

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 October 22, 2015
 - 4.2. Approval of Routine Human Resources Activities for November 12, 2015
5. **SHARE THE SUCCESS & RECOGNITION - (30 minutes)** (*Information*)
 - 5.1. Check out the November 12th 287 Kudos! (<http://bit.ly/1PtmhQW>)
 - 5.2. Storm Ready Certification from the National Weather Service
 - 5.3. W-ALT: Helping Students Achieve Success
6. **SUPERINTENDENT'S REPORT - (20 minutes)** (*Information*)
 - 6.1. District Culture
 - 6.2. What the Board Needs to Know about Emergency Planning for FY16
 - 6.3. Get on the Bus Event for Legislators
7. **INSTRUCTIONAL REPORT - (10 minutes)** (*Action*)
 - 7.1. World's Best Workforce Report and Approval
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (20 minutes)**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report
 - 8.2.1. Approval of Fund Balance Transfers (*Action*)
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (30 minutes)** (*Information*)
 - 9.1. Policy Review & Revision - None
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. Get on the Bus Report (*Information*)
 - 9.2.1.2. Proposed Amendment to MOA and Board Resolution (*Second Read*) (*Information*)
 - 9.2.2. AMSD Report
 - 9.2.2.1. November 2015 AMSD Connections Newsletter
 - 9.2.3. Get on the Bus & Local 2209/Board Breakfast Schedule
 - 9.3. District News
 - 9.3.1. School Board Planning Calendar
 - 9.3.2. November 12, 2015 Board Event Calendar
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
October 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:

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

Absent: 277/Peterson, and 283/Gores

Guests:

287 Administration: Sandra Lewandowski, Michelle Axell, Anne Becker, Mae Hawkins, Rachel Hicks, Chad Maxa, Elisabeth Rogers, and Wauneen Mgeni

287 Staff Members: Pat Aims, Tim Holzhueter, Larry Polys, Lorraine Nau, Doug Booth, and Greg Krohn

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval with one omission, the closed session has been removed from the agenda. *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 October 8, 2015, and Routine Human Resource Activities for October 22, 2015. *Motion by Ann Bremer, seconded by Nancy Rowley, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski had two notable successes and recognitions: 1) Minnesota Alliance for Youth Recognizes 287's Efforts to Raise Graduation Rates, 2) GradMinnesota Awarded \$200,000 from America's Promise Alliance.

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski briefly updated the Board that enrollment in special education sites is nearing capacity. We continue to watch the numbers and pay close attention to safety concerns, as it is likely that we'll gain more students throughout the year. We budgeted for 610 AMD's (average daily membership), and are currently around 600 AMD. These programs are only open to member districts.

Superintendent Lewandowski briefly updated the Board on 287's efforts to work with member district and state education leaders to ensure the viability of intermediate districts.

7. INSTRUCTIONAL REPORT

Superintendent Lewandowski introduced Pat Aims, Interim Principal at West Education Center (WEC). Pat introduced Lorraine Nau, Education Assistant, Tim Holzhueter, Emotional Behavioral Disorder Instructor, and Larry Polys, Education Assistant to the Board. They presented an overview, video, and tour of the Tiny House that was built by students at WEC. Around 100 high school students from West Education Center contributed to building this amazing structure. Students were hands-on on every element of the construction. The students earned a training wage and received work experience credits towards their high school degrees. The district plans to sell the house with the goal of making seed money for the next Tiny House. The Tiny House project kept students engaged in school, improved attendance, and helped build relationships with their peers.

The cost to build the Tiny House was approximately \$40,000 to build (materials, wages, furnace, etc.) and is expected to retail for about \$65,000. [Tiny House Video](#)

8. ADMINISTRATIVE SERVICE REPORTS

Facilities Report - None

Financial Report

Mae Hawkins, Executive Director of Business Services, presented the monthly financial reports for September 2015. *Motion by Ann Bremer, seconded by Michèle Kunz, to approve the September 2015 monthly financial reports as presented. All in favor. Motion carried unanimously.*

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision

Chair Report

Anne Becker, General Counsel, presented a first reading of an Memorandum of Agreement (MOA) between 287 and its member districts that amends the withdrawal process, changes the priority for student referrals after a district has notified of the intent to withdraw, and aligns language with a new state statute pertaining to geographical boundaries from which districts could join. The amendment would become effective July 1 should all member districts ratify the revision.

AMSD Report

Board Chair Bremer alerted the Board to the December 9, 2015 [AMSD Conference](#).

Board member Kunz, and Board Chair Bremer briefly updated the Board on the October 13 Local 2209/Board Breakfast.

Once Around the Table - None

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:14 PM.

The next general meeting will be held on November 12, 2015, 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 – November 12, 2015**

LICENSED STAFF

1. New Hires:

A. Regular

- DARIUS PYLVAINEN, Instructor Science at South Education Center, **additional position due to increased enrollment**, effective October 26, 2015 – Step 1, Lane 5 MA – .5 FTE.

B. Reinstatement of Licensure Waivers

-

C. Temporary

- MARIBETH BARRETT-GRIMSBY, School Social Worker for North Education Center to mentor newly licensed School Social Workers, effective October 28, 2015 through June 9, 2016.
- KAREN KETTLER, Speech Language Pathologist for Northwest Tech Center, effective September 8, 2015 through June 10, 2016.
- DOLLY LASTINE, Admin on Assignment for Itinerant Services to conduct staff evaluations, effective October 1, 2015 through June 30, 2016.

D. Substitutes

- Mayumi Huynh
- Katherine Asplin

2. Extended Leaves of Absence:

A. Unpaid

-

3. Separations:

A. Dismissal

-

B. Resignation

-

C. Retirement (Regular/Disability)

-

NON-LICENSED STAFF:

1. New Hires:

A. Regular

- ALEXANDER GANDAH, Education Assistant for North Education Center, **replacement for M. Grady (transfer)**, effective October 12, 2015 – Step 7, Lane 7 BA+20 – 0.875 FTE.
- JOSHUA BOETTCHER, Education Assistant for North Education Center, **additional position due to increased enrollment**, effective October 13, 2015 – Step 5, Lane 5 BA – 0.875 FTE.
- JENNIFER GALLAGHER, Education Assistant for North Education Center, **additional position due to increased enrollment**, effective October 12, 2015 – Step 3, Lane 1 – 0.875 FTE.
- KENNETH AKITOYE, Education Assistant for South Education Center, **additional position due to increased enrollment**, effective October 12, 2015 – Step 3, Lane 5 BA – 0.875 FTE.
- KEITH GEORGE, Education Assistant for North Education Center, **replacement for P. Kracl (separation)** effective October 22, 2015 – Step 10, Lane 3 +30 – 0.875 FTE.

B. Temporary

- DANTE WILLIAMS, AVID Tutor at North Education Center, effective September 30, 2015 through June 10, 2016.

C. Substitutes

- Jeremy Mulmed

2. Extended Leaves of Absence:

A. Unpaid

- DECEMBER BRAKEFIELD, Parent Child Specialist at SECA, 1.0 FTE effective October 19, 2015 – June 30, 2016.
- HALEY WILLIAMS, Interpreter for Itinerant Services, .875 FTE effective October 26, 2015 – June 30, 2016.

3. Separations:

A. Dismissal

-

B. Resignation

- MELISSA BRANDENBURG, Education Assistant at North Education Center to accept a licensed position, effective August 31, 2015.

- KENNETH AKITOYE, Education Assistant at South Education Center, effective November 6, 2015.
- DANIELLE CALVERT, Education Assistant at South Education Center, effective November 6, 2015.

B. Retirement (Regular/Disability)

- SCHARREL KRAUSE, Education Assistant at North Education Center, effective February 1, 2016.

287 KUDOS!

Nov. 12, 2015
Success & Recognition



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NEC's Tammy Bussman awarded Above and Beyond (May, 2015)

Congratulations to Tammy Bussman, our May 2015 Above and Beyond honoree! As an excellent educator, Tammy is known for constantly thinking of solutions for her students and helping them to be better learners, learning to their highest potential. She is a CPI Instructor in the SUN Program at North Education Center.

Northwest Tech Center has a new Mascot! THE NARWHALS!

Congratulations to the Northwest Tech Center community that has a new mascot, the Narwhals!



**This is
what a
Narwhal
looks like!**

Nov. 9-13: National School Psychology Week

Our 8 school psychologists work wonders! They provide many needed services to our students and help them to succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. The theme of this year's School Psychology Awareness Week is "Connect the Dots and Thrive!"

287 KUDOS!

Oct. 8, 2015
Success & Recognition



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Nov.16-20: American Education Week

The National Education Association sponsors American Education Week, which *presents all Americans with a wonderful opportunity to celebrate education and honor individuals who are making a difference in ensuring that every child receives a quality education.* The theme this year is “Great Public Schools: A Basic Right and Our Responsibility.”

Nov. 18: Education Support Professionals Day

Our educational assistants play such an important role in helping students achieve. They work collaboratively with the classroom teacher to set high expectations for students and help them achieve specific outcomes. They cultivate positive relationships with students and keep them engaged socially and academically. Such teamwork!

Nov. 20: Substitute Educators Day

Our substitute educators fill in and provide much needed support when a staff member is sick or is using time off. Some of our retired teachers return to the classroom to support our students, and we very much appreciate their expertise!

287 Receives Storm Ready Certification

The National Weather Service presented 287 with a StormReady Certification A StormReady Supporter school promotes the principles and guidelines of the StormReady program in its severe weather/tsunami safety and awareness plans.

CRITICAL INCIDENT PROTOCOL

Crisis Response & Safety

At Least 4 Roles

- Incident lead
- Student-facing lead
- Physical status observer
- Recorder

Building-Based Support Team First Responders

- Interventions for behavior, mental health, physical status and other needs
- Physical intervention if necessary (CPI/PCM)

Team Members

- Assistant principals
- Program facilitators
- Social workers
- School psychologists
- School counselors
- Behavior specialists
- Autism specialists
- Educational assistants (non-1:1s)

Incident Managed in School

- Documentation
- Referrals for services (community-based, mental health, etc.)
- Student-centered problem solving meetings

Possible Follow-Up Actions

Incident Escalates

- Increasing in Severity
- Acute Mental Health Crisis
- Clear Breaking of the Law
- Serious Injury

Building-based person contacts member of District Mobile Response Team (DMRT)

We Consult Via Phone

We Physically Arrive on Scene

to determine...

Hennepin County Mobile Crisis (0-18 years of age)

COPE Crisis (18+ years)

EMS

SRO's/ local law enforcement

Other internal services provided

RECORD DATA

DMRT Available for Follow-Up

1. Lead group debriefings
2. Process with individual staff
3. Plan for students return
4. Provide trainings
5. Communicate with parents or other agencies
6. Refer students for psychiatric consult

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THE FIRST 8 WEEKS OF SCHOOL

Sept. 8-Nov. 2 , 36 days

17 Calls

HENNEPIN COUNTY MENTAL HEALTH CRISIS TEAM

IT IS A SAD DAY WHEN WE'RE HOPING A STUDENT WILL DO SOMETHING BAD ENOUGH TO BE DETAINED-BUT NOT SO BAD THAT HE RUINS HIS LIFE- IN ORDER TO HOPEFULLY GET COURT ORDERED TREATMENT.



BEHAVIOR IS AN OUTWARD SYMPTOM OF WHAT'S HAPPENING INSIDE.



OVER 36 DAYS:

43

Staff Injuries

Anoka Metro State Hospital staff injuries due to patient aggression in 2014: **46**

Intermediate District 287 staff injuries for 2014-2015: **Over 250**

DESPITE CHALLENGES, 287 ACCEPTS STUDENTS BACK IN SCHOOL, EVEN WHEN OTHERS CAN'T SERVE THEM.

25 Police Interventions

(ARRESTS, CITATIONS, CHARGES: 17 FROM SCHOOLS W/SROs | 8 FROM SCHOOLS W/O)

AVERAGE ANNUAL TUITION RATE:

\$75,819



Ambulance 11

TRANSPORTS FROM SCHOOL FOR STUDENT MENTAL HEALTH ISSUES

MN SCHOOL DISTRICTS WILL NEED TO RE-DIRECT OVER 600 MILLION MEANT FOR REGULAR EDUCATION FUNDING IN THE 2015-16 SCHOOL YEAR. STUDENTS SERVED IN SETTING 4 INTERMEDIATE PROGRAMS REPRESENT A SIGNIFICANT PERCENTAGE OF THAT CROSS-SUBSIDY.

16 Referrals

FOR PSYCHIATRIC CONSULTATION

WE ARE AT THE APEX OF THE FAILURE-AND/OR UNDERFUNDING-OF ALL SYSTEMS.

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Java
w/
Sandy!



My two **priorities** this year are centered on the **2015-20 Strategic Plan** and its two mission outcomes of **racial equity** and **excellence**, and the **Culture of 287**. Here’s an at-a-glance update on this work.

2015-2020 Strategic Plan

We are extremely proud of the work that has gone into developing District 287’s 2015-2020 Strategic Plan. This plan sets forth the direction we will take to transform our organization and inspire students to soar to new levels. The implementation teams for each of the three strategies and for the measurement of the mission outcomes have each met once, and their work to develop action plans continue. Watch for updates in the all-staff newsletter *In-the-Know*.

Culture of 287

<p>A “Way to Go!” Culture!</p> <p>New and improved “Above and Beyond” award; \$500 awarded to the honoree!</p> <p>Launched new peer-to-peer recognition program called “You Are Remarkable” (Over 35 recognitions within the 1st month)</p> <p>Program/school spotlights now featured in our new “In The Know” all staff newsletter, and our new Board Briefs newsletter.</p> <p>Publicity of positive news stories via web and social media and newsletters</p> <p>Development of Kudos! recognitions shared at board meetings and in the Board Briefs and In the Know newsletters.</p>	<p>District Mobile Response Team</p> <p>We heard from staff a need to be better supported during urgent or emerging situations, especially in managing a student in crisis. We are very pleased to implement a new effort to support students and staff during these difficult times.</p> <p>Our efforts to implement a District Mobile Response Team and Building Support Teams ensures quicker and more robust deployment of support in a systematic way. The teams are available daily to implement a problem solving process, ensure staff have the support and time needed to recover from the situation and participate in recovery and planning activities to promote positive outcomes for students.</p> <p>After a crisis has occurred, the team facilitates team debriefings, processes the crisis event or related concerns with individual staff members, assists in following-up with families or other agencies such as Hennepin County or hospital staff, and provide guidance in planning for the student’s return to school.</p>
<p>Service-Centered Leadership</p> <p>Stronger presence of Service Center leadership in schools; ability to more quickly and efficiently provide guidance and support when and where it’s needed. It’s resulted in on-the-spot problem solving, deeper engagement with staff and students, and stronger instructional practices.</p> <p>Implemented Learning Walks last year which reflect short periods of observation in classrooms that serve to more intentionally and systematically look at our excellent instructional practices and find ways to share those successes within and among programs.</p>	<p>Improving Operations to Better Support Schools & Instructional Staff</p> <p>Service Center departments have been working to improve their operations to better support schools and instructional staff. Here are a few examples:</p> <ul style="list-style-type: none"> • New and improved IT request system (Zen Desk) • New tools to enhance employee communications • School Improvement Plan retreat and leadership trainings • Monthly PD for teacher leaders • Data collection and training, including Dashboards
<p>Also...</p> <p>Mindfulness Classes are being offered across the districts.</p> <p>Increasing opportunities to engage authentically with staff</p>	

Intermediate District 287

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INTER-OFFICE MEMORANDUM

Date: November 2, 2015

To: Sandra Lewandowski, Superintendent
Mae Hawkins, Executive Director of Business Services

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

Re: What the Board Needs to Know About Crisis Management Planning

I am pleased to take this opportunity to present my annual review of our district's Crisis Management Plan, fulfilling the School Board Crisis Management Policy (FUP120) stipulation that "The Superintendent shall review the Crisis Management Plan annually, revise it as appropriate, and report orally or in writing to the Board when that review has been completed."

Crisis Plans & Emergency Response Procedures

Updated plans and procedures are posted on the District's internal website:

- 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 crises involving such things as hazardous materials, fire emergencies, and medical response. Laminated Emergency Guide procedures have been posted throughout District buildings and have been posted online.
- The following revised District emergency information is also posted: *District-wide Emergency Response Team, Emergency Preparedness Checklist, Facilities Site Contacts, and Protocols for District Safety & Security Responses.*

Standardized cleaning chemicals

In August, the District initiated a Standardized Cleaning Chemical Program. The purpose of this program is to control the types of cleaning chemicals and secondary containers that enter our buildings, and eliminate the use of bleach. The goal of the program is to be OSHA compliant, environmentally conscious, and cost effective, while at the same time utilizing "Best Practices" to ensure high standards of cleanliness and sanitation.

Each District building has been equipped with a number of 3M, cleaning chemical "filling stations", located in maintenance closets throughout the buildings. Each classroom and staff office area has been issued a peroxide cleaner/disinfectant. Hospital grade disinfectants have been issued to nurse's stations, ELC's, and all blood borne pathogen clean up kits.

School Security Staffing and Resources

Security is provided by School Resource Officers from the police departments of Minnetonka (WEC) New Hope (NEC), and Brooklyn Park (EEC). Uniformed security staff from Guardsmark provide security for all other District sites.

StormReady Certification

In September 2015, District 287 became the second school in the State of Minnesota to be certified by the National Weather Services (NWS) as "StormReady." The StormReady program is a community preparedness program that stresses the importance of being prepared for severe weather.

To qualify for StormReady certification, the District had to demonstrate a formalized hazardous weather plan, train staff on spotting severe weather, practice severe weather drills, and create a system to monitor local severe weather. The certification also involved a site inspection from the NWS committee members.

Playground Safety Improvements

Safety improvements were made to the play areas at EEC and NEC including; the installation of safety surfacing, additional ADA approved handicapped swings, removal of two, noncompliant, in-ground sandboxes, and the removal of a noncompliant play structure.

Metal detector

The District implemented a new security screening policy and added metal detectors to NWTC, EEC, and two additional detectors at SEC and NEC.

Bus Safety Improvements

The facilities department worked with Transportation Coordinator, Amy Tiedens to improve bus safety by developing drop-off and pick-up plans, installing parking lot striping and signage, and conducting staff training on procedures, hand signals, and the use of protective equipment.

Evacuation Procedures

Emergency evacuation locations were established on the second floors of the A and C wings of NEC and SEC. These locations are designed to provide a place where staff can take students who require special help during an evacuation or to shelter-in-place during an emergency. These sites are specially marked with signs on the inside and the outside of the buildings.

Hazardous Waste Program Improvements

In June, all District buildings were inspected for hazardous waste including; old paint, batteries, light bulbs, corrosives, aerosols, and sharps containers. All identified items were packaged and destroyed by Retrofit Companies in accordance to state and federal laws. We have established new, more thorough processes for Hazardous Waste disposal.

OSHA Penalty Eliminated

In April of 2014 three of our facilities were inspected by OSHA. In October of 2014 OSHA found several minor violations for a total of \$11,200 in fines. We entered into a settlement with OSHA that required us to pay an initial payment of \$2,625. If, over the course of the next year, we were able to reduce our Reports of Injury by 25% we would owe no further penalty. I'm pleased to report that we were able to reduce our Reports of Injury at West Ed Center, District Service Center, and HC Tech Center – Eden Prairie by an astounding 77% meaning that we owe no additional OSHA penalties. Special thanks to Jim Kurtz and our Health and Safety Committees and most of all to the leadership and staff at WEC for creating a culture of safety that has not only reduced injuries to our students and staff but saved the district a few dollars as well!!!

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – November 12, 2015

AGENDA SECTION: BOARD BUSINESS

ITEM: Intermediate District 287: World's Best Workforce Plan

PRESENTED BY: Jon Voss, Director of Teaching and Learning

1. Background Information

Intermediate District 287 supports the importance of creating educational opportunities for all Minnesota youth to enter the workforce as highly qualified individuals. The following outlines our District's plan and commitment to educate the *World's Best Workforce* (Minnesota Statutes 2013, section 120B.11). A large part of this plan recognizes the intermediate district role to assist our member districts to achieve their *World's Best Workforce* (WBWF) plans.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approves the Intermediate District 287: World's Best Workforce Plan as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

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World's Best Workforce Annual Report FY15

Intermediate District 287 supports the importance of creating educational opportunities for all Minnesota youth to enter the workforce as highly qualified individuals. The following outlines our District's plan and commitment to educate the *World's Best Workforce* (Minnesota Statutes 2013, section 120B.11). A large part of this plan recognizes the intermediate district role to assist our member districts to achieve their *World's Best Workforce* (WBWF) plans.

Performance Measures

The mission of the intermediate district is to be an extension of K-12 member school districts so that those districts can meet the unique learning needs of their students. We provide support directly to students from our member districts in several specialty areas including special education, Area Learning Center programs for at-risk youth, gifted education, online learning, world languages and career and technical education and certification programs. Students are enrolled in our programs as part of their home district's plan to provide individualized and personalized instruction that will:

- close identified achievement gaps,
- prepare all students for kindergarten,
- assure all students achieve grade-level literacy,
- assure all students attain career and college readiness before graduation from high school, and
- achieve the vision that all students will graduate from high school.

School Board Policy CI 120, "System Accountability," further defines the special relationship that Intermediate District 287 has with its member districts. The policy states:

The Board recognizes that the District is an extension of its member districts and not a separately accountable system to the public and state for purposes of measuring and reporting student achievement in the same way that independent districts are accountable. Nevertheless, the Board is committed to providing high quality and effective instruction and fulfilling the goals of the District's educational program. In that spirit, the District maintains a system to continuously review and improve instruction, curriculum and assessment that includes substantial input from member districts, staff, students, and parents or guardians.

At Intermediate District 287, student progress toward *World's Best Workforce* (WBWF) goals is measured at several levels.

1. Students do participate in required state testing, but because of the uniqueness of our enrolled population these measurements cannot always be extrapolated to provide valid instructional feedback about the program or school.
2. Student progress at the program or school level is better monitored within Professional Learning Communities (PLC) that use standardized assessments to provide valid instructional feedback. This progress is reported annually to the school board.
3. Student progress at the individual level is monitored through the system of: Individual Education Plans (IEPs) in special education and Continuous Learning Plans (CLPs) in the Area Learning Center (ALC). For students not enrolled full-time in District 287 programs, such as Career-Tech, Northern Star Online, or World Language courses, individual progress and grades are reported to the home district.

District Plan, Components, and Activities

1. Clearly-defined, locally-developed student achievement goals and benchmarks.

We report annually on program-level PLC goals that are related to site and district goals. In addition, as an extension of our member districts, the intermediate district provides programs and services for specific sub-groups as identified and referred by the members. Therefore, the student performance data is best understood and analyzed in context of the member district population. We provide sub-population performance data to the member districts for inclusion in their reporting.

2. Process to evaluate each student's progress toward meeting the state and local academic standards.

Student progress at the individual level is monitored through the system of IEPs in special education and CLPs in the Area Learning Center. State standards and local academic standards are embedded in coursework on the district's Curriculum Hub.

3. A system to review and evaluate the effectiveness of instruction and curriculum

The district adheres to the state evaluation requirements for teachers and principals and uses this information to create professional growth plans that directly relate to student achievement. Furthermore, the District maintains a flexible and responsive system of curriculum review and improvement by continually seeking input from its stakeholders. Conditions of satisfaction of each member district are assessed individually and identified needs will be met with solutions that promote consistent quality and value. The District uses an annual measurement tool, customized for each district's conditions of satisfaction that includes accountability metrics in special education, teaching and learning, and finances. The District then carefully considers responses and makes necessary changes in collaboration with each member district.

4. Specific information on strategies for improving instruction, curriculum and student achievement

Strategies are identified through PLC research and are implemented using the expertise of professional staff who are highly trained to work with our unique population. These staff also provide training and guidance to our member districts on proven effective strategies to enhance learning for identified subgroup populations and unique learners within the subgroups.

5. Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance and effectiveness

The district operates systems of (1) curriculum and professional groups that continually review curriculum and share instructional strategies and (2) PLCs that work toward a common goal and use common assessments to examine and share effective practices. Curriculum and Professional Groups align standards to curriculum and articulate course outcomes and PLCs provide the opportunity for licensed staff to set measurable goals for each group of similarly-situated students. Finally, the district supports effective classroom instruction through trained coaches who promote high-quality instruction, curriculum, and instructional technology within all our sites.

6. An annual budget for implementation and sustainability of district plan.

The district plan is closely aligned with the Strategic Plan that provides an ongoing structure and resources for realizing innovative, effective instruction to meet the most challenging educational needs of our member districts. Furthermore, the Compensatory Education budget is dedicated to the instructional support staff who provide staff coaching and remedial student support, assuring that each student receives the instruction to achieve the WBWF goals.

District Reporting Requirements

An annual report to the Intermediate District School Board will outline the plan and progress the intermediate district has made on the WBWF plan. This will include innovative programs and services that are being designed in response to the members' commitment to creating the World's Best Workforce. A copy of this report will be transmitted to the Commissioner of the Minnesota Department of Education each year.

In addition, we will provide to each district ongoing information about enrolled students' progress. This information will in turn be reflected in their reports of progress to achieve the vision of the WBWF legislation. As part of this ongoing information we also will survey and/or interview key leaders in our member districts, recognizing they are our primary constituents.

Committees and Roles

Because of the relationship between the intermediate district and our members, we have historically been exempted from statute that created a separate district curriculum committee with parent and community members. Because our primary stakeholders are our member districts and our services are an extension of them, our School Board fulfills the function of a district advisory committee as required in the WBWF legislation.

Goals and Results FY15

[These are written in the format required by the Minnesota Department of Education. The order and structure may differ from the original plan, but the substance of the goals and results have not changed. For reference to the original plan, see the [District 287 World's Best Workforce Report FY14 & 15.](#)]

SMART Goal	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	Member districts administer kindergarten readiness assessments & provide kindergarten readiness prep. By June 30 2015 the ELC will earn National Accreditation (NAEYC). ISD 287 Early Childhood Learning Instruction and Assessment will be implemented.	District 287 refers students ready for the Kindergarten readiness assessment to their resident district as we have so few preschoolers The Intermediate District 287 Early Learning Center earned accreditation from the National Association for the Education of Young Children (NAEYC).
All Students in Third Grade Achieving Grade-Level Literacy	By June 30 2015, all K-2 students in Intermediate District 287 will show growth in at least one area of their literacy assessment, as determined through their Individual Education Plan (IEP) and program's Professional Learning Community (PLC).	100% of the students increased in their Word Identification (ability to fluently read a list of words) 50% of the students increased in their Language Comprehension (ability to listen and correctly answer comprehension questions) 100% of the students increased in their Silent Reading Comprehension (ability to read silently and comprehend what was read)
Close the Achievement Gap(s) Among All Groups	By June 30 2015 a new Strategic Plan will be developed that emphasizes student achievement in a way that provides student data disaggregated by race, gender, and other factors.	The District 287 Strategic Plan adopted in April 2015 includes as Strategy 2: We will focus on removing systemic inequities, increase opportunities and implement culturally responsive practices to eliminate achievement disparities.
All Students Career- and College-Ready by Graduation	By June 30 2015, Advancement Via Individual Determination program (AVID) will expand to 4 programs and 40 students. By June 30 2015, 40 students will take My Foundations or College Reading Readiness courses.	AVID operates in 4 programs: South Ed Center Alternative North Ed Center Alternative North Ed Center Elementary West Ed Center 54 students participated in AVID in 2014-2015.

		54 students enrolled in My Foundations or College Readiness courses.
All Students Graduate	Dropout intervention services will be provided to 287 and member district students through Diploma On!	335 total referrals 100 students re-enrolled Graduation rate (2014) baseline: 4 yr: 19% 5 yr: 16% 6 yr: 19%

Identified Needs Based on Data

- Improvement in literacy among students in our special education and area learning center programs was identified as the primary need based on district data from the Measures of Academic Progress (MAP) assessment.

Systems, Strategies and Support Category

Students

- Describe the support offered to students during the 2014-2015 school year to meet the goals.
 - [ISD 287 Early Childhood Learning Instruction and Assessment](#) is being used in the Early Learning Center.
 - Implementation of Read 180 and System 44 as reading interventions.
 - Students are provided the opportunity to participate in a College Prep Reading Course, My Foundations Lab or AVID program.
 - Students gain technical training and work experience through the [Hennepin Technical Pathways](#) or [C-Train](#) course offerings.
 - Dropout intervention services are provided to 287 and member district students through [Diploma On!](#)

Teachers and Principals

- Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.
 - Staff identified [3 Performance Results for 2014-15](#) that focus on Innovative Instruction, Student Supports, and Collaborative Curricula.
 - District 287 staff participated in [A Better Way](#) training.
 - All instructional staff participated in three district-wide professional learning sessions on literacy.
 - The [287 Peer Coaching Program](#) has been implemented.
 - New requirements have been added to the district's teacher evaluation that include student engagement and a tie between teacher performance and student achievement.
 - 287 leaders and staff have implemented Social Emotional Learning, or [SEL](#), protocols.
 - Digital curriculum and courses have been reviewed for reading level and basic reading strategies will be included.

District

- Describe the support offered at the district level during the 2014-2015 school year to meet the goals.
 - Instructional leaders' [Expectations for FY15](#) were identified.
 - Professional Learning Communities were refined by [Integrated Professional Practice](#).
 - A new [Strategic Plan](#) has been developed emphasizing student achievement, racial equity and excellence, and communications.
 - A [School Improvement model](#) has been developed for implementation in 2015-16.
 - Site/program PLC goals were focused on literacy with an emphasis on writing across the curriculum supported by the smaller team PLC goals.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

World's Best Workforce Plan FY16

Intermediate District 287 supports the importance of creating educational opportunities for all Minnesota youth to enter the workforce as highly qualified individuals. The following outlines our District's plan and commitment to educate the *World's Best Workforce* (Minnesota Statutes 2013, section 120B.11). A large part of this plan recognizes the intermediate district role to assist our member districts to achieve their *World's Best Workforce* (WBWF) plans.

Performance Measures

The mission of the intermediate district is to be an extension of K-12 member school districts so that those districts can meet the unique learning needs of their students. We provide support directly to students from our member districts in several specialty areas including special education, Area Learning Center programs for at-risk youth, gifted education, online learning, world languages and career and technical education and certification programs. Students are enrolled in our programs as part of their home district's plan to provide individualized and personalized instruction that will:

- close identified achievement gaps,
- prepare all students for kindergarten,
- assure all students achieve grade-level literacy,
- assure all students attain career and college readiness before graduation from high school, and
- achieve the vision that all students will graduate from high school.

School Board Policy CI 120, "System Accountability," further defines the special relationship that Intermediate District 287 has with its member districts. The policy states:

The Board recognizes that the District is an extension of its member districts and not a separately accountable system to the public and state for purposes of measuring and reporting student achievement in the same way that independent districts are accountable. Nevertheless, the Board is committed to providing high quality and effective instruction and fulfilling the goals of the District's educational program. In that spirit, the District maintains a system to continuously review and improve instruction, curriculum and assessment that includes substantial input from member districts, staff, students, and parents or guardians.

At Intermediate District 287, student progress toward *World's Best Workforce* (WBWF) goals is measured at several levels.

1. Students do participate in required state testing, but because of the uniqueness of our enrolled population these measurements cannot always be extrapolated to provide valid instructional feedback about the program or school.
2. Student progress at the program or school level is better monitored within Professional Learning Communities (PLC) that use standardized assessments to provide valid instructional feedback. This progress is reported annually to the school board.
3. Student progress at the individual level is monitored through the system of: Individual Education Plans (IEPs) in special education and Continuous Learning Plans (CLPs) in the Area Learning Center (ALC). For students not enrolled full-time in District 287 programs, such as Career-Tech, Northern Star Online, or World Language courses, individual progress and grades are reported to the home district.

District Plan, Components, and Activities

1. Clearly-defined, locally-developed student achievement goals and benchmarks.

We report annually on program-level PLC goals that are related to site and district goals. In addition, as an extension of our member districts, the intermediate district provides programs and services for specific sub-groups as identified and referred by the members. Therefore, the student performance data is best understood and analyzed in context of the member district population. We provide sub-population performance data to the member districts for inclusion in their reporting.

2. Process to evaluate each student's progress toward meeting the state and local academic standards.

Student progress at the individual level is monitored through the system of IEPs in special education and CLPs in the Area Learning Center. State standards and local academic standards are embedded in coursework on the district's Curriculum Hub.

3. A system to review and evaluate the effectiveness of instruction and curriculum

The district adheres to the state evaluation requirements for teachers and principals and uses this information to create professional growth plans that directly relate to student achievement. Furthermore, the District maintains a flexible and responsive system of curriculum review and improvement by continually seeking input from its stakeholders. Conditions of satisfaction of each member district are assessed individually and identified needs will be met with solutions that promote consistent quality and value. The District uses an annual measurement tool, customized for each district's conditions of satisfaction that includes accountability metrics in special education, teaching and learning, and finances. The District then carefully considers responses and makes necessary changes in collaboration with each member district.

4. Specific information on strategies for improving instruction, curriculum and student achievement

Strategies are identified through PLC research and are implemented using the expertise of professional staff who are highly trained to work with our unique population. These staff also provide training and guidance to our member districts on proven effective strategies to enhance learning for identified subgroup populations and unique learners within the subgroups.

5. Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance and effectiveness

The district operates systems of (1) curriculum and professional groups that continually review curriculum and share instructional strategies and (2) PLCs that work toward a common goal and use common assessments to examine and share effective practices. Curriculum and Professional Groups align standards to curriculum and articulate course outcomes and PLCs provide the opportunity for licensed staff to set measurable goals for each group of similarly-situated students. Finally, the district supports effective classroom instruction through trained coaches who promote high-quality instruction, curriculum, and instructional technology within all our sites.

6. An annual budget for implementation and sustainability of district plan.

The district plan is closely aligned with the Strategic Plan that provides an ongoing structure and resources for realizing innovative, effective instruction to meet the most challenging educational needs of our member districts. Furthermore, the Compensatory Education budget is dedicated to the instructional support staff who provide staff coaching and remedial student support, assuring that each student receives the instruction to achieve the WBWF goals.

District Reporting Requirements

An annual report to the Intermediate District School Board will outline the plan and progress the intermediate district has made on the WBWF plan. This will include innovative programs and services that are being designed in

response to the members' commitment to creating the World's Best Workforce. A copy of this report will be transmitted to the Commissioner of the Minnesota Department of Education each year.

In addition, we will provide to each district ongoing information about enrolled students' progress. This information will in turn be reflected in their reports of progress to achieve the vision of the WBWF legislation. As part of this ongoing information we also will survey and/or interview key leaders in our member districts, recognizing they are our primary constituents.

Committees and Roles

Because of the relationship between the intermediate district and our members, we have historically been exempted from statute that created a separate district curriculum committee with parent and community members. Because our primary stakeholders are our member districts and our services are an extension of them, our School Board fulfills the function of a district advisory committee as required in the WBWF legislation.

Goals and Results FY16

SMART Goal	2015-2016 Goals	2015-2016 Goal Results
All Students Ready for Kindergarten	Not applicable--District 287 does not have enough preschoolers to participate in the Kindergarten Readiness Assessment. (last year 1 preschool student)	
All Students in Third Grade Achieving Grade-Level Literacy	By June 30 2016, 85% of K-2 students who have attended for 90 days or more will improve in 1 of 3 areas (silent, reading, listening comprehension and listening comprehension) as measured by the Informal Reading Inventory.	
Close the Achievement Gap(s) Among All Groups	By June 30 2016, 80% of all students who test in the fall and spring will meet their target growth in reading MAP or SRI scores.	
All Students Career- and College-Ready by Graduation	<p>By June 30 2016 the number of sites offering AVID will increase from 3 to 6.</p> <p>By June 30 2016 the number of students participating in AVID will increase from 54 to 128.</p> <p>By June 2016 100% of high school AVID students' schedules reflect enrollment in rigorous courses, appropriate to the student, and AVID students have a plan that will enable them to fulfill the sequence of 4-year college or university entrance requirements.</p> <p>By June 30 2016 95% of high school AVID students will participate in appropriate college testing (PLAN, PSAT, AVID test-prep, ACT, SAT or Accuplacer).</p>	
All Students Graduate	From Spring 2015 to Spring 2016 the graduation rate will increase by 1%	

Identified Needs Based on Data

- Improvement in literacy among students in our special education and area learning center programs was identified as the primary need based on district data from the Measures of Academic Progress (MAP) assessment.

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2015-2016 school year to meet the goals.*
 - [ISD 287 Early Childhood Learning Instruction and Assessment](#) used in the Early Learning Center
 - Students are provided the opportunity to participate in a College Prep Reading Course, My Foundations Lab and AVID program.
 - Students gain technical training and work experience through the [Hennepin Technical Pathways](#) course offerings.
 - Dropout intervention services provided to 287 and member district students through [Diploma On!](#)
 - Students are placed in reading intervention programs based on the assessment data from MAP, SRI or other assessments.

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2015-2016 school year to meet the goals.*
 - The 287 Peer Collaboration Program is being implemented.
 - The district's teacher evaluation includes requirements on student engagement and a tie between teacher performance and student achievement.
 - 287 leaders and staff implement Social Emotional Learning, or [SEL](#), protocols.

District

- *Describe the support offered at the district level during the 2015-2016 school year to meet the goals.*
 - Instructional leaders [Expectations and Resources for FY16](#) identified
 - A new [Strategic Plan](#) is being implemented, which focuses on student achievement, racial equity and excellence, and communications.
 - A [School Improvement model](#) is being implemented in 2015-16.
 - Site/program PLC goals focus on literacy are aligned with the School Improvement Plans and supported by the smaller team PLC goals.

Equitable Access to Excellent Teachers

Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – November 12, 2015

AGENDA SECTION: BUSINESS SERVICES

ITEM: Recommendation for Board Approval of Fund Balance Transfers for FY15

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

1. Background Information

Recommendation for approval of a Fund Balance Transfer from General Fund to Food Service Fund in the amount of \$334,166.90 for FY15 and recommendation of a Fund Balance Transfer from General Fund to Community Education Fund in the amount of \$76,196.03 for FY15.

In the event of a negative fund balance at year end in the Food Services Fund, districts are required to transfer dollars from the General Fund to bring the Food Service Fund to zero. The District 287 Board has approved similar transfers for prior fiscal years. The District continues to study its Food Service options. The fundamental issue appears to be that we do not have the critical mass of students that allow a food service program to operate at a breakeven level.

In the event of a negative fund balance at year end in the Community Education Fund, districts may transfer dollars from the General Fund to bring the Community Education Fund to zero. The District 287 Board has approved transfers for prior fiscal years.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approves a Fund Balance Transfer from the General Fund to Food Service Fund in the amount of \$334,166.90 for FY15 and the Board approves a Fund Balance Transfer from the General Fund to the Community Education Fund in the amount of \$76,196.03 for FY15.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

MEMORANDUM OF AGREEMENT INTERMEDIATE SCHOOL DISTRICT NO. 287

This Memorandum of Agreement was entered into on the dates indicated herein below by and between the undersigned Independent School Districts ~~Nos. 270, 271, 272, 273, 276, 277, 278, 279, 280, 281, 283, 284, 286~~ (said parties hereinafter generally referred to as “members” or “member districts”) and Intermediate School District 287 (“District” or “service provider”).

WITNESSETH THAT:

WHEREAS, the members are organized for the purpose of providing public school education, and

WHEREAS, each of the members is interested in cooperating with other members in the delivery of educational services and in receiving services from the District; and

WHEREAS, the members are eligible to organize a joint school board pursuant to Minnesota Statutes § 136D.21 et seq., and Minnesota Statutes § 471.59 for such purposes; and

WHEREAS, the members first agreed to cooperate and organize a joint school board in 1968, ~~and~~ again agreed to do so under a revised memorandum of agreement in 1972, ~~and renewed that commitment by adopting a new memorandum of agreement in 2009 to reflect statutory changes and adopt a new Board structure~~; and

WHEREAS, the members have jointly and cooperatively organized a school district referred to as Intermediate District 287 pursuant to the broad authority contained in Minnesota Statutes § 136D.21 et seq. and other applicable statutes; and

WHEREAS, the members have jointly and cooperatively organized a school board referred to as the Board of Intermediate District 287 pursuant to the broad authority contained in Minnesota Statutes § 471.59 and other applicable statutes; and

WHEREAS, the member districts ~~on the 40th anniversary of the creation of Intermediate District 287,~~ wish to renew their commitment to cooperate in the context of current law and practice and to continue to receive services through the District; and

WHEREAS, ~~following the withdrawal of one of the member districts in 2011, the members have recognized the need for the creation and addition to the Memorandum of Agreement of a withdrawal process for the current members, as well as any districts which become members in the future:~~

NOW, THEREFORE, each of the parties to this Memorandum certifies to and agrees with the other parties as follows:

1. Purpose of Agreement. To continue to jointly and cooperatively deliver educational services through Intermediate District 287 for the benefit of the member districts and students.
2. Authority of Members. Each member signatory to this Memorandum has been duly authorized by its school board to execute this agreement and has complied with Minnesota Statutes § 136D.25.
3. Member Representatives. Each member shall have one representative on the Board who shall be appointed by the school board of such member and shall serve for two years. ~~To permit staggered terms the initial appointees shall be divided by lot into two groups as nearly equal in number as possible, one group to serve for a term expiring on December 31, 2009, and the other for a term expiring on December 31, 2010. On or before November 30, 2008, one representative shall be appointed by each member district to serve a one or two year term.~~ On or before November 30 of each succeeding year in which its representative's term shall expire, a member district shall appoint one representative to serve for a two-year term. Each such representative shall be a voter in the school district by which he or she is appointed.
4. Board Powers. The Board has the following rights, powers, and privileges, in accordance with applicable laws, rules and regulations:
 - A. At the Board's annual meeting: To elect a chair, a vice-chair, a clerk, and a treasurer who shall serve until the next annual meeting of the Board.
 - B. To adopt bylaws concerning the following: powers and duties of the Board, the date of the annual meeting of the Board, special meetings of the Board, duties of the officers, voting procedures, quorums, filling of vacancies in the position of representative and such other matters of organization, form and procedure which the Board may deem necessary.
 - C. To exercise all of those rights, powers and privileges conferred by statute on the individual members and the Intermediate District.
 - D. To function as an entity separate and apart from any of the members in furtherance of their joint interests and intentions.

- E. To fulfill the District's mission to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.
 - F. Any and all of the powers, duties and functions described herein above may be performed by any committee pursuant to the bylaws of the Board or by specific resolution of the Board.
5. Tuition. Tuition and fees will be charged for services received from the District in accordance with applicable statutes.
 6. Liability. Neither members nor member representatives shall have individual liability for the debts and obligations of the District. Member and member representative liability is determined by law.
 7. Withdrawal by any Member. Any member may withdraw from the District and cause its representative to cease to function in such capacity upon written notice given to the Clerk of the Board before February 1 of any year, such notice to be accompanied by a certified copy of an appropriate resolution of the school board of such member authorizing and directing such withdrawal of the member from the Intermediate District. Any such withdrawal by a member shall be effective June 30 of the following fiscal year.
 8. Priority for Student Placement - Effective on February 1 following a member district's notice of intent to withdraw, priority for student placement in programs will be given to continuing members and referrals from the withdrawing district will only be considered for programs that are open to non-member districts.
 9. Financial Consequences of Withdrawal – Existing Members. This paragraph will apply to members of the Intermediate District that are signatories to this Agreement and existing members of the Intermediate District ~~on July 1, 2016~~ as of the effective date of the Agreement. Any such member that completes the requirements for withdrawal from the Intermediate will be allocated its proportionate share of the Intermediate's assets and assigned its proportionate share of the Intermediate's liabilities as of the effective date of withdrawal.
 - A. The Intermediate District's long-term assets and liabilities will be determined through independent appraisals performed by qualified appraisers and actuaries using valuations as of the effective date of

withdrawal. The appraisal and actuarial firms shall be selected by the Intermediate School Board. The costs for these appraisal and actuarial reports will be paid half by the withdrawing district and half by the Intermediate.

- B. The fee simple value for real estate (including properties owned by the Intermediate as well as property encumbered by a lease purchase agreement or other loan) as determined by the aforementioned appraisals, will be used. The net asset or liability value of real estate is determined by subtracting the total unpaid balance owed on the property from its fee simple value. The Actuarial Accrued Liability (AAL) from the actuarial report will be used to value Other Post-Employment Benefits (OPEB) and pension liabilities.
- C. Any other long-term liabilities which were not known at the time of the effective date of this Amendment Agreement, but that exist on the effective date of a member district's withdrawal from the Intermediate, shall be factored into the withdrawing district's proportionate share. The intent of this provision is to ensure that the withdrawing district pays its proportionate share of all long-term liabilities of the Intermediate which would, if not allocated to the withdrawing district, require that the continuing members pay the withdrawing district's proportionate share as well as their own.

The values of long-term assets and long-term liabilities as described above, and the audited figures for short-term assets and liabilities, will be used to determine the value of the Intermediate District's assets and liabilities at the effective date of withdrawal.

- D. A withdrawing member's proportionate share of the assets and liabilities will be determined based upon the withdrawing member's participation in the Intermediate. Participation refers to a member district's share of tuition paid to the Intermediate from all sources. A withdrawing member's participation will be based upon the member's tuition paid during the ten years immediately preceding the effective date of withdrawal. If the withdrawing district member has been a member for more than five years, but less than ten years, the member's participation

will be based upon the member's tuition paid during the number of years the district has been a member.

- E. Payment from the withdrawing member to the Intermediate, or from the Intermediate to the withdrawing member, pursuant to this section will be made as soon as possible following the effective date of withdrawal. Unless otherwise mutually agreed upon, all payments will be made within ten years of the effective date of withdrawal. An interest rate equal to the prime lending rate (in effect at the time the interest is to be applied) plus two percent will be applied to any balance outstanding after one year.
10. Financial Consequences of Withdrawal – Future Members. This paragraph will apply to districts that become members of the Intermediate on or after ~~July 1, 2016~~ the effective date of the Agreement. A district that joins the Intermediate on or after ~~July 1, 2016~~ the effective date and subsequently withdraws from the Intermediate, shall pay the Intermediate the sum of \$50.00 (fifty dollars) multiplied by the number of adjusted pupil units in the withdrawing member district on the effective date of withdrawal.
- A. Payment from the withdrawing member to the Intermediate will be immediately due and owing on the effective date of withdrawal. An interest rate equal to the prime lending rate (in effect at the time the interest is to be applied) plus two percent will be applied to any outstanding balance.
- B. The withdrawal fee described in this ~~paragraph~~ section shall not apply to a district that joins the Intermediate after ~~July 1, 2016~~ the effective date of the Agreement and has been a member of the Intermediate for six years or longer. If such future member withdraws after at least six years of membership, the financial consequence of withdrawal will be calculated according to ~~paragraph 2~~ section 9 above, using up to ten years of participation.
11. Additional Members. Any independent school district ~~located in Hennepin and/or Wright Counties, Minnesota,~~ not signatory hereto, may become a member of the District hereafter upon adoption of a resolution ~~by~~ of its school board authorizing such school district to become a member, upon compliance with the requirements of law and upon complying with and executing this Agreement and any

amendments thereto. A certified copy of such resolution shall be furnished to the Clerk of the Board, whereupon such school district shall be deemed to be a member of the Intermediate District.

12. Title. The District shall take title in its name to all property acquired by it.
13. Amendment of Agreement. This Agreement may be amended by a written instrument executed by the member districts who are members of the District at the time of the amendment. The proposed amendment shall be recommended by a member **or members of the Board** and notice of the proposed amendment and copy thereof shall be sent by mail to each member of the Board not less than sixty (60) days before the proposed effective date of such amendment, which date shall be stated in the amendment. If such amendment is not acceptable to any member **of the Board**, such member's written objections shall be sent to the Clerk of the Board at least 30 days in advance of the proposed effective date of the amendment. The proposed amendment shall not become effective until it has been executed by all member districts.
14. Dissolution of Intermediate District. The District shall continue in existence until two-thirds of its members agree upon dissolution at an annual meeting or special meeting called for the purpose of considering dissolution.
15. Distribution of Assets upon Dissolution. Upon dissolution of the District, any assets remaining after payment or reservation for debts and liabilities shall be divided among all members of the District as a majority of the members of the Board at the time of dissolution may determine in their discretion. To the extent possible all assets of the District shall be converted to cash prior to dissolution.
16. Severability Clause. If any provision or provisions of this Agreement shall be held to be invalid, illegal, unenforceable or in conflict with state or federal law, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby, and the remaining provisions shall remain in full force and effect.
17. Effective Date. This Agreement shall become effective on **January 1, 2009**~~July 1, 2016~~, **or upon execution by all** ~~existing members of the Intermediate as of July 1, 2016~~**parties, whichever is later.**

IN WITNESS WHEREOF, the parties have caused this instrument to be executed on the dates appearing herein below:

Dated: _____

INTERMEDIATE SCHOOL DISTRICT 287

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 286

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 284

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 283

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 281

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 280

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 279

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 278

By _____
Chair

And _____
Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 277

By _____

Chair

And _____

Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 276

By _____

Chair

And _____

Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 273

By _____

Chair

And _____

Clerk

Dated: _____

INDEPENDENT SCHOOL DISTRICT 272

By _____

Chair

And _____

Clerk

~~Dated: _____~~

~~**INDEPENDENT SCHOOL DISTRICT 271**~~

~~By _____~~

~~Chair~~

~~And _____~~

~~Clerk~~

Dated: _____

INDEPENDENT SCHOOL DISTRICT 270

By _____

Chair

And _____

Clerk

DRAFT 11/10/15

Member _____ introduced the following Resolution and moved its adoption:

**RESOLUTION IN SUPPORT OF AMENDING THE 2009
MEMORANDUM OF AGREEMENT BETWEEN AND AMONG
INTERMEDIATE DISTRICT 287 AND ITS MEMBER DISTRICTS**

The School Board of Intermediate District 287 proposes an amendment to the Memorandum of Agreement (effective January 1, 2009) between and among Independent School Districts Nos. 270, 271, 272, 273, 276, 277, 278, 279, 280, 281, 283, 284, 286 (“members” or “member districts”) and Intermediate District 287 (“Intermediate”).

WITNESSETH THAT:

WHEREAS, in 2008, after 40 years of collaboration, all thirteen member districts decided to renew their commitment to cooperate with one another and to continue to receive services through the Intermediate; and

WHEREAS, this commitment was memorialized in a new Memorandum of Agreement which became effective on July 1, 2009; and

WHEREAS, effective June 30, 2011, one of the members of Intermediate District 287 (Independent School District 271, Bloomington), withdrew; and

WHEREAS, upon Bloomington’s withdrawal, the Intermediate and Bloomington were unable to agree upon a process to determine Bloomington’s proportionate share of Intermediate District 287’s assets and liabilities; and

WHEREAS, the time, expense, and ultimate outcome associated with Bloomington’s withdrawal was not of benefit to the Intermediate or its continuing members; and

DRAFT 11/10/15

WHEREAS, the member districts have agreed upon a fair, reasonable and expedient process for determining a withdrawing district's proportionate share of the Intermediate's assets and liabilities upon withdrawal from the Intermediate, should a member withdraw in the future; and

WHEREAS, this process recognizes the value of continuing membership and is consistent with the legislative purpose contained in Minn. Stat. §123A.24, the statute that governs the withdrawal of members from intermediate school districts; and

WHEREAS, member districts continue their membership in the Intermediate in order to have full access to its innovative specialized services to ensure that each member district can meet the unique learning needs of its students; and

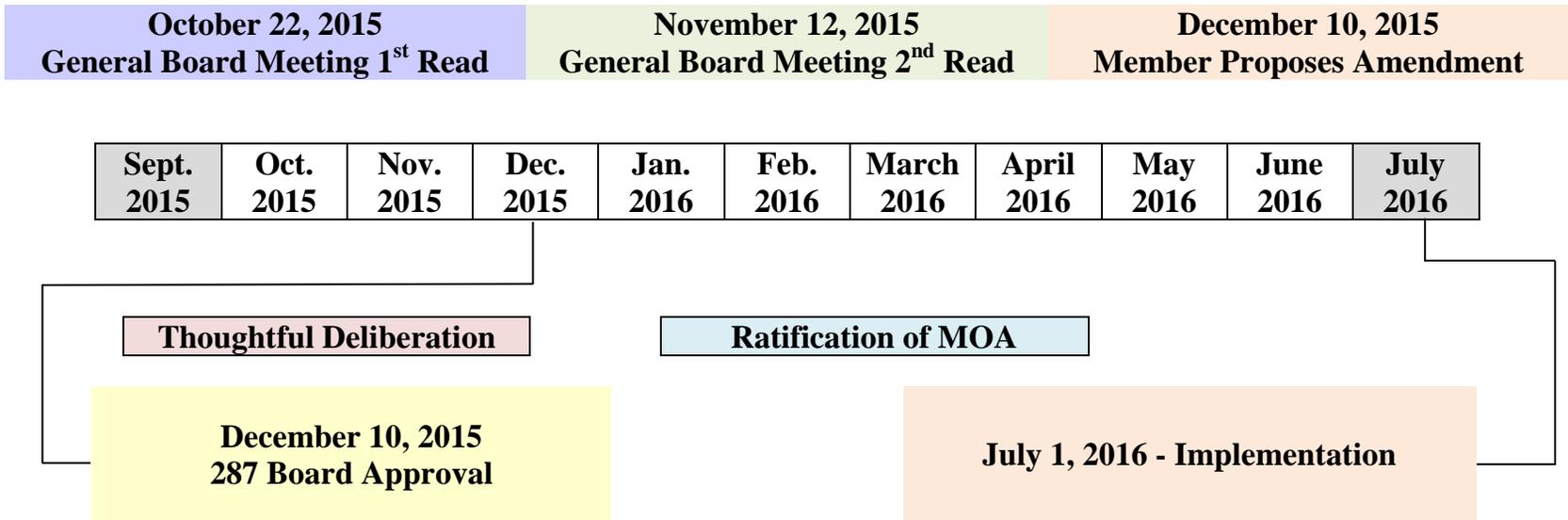
WHEREAS, member districts have chosen to give continuing members of the Intermediate preference in the referral process over member districts which have provided notice of their intent to withdraw;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Intermediate District 287 as follows:

That the 2009 Memorandum of Agreement, as amended (attached), be proposed for ratification by all member district school boards, and become effective on July 1, 2016 or upon execution by all parties, whichever is later.

The motion for the adoption of the foregoing Resolution was duly seconded by Member _____ and the motion was approved.

**2009 Memorandum of Agreement
Amendment Timeline and Process**



Steps in the Process:

Expected completion:

- | | |
|---|---------------|
| 1. A 287 Board member recommends the proposed amendment to the Memorandum of Agreement. | Dec. 10, 2015 |
| 2. Notice of the proposed amendment, and a copy of the MOA as amended, are sent by mail to each 287 Board member. | Dec. 15, 2015 |
| 3. If the proposed amendment is not acceptable to any Board member, the member may send written objections to the Clerk of the Board. | Jan. 10, 2016 |
| 4. Member district boards consider the proposed amendment to the MOA and vote whether to ratify the MOA as amended (template of local board resolution to be provided by December 31, 2015) | Mar. 31, 2016 |
| 5. The proposed amendment becomes effective after it has been executed by all current member districts and the 287 Board, or July 1, 2016, whichever is later. | July 1, 2016 |

November 2015
vol 13 ♦ no 2

November 6, 2015

Board of Directors Meeting

7:00 a.m., Grand Hall,
TIES Conference Center,
St. Paul

November 20, 2015

Executive/Legislative Committee Meeting

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

December 4, 2015

Board of Directors Meeting

7:00 a.m., Grand Hall,
TIES Conference Center,
St. Paul

Register NOW!

December 9, 2015

AMSD Annual Policy Conference

Promising Practices to Close the Achievement Gap: Building Partnerships to Reach All Students

8:00 a.m.—1:00 p.m.
TIES Conference Center,
St. Paul

<http://www.amsd.org/2015conference>

AMSD's Mission

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



Association of
Metropolitan School Districts

Innovating For Our State's Most Unique and Challenging Learners

Intermediate District 287 has 47 years of serving unique learners and serves 12 member districts in the West Metro

What's so special about Special Education in an intermediate school district? The short answer is *everything*. From individualized instruction to customized facilities and carefully-designed learning and working environments for students and staff, Intermediate 287 is known for finding the most innovative, responsive solutions to serve some of the highest need and most challenging students in our state.

Intermediate 287 serves a critical mass of students with highly specialized needs, such as Autism Spectrum Disorder, Deaf and Hard of Hearing, Emotional Behavior Disorder, Fetal Alcohol Spectrum Disorder, Developmental Cognitive Disorder, and offers transition programs for living independently and job training and many others. In many cases, students have a combination of several of these needs.

District 287 Supports Students with Unique Needs in a Variety of Program Areas:

- Gifted and Talented programming
- Alternative high school programming at four Alternative Learning Academies (ALCs)
- Nationally-certified Early Learning Centers
- One of the state's fastest growing online learning academies, Northern Star Online
- World Languages, exclusively taught by native speakers
- Educational services at nine care & treatment centers located in our member districts, including a correctional center and hospital programs

While 287 serves many students who have not been successful in previous educational environments, those same students find success in our specialized programs and services. From students with criminal histories, behavioral and mental health needs, cognitive and physical disabilities, to pregnant and parenting teens and school dropouts, our services are designed to meet the most unique and challenging student needs.

Students with unique needs require more space, and a different kind of space, for learning - both physically and virtually. Our students learn in and through sensory classrooms, customized physical movement opportunities, online and blended programs and spaces designed for practicing independent

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From the Chair

With no federal or state level contests on the ballot in this year's election, it is easy to forget that November 3 is Election Day. Ten AMSD member school districts have important referendum questions on the ballot. The ballot questions range from operating referendum renewals or increases to requests for technology and school safety initiatives to building projects. As this month's research article notes, the public has a good understanding that our schools continue to face budget challenges. Minnesota's education funding system is a state/local partnership with revenue received through operating, building bond and capital projects referendums providing essential resources for students across the state. If you have a local referendum, school board or city election, I encourage you to exercise your right to VOTE on November 3!

Rebecca Gagnon, school board member from Minneapolis Public Schools, is chair of AMSD.



Intermediate 287 Serves a Critical Mass of Students With Highly Specialized Needs

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living skills, just to name a few. Our six learning sites across the region give appropriate space for our unique population of learners, an issue that many districts struggle with as their enrollment increases.

The regional approach makes the costs for specialized services lower, and because 287 serves a critical mass of students with highly specialized needs, the Intermediate can hire and retain specialized staff to meet these needs.

District 287 also provides educational resources for teachers, including the PREP Center, which provides high quality staff development for educators and the Grants and Research Office, which helps districts stay on the cutting edge of educational research, share effective practice and learn how to write and secure grants.

As a two-year Top Twin Cities Workplace, 287 prides itself on its culture of innovation and collaboration.

Strategic Plan 2015-2020

Intermediate District 287's new Strategic Plan emphasizes two mission outcomes: 1) student outcomes and 2) racial equity and excellence in services. The Plan sets forth the direction 287 will take over the next five years to transform the organization and inspire students to soar to new levels.

To bring about adaptive and transformative change for the entire school district, 287 will:

- Design and use a student outcome measurement system
- Look for and address systemic inequities and learn about culturally-responsive practices in order to work to eliminate achievement disparities
- Improve the way it communicates about programs and services so that member district students, staff and families understand and can consider District 287 services

Work is underway through Implementation Teams for each of the Plan's strategies.

200 Districts in the Minnesota Partnership for Collaborative Curriculum

The Minnesota Partnership for Collaborative Curriculum is a grassroots initiative to promote the creation of open digital curriculum. The goal is to leverage the power of collaboration and digital resources to launch teachers and students into new learning frontiers.

While the partnership is driven by the partners, it is primarily coordinated through Intermediate District 287. Now, over 200 Minnesota school districts participate in the collaborative.

A Strong Culture, and Positive and Safe Working Environments

In an effort to better support staff during urgent or emerging situations, such as working with a student in crisis, 287 launched a new initiative called the District Mobile Response Team to support students and staff during difficult times.

District and school response teams ensure quick and robust deployment of crisis support in a systematic way. The teams are available daily to implement a problem-solving process, ensure staff have the support and time needed to recover from the situation, and provide opportunities to participate in recovery and planning activities to promote positive outcomes for students.

After a crisis has occurred, the team facilitates staff debriefings, processes the crisis event or related concerns with individual staff members, assists in following-up with families or outside agencies such as Hennepin County or hospital staff, and provides guidance in planning for the student's return to school.



Intermediate District 287 serves 12 member districts: Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata and Westonka.

Six Interesting Facts about Intermediate 287

1. It's a two-year Top Twin Cities Workplace
2. Superintendent Sandy Lewandowski is the Minnesota Association of School Administrator's (MASA) 2015 Superintendent of the Year
3. Over 120 programs and services are provided, including Special Education, Gifted and Talented and Alternative Learning Academies (Centers)
4. Itinerant staff provide services to over 2,300 students in their home districts
5. The student population is 50% students of color, 60% students who receive Special Education services and 40% students who receive free/reduced-priced meals
6. Northern Star Online is statewide and serves 2,500 students in over 100 Minnesota school districts

This month's member spotlight was submitted by Rachel Hicks, director of communications and public relations, Intermediate District 287.

Annual Poll Reveals Americans Attitudes Toward Public Schools

Since 1969 Phi Delta Kappa International, (PDK) in conjunction with Gallup, has conducted an annual poll to gauge the Public's Attitudes Toward the Public Schools. This highly respected poll gives policymakers and educators insight into what Americans are thinking and saying about the nation's public schools. The 47th annual survey was released in September 2015 and for the first time includes a web survey in addition to the traditional phone survey. The polling results related to testing have received extensive media coverage, but there are several other issues of interest included in the annual survey. Below is a summary of three key findings in this year's poll.

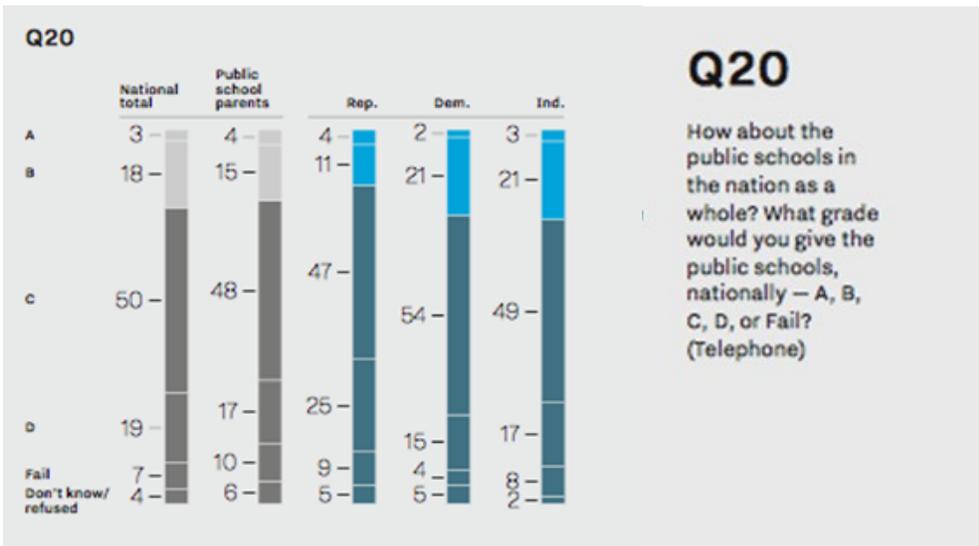
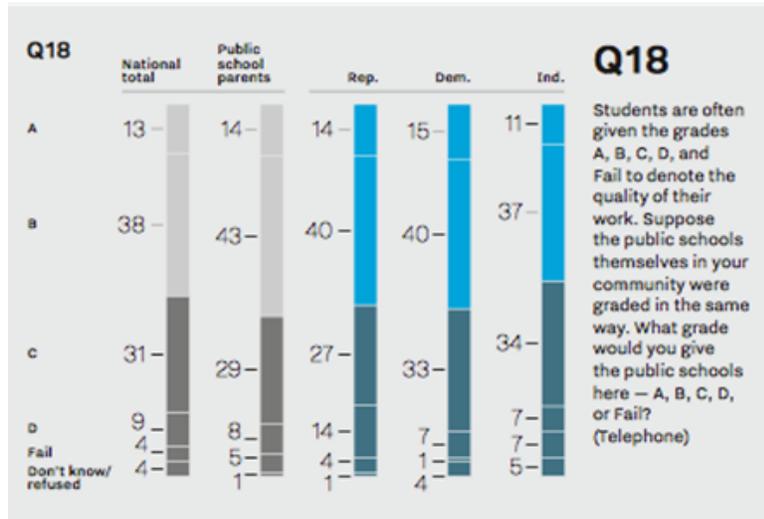
Americans Love Their Local Schools

Americans consistently give higher grades to the schools in their community; than they give to schools generally. This has been a consistent finding in PDK/Gallup polls for over 40 years. When respondents answer the question of grading their community schools, as shown in Figure 1, 51% give their schools a grade of either A or B, while only 4% give their schools a failing grade. The report notes that this consistency over the last 25 years is "remarkable" considering the number of reports regarding education.

Political Scientist Robert Shapiro observes, "Americans form their opinions about their local schools through their own contact with the schools and what their children are saying. What they experience more personally, they tend to have more favorable views about. Nationally, they're developing their opinions from what they hear on the news, about the problems at schools in general." Stephanie Kafka, Gallup methodologist, offers additional insight into the local and national grading differences, "The further I get from my front door, the more likely I am to become negative. It's tremendously consistent."

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Figure 1: School Grades



Source: PDK/Gallup Poll 2015

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, Metro ECSU (Associate Member), 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.

Poll: Lack of Financial Support is Biggest Problem Facing Public Schools

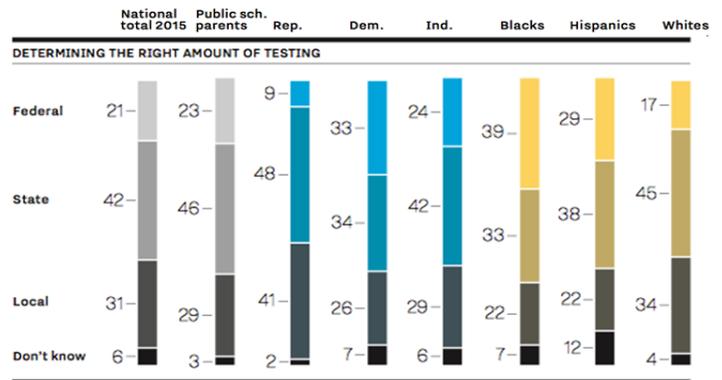
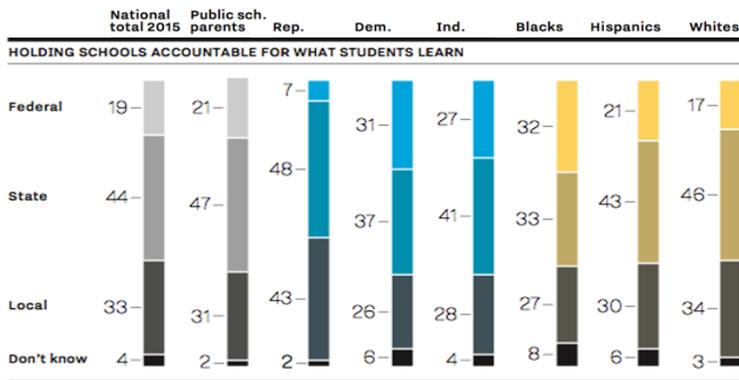
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Americans Prefer State, Not Federal, Control

The PDK/Gallup poll routinely asks Americans about the role of government – federal, state or local - when it comes to education. This year’s poll shows that the public prefers to have their own state making decisions when it comes to education versus federal government. Figure 2 includes the results to questions about school accountability and the frequency of testing. By a significant margin, respondents prefer that the state and local school boards bear primary responsibility for determining the right amount of testing, as well as for establishing accountability measures for what students learn.

Figure 2: Unit of Government Responsibility: Accountability for Learning and Amount of Testing

Q26 WHICH UNIT OF GOVERNMENT-FEDERAL, STATE, OR LOCAL- DO YOU BELIEVE SHOULD BE MOST RESPONSIBLE FOR THE FOLLOWING EDUCATION ISSUES IN K-12 PUBLIC SCHOOLS?

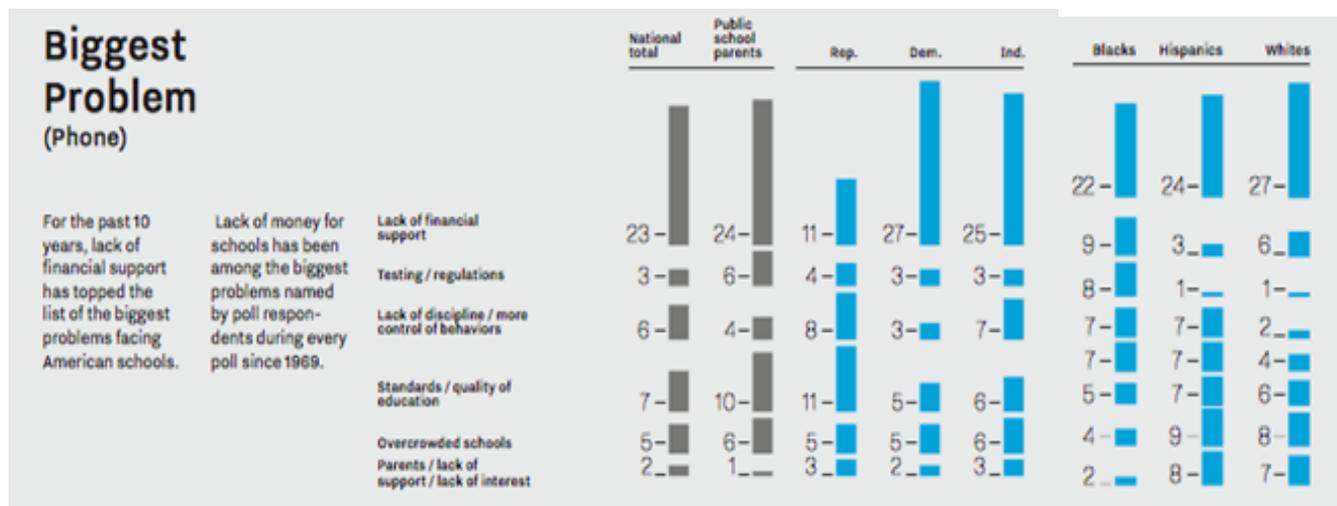


Source: PDK/Gallup Poll 2015

Americans Say the Biggest Challenge Facing Schools is Lack of Financial Support

For the 10th consecutive year, the public has identified a lack of financial support as the biggest problem facing American schools. Lack of resources for schools has been among the biggest problems named by poll respondents during every poll since 1969. Respondents were asked to identify the biggest problems that the public schools of their community must deal with and were allowed up to three responses. Figure 3 summarizes the results of both phone and web respondents.

Figure 3: Biggest Problem Facing American Schools



Source: PDK/Gallup Poll 2015

One of the biggest takeaways of this year’s poll is that Americans more often agree than disagree on education issues, even when you consider occasional differences between political parties and races/ethnicities. In addition, the report notes that it is clear that American public school parents pay close attention to the details of education policy. To read the full report, visit the [PDK/Gallup poll web page](#).

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2015-2016

Get on the Bus

Tuesday, December 8th

TBN

Bus leaves 287 DSC @ 8:30 AM

Ann Bremer

Carter Peterson

Michèle Kunz

Laura Ronbeck

Carol Bomben

Tuesday, January 11th

TBN

Bus leaves 287 DSC @ 8:30 AM

Tuesday, February 23rd

TBN

Bus leaves 287 DSC @ 8:30 AM

Ann Bremer

Laura Ronbeck

Michèle Kunz

Kelli Parpart (Osseo)

Astein Osei (Osseo)

Jeremy Willey (Osseo)

Local 2209 Breakfast

7:00 AM

Tuesday, January 12th
District Service Center
(3rd Floor – Room 316)

Ann Bremer

Michèle Kunz

Tuesday, March 15th
District Service Center
(3rd Floor – Room 316)

Ann Bremer

Michèle Kunz

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: Final Report from Work-group. 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 Public Employees and Political Activities</p>	<p>FEBRUARY 26, 2015</p> <p>Gateway Video Financial Report January FY16 Budget Assumption/Program Withdrawal Report FY15 Budget Revision New Policy -First Read? Staff Reduction ULA Resolution for upcoming year What the Board Needs to Know About ELC National Accreditation World's Best Work Force Report</p>
<p>MARCH 12, 2015</p> <p>ACE Study Innovation in 287 Presentation Bloomington Update</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 What the Board Needs to Know: Update on Teacher Evaluation Process</p>
<p>APRIL 9, 2015</p> <p>Facilities Report on FY15 Projects Summary Status Report on Board Policy & Procedure What the Board Needs to Know about changing the length of the student day</p>	
<p>MAY 14, 2015</p> <p>Financial Report March Food Services Report Superintendent Evaluation</p>	<p>MAY 28, 2015</p> <p>Financial Report April Probationary Licensed, and Non-Licensed Non-Renewal Resolutions</p>

1 st Meeting of the Month	2 nd Meeting of the Month
<p>JUNE 11, 2015 Annual Food Service Program Resolution Approval of Change to 2015-16 Calendar Health & Safety Approval Ratification of 2209 Contract Strategic Plan 2015-2020 Approval Superintendents Evaluation Update Welcome Rachel Hicks, Director of Communications What the Board Needs to Know About the Reduction of Restrictive Procedures?</p>	<p>JUNE 25, 2015 2015-16 Original Budget Approval Financial Report May New Policy Non-Licensed Permanent Employment Status Position Elimination Resolutions NSO and MPCC Update on Legislative Chart-highlight major items including Alternative Teacher Pay-Emphasize that we will be having Exploratory Conversations with 2209</p>
<p style="text-align: center;">AUGUST 27, 2015 Financial Report June & July What the Board Needs to Know about number of Graduates 14-15 Superintendent Uber Goals Special Education Monitoring Report What Board Members Need to Know About “2015-16 Back to School Start-Up” Information on Alternative Teacher Pay Application</p>	
<p>SEPTEMBER 10, 2015</p>	<p>SEPTEMBER 24, 2015 Financial Report August What the Board Needs to Know about Rapid Response Team’s Work</p>
<p>OCTOBER 8, 2015 Learning Walks/Coaching/ DSC Presence in Buildings: <ul style="list-style-type: none"> ● What the Board Needs to Know about Leadership Team spending time in buildings and classrooms Communication with Local School Boards-How to Connect Most Effectively</p>	<p>OCTOBER 22, 2015 Financial Report September Proposed revisions to MOA and local board resolution- (First Read) What the Board Needs to Know about Talent Management What the Board Needs to Know about the Tiny House?</p>
<p style="text-align: center;">NOVEMBER 12, 2015 <i>(Only one Board meeting this month!)</i> Career Tech Teaser Video-and possibly the personal invitation from a career tech staff person Facilities Update Java Update-Show one pager as evidence of culture work National Weather Service presentation of Storm Ready Certification Second Read of MOA What the Board Needs to Know about Emergency Planning for FY16 (Board Policy Requirement) World’s Best Workforce Report and Approval (required by Dec 1)</p>	
<p style="text-align: center;">DECEMBER 10, 2015 <i>(Only one Board meeting this month!)</i> 2014-15 Unaudited Finance Review Financial Report October Legislative Platform MOA Final Decision Officer Election Process: Board Nominating Committee Recognition of Departing School Board Members</p>	

INTERMEDIATE DISTRICT 287
November 12, 2015
SCHOOL BOARD CALENDAR

 November 2015

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

08	Tuesday	Get on the Bus: TBN	8:30AM	DSC
10	Thursday	General Board Meeting	6:30PM	Board Rm

TENTATIVE 2016 DATES

 January 2016

12	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC
14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

 February 2016

11	Thursday	General Board Meeting	6:30PM	Board Rm
23	Tuesday	Get on the Bus: TBN	8:30AM	DSC
25	Thursday	General Board Meeting	6:30PM	Board Rm

 March 2016

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

 April 2016

14	Thursday	General Board Meeting	6:30PM	Board Rm
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 May 2016

12	Thursday	General Board Meeting	6:30PM	Board Rm
15	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC
26	Thursday	General Board Meeting	6:30PM	Board Rm

 June 2016

06	Monday	North Education Center Graduation	1:00PM	NEC
06	Monday	North Education Center Elementary Graduation	10:30AM	NEC
06	Monday	North Education Center Alternative Graduation	6:00PM	NEC
09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm

 July 2016

No Meeting

 August 2016

25	Thursday	General Board Meeting	6:30PM	Board Rm
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 September 2016

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

October 2016				
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

November 2016				
10	Thursday	General Board Meeting	6:30PM	Board Rm

December 2016				
08	Thursday	General Board Meeting	6:30PM	Board Rm

◆ General Board Meeting – Date Change

◆ New Event