

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from January 22, 2015
 - 4.2. Technology & Communication Policy Bucket
 - 4.3. Hennepin County – Minnesota Amateur Sports Commission Fitness Equipment Agreement
5. **SHARE THE SUCCESS & RECOGNITION**
 - 5.1. School Board Recognition Week (February 16-20, 2015)
 - 5.1.1. Proclamation & Certificate
6. **SUPERINTENDENT'S REPORT - (30-45 minutes)** (*Information*)
 - 6.1. Superintendent Annual Goals
 - 6.1.1. **Goal 1 - School Improvement Planning**
 - 6.1.1.1. What the Board Needs to Know About School Improvement Planning
 - 6.1.2. **Goal 2 - Hennepin County Regional Graduation Rates**
 - 6.1.2.1. What the Board Needs to Know About Data Portability Project
 - 6.1.2.2. What the Board Needs to Know About Regional Re-Engagement Work
 - 6.1.2.3. What the Board Needs to Know about A Better Way
 - 6.1.2.4. Update on Legislative progress on ALC Legislation
 - 6.2. Organizational Chart Revision (*Action*)
7. **INSTRUCTIONAL REPORT - None**
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (20 minutes)**
 - 8.1. Financial Report
 - 8.1.1. Fiscal Host District Agreement Report (*Information*)
 - 8.1.2. Approval of Fiscal Host District Agreements with Member Districts (*Action*)
 - 8.2. Facilities Report - None
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (30 minutes)** (*Information*)
 - 9.1. Policy Review & Revision - None
 - 9.2. **Closed Session**
 - 9.2.1. Update on the Bloomington Case and Next Steps
 - 9.3. Board Reports
 - 9.3.1. Chair Report - None
 - 9.3.2. AMSD Report (Ann Bremer)
 - 9.3.2.1. February 2015 AMSD Newsletter

9.4. District News

9.4.1. School Board Planning Calendar

9.4.2. February 12, 2015 Board Event Calendar

9.4.3. 2014-2015 Get on the Bus & Local 2209/Board Breakfast Schedule

9.5. Once Around the Table

10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
January 22, 2015
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:

Chair Bremer administered The Oath of Office to the attending member N. Rowley

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

Absent: 283/Gores

Guests:

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Anne Becker, Michael Cowles, Chad Maxa, Jennifer McIntyre, Elisabeth Rogers, Gloria Wilder, Jon Voss, and Wauneen Mgeni

287 Staff Members: Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the annual organizational meeting minutes from January 8, 2015, general meeting minutes from January 8, 2015, Assistance to Schools Using Prone Restraints Grant, Minnesota Child Care Resource & Referral Network – Think Small Center and School Age Grant, and Routine Human Resource Activities for January 22, 2015. *Motion by Ann Bremer, seconded by Dean Henke, to approve the Consent Agenda as presented. Motion carried.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski announced to the Board that Kathy Enselein, Instructor at Edgewood Education Center, is the November “Above & Beyond” winner. Kathy gave a brief history of her tenure with Intermediate District 287 and thanked Superintendent Lewandowski and the Board for all of their support.

Superintendent Lewandowski announced to the Board that Jan Joslin, Assistant Principal for the Care & Treatment Programs, is the January 2015 Above & Beyond winner. Jan gave a brief history of her tenure with Intermediate District 287 and shared the expansion of the programs in the past few years. Jan thanked the Board and Superintendent Lewandowski for all of their support.

6. SUPERINTENDENT’S REPORT

Superintendent Lewandowski presented the Board a summary document entitled “Superintendent Annual Goals” and foreshadowed her mid-year report on progress toward the annual goals.

Sandy briefly updated the Board on the legislative work that GradMinnesota is doing and explained how this work overlaps with the graduation initiatives in Hennepin County. .

Sandy shared with the Board a bell that she received from the Minnesota School Board Association in recognition of her "Superintendent of the Year" award.

7. INSTRUCTIONAL REPORT

Elisabeth Rogers, Executive Director of Special Services and Educational Programs, Chad Maxa, Executive Director of Technology and Innovation, Jon Voss, Director of Teaching and Learning, and Jennifer McIntyre, Director of Special Education presented to the Board a report on the mid-year progress toward achieving the instructional results of the district.

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Financial Report

Gloria Wilder, Director of Finance, presented the monthly financial report for December 2014. *Motion by Ann Bremer, seconded by Michèle Kunz, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

Superintendent Sandy Lewandowski and Gloria Wilder, Director of Finance, presented the Board a summary document titled "What the Board Needs to Know about Fiscal Host Agreements".

Facilities Report

Mike Cowles, Director of Facilities, presented and the recommended approval to award a contract to New Look Contracting, Inc. for the playfield project at the South Education Center. *Motion by Ann Bremer, seconded by Carter Peterson, to approve to award a contract to New Look Contracting, Inc. for the playfield project at the South Education Center as presented. All in favor. Motion carried unanimously.*

Human Resources Report – None

9. BOARD BUSINESS

Policy Review & Revision – None

Chair Report

AMSD Report - None

Chair Bremer announced the upcoming NSBA 75th Annual Conference is fast approaching and if interested please let Wauneen know.

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:41 PM.

The next general meeting will be held on February 12, 2015, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

Intermediate District 287

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DISTRICT POLICY

POLICY SERIES: Communications & Records

SUBJECT: Goals

BOARD APPROVED: February 2012

REVISION DATE: February 2015

TC 100 Goals

I. PURPOSE

The purpose of this policy is to ensure that the District maintains regular and ongoing communication with member districts and the public and to encourage the use of media and technology to maintain such communication.

II. GENERAL STATEMENT OF POLICY

The Board recognizes that regular and ongoing communication with member districts and the public about the District helps improve the quality of education for our students. The Board also recognizes that these interests must be balanced with efforts to protect student and staff safety, privacy and general well-being.

III. COMMUNICATIONS AND RECORDS GOALS

The Board seeks to accomplish the following goals:

- A. Promote public interest of the District through the use of District-sponsored media;
- B. Maintain a learning environment that minimizes distractions from solicitation and advertising and to have the Board review all requests from non-District affiliated organizations to advertise within the District;
- C. Provide procedures for communicating with the media and to designate the Public Relations Liaison as the point person for media inquiries, in order to ensure consistent and accurate information about the District;
- D. Provide staff and students with opportunities to access the resources available through District technology for the purposes of teaching and learning, and to ensure its safe and appropriate use; and
- E. Encourage the incorporation of media sources in the curriculum and teaching materials while maintaining proper compliance with copyright laws.

DISTRICT POLICY

POLICY SERIES: Technology & Communication

SUBJECT:

BOARD APPROVED: February 2012

REVISION DATE: February 2015

TC120 Technology Responsible Use and Safety Policy

I. PURPOSE

The purpose of this policy is to set forth guidelines for the safe and responsible use of the District's technology. The District's technology includes but is not limited to desktop computers, laptops, netbooks, telephones, voicemail, mobile phones, other wireless devices, mobile computing devices and the applications they support and/or access.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the District's technology, the District considers its own stated educational mission, goals and objectives. Electronic information research skills are now fundamental to the preparation of citizens and future employees. The District expects instructional staff to integrate thoughtful use of the District's technology throughout the curriculum and to provide guidance and instruction to students to use these resources safely and wisely.

III. LIMITED EDUCATIONAL PURPOSE

The District provides students and employees with access to its technology for a limited educational purpose. This limited educational purpose includes use of the District's technology for classroom activities, educational research, and professional or career development activities consistent with the mission of the District and its policies. Use of the internet may include using electronic mail, creating Internet Web pages, and sending, receiving, storing and sharing documents. Students will receive information about safe and responsible use of the internet, including how to protect their personal information when communicating on the internet, cyberbullying and harassment. Uses, which might be responsible on a user's private personal account on another system, may not be responsible on this limited-purpose network.

IV. USE OF TECHNOLOGY IS A PRIVILEGE

- A. The use of District technology is a privilege, not a right. When using District technology, students and staff shall not utilize language that is inappropriate in the educational setting or is disruptive to the educational process; engage in activities that are illegal; engage in plagiarism or copyright infringement or engage in actions that jeopardize the security of the technology. District technology shall not be used to: vandalize, damage or disable the property of another person or organization; deliberately degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means; tamper with, modify or change the District software, hardware or wiring or take any action

to violate the District's security system; or disrupt the use of the system by other users. District technology shall be used in a manner that protects the confidentiality of information about students and staff and is fully in accord with the student and staff confidentiality protection requirements of federal law, state law, and District policy. A complete list of irresponsible uses may be found in the District's procedure on Technology Responsible Use and Safety.

- B. The District has the authority to impose consequences on and take disciplinary measures against any student or employee who engages in an act that has the effect of harassing, intimidating, or otherwise advocating violence or discrimination against other people that takes place through the use of District technology, use of a personal electronic device on District property, or any off-campus activities that cause or threaten to cause a substantial or material disruption at school or interference with the rights of students and employees to be secure. Depending on the nature and degree of the violation and the number of previous violations, irresponsible use of the District technology or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate District policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under applicable laws.

V. FILTER

- A. With respect to any of its technology, the District may at any time monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter internet access to any visual depictions that are 1) obscene; 2) child pornography; or 3) harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
- 1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; or
 - 3) is intended to or could reasonably be expected to have the effect of promoting or inciting violence towards other people; and
 - 4) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Due to the nature of the internet, there can be no absolute guarantee that the technology protection measures implemented will fully protect students against access to material or people that may be considered inappropriate or potentially harmful. The District will not be responsible for any damage students may suffer if they accidentally or intentionally are exposed to such materials or people.

VI. LIMITED EXPECTATION OF PRIVACY

By authorizing use of its technology, the District does not relinquish control over materials on the District's system. Users should expect only limited privacy in the materials (including personal files) on the District's system.

CROSS REFERENCES:

[Internet Filtering: A New Vision for Promoting Responsible Student Use of Information](#)

Cellular Devices Procedure

Social Media Guidelines for Staff and Students

Staff E-mail Guidelines and Operating Procedures

Staff Security Guidelines and Procedures

[Equipment Management Procedures](#)

LEGAL REFERENCES:

15 U.S.C. § 6501 *et seq* (Children's Online Privacy Protection Act)

17 U.S.C. § 101 *et seq* (Copyrights)

20 U.S.C. § 6751 *et seq* (Enhancing Education through Technology Act of 2001)

17 U.S.C. § 1701 *et seq* (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. 54.520 (FCC rules implementing CIPA)

Minn. Stat. § 125B.15 (Internet Access for Students)

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S. Ct. 733, 21 L.Ed.2d 731 (1969)

United States v. American Library Association, 539 U.S. 194, 123 S. Ct. 2297, 56 L.Ed.2d 221 (2003)

Layshock v. Hermitage Sch. Dist., 412 F. Supp. 2d 502 (2006)

J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

Intermediate District 287

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INTER-OFFICE MEMORANDUM

DATE: February 12, 2015

TO: Sandra Lewandowski, Superintendent

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

**RE: Recommendation for Board Acceptance of the Hennepin County – MN
Amateur Sports Commission Fitness Equipment Agreement – Contract #
A142681**

Intermediate District 287 has been awarded an amount not to exceed \$10,000.00 to purchase Fitness equipment at Epsilon School and the Hennepin County Home School. This agreement will run from January 1, 2015 – December 31, 2015.

Intermediate District 287

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INTER-OFFICE MEMORANDUM

DATE: August 22, 2014

TO: Intermediate School District 287 School Board

FROM: Sandra Lewandowski, Superintendent

RE: Proposed 2014-2015 Superintendent Results (Goals)

I will be presenting the following two results for your consideration and approval at our September 11 meeting. While all parts of the written responsibilities for the Superintendent will continue to be addressed and evaluated as part of the annual Superintendent evaluation, I am recommending the following two as priority areas for this year's work plan:

1. By May 1, 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.
2. By May 1, 2015 District 287 will work collaboratively with Hennepin County school districts and Hennepin County Commissioners to improve regional graduation rates by:
 - a) actively participating in the data portability project led by Hennepin County;
 - b) providing active leadership to raise the funding streams for students attending District 287 Area Learning Center programs;
 - c) by identifying and implementing effective strategies to recover and re-engage students who are at very high risk of dropping out of school; and,
 - d) providing regional evidence based professional development aimed at reducing suspensions and other exclusionary practices (A Better Way) that prevent students from graduating.

Thank you in advance for the consideration of these proposed annual results. Please feel free to call me in advance of the August 28 board meeting if you have any questions or concerns.

Intermediate District 287

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INTER-OFFICE MEMORANDUM

Date: February 12, 2015

To: Intermediate District 287 School Board

From: Sandra Lewandowski, Superintendent
Colleen Baumtrog, Executive Director of Planning & Improvement

Re: **What Board Members Need to Know About a School Improvement Model in Development: 2014-2015**

Superintendent Goal

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 is School Improvement?

School improvement or continuous improvement planning is a systematic way to regularly assess, plan, implement & reassess activities designed to maximize student learning. Hanover references it as, "A road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made."

[Hanover Research Report - School Improvement Planning](#)

What We've Done so Far

- Summer 2014 learning opportunities for leaders including personalization, testing & assessment, PLCs & the curriculum hub
- IOLs completed self-assessment of key instructional practices & wrote performance results related to innovative instruction, student success & collaborative curriculum: [Results Priorities FY15](#)
- [Expectations for FY15](#) for instructional programs & services was developed & implementation is ongoing
- [Testing Calendar](#), training of assessment coordinators & logistics in place & ongoing for 2014-15
- PLCs organized & ongoing around the three Results in all sites
- Student data Dashboards developed for principals for real time access to achievement, attendance & behavior data
- [Strategic Plan 2015-2020](#) drafted

Current Thoughts about a Model

- Annual cycle: collect – study– plan – implement – monitor/adjust
- Site Leadership Team – to dig deep into their school's data and oversee the process
- 1st Step is to complete a comprehensive needs assessment
 - Staff survey regarding instructional leadership practices

- Comprehensive Assessment of Leadership for Learning - [CALL](#)
 - Student academic achievement: MCA, MAP, credits attained, Scholastic Reading Inventory, etc.
 - Student performance: attendance, Behavior Assessment Tool, suspension, arrests, graduation etc.
 - College & career readiness: program participation (AVID), certificates earned, etc.
- Fidelity – learning walks, professional development, PLCs, peer observations, educational rounds

Possible Activities Year One: 2015-16

- Align with [Strategic Plan 2015-2020](#) Strategy One & Strategy Two work
- Learn member districts preferred student metrics & indicators for success
- Training for site leadership teams to utilize data & oversee process
- Instructional survey + student achievement & performance data used to establish 3 site PLC goals
- Design reports on key metrics broken out by race & other demographic data
- Define & standardize methodology to collect data on key metrics across sites (eg attendance, reading, math, college & career readiness, credit attainment, etc.)
- Develop format for selected reports
- Conduct student survey to learn about satisfaction, equity & engagement

Possible Activities Year Two: 2016-17

- Continue to align with [Strategic Plan 2015-2020](#) Strategy One and Strategy Two work
- Provide additional training for site leadership teams to utilize data & oversee process
- Continue to define & standardize methodology to collect data on key metrics across sites (e.g. SEL, graduation & dropout rates, credit attainment, behavior/discipline referrals, staff injuries,)
- Establish indicators of success for identified metrics
- Determine program & site specific measures to be included
- Conduct parent survey to learn about satisfaction, equity & engagement

Possible Activities Year Three: 2017-18

- Continue to align with [Strategic Plan 2015-2020](#) Strategy One and Strategy Two work
- Continue training for site leadership teams to utilize data & oversee process
- Continue to refine & standardize measurement of key measures across sites
- Establish &/or modify indicators of success for any new or remaining metrics
- Determine program or site specific measures to be included

Intermediate District 287

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INTER-OFFICE MEMORANDUM

TO: Sandy Lewandowski, Superintendent

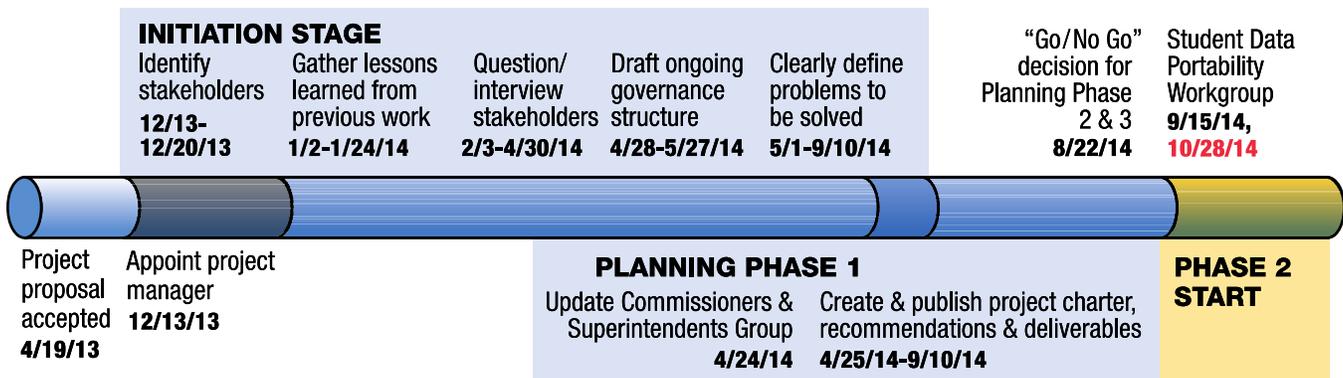
FROM: Chad Maxa, Executive Director of Technology and Innovation

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

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INTER-OFFICE MEMORANDUM

TO: Sandy Lewandowski, Superintendent

FROM: Chad Maxa, Executive Director of Technology and Innovation

DATE: February 9, 2015

Re: What Board Members Should Know About Student Data Portability

I am once again happy to report that since my last data portability report to the board in October (also included for reference) we have gained momentum at the State level, and our efforts within Hennepin County have now been combined with the State's data portability efforts. The Minnesota Department of Education has been dabbling for a few years with technology that makes data portability possible, and we have now reached a strategic intersection!

At the Commissioner and Superintendent's meeting hosted and facilitated by Hennepin County on October 31st, 2014, superintendents requested that the Student Data Portability Leadership Team present them with several options to enhance data portability. This update summarizes four initiatives/options we are recommending as data portability improvements that are key to advancing Hennepin County goals, as well as the goals of [Governor Dayton's 7-Point Plan: Better Schools for a Better Minnesota](#) and those of [Minnesota Statutes, section 120B.11](#) a World's Best Workforce (WBWF).

The first two initiatives "The Data Backpack" and MDE Streamlined State Reporting Requirements" are statewide in scope. The third and fourth initiatives "The Learner Progress Portal" and "Improved Educational Neglect and Truancy Reporting" are specific to Hennepin County.

The benefits include better learning services for students, significant reductions in district staff time to meet state mandated reporting requirements, improved data accuracy for making decisions, and it allows districts to maintain local control of data systems while ensuring interoperability (avoiding very expensive retraining and district system integration costs if we were to mandate a single system).

The Data Backpack

Provide the underlying technical infrastructure to securely enable real-time (or near) data exchanges between local school districts. Initially this can produce many data entry efficiencies and improve data integrity, and over time this will provide the capacity to share academic data so that highly mobile students' progress is not lost when transferring between districts. I have included our informational flyer for your reference.

MDE Streamlined State Reporting Requirements

Equally important are the data exchanges in secure standards frameworks that flow vertically from local educational organizations to the Department of Education. For example, this could eliminate a great deal of the manual labor involved with MARSS reporting in all school districts.

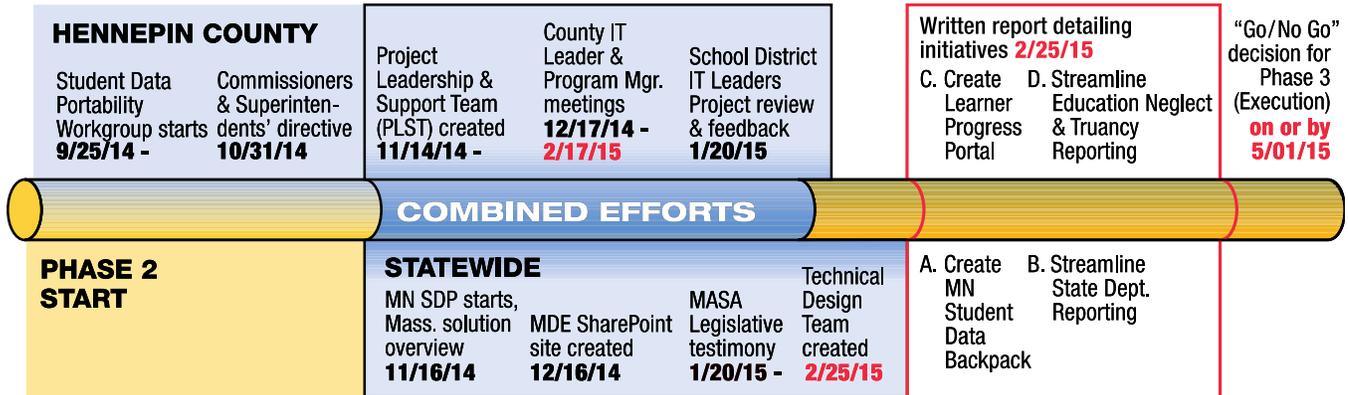
The Learner Progress Portal

Provide the underlying technical infrastructure to securely and systematically share educational and county service data across agencies in Hennepin County and Hennepin County School Districts.

Improved Educational Neglect and Truancy Reporting

Develop the technical solution to automate the exchange of truancy data between Hennepin County and school districts to provide more timely data to the Be@School Program (BASIL).

The graphic below provides a snapshot of our work the last few months and the project plan moving forward. We are in the process of finalizing the written report that we will provide to Hennepin County commissioners and superintendents later this month and will forward you that additional information at that time as well.



If you have any questions at all please let me know. Thank you.

CREATING THE DATA BACKPACK PROJECT

The Data Backpack Project is a secure data-sharing initiative that will make K-12 students' records easily accessible and transferable across all Minnesota school districts.

What are the goals of the Data Backpack Project?

- **Enable Innovative Instruction & Collaborations:** Improved data quality and real-time access will help unify efforts to increase student engagement and achievement, and enable Minnesota to participate in state-to-state data-sharing projects.
- **Increase Graduation Rates:** The harder it is to transfer data, the harder it is to support individual student progress needs. Easily obtainable data about progress toward graduation, credit acquisition, academic skill levels, and services previously received enhances schools' abilities to ensure continuous academic progress for students.
- **Reduce Dropouts:** When students' data gets lost or is inaccessible, students themselves tend to get lost and become inaccessible. Over 5,000 Minnesota students were categorized as "dropout" or "unknown" in 2013.
- **Improve Coordination of Services:** Without accurate and timely data, school districts and county and state agencies struggle to assist students and schools when they most need assistance and support.
- **Reduce Costly Operational Inefficiencies:** Incomplete, incompatible, and inaccessible data leads to costly operational inefficiencies. Robbinsdale School District found, for instance, that 52 staff work days would be saved simply if transcript and CUM folder information was received electronically (rather than primarily by fax) for their roughly 1,250 annual transfer students.

Who are the stakeholders, and how exactly will they benefit?

- **Students:** Easier access to their records, develop realistic plans for their future, earn high grade-point averages and scores on standardized tests or rating scales, simpler school transfers, better and more knowledgeable service from county and state agencies, less chance of getting lost in and between systems, decreased truancy and dropouts, increased attendance and graduation rates.
- **Parents/families:** Improved access to their children's educational data, greater engagement.
- **Schools/teachers/counselors:** Easier to integrate new students and find "lost" ones; more timely and accurate reporting to and from county/state agencies; real-time updates; seamless transfer of student, teacher, and course information between districts; universal submission requirements for vendors; substantial cost savings resulting from greater data quality and operational efficiencies; improved connections between systems that provide data for reporting, instructional, and accountability purposes; greater alignment with the World's Best Workforce plan.
- **County/state workers:** Better and more timely information to assist with case management and juvenile supervision interventions that support student attendance, achievement, and ultimately graduation.

What is the current status of the Data Backpack Project?

- With the support of the Minnesota Department of Education, Hennepin County launched a pilot data-sharing project in 2013.
- Phase 1 of the pilot project involved appointing a project manager and formal workgroup; studying successful data-sharing programs in Massachusetts, Washington, Australia, and elsewhere; reviewing software options; examining security and privacy issues (including parental/guardian consent); interviewing stakeholders; drafting a governance structure and charter; and discussing findings with a group of state Commissioners and Superintendents.

What Project initiatives still need to be completed?

- The Data Backpack Project will require the input and participation of all Minnesota school districts—each of which pose unique data-sharing opportunities and challenges.
- The standards for student record exchanges must be agreed upon before the Data Backpack Project can be completed.

What is the likelihood of Project success?

- The outlook is very good. There is bi-partisan legislative and gubernatorial support for the goals of the World's Best Work Force, closing the achievement gap, increasing the graduation rate, and finding cost and time savings through the use of technology.
- School districts, counties, MDE, and other public and private entities have expressed agreement that collaboration and data-sharing are essential elements in creating further efficiencies and ultimately ensuring student success.



THE DATA BACKPACK PROJECT

The data-sharing initiative for Minnesota K-12 students

Intermediate District 287

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INTER-OFFICE MEMORANDUM

Date: February 12, 2015

To: Sandra Lewandowski, Superintendent

From: Christina Houck, Director of Mental Health and Partnerships

Re: **What the Board Needs to Know about Regional Re-engagement Efforts**

Diploma On!

In the spring of 2012 Diploma On! was developed as part of the Achieving Graduation by Reducing Achievement Disparities (A-GRAD) initiative to reduce the alarming dropout rate in Hennepin County. The purpose of Diploma On! is to re-engage students who have dropped out of any of our school districts and ultimately increase Hennepin County graduation rates. The coordinator obtains contact information for students who have dropped out of school. Often these students are part of the schools' "15 day drop list" and are provided by identified staff within each district. The coordinator then seeks out the student and/or caregiver to try and establish a contact and build a relationship with the student in order to re-enroll them in a program or school that fits their needs. Results and activities for Diploma On! include:

- 203 students referred to date, with 51% re-engaged in school
- Increased referrals this current year over the past year.
- 9 of our member districts participate, with Brooklyn Center, Hopkins, Osseo and St. Louis Park referring the most students.
- 22% of the students referred are identified as eligible for special education services.
- 3% of students referred are students who have been expelled in their previous school.
- 51% of the students report chemical and mental health issues as barriers to attending school.
- 32% of the students indicate that transportation to school is a barrier.
- A system has been developed to keep track of the students who have dropped out.
- Systems are in place in our District 287 ALCs to ensure students remain engaged.
- 10 students have graduated.

ALC Plus

The ALC Plus program was designed to serve students who are involved with county services who are not regularly attending school (typically because of excessive truancy) or who need to enroll in a new school following a county placement or a stay in a correctional facility. The program is based on an alternative education program integrated with enriched programming, mental and chemical health supports, correction systems supports, and social supports to meet the needs of grades 7-12 youth and their families. County-involved students are referred by juvenile probation, human services (mental health and foster care), and the be@school program.

There are four identified goals to the program:

1. Increased school attendance.
2. Earned credits toward high school graduation
3. Reduction of different school placements.
4. Obtained skills or a GED.

Students enrolled in ALC Plus at either North Education Center Academy or South Education Center Academy have:

- Improved their attendance (56% of students).
- Earned at least 50% of the credits attempted (56% of students). [Statistical analyses of these data indicate a positive correlation with percentage of credits earned and attendance rates, with higher attendance rates correlating to greater percentage of credits earned.]
- Nearly two of every three students who were referred to the program were enrolled in NECA or SECA (63% of students).
- Enrolled students remained in the program for more than one school year (30% of students).
- 88% of referring partners reported that their ALC Plus enrolled clients tended to do better in school than before they were enrolled in ALC Plus.

Wilder Research, in a recent evaluation summary, reported that referring sources stated that, “Without ALC Plus, some felt these youth might not be in school at all. Additionally, it was expressed that the ALC Plus program brings together kids that may not ‘play well’ in other settings.” Additional findings from the evaluation document the value of providing transportation, one of the core elements in the ALC Plus program. Access to transportation is critical and possibly one of the main reasons for increased attendance. Additionally, the necessity of having a one-stop shop that provides supports to program participants appears to be critical to reaching the goal of keeping students in school. In addition to transportation, these supports include: System navigation to help county staff match their students to the most appropriate school setting; one-to-one case coordination to ensure regular communication between the school, county workers, and families; on-site mental health and chemical dependency counseling; and access to vocational certification programs.

Currently, there are 55 student ADM’s dedicated to ALC Plus which equates to approximately 1/3 of the total enrollment for NECA and SECA.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTER-OFFICE MEMORANDUM

Date: February 12, 2015

To: Sandra Lewandowski, Superintendent

From: Char Myklebust, Training/On-Site Coach
Wendy Loberg, Training/On-Site Coach

Re: **What the Board Needs to Know About “A Better Way”**

We are pleased to provide an update about the status of “A Better Way,” a professional learning series created for school leaders in response to the Federal School Discipline Guidelines published in 2014.

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>. The training and coaching program is designed to reduce and eventually eliminate disciplinary practices that result in disproportionate exclusion of students of color and those with disabilities, as well as other at-risk groups of students. Wendy Loberg and Char Myklebust, Educational Leadership Consultants and former school administrators, co-facilitate the professional development series, which highlights evidence-based practices and introduces guest speakers who are experts in the fields of social emotional learning, juvenile justice alternatives, multicultural education, trauma, poverty, data collection and analysis, Restorative Practices, and other relevant topics.

PARTICIPANTS

Cohort participants include 70 school leaders from the following districts: Intermediate District 287, Brooklyn Center, Osseo, Robbinsdale, Spring Lake Park, Burnsville–Eagan-Savage, and St. Cloud. Each full day training session is offered twice so that districts may chose to split their teams to ensure administrative coverage on any given day.

TOPICAL SESSIONS ALREADY COVERED:

Session 1: Why Suspensions Don’t Work and Guiding Principles

Session 2: Restorative Practices vs. Punitive Consequences

Session 3: Brain Research, Poverty, Social Emotional Learning, and Trauma-Sensitive Schools

Session 4: Alternatives to Suspension

FUTURE SESSIONS

Session 5: Engaging Instruction and Well-managed Classrooms in Culturally Responsive Schools

Session 6: Disrupting Disproportionality and Re-routing the School-to-Prison Pipeline

Session 7: Ensuring Safe, Supportive Schools, Creating the World’s Best Workforce and Dropout Recoupment

Session 8: Celebration Breakfast and District Action Plan Presentations

COACHING SESSIONS

Each of the participating districts has selected a customized coaching plan.

Brooklyn Center

With the support of the “A Better Way” consultants, they are creating professional development experiences for staff members that focus on the impact of poverty and trauma on student learning and behavior.

Burnsville-Eagan-Savage

The district is revamping student discipline policies and procedures and is expanding its school-wide behavior interventions and supports. The student discipline handbook is being re-written to include alternatives to suspension. Additionally, the special education team has requested training in Mind UP, an evidence-based social emotional learning curriculum. Mind UP training is scheduled for a staff development session in February.

Intermediate District 287

The district has formed a Professional Learning Community (PLC) of school leaders to study the current use of exclusionary practices and restrictive procedures and will develop positive alternatives. Individual coaching and staff training will occur at selected sites during second semester.

Osseo

There is a robust implementation and expansion of PBIS underway. There is special on examining data related with a lens on the use of exclusionary practices

Robbinsdale

The district has requested support for expanding its PBIS initiative and planning with their new PBIS Coordinator.

Spring Lake Park

Feedback has been requested and provided following a school climate walk through in all buildings. The administrative team met to discuss the feedback and to take action to address the information provided.

St. Cloud

Better Way consultants are helping the district to design professional learning training for their staff members for the 2014-15 school year. Mind UP training is scheduled for staff members.

FUTURE PLANS

We will publicize the program for the 2015-16 school year and expect to continue the series if there is sufficient interest and registration. Some of our current enrollees wish to continue participation for next year. Additional information is available on our website:

http://www.district287.org/index.php?src=gendocs&ref=A_Better_Way&category=better_way&submenu=0

LEARNINGS

Participating districts have expressed a desire to delve “broader and deeper” into this work. Additionally, several districts have asked for a repeat of the series for administrators who did not participate in the first cohort.

There is fertile ground for “A Better Way” and we believe that we could provide support to member districts who were not registered this year.

THE FUTURE

We are prepared to deliver this exemplary professional development and coaching series again and would also provide second year coaching to current participants. Superintendent Lewandowski, Wendy Loberg, and Dr. Char Myklebust are in discussion regarding how Year 2 of this program might be structured.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – February 12, 2015

AGENDA SECTION: SUPERINTENDENT’S REPORT

ITEM: 2015-2016 District 287 Organizational Chart

PRESENTED BY: Superintendent Lewandowski

1. Background Information

Approval of Proposed 2015-2016 District 287 Organizational Chart.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approve the proposed motion regarding Intermediate District 287 2015-2016 Organizational Chart.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTER-OFFICE MEMORANDUM

Date: February 12, 2015

To: Intermediate District 287 School Board

From: Sandra Lewandowski, Superintendent

RE: Recommendation to Approve the Organizational Chart for 2015-2016

By the end of the current school year, our District will have launched a new five-year Strategic Plan. The new plan will maintain our current mission and focus on student outcomes, equity and excellence in services. Looking forward, we know that the expectation that our students are college and career ready when they graduate will only increase. We are also planning for the retirement/resignations of an executive director, three principals and our communications liaison. The following organizational plan grows out of the above priorities and will be cost-neutral when compared with the current year. Please keep in mind that the Board-approved chart does not list all administrative positions.

I am recommending Board approval of the proposed organizational chart for 2015-2016 with the following rationale:

1. This organizational plan strengthens our leadership in four ways:
 - a. streamlines and integrates the work of planning, improvement and accountability with teaching & learning and instructional technology,
 - b. provides for key communications and public relations work to occur at the Cabinet level,
 - c. increases the capacity for labor relations work within the Human Resources Department, and
 - d. provides principal leadership for the increased focus on college and career ready programs and services. Specifically, this plan re-assigns a current principal to the new College and Career Ready Principal position. The newly-reorganized principal position will be responsible for providing leadership for the incorporation of Olmstead Plan requirements in our special education programs, the Hennepin Technical College partner programs, Transition services; Independent Living; and Work Experience Coordination.
2. As with other reorganization plans from recent years, this organizational chart incorporates elements of succession planning and is mindful of the competitive climate for educational administrators. The plan eliminates an executive director position, promotes two current administrators, and upgrades our communications and public relations position. It calls for the posting of a Director of Communications and Public Relations and two principal positions.

I believe that the proposed plan will serve member districts and students well as we continue to adapt our services to meet the ever-changing needs. Please let me know if you have questions.

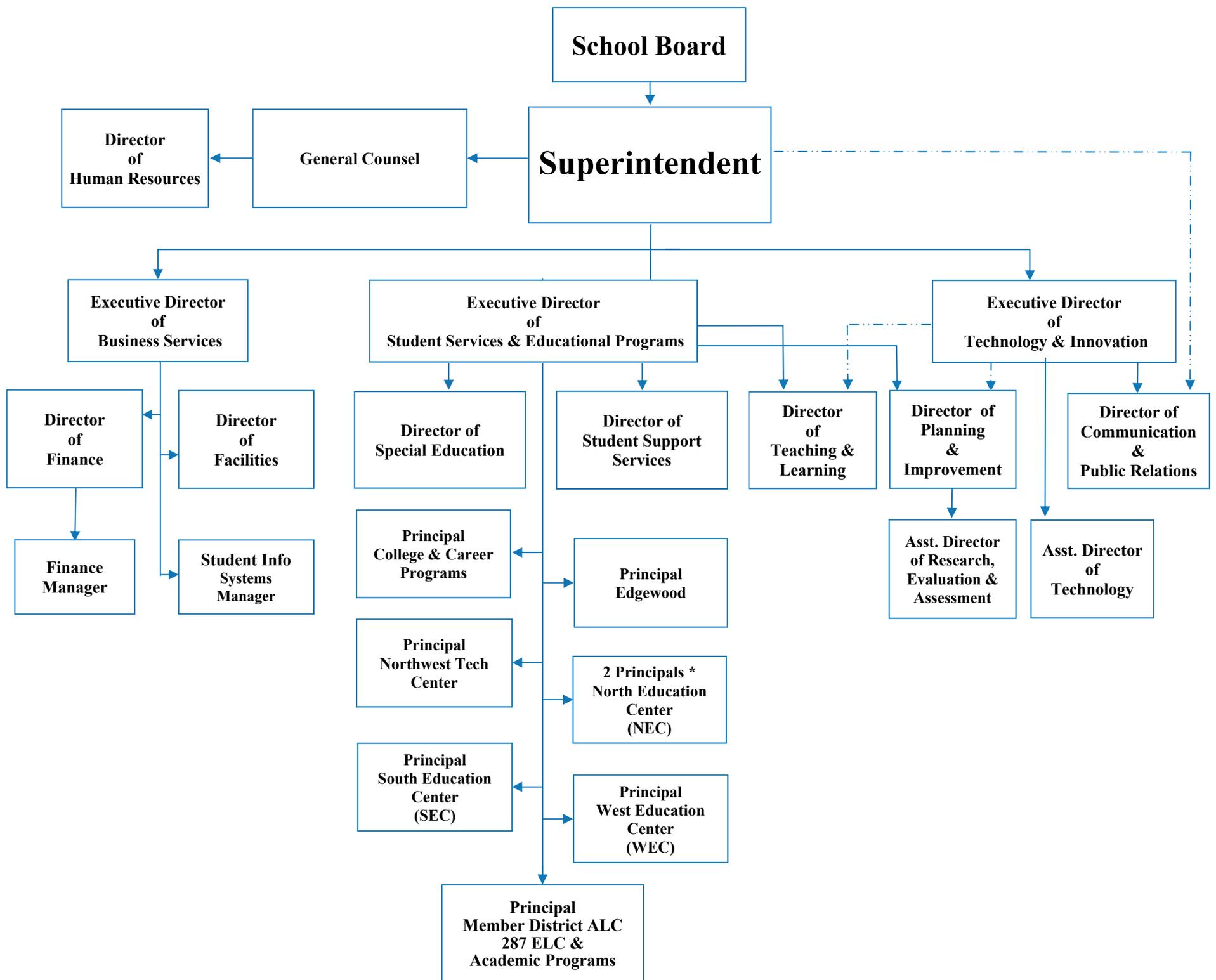
Intermediate District 287

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DISTRICT POLICY

POLICY SERIES: District Administration & Organization
SUBJECT: Organizational & Structural Relationships
BOARD APPROVED: February 2015
REVISION DATE: As necessary

DAO160 District 287 Organizational Chart



* Note: 2nd principal may be a principal or additional assistant principal.

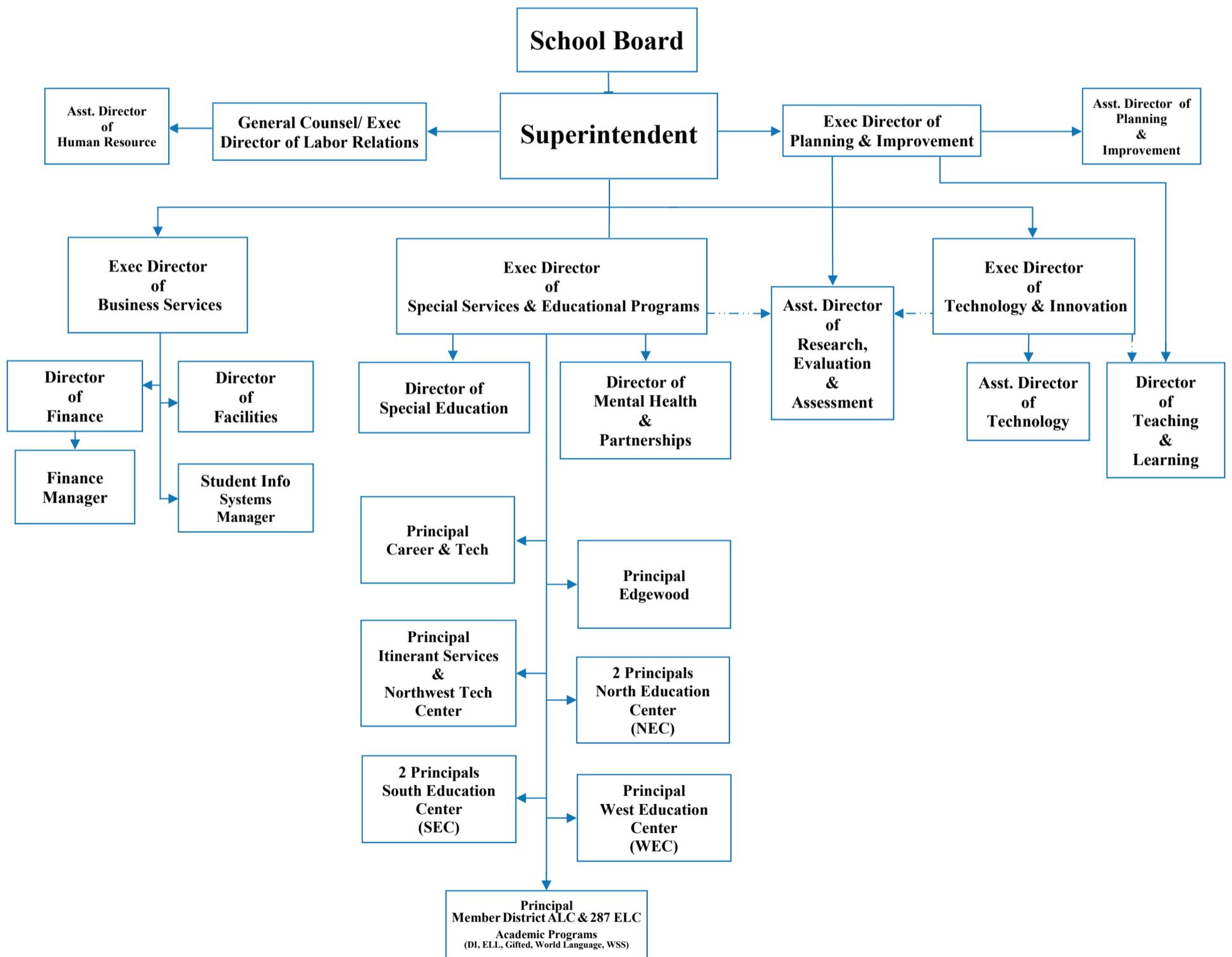
Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: District Administration & Organization
SUBJECT: Organizational & Structural Relationships
BOARD APPROVED: January 2014
REVISION DATE: As necessary

DAO160 District 287 Organizational Chart



INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – February 12, 2015

AGENDA SECTION: Business Services

ITEM: Approval of Fiscal Host District Agreements with Member Districts

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

1. Background Information

The 2014 Legislative Session made changes to the Alternative Learning Center tuition billing process that reduced the Intermediate School Districts' regular education tuition billing options and also made regular education tuition billing more complex. To resolve these issues, District 287's Exec. Director of Business Services and Superintendent met with other Intermediate Districts to discuss their processes. NE Metro 916 runs all their Alternate Learning Centers through fiscal host agreements with their member districts and has done so for more than a decade.

2. Fiscal Impact/Funding Source: Moving to a fiscal host agreement for these two academies will create a small increase in revenue per ADM for these two Alternative Learning Centers and will reduce tuition billing time and costs for District 287.

3. RECOMMENDED ACTION: The Board approves the fiscal host district agreements with Independent School District No. 281 (Robbinsdale) for students attending the North Education Center Academy and with Independent School District No. 280 (Richfield) for students attending the South Education Center Academy.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

February 2015
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Change is in the Air for the West Metro Integration District

February 6, 2015
Board of Directors Meeting, 7:00 a.m., Grand Hall, TIES Conference Center, St. Paul

February 27, 2015
Executive/Legislative Committee Meeting 7:30 a.m., TIES Conference Center, St. Paul

March 6, 2015
Board of Directors Meeting, 7:00 a.m., Grand Hall, TIES Conference Center, St. Paul

March 27, 2015
Executive/Legislative Committee Meeting 7:30 a.m., TIES Conference Center, St. Paul

Oprah Winfrey once said, “We can't become what we need to be by remaining what we are.” Although that line is quite simply put, it clearly describes the complicated position the West Metro Education Program (WMEP) finds itself. As WMEP contemplates changes in management for The FAIR Schools (a K-12 magnet program with one campus in downtown Minneapolis and one campus in Crystal, Minnesota), it imagines new possibilities to positively impact the region's educators, students, families and community members.

Years ago, a collaborative effort formed between Minneapolis Public Schools and suburban member districts, which later grew to include Brooklyn Center, Columbia Heights, Eden Prairie, Edina, Hopkins, St. Anthony/New Brighton, St. Louis Park, Richfield, Robbinsdale and Wayzata. Charged to address integration and equity issues between the urban and suburban metro region, WMEP fine-tuned its tactics in 2001 to include three areas: The FAIR School, professional development and student programs.

WMEP's Joint Powers Board (JPB), which consists of a board member from each participating district, has been actively engaged in exploring the future direction of WMEP. The discussion of “should we be in the business of running schools” has been looming overhead for years. Recently, the JPB has publicly communicated that they would like to use their collaboration to strengthen equity work, professional development and student programming for the region. They have expressed that the day-to-day school operations would be best managed by member districts and have examined two different options. A final decision regarding the management of the two FAIR campuses is set for February 11, 2015.

One of the options being considered is that the Minneapolis Public Schools (MPS) and Robbinsdale Area Schools (RAS) operate FAIR Downtown and FAIR Crystal respectively. An alternative option



Continued on page 2

From the Chair

Governor Dayton's recently released 2016-17 biennial budget proposal begins a four month legislative process that will culminate with the adoption of new budget by the Legislature in May. The Governor's budget was based on the November forecast, which projected about a \$1 billion budget surplus – a projection that did not account for inflation in state expenditures. The Governor continued a strong commitment to E-12 education by recommending investments of \$372 million, primarily focused on early learning and targeted initiatives to close the achievement gap. Many of the Governor's proposals are initiatives that AMSD has long supported.

However, the Governor's proposal includes just a 1% increase in the basic formula and does not include new investments in special education or recommendations from the School Facilities Financing Work Group. A 1% increase in the basic formula would be insufficient to cover inflation and would result in budget reductions for most school districts. There is reason to hope that the March forecast will show continued improvement and additional revenue available for a more robust increase in the basic formula and other AMSD priorities, such as school facilities funding reform and special education. AMSD remains committed to working with the Governor and Legislators to adopt a budget that will build on the momentum from the last biennium as we work toward the goal of establishing the World's Best Workforce.

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

AMSD's Mission

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



Association of
Metropolitan School Districts

The Future of WMEP Being Explored

Continued from page 1

discussed was to pay another district to manage the schools while WMEP retains oversight. MPS and RAS have actively participated in these discussions along with all WMEP member district superintendents. If the JPB votes to make a change, the two campuses will see new management with either option, but the member districts are committed to make as minimal as possible changes for students and families for the next 4-5 years. “Same great school, with the same commitment to equity, excellence and the arts” is the goal.

Although The FAIR Schools became the public symbol of the district, behind the scenes (for students and families) WMEP was busy developing its position as a leader in professional development for metro area staff. Bringing in national and regional speakers, WMEP developed a strong program known as Cultural Collaborative, which was implemented in 2001. The workshops allow staff – from many districts – to be around the same table and focus on cultural competency, equity leadership, and practices/strategies for the districts, schools and the classroom. The multiple perspectives provided by this larger collective group is essential to bring about change broadly in the region and specifically in classroom.

In addition, WMEP has been actively developing and partnering with community members to offer students programs such as Elders’ Wisdom, Children’s Song, which honors the wisdom of elders and teaches children through their life stories; Dare 2 Be Real, which promotes, addresses, and discusses racial equity and anti-racist leadership; and **WMEP +**, which provides partnership experiences in the classroom and free, after-school classes for member district high school students.

By releasing the schools to member districts with the heart of the soul of the program intact, the JPB is able to focus energy on and expand professional development and student programs. The potential for these programs, as WMEP leans in further, is exciting and unique to the region.

WMEP’s Cultural Collaborative could grow into a comprehensive training center where the overarching purpose is to create, support, and develop educators to become more culturally competent and more prepared to teach in a diverse classroom setting. The training center could also grow to include student leadership programs such as Dare 2 Be Real, parent and community training opportunities, and an enhanced online presence through social media and community forums. In addition, a “think tank” could be a great resource for member district educators to problem solve and share the work of education equity and achievement.

WMEP Superintendent Keith Lester comments, “A center where we can address the important needs of equity, integration, and achievement for our member districts is crucial for the region. To take Cultural Collaborative and create from it something that adds depth of quality, experience and purpose is invaluable.”

Just as great possibilities await WMEP’s professional development, so do opportunities for students. “The truest way for integration to happen – the way it happens in real life – is to provide opportunities where students from all backgrounds work together with career, college and community organizations. These opportunities should happen along with relevant experiences in the classroom,” says WMEP Director of Partnership Development Kevin Bennett.



WMEP has opened up its partnership program that began at FAIR, to include high school students attending member district schools. **WMEP +** gives students access to, and opportunities through, such organizations as the Minneapolis College of Art and Design, the University of Minnesota Department of Art, The Loft Literary Center, Stages Theatre, and the MacPhail Center for Music, just to name a few. “When students are given access and allowed to pursue their personal passions,” Bennett continues, “their personal narratives and pathways are transformed. We have countless stories that show how developing relevant skills in an authentic and professional setting positively impacts youth.”

Enhanced student programs also include a collaboration with teen and local artists to publish stories of men of color collected through the collaboration with Larry Long and Elders’ Wisdom, Children’s Song, which will be an online resource for all educators to use. Increased strands of the Civil Rights Research Tour, created in collaboration with Robbinsdale Area Schools, can impact how we teach civil rights and social justice and in schools and the community. More Dare 2 Be Real groups have been and will continue to be established in the region and nationally. Rounding up areas of growth is Elite Pathways, a regional collaboration to increase the number of teachers of color in the state.

“The future opportunities for WMEP and the continued collaboration of member districts,” explains Lester, “enables us to provide strong, culturally competent teachers in our schools. Society depends on it and our students deserve it.”

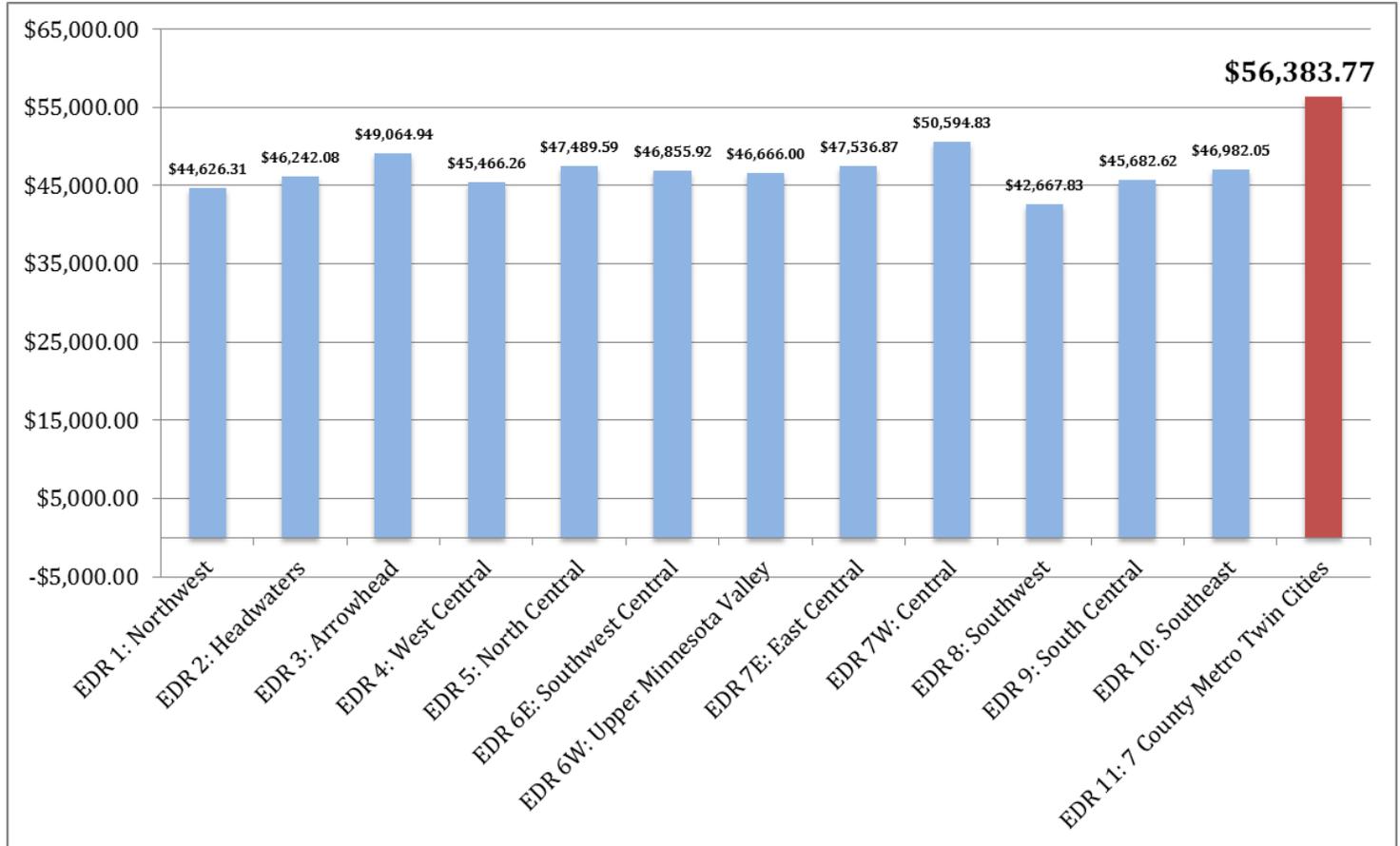
For more information regarding WMEP and its opportunities, please check our website (wmep.k12.mn.us), Facebook (WMEP - West Metro Education Program) and Twitter (@WMEP6069). Join the conversation.

This month’s member spotlight was submitted by Anne Marie Arndt, Communications, West Metro Education Program.

Research Report Confirms Significant Cost Differentials Across Minnesota

Numerous studies over the years have shown that Minnesota school districts face significant cost differences. The most recent study, *Locating Equity: Implications of a Location Equity Index for Minnesota School Finance*, conducted by Nicola Alexander, Hyunjun Kim and Samantha Holquist from the University of Minnesota, shows that school districts face labor cost differentials as high as 41% in localities that command the highest and lowest wages. As Figure 1 shows, these findings are consistent with salary data from the Minnesota Department of Education showing significantly higher salaries for teachers in the seven county metropolitan area compared to the rest of the state.

Figure 1: Minnesota Education Teacher Salary Averages by Economic Development Region 2011-2012



The most recent report is consistent with previous research studies. Studies undertaken by Governor Pawlenty’s Education Funding Task Force, Augenblick, Palaich & Associates, the Hamline University School of Business and Commissioner Cassellius’ Education Finance Working Group have all verified the significant cost differentials that exist in Minnesota. In response to those studies, the 2013 Tax Bill included several recommendations proposed by the Commissioner’s Education Finance Working Group including the establishment of location equity revenue. Location equity revenue was designed to recognize the higher cost of labor in metropolitan and large non-metro school districts and lessen the reliance on the operating referendum to provide basic education programming.

The location equity levy moved \$424 per pupil of referendum revenue to a new board-approved \$424 per pupil location equity levy. For non-metro school districts enrolling more than 2,000 students, the location equity levy level was set at \$212 per pupil. The 2013 legislation also made the first \$300 of referendum authority school board, rather than voter-approved. This was applied to all school districts and guarantees that every school district had a minimum of \$300 per pupil of referendum revenue. In 2014, the Legislature changed the name of the location equity

Continued on page 4

Cost Differences Impact Purchasing Power

Continued from page 3

program to the local optional revenue program and extended the \$424 per pupil level of funding to all school districts effective in FY 2016. The local optional revenue program was a significant step toward stabilizing school funding and reducing reliance on the operating referendum. However, it does not reflect geographic differences in the cost of education and the purchasing power of school districts. As the recent research report from the University of Minnesota shows, those differences are significant.

Key Findings of the Report

- Both the comparable wage index (CWI) and the general cost of education index (GCEI) indicate that there are significant cost differences across the state of Minnesota. The comparable wage index indicates that there was a 25-percentage point difference in the wages between the highest and lowest cost communities in FY 2014. The GCEI indicates that there was a 41-percentage point difference in costs faced by school districts in localities that command the highest and lowest wages. These cost differences have an impact on the purchasing power of communities, which in turn, affect the real level of services delivered to children.
- While both methods of analyzing geographic cost differences indicate substantial cost disparities across the state, they yield different results on the counties that would be affected and the extra costs faced. This could be because the CWI is not designed to detect cost variation within labor markets; thus, all the school districts in a particular labor market would have the same CWI cost index. By contrast, the GCEI we employed in this paper refined variations in costs by incorporating the differential impact on school districts that are located in multiple counties.
- The CWI identifies 14 counties whose school districts faced higher than average costs in FY 2014: Anoka, Carver, Chisago, Dakota, Dodge, Hennepin, Isanti, Olmsted, Ramsey, Scott, Sherburne, Wabasha, Washington and Wright. School districts in these communities had average education costs ranging from 4.3 percent (Dodge, Olmsted and Wabasha counties) to 5.6 percent (the other counties) above the state average.
- The GCEI identifies eight counties whose school districts faced higher-than-average costs in FY 2014: Anoka, Carver, Dakota, Hennepin, Olmsted, Ramsey, Scott and Washington. Many school districts in these communities had costs ranging from 5 percent (Olmsted and Washington counties) to 12 percent (Hennepin County) higher than the state average.
- If we fully equalized the purchasing power of the local education revenue capped at \$424 per pupil unit for those districts that faced relatively high costs in FY 2014, the additional costs would be \$18.4 million if we applied the GCEI or \$13.7 million if we applied the CWI. Since this is a program that is a mix of local property tax levy and state aid, the proportion for which the state would be responsible would vary but be no greater than the cap.

The AMSD Platform recommends establishing an index for local optional revenue to account for regional labor cost differentials. The full version of the report is available on the AMSD web page at:

<http://www.amsd.org/research-statistics>

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 (Associate Member), 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, Northwest Suburban Integration District (Associate Member), Orono Schools, Osseo Area Schools, Prior Lake-Savage Area Schools, Richfield Public Schools, Robbinsdale Area Schools, Rockford 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 (Associate Member), 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.

School Board Planning Calendar January 2015 – December 2015

1st Meeting of the Month	2nd Meeting of the Month
START TIME 6:30 PM	
<p>JANUARY 8, 2015 <i>Organizational Meeting</i></p> <p>Election of Board Officers Oath of Office Financial Report November FY14 Audit Superintendent Mid-Year Evaluation Procedure</p>	<p>JANUARY 22, 2015</p> <p>Financial Report December FY14 Audit Uber Goal #2</p>
<p>FEBRUARY 12, 2015</p> <p>Report on Uber Goal Progress Toward Improvement Plan</p> <ol style="list-style-type: none"> 1. What the Board Needs to Know About Data Portability Project 2. What the Board Needs to Know About Diploma On-What have we learned? What the Board Needs to Know about ALC Plus-What Have We Learned 3. Update on legislative progress on ALC Legislation 4. What the Board Needs to Know about The Better Way 5. What the Board Needs to Know about Grad MN Work <p>Hennepin County Graduation Update</p>	<p>FEBRUARY 26, 2015</p> <p>Gateway Video Financial Report January FY16 Budget Assumption FY15 Budget Revision Local 2209 Negotiations Financial Parameters Request? New Policy -First Read? Program Withdrawal Report Right Sizing Discussion: Report on Special Education ADM for 14-15 School Year/ Provide Assumptions Going Forward Staff Reduction ULA Resolution Changes for following Year What the Board Needs to Know About ELC National Accreditation What the Board Needs to Know About New Richfield IS Model</p>
<p>MARCH 12, 2015</p> <p>ACE Study Facilities Report on FY15 Projects Innovation in 287 Presentation SEC Playfield Update What the Board Needs to Know: Update on Teacher Evaluation Process</p>	<p>MARCH 26, 2015</p> <p>Financial Report February FY15 Budget Reduction Realignment Proposal Program Reduction Resolution Proposed District 287 School Calendar 2015-2016 Reduction ULA for tenured staff (<i>provide names</i>) Strategic Plan Report</p>
APRIL 9, 2015	
What the Board Needs to Know: Update on Gifted Ed Programs	
<p>MAY 14, 2015</p> <p>Financial Report March Food Services Report Summary Status Report on Board Policy & Procedure What the Board Needs to Know About Data Portability Project</p>	<p>MAY 28, 2015</p> <p>Areas of Literacy Focus for 2014-2015 Financial Report April Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution Local 2209-District Tentative Agreement (TA)?</p>

INFORMATIONAL ITEMS TO REMEMBER:

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

Community use of Facilities Bucket

1st Meeting of the Month	2nd Meeting of the Month
JUNE 11, 2015 Read 180 & Math 180 Results Superintendents Evaluation Update	JUNE 25, 2015 2014-2015 Budget Approval Annual Food Service Program Resolution Financial Report May Final ULA Resolution for Licensed Staff Presentation: Strategic Plan Final (Report & DVD) Written PLC Report
AUGUST 27, 2015 Financial Report June & July Instructional Results Report SNEAK PREVIEW of Legislative Platform Superintendent Uber Goals What Board Members Need to Know About “2014-2015 Back to School Start-Up” What Board Members Need to Know About “2014-2015 Crisis Plans”	
SEPTEMBER 10, 2015 Work Session: A Better Way	SEPTEMBER 24, 2015 Cultural Competency Work Financial Report August Operational Results Report
OCTOBER 8, 2015 Student Rights & Responsibilities Policy Bucket	OCTOBER 22, 2015 Financial Report September What the Board Needs to Know about Emergency and Crisis Plans for 2014-2015 Work , Session: Personalizing Education
NOVEMBER 12, 2015 <i>(Only one Board meeting this month!)</i> Annual Food Service Program Resolution	
DECEMBER 10, 2015 <i>(Only one Board meeting this month!)</i> Financial Report October Legislative Platform Prior Year Finance Review	

INFORMATIONAL ITEMS TO REMEMBER:

** Board role in setting/supporting goals
 Board TLC

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
February 12, 2015
SCHOOL BOARD CALENDAR

 February 2015

17	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

◆ 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, February 10th 17th

TBN

Bus leaves 287 DSC @ 8:30 AM

Ann Bremer

Laura Rimbick

Cancelled

Local 2209 Breakfast

7:00 AM

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

Ann Bremer

Carol Bomben

Michèle Kunz

Regina Neville

Karen Filla