendations

1. Establish a new long-term facilities maintenance revenue program.
2. Increase the portion of debt service revenue that is eligible for equalization, restore the state share of equalized revenue and index future equalization.
3. Equalize the capital projects referendum levy.
4. Establish a new school facilities improvement revenue program to replace the current building lease levy.
5. Increase the operating capital revenue allowance and index it to inflation.
6. Provide enhanced debt service equalization.
7. Streamline the review and comment process.
8. Address the facilities needs of other educational entities such as intermediate school districts, education cooperatives and charter schools.

During the 2014 Legislative session, lawmakers approved the following measures that addressed recommendations from the School Facilities Financing Work Group:

- Increased the Safe Schools Levy from \$10 to \$15 for intermediate districts.
- Increased the Building Lease Levy by \$50 (\$162 to \$212) per pupil and \$19 (from \$46 to \$65) for intermediates.
- Raised the minimum qualifying expenditure necessary to trigger a review and comment from \$1.4 million to \$2 million and eliminated the review and comment process for most maintenance projects.

Continued on page 3

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.

Work Group Recommendations Provide Excellent Roadmap

Continued from page 3

While noteworthy strides were made during the 2014 Legislative session, more work remains. Significant recommendations from the work group still needing to be addressed include:

- Phase-in eligibility for the Alternative Facilities Program to all school districts by combining the existing Health and Safety and Deferred Maintenance Programs into the Alternative Facilities Program to ensure that school districts are able to preserve public assets and maintain safe learning environments for students, staff and citizens. According to the Minnesota Department of Education, districts eligible for alternative facilities revenue receive an average of \$328 more per pupil unit from categorical formulas without voter approval than other districts. Districts without alternative facilities funding tap into their general fund for maintenance or emergency building issues.

"The inability for most school districts to access funding for facility repair and maintenance through the alternative facilities program results in a significant inequity in the funding of schools," said Jeff Ronneberg, Superintendent, Spring Lake Park Schools. "In our case, we set aside \$750,000, on average, each year from our general fund budget to pay for facility maintenance, which are dollars that could be directed to improving student learning. Districts that have alternative facilities do not face the choice of putting resources towards maintenance of buildings or kids. They have the resources available for each. This is not a resource that only some districts should be able to access."

- Increase the operating capital revenue allowance and index it to inflation. Right now in Minnesota, over half of the funding for facilities comes from voter-approved capital project levies. The building lease levy was increased during the 2014 session, but legislators should expand the allowable uses of the building lease levy during the 2015 session to include remodeling of existing space, building additions for instructional space and building modifications to enhance safety and security. Two AMSD districts will be going to voters this November with Building Bond questions in order to address the need for additional space and enhance security measures.

"We have two ballot questions for the general election. A \$5.9M (\$409/student) operating referendum, and a \$98.03M bond. The first question must pass in order for the bond to go forward. The bond includes new classroom space (3rd wing at Rogers High School, a new E-8 school in Otsego, dedicated early education spaces in Zimmerman and Rogers) for our growing population, and also addresses some facility inequities in the district (auditoriums for Rogers and Zimmerman High Schools (additional gym spaces at Elk River High School), removes temporary classrooms and completes security improvements district-wide. In addition to providing the needed revenue to open and operate the new spaces, the levy includes \$1M for new classroom teachers and \$2.6M annually for technology upgrades. The tax increase of these two questions is \$43/year on a \$250,000 home. Our space issues are so acute in the southern portion of the district that if the two questions do not pass, the School Board plans to proceed with \$22M of board-authorized lease-levy to provide the necessary classroom space. The tax increase for this is \$79/year on the same property." Mark Bezek, Superintendent, Elk River Area School District

"Like districts across the state and nation, West St. Paul-Mendota Heights-Eagan Area Schools is focused on school safety. We have identified ways to increase security in our buildings, including reconfiguring the front entrances of our schools. We are asking our residents to approve a \$3.2 million bond for these renovations and other security upgrades on November 4." Nancy Allen-Mastro, Superintendent, West St. Paul-Mendota Heights-Eagan Area Schools

AMSD looks forward to continuing the momentum on this significant issue during the 2015 session and working to ensure that locally-elected school boards have the authority to preserve public assets and ensure safe and secure learning environments for students and staff.

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	
<p>JANUARY 9, 2014 <i>Organizational Meeting</i></p> <p>Election of Board Officers Oath of Office Financial Report November</p>	<p>JANUARY 23, 2014</p> <p>Financial Report December FY13 Audit Legislative Platform Uber Goal #2</p>
<p>FEBRUARY 13, 2014</p> <p>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</p>	<p>FEBRUARY 27, 2014</p> <p>Financial Report January FY15 Budget Assumption FY14 Budget Revision Program Withdrawal Report Report on Uber Goal Staff Reduction ULA Resolution Changes for following Year</p>
<p>MARCH 13, 2014</p> <p>SEC Playfield Update Teacher Evaluation</p>	<p>MARCH 27, 2014</p> <p>Financial Report February FY14 Budget Reduction Realignment Proposal Program Reduction Resolution Proposed District 287 School Calendar 2014-2015 Reduction ULA for tenured staff (<i>provide names</i>) Strategic Plan Report</p>
<p>APRIL 10, 2014 <i>(Only one Board meeting this month!)</i> Local 284 Parameters - (Closed Session) Superintendent & Board Evaluation Update</p>	
<p>MAY 8, 2014</p> <p>Financial Report March Morris-Leatherman Survey Results Summary Status Report on Board Policy & Procedure</p>	<p>MAY 22, 2014</p> <p>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</p>
<p>JUNE 12, 2014</p> <p>Read 180 & Math 180 Results Superintendents Evaluation Update</p>	<p>JUNE 26, 2014</p> <p>2014-2015 Budget Approval Financial Report May Final ULA Resolution for Licensed Staff Presentation</p> <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

1 st Meeting of the Month	2 nd Meeting of the Month
<p>AUGUST 28, 2014</p> <p>Instructional Results Report</p> <p>What Board Members Need to Know About “2014-2015 Back to School Start-Up”</p> <p>SNEAK PREVIEW of Legislative Platform</p> <p>What Board Members Need to Know About “2014-2015 Crisis Plans”</p> <p>Financial Report July</p> <p>Superintendent Uber Goals</p>	
<p>SEPTEMBER 11, 2014</p> <p>Work Session: A Better Way</p>	<p>SEPTEMBER 25, 2014</p> <p>Cultural Competency Work</p> <p>Financial Report August</p> <p>Operational Results Report</p>
<p>OCTOBER 9, 2014</p> <p>Student Rights & Responsibilities Policy Bucket</p>	<p>OCTOBER 23, 2014</p> <p><i>(Superintendent Lewandowski will be absent, due to participation in AASA Ambassador program)</i></p> <p>Financial Report September</p> <p>What the Board Needs to Know about Emergency and Crisis Plans for 2014-2015</p> <p>Work Session: Personalizing Education</p>
<p>NOVEMBER 13, 2014</p> <p><i>(Only one Board meeting this month!)</i></p> <p>OPEB Reporting & Funding</p>	
<p>DECEMBER 11, 2014</p> <p><i>(Only one Board meeting this month!)</i></p> <p>Financial Report October</p> <p>Prior Year Finance Review</p>	

INFORMATIONAL ITEMS TO REMEMBER:

** Board role in setting/supporting goals
Board TLC

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
October 9, 2014
SCHOOL BOARD CALENDAR

September 2014

25	Thursday	General Board Meeting	6:30PM	Board Rm
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October 2014

07	Tuesday	Local 2209 & Board Breakfast	7:00AM	DSC-316
09	Thursday	General Board Meeting	6:30PM	Board Rm
14	Tuesday	Edgewood Education Center Open House	6:30PM	Edgewood
23	Thursday	General Board Meeting	6:30PM	Board Rm

November 2014

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

December 2014

09	Tuesday	Get On The Bus	8:30AM	TBD
11	Thursday	General Board Meeting	6:30PM	Board Rm

TENTATIVE 2015 DATES

January 2015

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

February 2015

10	Tuesday	Get On The Bus	8:30AM	TBD
12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

March 2015

12	Thursday	General Board Meeting	6:30PM	Board Rm
24	Tuesday	Local 2209 & Board Breakfast	7:00AM	DSC-316
26	Thursday	General Board Meeting	6:30PM	Board Rm

April 2015

09	Thursday	General Board Meeting	6:30PM	Board Rm
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May 2015

14	Thursday	General Board Meeting	6:30PM	Board Rm
21	Thursday	Career & Tech High School Award Ceremony	4:00PM	Eden Prairie Campus
28	Thursday	General Board Meeting	6:30PM	Board Rm

June 2015

02	Tuesday	Gateway Graduation	11:00AM	Brklyn Park Campus
03	Wednesday	West Education Center & W-ALT Graduation	4:00PM	WEC
03	Wednesday	Focus/Invest/Vector (South & North) Graduation	12:00PM	SEC
03	Wednesday	South Education Center Alternative Graduation	6:00PM	SEC

04	Thursday	South Education Center/SUN Transition/ PHASE Graduation	12:00PM	SEC
04	Thursday	Northwest Tech Center High School Graduation	TBD	Brklyn Park Campus
04	Thursday	North Education Center Graduation	11:00AM	NEC
04	Thursday	North Education Center Elementary Graduation	1:00PM	NEC
04	Thursday	North Education Center Alternative Graduation	6:00PM	NEC
05	Friday	EEC Transition/Explore Graduation	TBD	TBD
05	Friday	Epsilon Graduation	1:30PM	Board Rm
25	Thursday	General Board Meeting	6:30PM	Board Rm

August 2015

27	Thursday	General Board Meeting	6:30PM	Board Rm
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September 2015

10	Thursday	General Board Meeting	6:30PM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

October 2015

08	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	General Board Meeting	6:30PM	Board Rm

November 2015

12	Thursday	General Board Meeting	6:30PM	Board Rm
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December 2015

10	Thursday	General Board Meeting	6:30PM	Board Rm
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◆ General Board Meeting – Date Change

◆ New Event

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2014-2015

Get on the Bus

Tuesday, November 11th

TBN

Bus leaves 287 DSC @ 8:30 AM

Ann Bremer

Laura Ronbeck

Carol Bomben

Carter Peterson

Michèle Kunz

Tuesday, December 9th

TBN

Bus leaves 287 DSC @ 8:30 AM

Ann Bremer

Laura Ronbeck

Carol Bomben

Carter Peterson

Michèle Kunz

Tuesday, February 10th

TBN

Bus leaves 287 DSC @ 8:30 AM

Ann Bremer

Laura Ronbeck

Carol Bomben

Carter Peterson

Michèle Kunz

Local 2209 Breakfast

7:00 AM

Tuesday, October 7th
South Education Center

Ann Bremer

Carol Bomben

Michèle Kunz

Carter Peterson

Tuesday, January 13th
District Service Center
(3rd Floor – Room 316)

Ann Bremer

Carol Bomben

Michèle Kunz

Karen Filla

Tuesday, March 24th
District Service Center
(3rd Floor – Room 316)

Ann Bremer

Carol Bomben

Michèle Kunz

Regina Neville