

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM FOR COMMUNITY COMMENTS** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from October 9, 2014
 - 4.2. Routine Human Resource Activities for October 23, 2014
5. **SHARE THE SUCCESS & RECOGNITION - (5 minutes)** (*Information*)
 - 5.1. Employee Recognition – The October 2014 “Above & Beyond” Employee
 - 5.2. Education Minnesota ESP (Educational Support Professional) of the Year Award
 - 5.3. Superintendent Lewandowski named “Superintendent of the Year”
6. **SUPERINTENDENT'S REPORT - None**
7. **INSTRUCTIONAL REPORT - None**
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (20 minutes)**
 - 8.1. Facilities Report (*Information*)
 - 8.1.1. What the Board Needs to Know about Emergency and Crisis Plans for 2014-2015 (*Information*)
 - 8.2. Financial Report (*Action*)
 - 8.2.1. Approval of Routine Monthly Finance Report
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (5 minutes)**
 - 9.1. Policy Review & Revision
 - 9.1.1. Student Rights & Responsibilities Policy Bucket (*Action*)
 - 9.2. Board Reports
 - 9.2.1. AMSD Report (Ann Bremer) (*Information*)
 - 9.2.1.1. AMSD Connections Newsletter October 2014
 - 9.2.2. District News (*Information*)
 - 9.2.2.1. School Board Planning Calendar 2014-2015
 - 9.2.2.2. School Board Calendar of Events
 - 9.2.2.3. 2014-2015 Get on the Bus & Local 2209 Schedule
 - 9.3. Once Around the Table
10. **ADJOURNMENT**
 - 10.1. General meeting of the Board will adjourn for a Board Work Session (*Information*)
11. **WORK SESSION**
 - 11.1. **Personalizing Education**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
October 9, 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
276	Minnetonka	Karen Filla
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
283	St. Louis Park	Nancy Gores
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 270/Ronbeck, and 281/Tyrrell

Guests:

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Anne Becker, Michael Cowles, Mae Hawkins, Tina Houck, Chad Maxa, Jennifer McIntyre, Elisabeth Rogers, Jon Voss, and Wauneen Mgeni

287 Staff Members: Melissa Mendick, and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from September 25, 2014. *Motion by Ann Bremer, seconded by Michèle Kunz, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski introduced Ms. Melissa Mendick, Assistant Supervisor of Itinerant Services. Melissa presented to the Board an overview of the Blind Visually Impaired (BVI) services and announced to the Board a \$15,000.00 donation awarded to Intermediate District 287. She also previewed a video describing the various types of technology/software that is available to our BVI students.

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski briefly updated the Board on the continuing conversation with the Hennepin County Superintendents and Commissioners to address their collective goal of increasing graduation rates.

Sandy presented to the Board an update on: 1) Minnesota Alliance for Youth and A-GRAD Educational Outcomes for County-Involved Youth, and 2) a summary report of Graduation Rates in Hennepin County Schools.

Mr. Chad Maxa, Executive Director of Technology and Innovation, presented to the Board an overview on the work so far on the Data Portability Project.

Chad presented to the Board a summary memo, "What Board Members Should Know about Data Portability in Hennepin County."

Chad briefly updated the Board on the October 9, 2014, Technology and Information Education Services (TIES) Coordinators meeting. Chad informed the Board that Mark Wolak, TIES Interim Executive Director announced to Coordinators several new TIES goals and priorities.

7. INSTRUCTIONAL REPORT

Dr. Colleen Baumtrog, Executive Director of Planning and Improvement, presented an overview to the Board of the developing School Improvement Plan model.

Colleen presented to the Board a summary memo, "What Board Members Should Know about a 287 School Improvement Plan."

8. BUSINESS SERVICES & LABOR RELATIONS REPORT

Facilities Report - None

Financial Report - None

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision

Ms. Anne Becker, General Counsel/Executive Director of Labor Relations presented to the Board the revised Student Rights & Responsibilities policy bucket for first read.

Chair Report

Board Chair Bremer and Board members Carter and Kunz discussed their conversation surrounding IEP's they had with Local 2209 staff at the recent Local 2209/Board Breakfast meeting.

AMSD Report - None

Once Around the Table - None

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:55 PM.

The next general meeting will be held on October 23, 2014, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – October 23, 2014**

LICENSED STAFF

1. New Hires:

A. Regular

- CATHERINE HOFFMAN, Interim Principal at Edgewood Education Center (current Assistant Principal), effective October 20, 2014.

B. Reinstatement of Licensure Waivers

-

C. Temporary

- JEREMY BAUERNFEIND, Instructor Autism at North Education Center, effective September 22, 2014 through June 8, 2015.
- KAREN KETTLER, Speech Language Pathologist at District Service Center - Itinerant, effective September 2, 2014 through June 8, 2015 for fifty hours.
- DOLLY LASTINE, for staff evaluations for Itinerant Staff, effective July 1, 2014 through December 30, 2014.
- MATT GARDNER, Instructor Special Education at South Education Center, .2 FTE effective September 22, 2014 through June 8, 2015.
- JUDI MARIE RINGE, for staff evaluations for Edgewood Staff, effective July 1, 2014 through December 30, 2014.
- GEORGEANN WOBSCHELL, Instructor at Edgewood Education Center to cover for teachers with special duties, effective September 9, 2014 through January 22, 2015.
- CHRISTIN SOHNS, Reading Specialist at SECA to provide homebound instruction to students, effective September 29, 2014 through June 4, 2015.
- KELLY GARITA, Instructor at SECA to provide homebound instruction to students, effective September 29, 2014 through June 4, 2015.
- JANET MAYER, Speech Language Pathologist for Itinerant Services to provide Augmentative Communication support, effective September 26, 2014 through June 8, 2015.
- JEFFREY DAVISON, Instructor at Edgewood Education Center, effective October 7, 2014 through December 23, 2014.
- LAURA KELLER-GAUTSCH, for project-based work at North Education Center, effective July 1, 2014 through December 30, 2014.

- **Northern Star Online**

Bob Andresen	David Casella	Sarah Christopherson
Joe Curran	Connie Demillo	Marit Dohse
Susie Evans	Jon Fila	Thomas Franke
Kimberly Hamren	Jennifer Heimlich	Matthew Henderson
Karah Holle	Jane Kleinman	Darlene Leimer
Fatima Lemtouni	Tarik Lemtouni	Julie Lentz
Ling Ma	Mike Matuska	Dee McCarthy
Don Myhre	Kevan Nitzberg	Stephanie Owen
Cynthia Patten	Alyson Purdy	Willie Rauen
Ben Richards	Mark Sateren	Chandra Schwab
Shannon Shi	Georgia Silva	Kirsten Slinde
Mike Smart	Donna Smestad	Amy Tukua
Jennifer Tuuri	Princesa VanBuren-Hansen	
Chris Whritenour	Scott Woelber	Jacques Youakim

2. **Extended Leaves of Absence:**

A.

- RENEE SOULE-CHAPMAN, Principal at Edgewood Education Center, medical leave effective October 20, 2014.

3. **Separations:**

A. **Dismissal**

-

B. **Resignation**

-

C. **Retirement (Regular/Disability)**

-

NON-LICENSED STAFF:

1. **New Hires:**

A. **Regular**

- GIOVANNI A MUHAMMAD, Education Assistant at North Education Center, **additional position due to increased enrollment**, effective September 22, 2014 – Step 9 Lane 2 +15 credits – .875 FTE.
- LAURY FORCE, current substitute, Education Assistant at Edgewood Education Center, **replacement for L. Parrett**, effective September 22, 2014 – Step 12 Lane 1– .875 FTE.
- KEBBA CEESAY, Education Assistant at West Education Center, **replacement for M. McCoy**, effective October 1, 2014 – Step 7 Lane 5 +BA – .875 FTE.

- ROBERTA MARTIN, current substitute, Education Assistant at Epsilon, **replacement for J. McLaurin**, effective October 13, 2014 – Step 9 Lane 5 +BA – .875 FTE.
- HEATHER DAVIS, current substitute, Education Assistant at North Education Center, **additional position due to increased enrollment**, effective October 13, 2014 – Step 8 Lane 1 – .875 FTE.
- JUDY MARHULA, current substitute, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective October 7, 2014 – Step 11 Lane 1 – .875 FTE.

B. Temporary

- MICAL ZERE, Parent Child Specialist at NECA, effective September 9, 2014 through December 23, 2014.
- MARK FRANKLE, Education Assistant at North Education Center, effective September 8, 2014 through September 26, 2014.
- LAURY FORCE, Education Assistant at Edgewood Education Center, effective August 25, 2014 through September 26, 2014.
- MARY TAYLOR, Education Assistant at Edgewood Education Center, effective September 9, 2014 through June 2, 2015.
- PATRICIA SWANSON, Education Assistant at Edgewood Education Center, effective September 8, 2014 through June 1, 2015.
- HEATHER DAVIS, Education Assistant at North Education Center, effective September 22, 2014 through October 10, 2014.
- DULCE SANCHEZ LOPEZ, AVID Tutor for SECA, effective September 25, 2014 through June 4, 2015.

C. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

- JEREMY BAUERNFEIND, Education Assistant at North Education Center, 1.0 FTE to accept a temporary instructor position effective September 22, 2014 for the remainder of the 2014-15 school year.
- MATT GARDNER, Education Assistant at South Education Center, .075 FTE to accept a temporary instructor position effective September 22, 2014 for the remainder of the 2014-15 school year.

3. Separations:

A. Dismissal

-

B. Resignation

- HEATHER BRANDAU, Education Assistant at North Education Center, effective August 25, 2014.
- JAMAR DICKENS, Education Assistant at West Education Center, effective October 10, 2014.
- STACEY CROCKER, Education Assistant at North Education Center, effective September 23, 2014.
- ARCHIE CLARK, Education Assistant at North Education Center, effective October 7, 2014.

C. Retirement (Regular/Disability)

-

D. Other

- RECOMMEND the Board's approval to credit, Lakia Edmondson, Education Assistant at North Education Center, with five (5) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balance by one (1) day.

Phillip Balow
Ann Bukoskey
Barb Hagel
Philistin Pierre
Michelle Spaeth

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTER-OFFICE MEMORANDUM

Date: October 9, 2014

To: Sandra Lewandowski, Superintendent

From: Michael Cowles, Director of Facilities
Jim Kurtz, Health & Safety Supervisor

Re: What the Board Needs to Know About Crisis Management Planning for District 287, Fall 2014

Crisis Plans & Emergency Response Procedures:

The District's Emergency Planning & Procedure Guide has been revised to include updated emergency notification numbers, primary and secondary evacuation sites, and procedures for handling school crisis such as: hazardous materials, fire emergencies, and medical response. Plans have begun to develop an Emergency Operation Center (E.O.C) to coordinate large-scale school emergencies.

Other revised District emergency information includes: District-wide Emergency Response Team, Emergency Preparedness Checklist, Floor Monitors by Site, Facilities Site Contacts, and Protocols for District Safety & Security Responses.

All updated plans and procedures are currently posted on the District's website.

Edgewood Large Scale Exercise:

As a follow-up to the Edgewood Exercise, National Incident Management System (NIMS) and Incident Command System (ICS) training has taken place for administrative and support staff at SEC and NWTC. National Incident Management System training is being arranged for all Cabinet members. The Administrative team will be completing a training in November or December.

School Resources & Support Staff:

School Resource Officers from Minnetonka, New Hope, and Brooklyn Park Police Departments are currently present at WEC, NEC, and EEC respectively, and uniformed security staff from Guardsmark are located at the other District sites.

The District-wide Safe Schools Coordinator continues to provide oversight and monitoring of the safe schools levy. The coordinator is currently working on Arrest Diversion and Restorative Justice Programs that are designed to provide "in-house" interventions to reduce school arrests and citations. The goal is to keep students in school and help reduce the "Pipeline to Prison" that has negatively impacted many students.

Health & Safety:

A Health & Safety Supervisor was hired in March of 2014. The Health & Safety Supervisor has been working to update Emergency Response Plans, and manage the district's OSHA compliance, Health and Safety Management Plans and Health and Safety funding.

Floor Monitor Program:

A two-hour training session on Emergency Evacuation and Crisis Management was provided to the District Service Center floor monitors. Future training sessions are being planned for other floor monitors throughout the District.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – October 23, 2014

AGENDA SECTION: BUSINESS SERVICES REPORT

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Mae L. Hawkins, Executive Director of Business Services

1. Background Information

The September Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds excluding Funds 06 (NEC Construction) & 09 (Agency Funds) total \$26,067,608 or 31.0% of the Original Revenue Budget of \$84,136,797. The District's monthly revenue will continue to be based upon the cash payments we receive from MDE Special Education Uniform Tuition system and other state aids. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds excluding Funds 06 (NEC Construction) & 09 (Agency Funds) total \$12,632,784, or 15.2% of the Original Expenditure Budget of \$83,328,954.

The numbers as of the end of the prior fiscal year at June 30th are preliminary at this point. They reflect the normal month end which is basically on a cash basis without accrual entries. Numerous receivables and payables are calculated after year-end, and the numbers will continue to change up to and through the audit process later this fall.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the Finance & Donation Report items as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

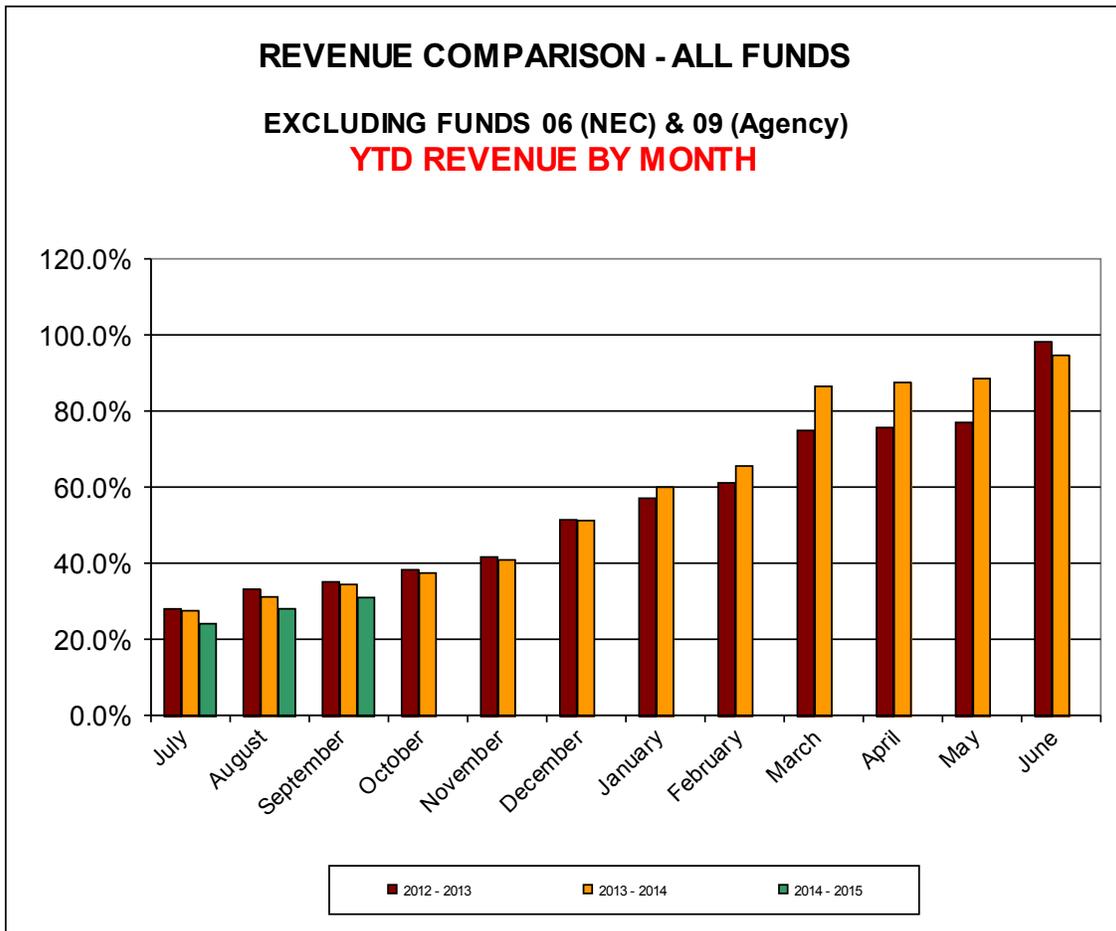
Abstentions: _____

DISTRICT 287

REVENUE COMPARISON

- EXCLUDING Funds 06 (NEC Construction) and 09 (Agency)

Month	2012 - 2013		2013 - 2014		2014 - 2015	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	23,083,337	28.0%	23,266,115	27.5%	20,284,604	24.1%
August	4,277,483	33.2%	3,076,425	31.1%	3,296,130	28.0%
September	1,595,333	35.1%	2,766,649	34.4%	2,486,874	31.0%
October	2,620,908	38.3%	2,558,934	37.4%		
November	2,772,203	41.6%	2,904,928	40.9%		
December	8,060,459	51.4%	8,740,826	51.2%		
January	4,673,693	57.1%	7,444,596	60.0%		
February	3,338,082	61.1%	4,699,240	65.6%		
March	11,361,782	74.9%	17,705,512	86.5%		
April	636,685	75.7%	882,851	87.5%		
May	1,090,279	77.0%	867,293	88.5%		
June	17,481,161	98.2%	5,152,451	94.6%		
TOTAL	80,991,404	98.2%	80,065,817	94.6%	26,067,608	31.0%
BUDGET	82,490,824		84,601,954		84,136,797	



REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report
 STATEMENT OF REVENUE
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 09/01/14 TO 09/30/14

RUN: TUE 101414 08:38 PAGE 1

ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11
 SORTED BY: ACCOUNT FD
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

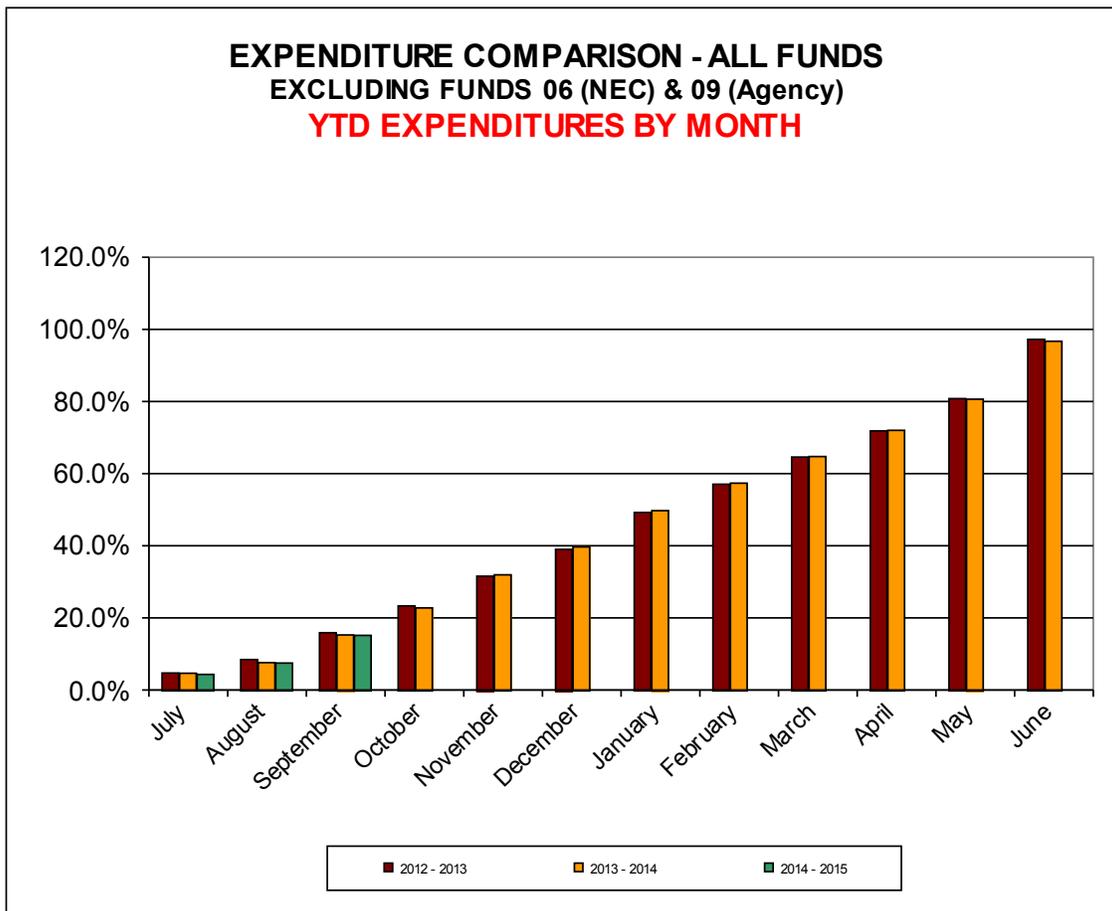
FD	PRIOR YEAR ACTUAL	REVISIED BUDGET	09/01/14 09/30/14	FISCAL YEAR 201407 RECEIVED THRU 09/30/14	REMAINING ON 09/30/14	PERCENT REMAINING
01 GENERAL FUND	6,970,798.00	17,618,417	251,946.53	7,632,963.04	9,985,453.96	56.67 %
02 FOOD SERVICE FUND	362,062.91	686,485	0.00	1,029.58	685,455.42	99.85 %
04 COMMUNITY SERVICE FUND	91,300.32	173,549	3,865.82	21,404.62	152,144.38	87.66 %
07 DEBT SERVICE FUND	5,291,334.17	5,305,121	66,775.22	827,290.70	4,477,830.30	84.40 %
08 TRUST FUND	501,066.37	500,000	46,050.94	103,151.02	396,848.98	79.36 %
10 SCHOLARSHIP FUND	4,000.00	0	535.00	535.00	535.00-	0.00 %
12 ALC-ACADEMIC	8,904,662.13	8,839,265	37,901.97	3,537,811.17	5,301,453.83	59.97 %
13 CAREER & TECH	1,493,341.00	1,155,967	1,875.00	911,201.52	244,765.48	21.17 %
14 SPECIAL EDUCATION	55,844,752.75	49,373,283	2,076,618.67	13,022,096.24	36,351,186.76	73.62 %
20 INTERNAL SERVICE FUND	563,673.23	457,010	0.00	8,772.42	448,237.58	98.08 %
41 DONATIONS	30.00	0	0.00	0.00	0.00	0.00 %
51 STUDENT CLUBS	38,796.66	27,700	1,305.05	1,353.05	26,346.95	95.11 %
*** REPORT TOTALS:	80,065,817.54	84,136,797	2,486,874.20	26,067,608.36	58,069,188.64	69.01 %

DISTRICT 287

EXPENDITURE COMPARISON

- EXCLUDING Funds 06 (NEC Construction) and 09 (Agency)

Month	2012 - 2013		2013 - 2014		2014 - 2015	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	3,922,779	4.7%	3,962,038	4.7%	3,609,565	4.3%
August	3,118,331	8.4%	2,486,804	7.6%	2,637,832	7.5%
September	6,204,141	15.9%	6,489,103	15.3%	6,385,388	15.2%
October	6,207,454	23.3%	6,365,911	22.8%		
November	6,868,339	31.6%	7,781,071	32.0%		
December	6,204,082	39.0%	6,551,462	39.7%		
January	8,516,139	49.2%	8,521,477	49.7%		
February	6,519,986	57.1%	6,477,527	57.4%		
March	6,287,977	64.6%	6,241,384	64.7%		
April	6,049,508	71.9%	6,167,270	72.0%		
May	7,446,228	80.8%	7,333,498	80.7%		
June	13,711,182	97.2%	13,602,035	96.7%		
TOTAL	81,056,146	97.2%	81,979,581	96.7%	12,632,784	15.2%
BUDGET	83,352,386		84,760,037		83,328,954	



REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept
 STATEMENT OF EXPENDITURES
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 09/01/14 TO 09/30/14

RUN: TUE 101414 08:38 PAGE 1

ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11
 SORTED BY: ACCOUNT FD
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

FD 01	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 201407				REMAINING ON 09/30/14	PERCENT REMAINING
			09/01/14 09/30/14	EXPENDED THRU 09/30/14	ENCUMBERED THRU 09/30/14			
01 GENERAL FUND	17,351,426.62	17,817,145	1,135,624.35	3,713,414.41	3,367,522.75	10,736,207.84	60.25 %	
02 FOOD SERVICE	671,460.99	686,485	74,385.90	114,343.56	215,125.86	357,015.58	52.00 %	
04 COMMUNITY SERVICE FUND	181,606.80	173,549	14,992.75	44,201.72	6,545.67	122,801.61	70.75 %	
07 DEBT SERVICE FUND	3,964,439.56	3,965,907	256.19	1,303,851.02		2,662,055.98	67.12 %	
08 TRUST FUND	488,941.03	500,000	46,050.94	103,151.02		396,848.98	79.36 %	
10 SCHOLARSHIP FUND	23,927.80	20,000	10,549.64	15,370.51		4,629.49	23.14 %	
12 ALC-ACADEMIC	10,244,373.13	9,405,414	795,654.15	1,327,861.14	547,029.93	7,530,522.93	80.06 %	
13 CAREER & TECH	1,403,838.63	1,157,078	80,123.02	112,358.91	27,525.28	1,017,193.81	87.91 %	
14 SPECIAL EDUCATION	47,121,057.88	49,118,666	4,227,714.99	5,897,957.32	1,576,256.68	41,644,452.00	84.78 %	
20 INTERNAL SERVICE FUND	493,670.32	457,010	0.00	0.00		457,010.00	100.00 %	
51 STUDENT CLUBS	34,838.23	27,700	35.60	274.67	1,848.04	25,577.29	92.33 %	
*** REPORT TOTALS:	81,979,580.99	83,328,954	6,385,387.53	12,632,784.28	5,741,854.21	64,954,315.51	77.94 %	

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

MEMORANDUM

DATE: **October 14, 2014**

TO: Members of the School Board

FROM: Mae L. Hawkins, Executive Director of Business Services

RE: **Cash Report - September** Claims, Payroll, Receipts, and Investments

A. Recommendation: Request the Board approve payment of the items listed below:

- | | | |
|--|--------------------|----------------------------|
| 1. Claim payments for: September 2014 | Totaling \$ | <u><u>3,855,080.05</u></u> |
| a) <i>Check #'s</i> 495346 - 495590 | | |
| and <i>Wire Transfers - #'s</i> 2521 - 2527, 3101, 70015209 - 70015332, 80000778 - 80000799 | | |
| and <i>P-Card Purchases - #'s</i> 90000300- 90000312 | | |
| 2. Payroll for: September 2014 | Totaling \$ | <u><u>2,313,324.30</u></u> |
| a) <i>Check #'s</i> 675592 - 675596 | | |
| b) <i>Direct Deposit #'s</i> 264158 - 265029, 265030 - 265961 | | |
| and <i>Wire Transfers - #'s</i> 4113 | | |
| 3. Receipts for: September 2014 | Totaling \$ | <u><u>6,081,333.30</u></u> |
| a) <i>Receipt #'s</i> 135563 - 135780 | | |
| 4. Investments at end of month | Totaling \$ | <u><u>3,010,200.30</u></u> |

Claims/Expenditures, wire transfers, P-Card purchases, payroll, receipts and investments have been prepared under the direction of Dave Anderson and is presented for approval by the School Board. Dave and I would be glad to answer any questions.

**INTERMEDIATE DISTRICT 287
INVESTMENTS ON HAND
SEPTEMBER 2014**

INV NBR	INSTITUTION	INV TYPE	RATE OF RETURN (%)	PURCHASE DATE	MATURITY DATE	AMOUNT INVESTED
	PMA- MNTRUST INVESTMENT SHARES PORTFOLIO					-
	PMA- MNTRUST SAVINGS DEPOSIT ACCOUNT	SDA	0.040	08/31/14	09/30/14	3,010,200.30
	TOTAL PMA- MNTRUST INVESTMENTS ON BOOKS					3,010,200.30
	INVESTMENTS ON OUR BOOK AT END OF MONTH					3,010,200.30
	INTEREST NOT RECORDED BY MONTH-END					0.00
	TOTAL INVESTMENTS AT END OF MONTH & UN-RECORDED INTEREST					3,010,200.30

Intermediate District 287

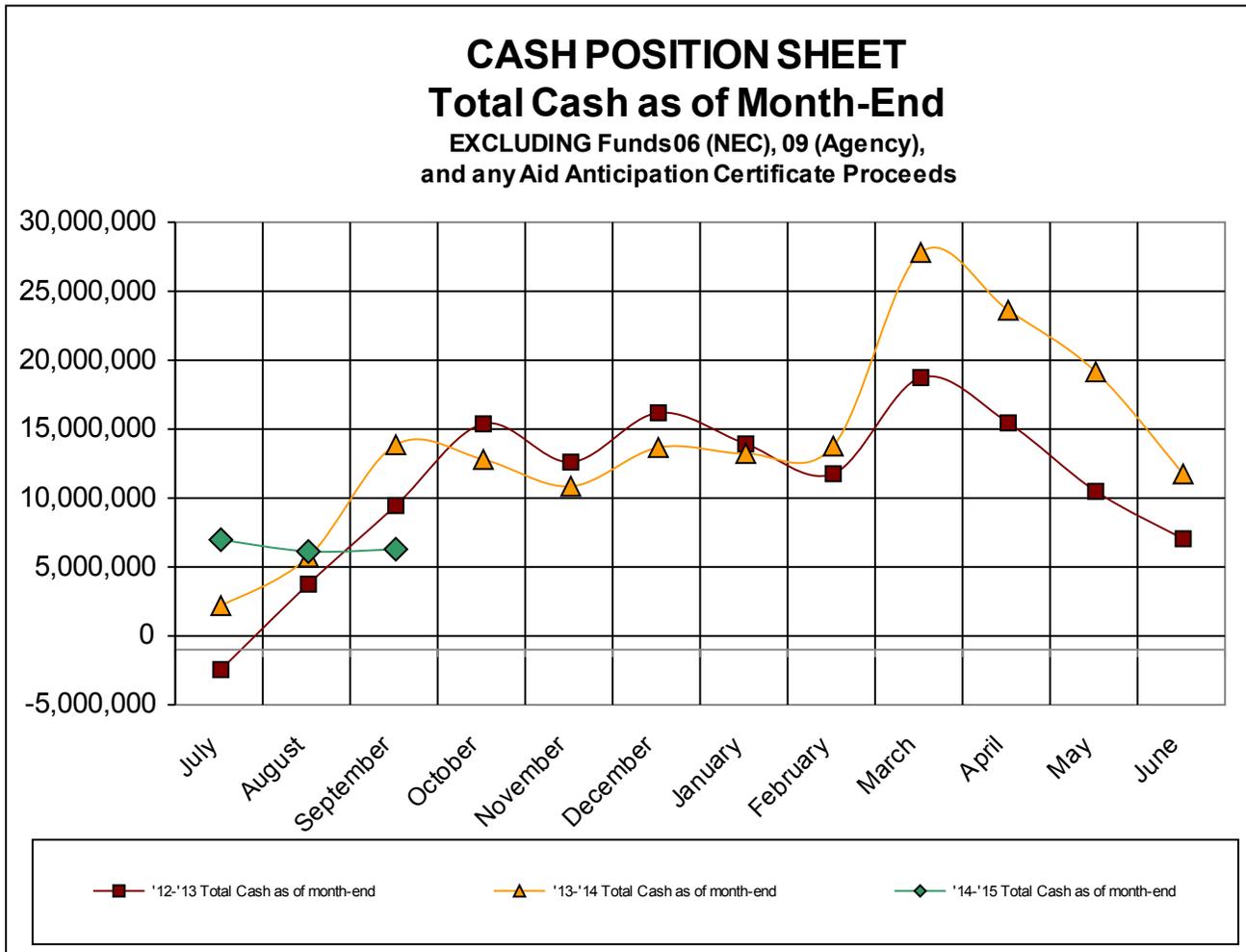
Cash Position Sheet- Monthly Total Net Cash- All Accounts

- EXCLUDING Funds 06 (NEC Construction), 09 (Agency), and any Aid Anticipation Certif. Proceeds

<u>Date</u>	'12-'13 Total Cash as of month-end	'13-'14 Total Cash as of month-end	'14-'15 Total Cash as of month-end
July	-2,447,118 ¹	2,191,127 ²	6,975,746
August	3,754,626 ²	5,718,061 ²	6,126,182
September	9,454,172 ²	13,862,706	6,288,912
October	15,382,409 ²	12,796,587	
November	12,605,385 ²	10,848,256	
December	16,180,751 ²	13,665,705	
January	13,924,956 ²	13,229,251	
February	11,767,529 ²	13,767,789	
March	18,741,667 ²	27,803,669	
April	15,446,038 ²	23,625,636	
May	10,488,472 ²	19,151,688	
June	7,041,623 ²	11,744,521	

¹ excludes Aid Anticipation Certif. proceeds of \$5,900,000.00 in July 2011, paid back in Aug. 2012

² excludes Aid Anticipation Certif. proceeds of \$9,900,000.00 in Aug. 2012, paid back in Sept. 2013



INTERMEDIATE DISTRICT 287

SEPTEMBER 2014 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
09/14/14	EDUC - STATE AID	MSDLAF	2107103	2,027,404.48	01S360 SPED EDUCATION AID FY14-15
09/23/14	DHS - MMIS	MSDLAF	2120084	7,554.00	THIRD PARTY BILLING FY13-14
09/24/14	ADMIN SURPLUS OPER	MSDLAF	2126140	10,395.00	MN STATE VEHICLE AUCTION SEPT 2014
09/29/14	EDUC - STATE AID	MSDLAF	2131286	67,690.82	01S211 GENERAL ED AID FY1314 REC'ABLE
MTD TOTALS				2,113,044.30	

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
09/05/14	MSDLAF	BANK OF MONTREAL	90000300 - 90000312	32,996.38	A/P P-CARD AUG14 ACT - PD SEPT14
	MSDLAF	BANK OF MONTREAL	2521	97,720.28	P-CARD AUG14 ACT - PD SEPT14
09/10/14	MSDLAF	BANK CARD SERVICES	2522/2523	68.05	MERCHANT CARD FEES AUG14 ACT BK IN SEPT14
	MSDLAF	US BANK	70015209 - 70015246	6,611.56	DIRECT DEPOSIT EMPLOYEE EXPENSES FY15
09/15/14	MSDLAF	US BANK	264158 - 265029	1,148,951.42	DIRECT DEPOSIT PAYROLL
	MSDLAF	EBC	80000778	57,813.98	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000779	306,664.35	FEDERAL TAXES
	MSDLAF	MN DEPT OF REVENUE	80000780	1,909.68	STATE WITHHOLDING TAXES
	MSDLAF	MN DEPT OF REVENUE	80000781	72,160.36	MN DEPT OF REVENUE-WAGE LEVY'S
	MSDLAF	PERA	80000782	46,509.17	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000783	81,556.06	TEACHERS RETIREMENT ASSN
	MSDLAF	EBC	80000784	22,205.49	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000785	134,200.10	FEDERAL TAXES
	MSDLAF	ING	80000786	2,241.33	MN STATE RETIREMENT SYSTEM - VEBA
	MSDLAF	PERA	80000787	53,950.58	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000788	81,113.52	TEACHERS RETIREMENT ASSN
09/24/14	MSDLAF	US BANK	70015247 - 70015332	6,645.09	DIRECT DEPOSIT EMPLOYEE EXPENSES FY15
	MSDLAF	US BANK	2524	73.60	ARP FEES VOUCHER ACCT AUG14
	MSDLAF	EBC	2525	59,136.45	EMPLOYEE & EMPLOYER 403B - RETIREE'S
	MSDLAF	ING	2526	36,556.55	MN STATE RETIREMENT SYSTEM - RETIREE'S
	MSDLAF	CHS	2527	60,627.36	CHS FLEX PAYMENTS SEPT14
	MSDLAF	US BANK	265030 - 265961	1,160,699.43	DIRECT DEPOSIT PAYROLL REG
	MSDLAF	EBC	80000789	60,713.83	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000790	309,115.95	FEDERAL TAXES
	MSDLAF	MN DEPT OF REV	80000791	1,850.19	MN DEPT OF REVENUE-WAGE LEVY'S
	MSDLAF	MN DEPT OF REV	80000792	72,698.61	STATE WITHHOLDING TAXES
	MSDLAF	PERA	80000793	46,874.82	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000794	82,346.37	TEACHERS RETIREMENT ASSN
	MSDLAF	EBC	80000795	21,528.25	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000796	135,748.52	FEDERAL TAXES
	MSDLAF	ING	80000797	2,241.33	MN STATE RETIREMENT SYSTEM - VEBA
	MSDLAF	PERA	80000798	54,374.70	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000799	81,903.83	TEACHERS RETIREMENT ASSN
	MSDLAF	US BANK	3101	22.80	ARP FEES RECEIPT ACCT AUG14
	MSDLAF	US BANK	4113	53.10	ARP FEES PAYROLL ACCT AUG14
MTD TOTALS				4,339,883.09	

**DONATIONS
INTERMEDIATE DISTRICT 287
2014-2015**

September 2014

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	CAMPUS	PROGRAM
9/18/14	SNOW BLOWER & LAWN MOWER		\$ 1,100.00	HUYCK, KEVIN		HTC-EP	POWER SPORTS
9/2/14	CHECK FOR SCHOLARSHIPS		\$ 500.00	SHEA HELLERVIK, MARY CATHERINE			EPSILON
9/18/14	ARIENS SNOW BLOWER		\$ 750.00	SMALLS, DAVID		HTC-EP	POWER SPORTS
9/8/14	RIDING LAWN MOWER		\$ 500.00	STAFKI, TIM		HTC-EP	POWER SPORTS
9/2/14	CHECK		\$ 35.00	TARGET TAKE CHARGE OF EDUCATION			EPSILON
9/9/14	CHECK		\$ 67.64	TARGET TAKE CHARGE OF EDUCATION		NEC	ALL
9/3/14	CHECK		\$ 204.46	TARGET TAKE CHARGE OF EDUCATION		WEC	WEST HIGH
9/8/14	CHECK		\$ 262.80	TARGET TAKE CHARGE OF EDUCATION		SEC	SECA
9/8/14	CHECK		\$ 499.77	TARGET TAKE CHARGE OF EDUCATION		NEC	NECA
			\$ 3,919.67				

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – October 23, 2014

AGENDA SECTION: BOARD BUSINESS

ITEM: Student Rights & Responsibilities Policy Bucket

PRESENTED BY: Anne Becker, Executive Director of Labor Relations/General Counsel

1. Background Information

Student Rights & Responsibilities policy bucket is presented for a second read and approval. A motion is necessary to approve this policy as presented.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Student Rights & Responsibilities Policy Bucket as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

SECOND 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.

DISTRICT POLICY

SECOND 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. 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

SECOND 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 District shall take appropriate action, which may include undertaking or authorizing an investigation by District officials or a third party designated by the District. Any appropriate actions that would support the victim ~~may~~ will also be taken, including informing the victim's parent or guardian about the hazing to the extent permitted by applicable laws and regulations, discussing 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

SECOND 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

SECOND 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))

October 2014
vol 12 ♦ no 1

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.

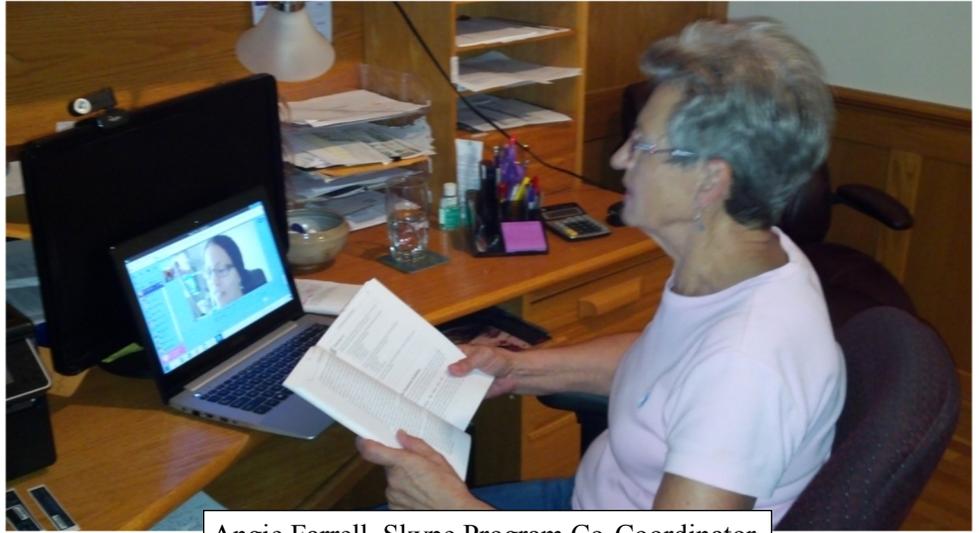
I encourage all Minnesotans to learn about their local referendum questions and to contact their school officials if they have any questions. There is also a wealth of information about school funding and voter information in AMSD's Election Guide: <http://www.amsd.org/elections>. At AMSD we believe 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.

INTERMEDIATE DISTRICT 287
October 23, 2014
SCHOOL BOARD CALENDAR

October 2014

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
----	----------	-----------------------	--------	----------

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

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

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

◆ General Board Meeting – Date Change

◆ New Event

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> Election of Board Officers Oath of Office Financial Report November</p>	<p>JANUARY 23, 2014 Financial Report December FY13 Audit Legislative Platform Uber Goal #2</p>
<p>FEBRUARY 13, 2014 ALC Plus Report DI Presentation Communication with Local Boards Hennepin County Graduation Update Superintendent Mid-Year Evaluation Procedure Teacher Eval Presentation What the Board Needs to Know about Children’s Health Grant Award</p>	<p>FEBRUARY 27, 2014 Financial Report January FY15 Budget Assumption FY14 Budget Revision Program Withdrawal Report Report on Uber Goal Staff Reduction ULA Resolution Changes for following Year</p>
<p>MARCH 13, 2014 SEC Playfield Update Teacher Evaluation</p>	<p>MARCH 27, 2014 Financial Report February FY14 Budget Reduction Realignment Proposal Program Reduction Resolution Proposed District 287 School Calendar 2014-2015 Reduction ULA for tenured staff (<i>provide names</i>) Strategic Plan Report</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 Financial Report March Morris-Leatherman Survey Results Summary Status Report on Board Policy & Procedure</p>	<p>MAY 22, 2014 Areas of Literacy Focus for 2013-2014 (Sherry/Mary) Financial Report April Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution What The Board Needs To Know About District 287 Purchasing Efforts</p>
<p>JUNE 12, 2014 Read 180 & Math 180 Results Superintendents Evaluation Update</p>	<p>JUNE 26, 2014 2014-2015 Budget Approval Financial Report May Final ULA Resolution for Licensed Staff Presentation <ul style="list-style-type: none"> • Strategic Plan Final (Report & DVD) • Written PLC Report </p>

INFORMATIONAL ITEMS TO REMEMBER:

** Board role in setting/supporting goals
Board TLC

Community use of Facilities Bucket

School Board Planning Calendar January 2014 – December 2014

1st Meeting of the Month	2nd 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>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

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2014-2015

Get on the Bus

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

Changing of the Guard

Afraid your tech-savvy students are outpacing their teachers? Don't be. Let them lead the way to excellence.

By [Marc Prensky](#)

Source: Administrator Magazine

As the Los Angeles times reported recently, many adults were shocked when the first batch of iPads distributed by the [Los Angeles Unified School District](#) as part of a plan to purchase them for all students were "hacked" by students within hours so that they could be used on the open Internet.

That this actually took adults—teachers, parents, law enforcement—by surprise can be explained by one simple phrase: "The Last Pre-Internet Generation." In fact, that phrase explains so much, and is so useful, that we ought to begin using it as an acronym: TLPIG.

"Why were they so shocked in L.A.?" "TLPIG!" Who in the Internet generation would not expect people who are handed powerful devices to immediately figure out how to use them powerfully?

There are a great many things about the world our kids now live in that far too many in the last pre-Internet generation just don't get, and perhaps never will. But we in that generation must stop standing in our kids' way or, worse, trying to drag them back to our world.

I first wrote about the culture clash between digital natives and digital immigrants in 2001, and it resonated around the globe. What we are witnessing today is the logical next step. We are living through a cultural extinction—the disappearance from the world of the pre-Internet view of humanity and their (our) way of seeing the world. It will take several decades for all of us who are TLPIG to pass on, but pass on we all will. What will remain will be people who never knew the slower, unconnected world that we and our predecessors enjoyed (or endured, depending on your perspective).

Nobody likes it when his or her culture and way of life disappears. But if we are to be of any help to our kids, those of us in the last pre-Internet generation must not resist change and try to pull kids back to what was important for us. Rather, we need to accept the passing of things we loved, such as paper books, and help our kids move on.

The new world context for this and future generations will be profoundly different from ours in many ways. There will be far more variability, uncertainty, complexity, and ambiguity than in the past (try Googling "VUCA"). On top of that will be the extremely rapid pace of change—not just faster, but accelerating—in which tasks that took us years or decades to accomplish (e.g., deciphering the human genome) will require only hours, minutes, or nanoseconds, and in which more and more powerful capabilities will be carried with us, worn, or embedded in our bodies.

But of all the differences, the one with the most impact will almost certainly be that the entire world is—so quickly—becoming networked. We are not all there yet, but we very soon will be. Our kids will grow up in the world of Always On Real-Time Access (AORTA).

Young people are now in the process (as we all are) of teaching themselves how to do this. Facebook and its cousins, already connecting one-seventh of the world, are humanity's first, halting attempts to figure out how people can be effective as "network nodes." Unlike reading and writing, which, despite millennia of trying, have still not

reached the entire world, the skills of being an effective online node can be, and already are being, spread extremely quickly (with, of course, all the typical problems and hiccups that come with major change).

Pre-Internet/Internet is a far bigger divider in the way people deal with the world than is analog/digital. Many in the last pre-Internet generation find the connected world incomprehensibly difficult. Many are quick to cast aspersions on the behaviors of the kids who are trying to deal with it. These negative attitudes are holding our kids back, and it is time we addressed them. We have focused much attention on our so-called digital natives. But we also need to turn a brighter light on ourselves, the older generation, as we experience not just the death throes of our lives but of a view of a world that has lasted for millennia. Barring Armageddon, the world will never again know the degree of separateness that humans have lived with through the end of the 20th century. The implications of these changes are enormous, and it is time we faced them.

The last pre-Internet generation—TLPIG—explains a huge amount of what is now going on in society, including clashing attitudes in key areas such as privacy, secrecy, data, property, communication, education, health care, relationships, and even human accomplishment. Could it be that the reason so many fight so hard for the old ways—reading, writing, face-to-face contact, etc.—is not only because we liked them but also because they were so incredibly hard to learn and to do well? There seems to be a huge resentment in TLPIG of things becoming easier ("In my day we had to..."). It is not that we are losing the depth, but we are losing much of the old noise.

The Internet generation understands they can now take action in powerful new ways. They hate that we have overpopulated and polluted their planet, but they do not scream at us the way we too often scream at them. They would just like us to get out of their way and let them—using their powerful new technology—fix it. As one student put it: "You [TLPIG adults] see technology as a set of tools. We see it as a foundation—it underlies everything we do."

A New Foundation

Here are some examples (there are so many it is hard to know where to begin).

Privacy, as TLPIG knew and valued it, is gone. Once information is online, it is findable, period. We should not need any more "hacking" examples to send this lesson home. Our kids will live in a nonprivate world, compared with what we knew. There will be no more of others not knowing, or not being able to easily find out, your salary, your medical issues, any criminal record you might have, or the pictures you posted when you were young. Thinking we can keep information private is a figment of the last pre-Internet generation's imagination.

The same is true for secrecy, which is currently a hot topic for companies trying to compete globally, as well as for governments trying to keep their countries secure. Not only is secrecy impossible in the new, connected world, but in many cases it is not even desirable. In an era of WikiLeaks, Edward Snowden, and international cyber-stealing, the idea that we can keep any secrets is already far too TLPIG. Our kids will learn to live in a transparent world. Despite the work of many in TLPIG, I doubt if we can really protect intellectual property as we protected property in the past.

In education, the idea that we should or can have different educational opportunities for people depending on their location and income is going away with the last pre-Internet generation—beginning with MOOCs and soon expanding to something far, far better. We can now give everyone the same, and the best, education—and we will.

That people have differential health care in a time of total world connectivity is also an absurd artifact of TLPIG. This will disappear through science and telemedicine—if not in a single generation, then in two.

Thinking that "data" has become "big" (because the pre-Internet generations saw so little of it) is also a point of view that will die with the last pre-Internet generation. The amount of data in the world has always been infinite—now we can, to our benefit, collect and put more of it to use. The last pre-Internet generation sees the data job as "compressing" what existed before; the Internet generation sees the job as first sticking everything into "backup" and then bringing out only what we need, in more usable forms.

Calling the shorter communications of the new generation—[Twitter](#) and 30-second videos, for example—"the shallows" is so TLPIG. In reality, "depth" comes at every size (think aphorisms and haiku) if we learn to make it happen. Another artifact of the last pre-Internet generation is wanting to "look someone in the eye." As online relationships quickly become more nuanced, our kids will not only "feel" what others feel but know their thoughts as well.

And finally, I believe that most individual accomplishment—something valued so much in the past—will also die with the last pre-Internet generation. There is now almost nothing in the world that does not require some effective collaboration to get done well.

Many in the last pre-Internet generation will claim, I'm sure, that "human nature," or something else that is important to TLPIG, will never go away. They will be right, in the limited sense that nothing ever completely disappears—we still have communities of nudists and people making flint arrowheads. What does happen, and is happening now, is that old ways of thinking and doing move into smaller and smaller niches.

The last pre-Internet generation is coming to an end, demographically (and definitionally), and there is no stopping it. And as the new, digital age rises, a way of human life is dying. All of us in the generation feel it. Some of us are going gently into the good night ("I'll just stick to the old ways till I die"), and others are raging ("Let's fight to preserve for our children the things that were good for us"). But whether we go passively or actively almost doesn't matter. A new age is arising, no matter what TLPIG thinks or does.

As we, TLPIG, board the ship to oblivion, it is important that we mourn the passing of our pre-Internet life. But, at the same time—and far more important—we need to help our kids think about and enable their future. Good luck, kids. You'll need it. Perhaps the best help we can give you is to help you build the foundation and get out of your way. My guess is you'll do just fine.

—*Summer 2014*—

About Scholastic

[Who We Are](#)
[Corporate Responsibility](#)
[Media Room](#)
[Investor Relations](#)
[International](#)
[Scholastic en Español](#)
[Careers](#)

Our Website

[Teachers](#)
[Parents](#)
[The Stacks \(Ages 8-12\)](#)
[Family Playground \(Ages 3-7\)](#)
[Librarians](#)
[Administrators](#)
[Common Core Standards](#)

Need Help?

[Customer Service](#)
[Contact Us](#)

Join Us Online

