

Regular
Thursday, November 20, 2008 7:00 PM

Boardroom / Teleconference
1820 Xenium Ln N
Minneapolis, MN 55441-3790

Agenda

1. Call to Order
2. Hearings of Individuals, Delegations & Presentation
3. Approval of General Meeting Agenda
4. Approval of Consent Agenda
5. Superintendent's Report
6. Reports from Board Chair & Committees
 - 6.1. Report - Board Chair
 - 6.2. Report - Human Resources Committee
 - 6.3. Report - Facilities Committee
 - 6.4. Report - Finance Committee
 - 6.5. Report - Ad Hoc Transition Committee
 - 6.6. Report - Teaching & Learning Committee
 - 6.7. Report - Special Education Committee
7. Organization Representative Reports
8. Updates from District Representatives
9. Other Information
10. Adjournment

1. **CALL TO ORDER**.....A

2. **HEARINGS OF INDIVIDUALS, DELEGATIONS &**.....I
PRESENTATIONS OF PETITIONS FROM THE PUBLIC

3. **APPROVAL OF GENERAL MEETING AGENDA**A

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MN**

BOARD OF EDUCATION

Regular Meeting – November 20, 2008

Agenda Section: APPROVAL OF GENERAL MEETING AGENDA

Item: 3.

Presented by: Superintendent Lewandowski

The general meeting agenda is presented for full Board Approval.

Recommended Action: The Board approve the agenda as presented.

Motion by:

Second by:

Vote: Passed _____ Failed _____

**INTERMEDIATE DISTRICT 287
GENERAL MEETING OF THE BOARD
THURSDAY, November 20, 2008
7:00PM @ DSC
AGENDA**

**Recognition of Sharon Arends in honor of her retirement.
6:30PM – 7:00PM**

		<u>Action</u>	<u>Roll Call</u>	<u>Information</u>
1.	CALL TO ORDER	A		
2.	HEARINGS OF INDIVIDUALS, DELEGATIONS & PRESENTATIONS OF PETITIONS FROM THE PUBLIC			I
3.	APPROVAL OF GENERAL MEETING AGENDA	A		
4.	APPROVAL OF CONSENT AGENDA			
	A. General Board Minutes for October 2008	C		
	B. SEC Change Orders	C		
	C. Monthly Financial Report	C		
	D. Hennepin County CT Contract	C		
	E. Routine Personnel Activities	C		
5.	SUPERINTENDENT’S REPORT			
	A. Special Reports & Recognitions			
	1. Superintendent’s Monthly Report			
	a. Recognition of Brad Wing			I
	b. Transportation Changes			I
	c. Student Enrollment			I
	d. MOA Resolution for District 287		R	
	e. Report from Superintendent Advisory Committee			I
6.	REPORTS FROM BOARD CHAIR & COMMITTEES			
	A. Chair Report			
	1. Officer Election Process			I
	2. NSBA Convention			I
	B. Reports from Standing Board Committees			
	1. Administrative Services			
	a. Human Resources			
	i. No Report – The Committee did not meet			I
	ii. ERR Policy Bucket – First Read			I
	iii. NEO Policy Bucket – Second Read	A		
	b. Facilities			
	i. Minutes from November 12 th Committee Meeting			I
	ii. Approval to rescind CCD-88	A		
	iii. Approval of CCD-88R	A		

c.	Finance	
i.	Minutes from November 12 th Committee Meeting.....	I
ii.	Approval of Equity Transfer.....	A
2.	Ad Hoc Transition Committee	
a.	Minutes from November 13 th Committee Meeting.....	I
b.	Transition Monitoring Tool	I
c.	Administration and Organization Policies – First Read	I
d.	Board Meeting schedule change	A
e.	DAO Policy Bucket – First Read.....	I
3.	Teaching & Learning	
a.	Minutes from November 5 th Committee Meeting.....	I
4.	Special Education	
a.	Minutes from November 17 th Committee Meeting.....	I
b.	BOO Policy Bucket – First Read.....	A
	(Pending Committee Approval)	
C.	Organization Representative Reports	
D.	Updates from District Representatives	
7.	OTHER INFORMATION	
A.	November Calendar	I
B.	Miscellaneous Items of Interest	I
1.	AMSD 2009 Legislative Platform	I
2.	The GRAD – Graduation Required Assessment for Diploma.....	I
3.	The Promise of Shared Services	I
8.	ADJOURNMENT	A

INTERMEDIATE DISTRICT 287
PLYMOUTH, MN
BOARD OF EDUCATION

Regular Meeting – November 20, 2008

Agenda Section: APPROVAL OF CONSENT AGENDA

Item: 4

Presented by: Various Committees

- A. General Meeting Minutes from November 2008
- B. SEC Change Orders CCD-98 – ADD \$3,005.25; CCD-91 – ADD \$3,820.00; FCA-267 – ADD \$8,894.80; FCA-272 – ADD \$146.00; FCA-283 – ADD \$618.00; FCA-284 – ADD \$1,900.00; FCA-288 – ADD \$1,481.00 for a net total of \$19,865.05
- C. Monthly Financial Report
 - a. Budget Report
 - b. Revenue Summary & Comparison
 - c. Expenditure Summary & Comparison
 - d. Cash Report
 - e. Cash Position Sheet
 - f. Wire Activity Report
 - g. ADM Report
 - h. Donation Report
- D. Three year contract with Hennepin County for the North Vista Pregnancy Prevention Program.
- E. Personnel Activity Report for October 2008

Recommended Action: The Board approve the Consent Agenda items as presented.

Motion by:

Second by:

Vote: Passed _____ Failed _____

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
October 23, 2008
MINUTES

1. CALL TO ORDER

Chair Michele Kunz called the regular board meeting to order at 7:02PM in the District Service Center Board room. A quorum was declared with the following members in attendance:

270 Hopkins	Sally Johnson
271 Bloomington	Arlene Bush
272 Eden Prairie	Barbara Gabbert
273 Edina	Maureen Andre-Knudsen & Peyton Robb
276 Minnetonka	Charlie Hurd & Don Draayer
277 Westonka	No representation
278 Orono	Marvin Johnson & Michele Kunz
279 Osseo	Dean Henke
280 Richfield	Nancy Rowley & Pam Kriesel-Koll
281 Robbinsdale	Linda Johnson
283 St. Louis Park	Ken Daniels & Pam Rykken
284 Wayzata	Carter Peterson & Pat Gleason
286 Brooklyn Center	Cheryl Jechorek & Greg Thielsen

Absent: 271/Culver; 272/Eian; 277/Bremer & Johns; 279/Antolak; and 281 Helen Bassett.

Guests:

287 Guests: Deb Williamson; Pamela O'Connell; Jason Anthony, Bruce Mulder

287 Staff: Sandy Lewandowski, Jane Holmberg, Janet Johnson, Lee Palmer, Tom Shultz; Wauneen Mgeni & Sharon Arends

2. HEARINGS OF INDIVIDUALS, DELEGATIONS & PRESENTATIONS OF PETITIONS FROM THE PUBLIC

3. APPROVAL OF GENERAL MEETING AGENDA

A request was made to change the order of committee presentation items to the Board. The amended general meeting agenda was presented for approval. *Motion by Pat Gleason, seconded by Arlene Bush, to approve the amended meeting agenda. All in favor. Motion carried.*

4. ADOPTION OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from September 2008; SEC Change Orders PR-35; PR-36a; CCD-86; CCD-88; FCA-167; FCA-168; FCA-179; FCA-223; FCA-225; FCA-243; FCA-245; FCA-254; FCA-257; FCA-259; FCA-262/270; FCA-278, and FCA-281a for a net total of \$40,011.14; purchase of SEC library materials for \$10,000; Financial monthly report for September 2008; intent for the Ad Hoc Transition Committee, Special Education Committee, and the Human Resources Committees to review Board Officers & Operations policies in the area of District Administration & Organizations, Students Rights & Responsibilities, and Employee Rights and Responsibilities; approval of the Hopkins/287 Interagency Agreement for Epsilon and Omegon; and approval of the Personnel Activity Report for October 2008 which contained routine matters. *A motion was made by Ken Daniels, seconded by Maureen Andre-Knudsen, to approve the consent agenda as presented. All in favor. Motion carried.*

5. SUPERINTENDENT'S & CHAIR REPORT

Special Reports and Recognitions:

Superintendent Lewandowski introduced Pamela O'Connell, Itinerant Supervisor to the Board. Ms. O'Connell addressed the board, sharing information on a recent award given to Deb Williamson, program facilitator for 287. Ms. Williamson also is a TBI (traumatic brain injury) consultant for the state of Minnesota. She was recently awarded the Elinor D. Hands Award by the Brain Injury Association of Minnesota. Ms. Williamson received this award for her work as a teacher and an advocate for those with physical and other health disabilities. Ms. Williams stated she has been an employee of 287 for 22 years and absolutely loves her job.

6. REPORTS FROM BOARD CHAIR AND COMMITTEES

Special Education Committee:

Committee Chair Johnson shared highlights from the recent October 13 meeting. She stated it was reported that the student enrollment at Bren Road is down by about 40 students at the end of September. They anticipate the enrollment will build through the year. Chair Johnson also stated that committee was working on updating and or revising the Board policies relating to Board/Superintendent Relations, Conflict of Interest, and Public Participation at Board Meetings. Some policy work has been completed but Board approval will be sought when all policy work is completed. She continued by stating the Interagency agreement between Hopkins and 287 had been approved by the Board committee and was included in the Consent Agenda for tonight's meeting. An agenda topic schedule was determined for the balance of the year.

Ad Hoc Transition Committee:

Committee Chair Johnson shared highlights from the minutes from the two meetings held in October. She also shared an updated copy of the Transition Monitoring Tool, commending that all member districts had approved the Memorandum of Agreement and that signatures from five districts had been secured. She also stated the various Board committees had worked on important topics which should be routinely reviewed each year by the Board. Board member compensation had been thoroughly discussed and the Ad Hoc Committee recommends the member district representatives be paid \$3,300 per year (\$275/month not based on attendance) and an additional \$1000 stipend for the Board chair. A quote for the purchase of 13 laptop computers (including software, etc) was shared. These laptops are in the order process. Lastly, she shared a diagram document showing the rearrangement of the Board room to allow for 13 member districts and key leadership from 287 to meet. *A motion was made by Linda Johnson, seconded by Arlene Bush, to approve the Ad Hoc Transition Task Force recommendations as presented. No further discussion. Motion passed unanimously.* It is the intent of the Task Force to have all factors in place and operational by the January 2009 board meeting. Ms. Johnson ended her presentation by stating the Ad Hoc Force Committee would meet on November 11th to do policy work on Board Officers & Operations in the area of District Administration and Organization.

Strategic Plan:

Superintendent Lewandowski asked Executive Director Jane Holmberg to address the Board concerning the Strategic Plan. Dr. Holmberg gave a short overview of the recent activities concerning the Strategic Plan, stating this was a long term plan and significant changes will be evident. The scope of the plan has changed from a whole system plan to one that is not program based (no longer a one fits all approach). The mission was rewritten and shows an intentional shift in focus to allow new relationships with districts. District 287's success and achievement will be measured by the satisfaction of the member districts. The former advisory structure will remain but decision making from advisory committees will be removed. This plan will be in effect for five years and will be calendar based. This plan will be presented to the Superintendents Advisory Committee on November 13th. Board members who served on the CORE team were asked for comments which were readily shared. *A motion was made by Don Draayer, seconded by Pam Rykken, to adopt the new Strategic Plan as presented. The Plan was unanimously approved.* A comment was made by a board member, "It Is Launched." Dr. Holmberg and Superintendent Lewandowski expressed their appreciation to the CORE Team and to the Measurement and Action Teams for their dedication in this process.

Remainder of Superintendent Report

Superintendent Lewandowski continued with the remainder of her report. Meeting plans are in place for Senator Bonoff and Senator Hann to lay groundwork for some new legislative initiatives prior to the start of the new legislative year. Senator Hann strongly supports Bren Road in helping the high needs correction students. Senator Hann recently met with Senator Mee Moua, Judge T. Bransford, Dr. Charlene Myklebust and Superintendent Lewandowski to discuss this issue. Superintendent Lewandowski also met with Scott Croonquist, Director AMSD and Valerie Dosland, Ewald, Inc., Dr. Jane Holmberg, and Dr. Jon Voss to discuss the possibility of providing online learning support to the state. Representative Greiling's initiative the Minnesota Miracle may be an added asset to this proposed venture. Member Henke stated his daughter is in her second year in the online Spanish language class and has been very successful and enjoys learning using this process. Superintendent Lewandowski reported that student enrollment numbers in all program areas are lower in all areas. Special Ed numbers are climbing and there has been a large spike in numbers at Hosterman; ALC program numbers have dropped. These issues will be addressed in individual committee meetings. It was also noted that fee based registrations are being impacted by the economy. Sandy reminded the members there would be a reception at 6:30pm previous to the next Board meeting in honor of Sharon's retirement. Superintendent Lewandowski ended this portion of her presentation

by sharing the Hosterman video clip which had been shown at the recent all staff kickoff. The Board thoroughly enjoyed this presentation.

Chair Report:

Chair Kunz stated a need for a Nominating Committee to be formed to determine Board officers for the calendar year 2009. Persons interested in serving on this committee are asked to contact Michèle privately.

The 287 Licensure Committee is seeking a community volunteer to serve on their committee. Phyllis O'Malley has volunteered on this committee for many years and has recently stepped down. Please contact Michèle or Sharon if you are interested in serving on this committee. It was noted that Barbara Gabbert has volunteered to serve on the 2209 Licensure Committee, filling the spot formerly held by Phyllis O'Malley.

Teaching & Learning: Chair Peterson stated the Committee recommended approval of the Board Officers and Operation Policies #BOO100 (Goals), BOO200 (Compensation) and BOO320 (Out of State Travel). *A motion was made by Carter Peterson, seconded by Peyton Robb, to waive the reading of the policies and approve policies BOO100, BOO200, and BOO320 as presented. No discussion. Motion carried unanimously.*

Facilities:

Chair Robb reported the final work on SEC is going smoothly. The old Lincoln Hills lot as been seeded; a \$120K rebate from Excel Energy is expected soon; TSP is submitting the SEC facility for a number of awards; and new striping was placed on the church parking lot as a gesture of a good neighbor as they allowed the use of their parking lot a number of times during the construction of the SEC facility. The issue of determining a north facility can be addressed by the formation of an Ad Hoc committee for this purpose. Edgewood and Hosterman sites remain very feasible as a northern facility. The Best Buy agreement with Hennepin County will be brought to the Board next month. Member Nancy Rowley added she was promoting SEC for the AASA Magna Award.

Finance: Chair Thielsen stated the Finance Committee had not met and all financial reporting documents were included in the Consent agenda. A question was asked why the cash position seemed to be lower this month. Finance Director Johnson replied that there are some late payments expected and that 'metered' payments have impacted this number. She assured the Board the October numbers will be better.

Human Resources: The month's agenda was shared with the members. Human Resources Director Palmer addressed the Board stating that two Nondiscrimination and Equal Opportunity polices had been reviewed and were being presented for a first read: NEO100(Goals) and NEO120 (Equal Opportunity). The current Consensual Relations policy will be reviewed and rewritten in a procedure format. Various analytical documents were presented to the Board for consideration: salary schedule placement, 08-09 salary schedules, and demographics of 287 and the increasing diversity of 287 staff is reflected in the demographic document.

7. ORGANIZATION REPRESENTATIVE REPORTS

AMSD-The main focus topic of the group will be finance and how it pertains to education.

MSBA-A resolution from 287 will be included in the legislative platform this year.

Positive comments were heard from members who attended the recent Alliance for Students Education Summit.

The topic of the high stakes testing for 2012 graduates was again brought forth. The suggestion is for members to contact their local legislators to indicate their displeasure of this process whereby the State will be determining who graduates from high school, not the individual districts.

8. ADJOURNMENT OF MEETING

Motion by Marvin Johnson, seconded by Ken Daniels, to adjourn the meeting. Meeting adjourned at 8:50PM. The next general meeting will be held on November 20th at 7:00PM in the DSC Board Room.

Submitted by Sharon Arends
Exec Secretary to the Superintendent & Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

INTERMEDIATE DISTRICT 287

INTER-OFFICE MEMORANDUM

TO: Sharon Arends and Wauneen Mgeni
FROM: Thomas Shultz, Facilities Administrator
DATE: November 13, 2008
SUBJECT: **Consent Agenda** – SEC Change Orders for November 20, 2008 Board Meeting

SEC Change Orders

The Facilities Committee met November 12, 2008 and recommends approval of the following change orders totaling \$19,865.05. It is presented below for formal Board approval as a Consent Agenda item.

CCD-98	Lower grades S of Russell toward N Rain Garden ADD – \$3,005.25
CCD-91	Change HDWR on B-220A and B-220B to panic egress ADD – \$3,820.00
FCA-267	Remove N fence and vegetation and prep for mow-strip ADD – \$8,894.80
FCA-272	Install dedication plaque ADD – \$146.00
FCA-283	Casework for VET ADD – \$618.00
FCA-284	Stripe St. Richard's parking lot ADD – \$1,900.00
FCA-288	Install 6' high fence at single neighbor's house with PDS ADD – \$1,481.00
Net total:	\$19,865.05

November 11, 2008

Mr. Thomas Shultz
Facilities Administrator
Intermediate District 287

Re: South Education Center
Change Document Narrative

Dear Mr. Shultz:

The November 11, 2008 Project Detail Report includes eight (8) changes to the project. The costs for one additional change were received after the November Project Detail Report was finalized. This additional change needs Facility Committee action. The following is a short narrative explaining the origin and reason for this change:

Facility Committee Action (between \$10,000 and \$25, 000)

1. (AHJ) PR 38: Lower grades between north and south rain-gardens - ADD \$21,351.75

Prior to the SEC project, the Lincoln Hills site overflow drained toward the St. Richard's baseball field. The introduction of the two Rain Gardens contained similar volume to the previous site, but does not allow the overflow to get to the St. Richard's baseball field.

If a great enough rain occurs, the neighbors to the north of SEC might encounter flooding in their basements. The north rain garden not only has site water to contain, but also overflow water from the City of Richfield's storm sewer system.

Adding this fairly large swale between the two gardens would relieve the north rain garden's overflow toward the south, not toward the neighbors to the north.

Full Board Action (over \$25,000)

None

Upon approval through the Levels of Authority, Parsons will issue Change Order(s) for the above noted work.

Sincerely,

Christine Hermes

Christine Hermes
Project Manager

cc: Mark Thiede, TSP, Inc.
Fran Legler, ID 287

INTERMEDIATE DISTRICT 287

Partner in Education

DATE: November 14, 2008
TO: Members of the School Board
FROM: Janet A. Johnson, Director of Finance
RE: Budget Report for the Month Ending **October 31, 2008**
(Excluding S.E.C.)

The **October** Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds (excluding the SEC building project) totals \$31,762,799, or 45.7% of the revenue Original budget of \$69,528,196. Year-to-date expenditures, plus encumbrances in all funds (excluding the SEC building project), total \$17,746,040 or 26.0% of the expenditure Original Budget of \$68,203,471.

The reports show actual amounts (Revenue on one sheet and Expenditures on the other), and their percentage of budget. Additional detail is available on request.

DDA:tw/

Attachments.

STATEMENT OF REVENUE
 DIST 287 Intermediate District 287 ACCOUNTING PERIOD 10/01/08 TO 10/31/08

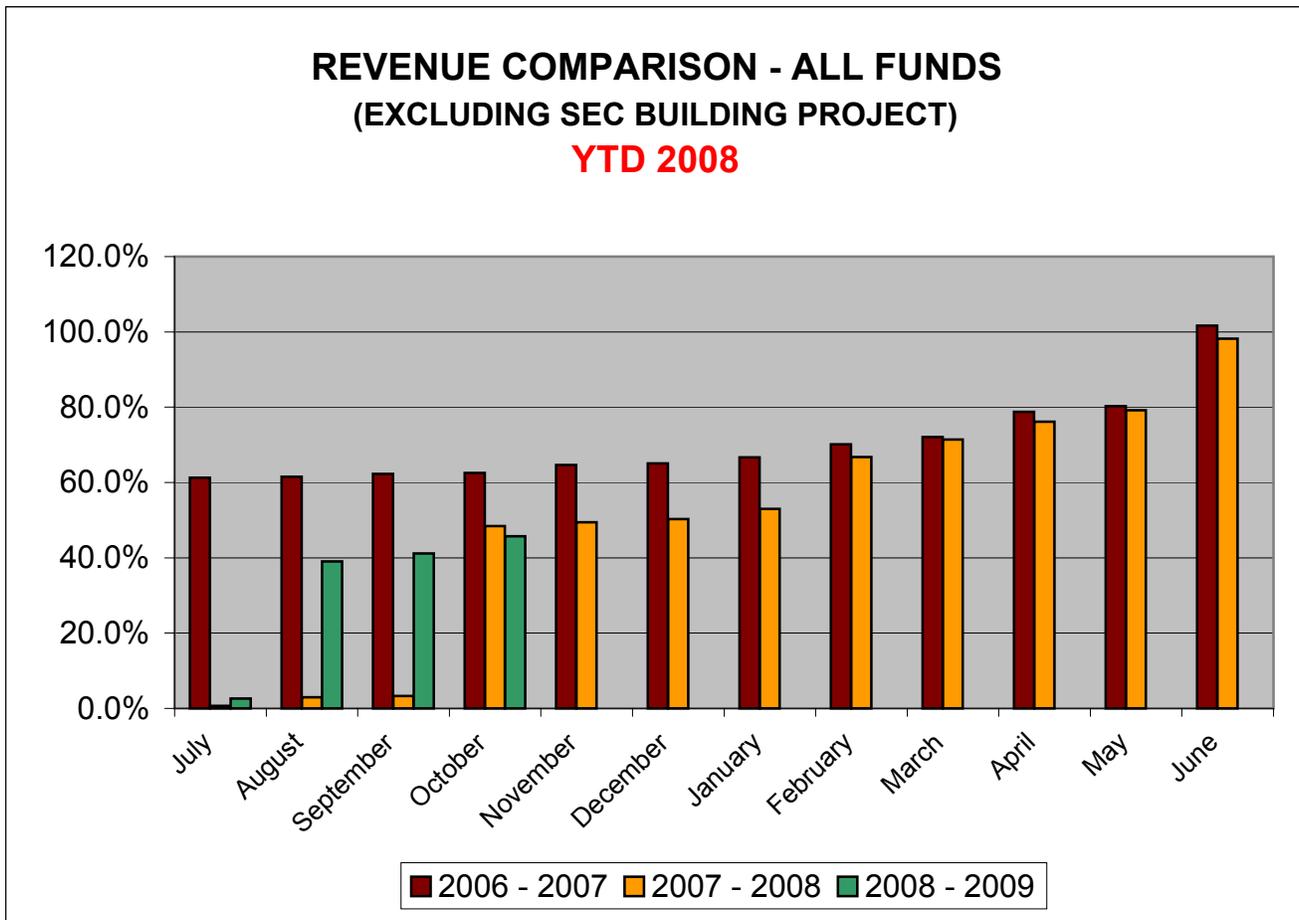
ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 51-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 11 11
 SORTED BY: ACCOUNT FD
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

FD	PRIOR YEAR ACTUAL	REVISED BUDGET	10/01/08 TO 10/31/08	FISCAL YEAR 200807 RECEIVED THRU 10/31/08	REMAINING ON 10/31/08	PERCENT REMAINING
01 GENERAL FUND	59,127,851.14	19,497,957	4,079,957.17-	9,328,890.31	10,169,066.69	52.15 %
02 FOOD SERVICE FUND	228,632.61	133,453	1,720.10	2,117.95	131,335.05	98.41 %
04 COMMUNITY SERVICE FUND	235,167.53	297,606	89,038.85	103,933.06	193,672.94	65.07 %
06 BUILDING CONSTRUCTION FUND	4,928.28	0	0.00	0.00	0.00	0.00 %
09 AGENCY FUND - FLEX FUND	310,011.45	0	27,165.04	54,729.66	54,729.66-	0.00 %
10 BREN ROAD	30,699.60-	0	0.00	0.00	0.00	0.00 %
12 S.E.C. LAND PURCHASE	0.00	7,277,722	1,564,766.43	4,419,550.29	2,858,171.71	39.27 %
13 CAREER & TECH	0.00	2,259,262	597,626.59	1,655,113.59	604,148.41	26.74 %
14 SPECIAL EDUCATION	0.00	40,033,396	4,953,953.59	16,194,689.67	23,838,706.33	59.54 %
20 INTERNAL SERVICE FUND	435,300.08	0	0.00	0.00	0.00	0.00 %
30 KEYSTONE ITD	609,070.63	0	0.00	0.00	0.00	0.00 %
51 STUDENT CLUBS	36,892.25	28,800	2,075.47	3,774.72	25,025.28	86.89 %
*** REPORT TOTALS:	60,957,154.37	69,528,196	3,156,288.90	31,762,799.25	37,765,396.75	54.31 %

DISTRICT 287

REVENUE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2006 - 2007		2007 - 2008		2008 - 2009	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	36,053,298	61.3%	400,609	0.6%	1,848,739	2.7%
August	166,955	61.5%	1,432,190	3.0%	25,269,197	39.0%
September	434,240	62.3%	235,664	3.3%	1,488,574	41.1%
October	122,538	62.5%	27,973,935	48.4%	3,156,289	45.7%
November	1,272,509	64.7%	612,106	49.4%		
December	256,506	65.1%	542,422	50.3%		
January	929,632	66.7%	1,662,562	52.9%		
February	2,055,936	70.2%	8,585,201	66.8%		
March	1,115,190	72.1%	2,880,213	71.4%		
April	3,918,482	78.7%	2,946,944	76.2%		
May	907,577	80.3%	1,848,504	79.1%		
June	12,572,267	101.6%	11,836,804	98.2%		
TOTAL	59,803,254	101.6%	60,957,154	98.2%	31,762,799	45.7%
BUDGET	58,848,404		62,060,730		69,528,196	



DIST 287 Intermediate District 287

STATEMENT OF EXPENDITURES
ACCOUNTING PERIOD 10/01/08 TO 10/31/08

ACCT STATUS: All Account Statuses
 ZERO BALANCES: Suppress Zero Balances
 SORTED BY: ACCOUNT FD
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

ACCOUNT RANGES: 01 TO 51-999
 INCLUDE/EXCLUDES: EXL FD 11 11

FD	PRIOR YEAR ACTUAL	REVISED BUDGET	10/01/08 TO 10/31/08	FISCAL YEAR 200807 EXPENDED THRU 10/31/08	ENCUMBERED THRU 10/31/08	REMAINING ON 10/31/08	PERCENT REMAINING
01 GENERAL FUND	58,583,787.47	18,754,834	2,356,817.56	6,790,032.45	2,351,043.67	9,613,757.88	51.26 %
02 FOOD SERVICE	228,632.61	133,453	35,041.74	61,509.03	78,613.62	6,669.65	4.99 %
04 COMMUNITY SERVICE FUND	228,973.06	297,067	20,963.93	120,837.06	27,856.67	148,373.27	49.94 %
06 BUILDING CONSTRUCTION FUND	81,022.51	0	0.00	0.00		0.00	0.00 %
09 AGENCY FUND - FLEX FUND	320,759.54	0	27,658.61	55,223.23		55,223.23	0.00 %
10 BREN ROAD EDUC. CENTER	0.00	0	1,150.00	1,150.00		1,150.00	0.00 %
12 ALC-ACADEMIC	0.00	7,273,084	584,829.45	1,694,812.00	396,773.19	5,181,498.81	71.24 %
13 CAREER & TECH	0.00	1,977,385	130,845.49	329,412.18	72,824.37	1,575,148.45	79.65 %
14 SPECIAL EDUCATION	3,539.16	39,738,848	3,519,636.00	8,487,715.28	571,448.20	30,679,684.52	77.20 %
20 INTERNAL SERVICE FUND	334,052.37	0	0.00	0.00		0.00	0.00 %
30 KEYSTONE IDT	652,472.60	0	50,000.00	200,000.00		200,000.00	0.00 %
51 STUDENT CLUBS	34,589.81	28,800	1,874.86	5,348.99	0.01	23,451.00	81.42 %
*** REPORT TOTALS:	60,467,829.13	68,203,471	6,728,517.64	17,746,040.22	3,498,559.73	46,958,871.05	68.85 %

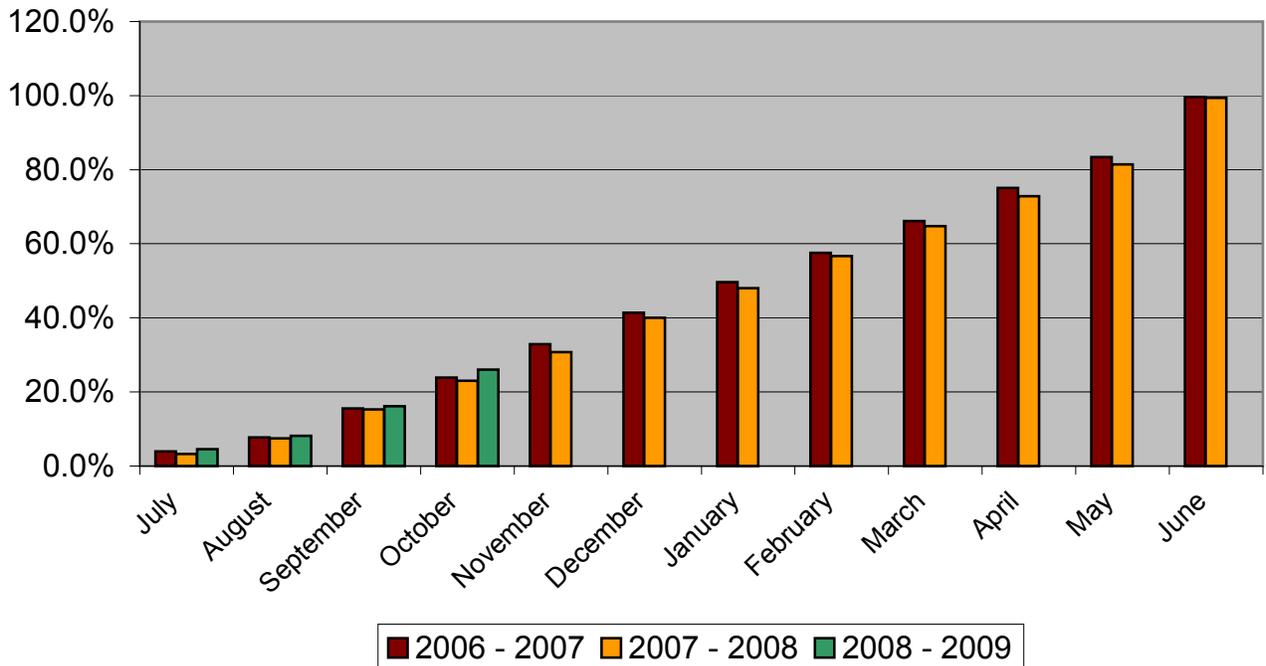
DISTRICT 287

EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2006 - 2007		2007 - 2008		2008 - 2009	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	2,275,248	4.0%	2,008,388	3.3%	3,131,464	4.6%
August	2,129,176	7.7%	2,561,280	7.5%	2,428,763	8.2%
September	4,455,381	15.6%	4,716,139	15.3%	5,457,295	16.2%
October	4,765,384	23.9%	4,726,362	23.0%	6,728,518	26.0%
November	5,122,767	32.9%	4,673,596	30.7%		
December	4,825,433	41.4%	5,674,687	40.1%		
January	4,712,584	49.7%	4,836,357	48.0%		
February	4,480,095	57.5%	5,284,415	56.7%		
March	4,893,164	66.1%	4,912,859	64.8%		
April	5,084,420	75.0%	4,917,092	72.9%		
May	4,755,608	83.4%	5,233,528	81.5%		
June	9,279,418	99.7%	10,923,127	99.4%		
TOTAL	56,778,676	99.7%	60,467,829	99.4%	17,746,040	26.0%
BUDGET	56,966,196		60,816,267		68,203,471	

EXPENDITURE COMPARISON - ALL FUNDS (EXCLUDING SEC BUILDING PROJECT)

YTD 2008



INTERMEDIATE DISTRICT 287

Partner in Education

DATE: **November 6, 2008**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- | | |
|--|--|
| 1. Claim payments for: October 2008 | Totaling <u><u>\$ 5,159,455.16</u></u> |
| a) Check #'s 469309 - 469868, 70002984 - 70003156
and Electronic Wire Transfers out - #'s 1954 - 1962 | |
| 2. Payroll for: October 2008 | Totaling <u><u>\$ 2,026,512.43</u></u> |
| a) Check #'s 674698 - 674719 | |
| b) Direct Deposit #'s 139410 - 141086 | |
| 3. Receipts for: October 2008 | Totaling <u><u>\$ 9,097,637.74</u></u> |
| a) Receipt #'s 123352 - 123542
and Electronic Wire Transfers in - #'s n/a - n/a | |
| 4. Investments at end of month | Totaling <u><u>\$ -</u></u> |

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

INTERMEDIATE DISTRICT 287

OCTOBER 2008 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
10/11/2008	DEPT OF EDUCATION	MSDLAF	3614379	33788.60	INV #64601 CULINARY EDUCATION GRANT
10/15/2008	EDUCATION AID	MSDLAF	3622085	1773898.26	01S360 SPEC EDUC OCT 09
10/15/2008	EDUC-SPECIAL ED	MSDLAF	3622085	32.46	01F420 SPED SUPPL 3-5 08 84173
10/15/2008	EDUC-SPECIAL ED	MSDLAF	3622085	0.90	01F422 SPED ED 0-2 08 84181
10/17/2008	MN STATE COLL & UNIV	MSDLAF	3629918	26797.11	10308-D CRITICAL LANGUAGE PROJ INV#64728
10/17/2008	DEPT OF EDUCATION	MSDLAF	3629918	34128.90	04F4332007-00081TITLEIVA-GOV'S INV#64727
10/17/2008	DEPT OF EDUCATION	MSDLAF	3629918	36025.95	04F4332007-00081TITLEIVA-GOV'S INV#64727
10/22/2008	HENN TECH COLLEGE	MSDLAF	3634601	3005.52	INV#64748 COPY & BINDING CHGS FOR CUSTOMIZED
10/22/2008	HENN TECH COLLEGE	MSDLAF	3634601	1556.15	INV#64747 POSTAGE CHGS FOR CUSTOMIZED TR
10/23/2008	DEPT OF EDUCATION	MSDLAF	3636389	50,000.00	INV#64744 01F3412008-00110 MATH & SCIENCE TEACH
10/23/2008	DEPT OF EDUCATION	MSDLAF	3636389	6,099.81	INV#64744 01F3412008-00110 MATH & SCIENCE
10/28/2008	H55 DHS - MMIS	MSDLAF	3644135	84,273.06	141708073MA IEP SERVICES FED
10/28/2008	H55 DHS - MMIS	MSDLAF	3644135	261.09	1417080730MCREMA IEP SERV FED

MTD TOTALS

2,049,867.81

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	EF#	AMOUNT	DESCRIPTION
10/1/2008	MSDLAF	US BANK	1954	19.71	STATE QTRLY WITHHOLDING DUPLICATE TR
	MSDLAF	CORPORATE HEALTH	1955	6,697.93	CHS JUNE 08 MEDICAL & DAYCARE
	MSDLAF	CORPORATE HEALTH	1955	27,165.04	CHS SEPT 08 MEDICAL & DAYCARE
10/9/2008	MSDLAF	US BANK	WIRE	7,426.50	DIRECT DEPOSIT EXPENSE CKS (OCT08)
10/15/2008	MSDLAF	US BANK	1956	62,569.58	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	1957	385,454.34	FEDERAL TAXES
	MSDLAF	EDUCATORS BENEFITS COF	1958	70,792.65	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	WIRE	996,966.09	DIRECT DEPOSIT PAYROLL 10/15/08
10/26/2008	MSDLAF	US BANK	WIRE	21,702.04	DIRECT DEPOSIT EXPENSE CKS(10/26/08)
10/30/2008	MSDLAF	US BANK	WIRE	1,014,580.55	DIRECT DEPOSIT PAYROLL 9/30/08
	MSDLAF	MN DEPT OF REVENUE	1959	66,135.30	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	1960	403,460.91	FEDERAL TAXES
	MSDLAF	EDUCATORS BENEFITS COF	1961	71,101.75	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	1962	113.39	US BANK ARP CHGS VOUCHER ACCT JUN-JUL08
	MSDLAF	US BANK	4042	110.39	US BANK ARP CHGS PAYROLL ACCT JUN-JUL08

MTD TOTALS

3,134,296.17

INTERMEDIATE DISTRICT 287

INTER-OFFICE MEMORANDUM

DATE: October 28, 2008

TO: Sandy Lewandowski

FROM: Janet A. Johnson

RE: Recommendation for Board Approval of the following Contract for the November Board meeting.

Contracts

1. Recommend approval of a three-year contract with Hennepin County; January 1, 2009 – December 31, 2011 for the North Vista Pregnancy Prevention Program. The contract is for a not-to-exceed amount of \$13,000.00 for 2009, and an amount to be determined for year 2010 and 2011. The North Vista project provides a pregnancy prevention program that is open to all students who choose to participate.

**HUMAN RESOURCES DIRECTOR'S REPORT FOR THE INTERMEDIATE DISTRICT 287 SCHOOL BOARD
HUMAN RESOURCES COMMITTEE – NOVEMBER 2008**

LICENSED STAFF

1. New Hires:

A. Regular

- JAMES E. AARDEMA, Instructor DCD at Phase Southwest and Intersect @ South Education Center effective August 21, 2008, **additional position due to increased enrollment**, BA+45, Step 10.*
- PATRICIA BARANEK-WEBER, Culinary Arts Instructor at Bren Road Education Center effective August 21, 2008, **refill for E. Fagin**, MA, Step 6.*
- THOMAS E. ELCOCK, Instructor EBD at Venture @ Northwest Tech Center effective August 21, 2008, **additional position due to increased enrollment**, MA + 60, Step 3.
- SARAH J. HENNINGSEN, Instructor EBD at Bren Road Education Center effective August 21, 2008, **additional position due to increased enrollment**, BA+30, Step 1.*
- BECKY J. MOEN, Instructor D/HH at the District Service Center effective August 21, 2008, **additional position due to increased enrollment**, BA+45, Step 6.*
- JAMES MOULSOFF, Instructor EBD and Tech. Ed. at Epsilon @ Hennepin County Home School effective September 11, 2008, **additional position due to increased enrollment**, BA, Step 1.
- ANNE RUNCK, Work Experience Coordinator at South Education Center effective August 21, 2008, **refill for T. Voels**, BA+45, Step 10.*
- LANA L. SCHILZ, Instructor DCD at Vector South @ South Education Center effective August 21, 2008, **additional position due to increased enrollment**, MA+45, Step 10.*
- THOMAS R. WHITE, School Counselor at Hosterman Education Center effective September 29, 2008, **additional position due to increased enrollment**, MA, Step 3.

B. Reinstatement of Licensure Waivers

- SHANNON JIN, Instructor Chinese at Edina Senior High School, effective August 25, 2008.

C. Temporary

- ROBERT R. ANDRESEN, Online English/Language Arts Instructor effective September 15, 2008 through January 30, 2009.
- DWIGHT DAVIES, Independent Study Math Instructor at Ridgedale Alternative Program effective October 8, 2008 through June 30, 2009.
- MELISSA DUCKWILEY, Independent Study English Instructor at Brooklyn Center High School effective October 29, 2008 through June 30, 2009.
- CAROLINE S. GEISE, Independent Study English Instructor at Robbinsdale Cooper Senior High effective September 16, 2008 through June 30, 2009.

- YILIN HE, Online Chinese Instructor effective August 25, 2008 through January 30, 2009.
- YOUMEI HOU, Online Chinese Instructor effective September 2, 2008 through January 30, 2009.
- TARIK LEMTOUNI, Online Algebra Instructor effective September 15, 2008 through January 30, 2009.
- LING MA, Online Chinese Instructor effective August 25, 2008 through January 30, 2009.
- MIKE MATUSKA, Online Math Instructor effective September 15, 2008 through January 30, 2009.
- CARRIE A. O'DEA, Online Math Instructor effective September 15, 2008 through January 30, 2009.
- WILLIAM RAUEN, Online Math Instructor effective September 15, 2008 through January 30, 2009.
- JAMES P. STANTON, Independent Study Science Instructor at Robbinsdale Cooper Senior High effective September 16, 2008 through June 30, 2009.
- BENJAMIN VENNES, Independent Study Social Studies Instructor at Brooklyn Center High School effective October 29, 2008 through June 30, 2009.
- CHRISTINE WHRITENOUR, Online Health Instructor effective October 1, 2008 through January 30, 2009.
- COLLEEN S. BAUMTROG, Executive Director of Administrative Services, additional 4 days (32 hours) effective September 1, 2008 through October 30, 2008, to complete the administrative work related to the Board Transition Task Force.

D. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

- KRISTIN A. GUSTAFSON, School Psychologist at Hosterman Education Center, .2 FTE effective March 2, 2009 through June 10, 2009.

3. Separations:

A. Dismissal

-

B. Resignation

- JOHN LEWIS, Instructor EBD at Hosterman Education Center, effective October 31, 2008.

C. Retirement (Regular/Disability)

-

4. **Other:**

A.

* Indicates delay due to background check

** Indicates delay due to approval of Community Expert Request.

NON-LICENSED STAFF:

1. **New Hires:**

A. **Regular**

- HILLDA ORIENY, Education Assistant at ELL North Vista, **refill for M. Tromburg**, effective October 13, 2008 Step 8 Lane 4 +90 credits - .875 FTE.
- BRENDA JOHNSON, Education Assistant at STRIVE Hosterman Education Center, **additional position due to increased enrollment**, effective October 20, 2008 Step 11 Lane 5 +BA - .875 FTE.
- RAMONA WHITMAN, Parent Child Specialist at North Vista Education Center, **refill for T. Butler**, effective August 25, 2008 Step 5 Lane 1 – 1.0 FTE.*
- MAUREEN HOLLY, Education Assistant at SUN Hosterman Education Center, **additional position due to increased enrollment**, effective August 25, 2008 Step 6 Lane 5 +BA - .875 FTE.*
- CATHERINE CLOVER, Education Assistant/Intervenor at Various Sites, **additional position due to increased enrollment**, effective October 13, 2008 Step 5 Lane 4 +90 credits - .875 FTE.
- JOHN ZIMMER, Cook at Bren Road Education Center, **additional position due to increased enrollment**, effective August 25, 2008 – 1.0 FTE 10 month.
- NOEL HOFFELD, Education Assistant at PCA Shady Oak, **refill for M. Stebbins**, effective September 24, 2008 Step 7 Lane 5 +BA - .875 FTE.

B. **Temporary**

- LILA KELLY, Recruitment and Diversity Specialist at the District Service Center, **refill for M. Cooper**, effective October 6, 2008 through November 2009.
- KATHLEEN STETS, Education Assistant at Various Sites, **additional position due to increased enrollment**, effective August 25, 2008 Step 5 Lane 5 +BA - .1875 FTE.*

C. **Substitutes**

•

D. **Summer School**

- Angela Jamieson*

2. Extended Leaves of Absence:

A. Unpaid

-

3. Separations:

A. Dismissal

-

B. Resignation

-

C. Retirement (Regular/Disability)

- IRENE BERNU, Clerical at the District Service Center, effective November 14, 2008.

4. Other:

-

*Indicates delay due to background check

5. SUPERINTENDENT’S REPORT

A. Special Reports and Recognition

1. Superintendents Report

a. Staff Recognition I

Amy Sward, Supervisor of the Hosterman Education Center will introduce Brad Wing who is the program facilitator of the SAFE (Students with Fetal Alcohol Effects) program. Brad was recently recognized by the MOFAS (Minnesota Organization on Fetal Alcohol Syndrome) organization for the significant impact that he along with District 287 has made in the lives of students living with this FAS. Brad will also give a brief update on the SAFE program that will include the growth in enrollment and the ongoing challenges faced in providing education for this student population.

b. Transportation Changes I

Laura Keller-Gautsch and Michelle Axel will provide an update on the District’s actions relative to the 2008 legislation regulating the driving requirements of individuals transporting students in TYPE III vehicles. This includes all of District 287s vans. This update will include the new interpretation of the language in the legislation, implications for cost to the district and how this has impacting student programming.

c. Student Enrollment I

d. MOA Resolution for District 287 R

Sandy Lewandowski will present the MOA Resolution for District 287 and will ask for Board approval of this document.

e. Report from Superintendent Advisory Committee I

f. Intermediate District 287 Strategic Plan Brochure I

g. Strategic Plan Frequently Asked Questions..... I

6. REPORTS FROM BOARD CHAIR & COMMITTEES

A. Board Chair Report

1. Nominating Committee

As indicated in the Chair's recent email to all Board members I discussion will be heard on the plan to begin work with a nominating Committee to present a slate of officers for the calendar year 2009.

2. National School Boards Association (NSBA) Annual Conference, San Diego, California April 4-7, 2009. Michèle Kunz will chair the group's interest.

DATE: November 5, 2008
TO: Site Supervisors
FROM: Michelle Axell Administrative Intern
Laura Keller-Gautsch Executive Director of Special Education

RE: Type III Driver Requirements

As you can personally attest to, the new Type III driver legislation that went into effect as of September 1, 2008 has presented a challenge in many different ways for staff this year. One of the most difficult aspects of this legislation is the fact that it does not clearly define "normal duties". What also makes this a challenge is the fact that the MN Department of Public Safety (DPS) has been charged with enforcing this new law and they interpret this law to mean that EVERY school employee who EVER drives a Type III vehicle with students falls under the "normal duties" definition.

To better understand their position, we are attaching two memos sent from Charlie Kyte; Executive Director of MASA; to all MASA Superintendents. Please take a moment to read memos 1 & 2 before moving ahead with this email.

This summer/fall the District differentiated employees based on a designated versus non-designated driver position basis. The final DPS interpretation received on October 9 places our District at risk being out of compliance with their methodology.

On October 16th, Michelle Axell; attended the MAPT conference where she learned that four of Intermediate District 287's member districts, Brooklyn Center, Minnetonka, Osseo, and Robbinsdale, have decided not to allow ANY employee to drive a Type III vehicle without being fully compliant with the DPS interpretation of the new law. Minnetonka has gone so far as to place a ban on all transportation of students in Type III vehicles. While the position of these member districts may appear to be somewhat dramatic, it is important that each supervisor understand how other districts are responding to this legislation and our current liability relative to being out of compliance with the new law.

Effective Monday, all staff must be in full compliance before providing transportation to students in District-owned vans. See the attached DPS Type III memo to review the list of requirements. To ensure that all administrators are approaching this issue from the same vantage point, there will be a transportation item on the special education supervisor's meeting agenda that will provide an opportunity to discuss this issue.

The outcomes of the agenda item will be to:

- Review the current status of designated and non-designated drivers and establish how many designated drivers are needed at the site without compromising student programming. (No longer utilizing non-designated drivers.)
- Understand any barriers that may exist that could get in the way of compliance.
- Determine if there are current staff members at the site who could potentially drive full time. (This could also increase our van efficiencies.)
- Learn about all the transportation options available to your site.

Your attention to this matter is required and appreciated.

Date: November 11, 2008

To: Sandra Lewandowski, Superintendent

From: Laura Keller-Gautsch, Executive Director of Special Education and Student Support Services
Jane Holmberg, Executive Director of Teaching and Learning

C: Colleen Baumtrog, Executive Director of Administrative Services
W. Lee Palmer, Director of Human Resources

Re: Summary of Strategies to Address Lower than Projected Enrollment in Certain Program Areas

Below please find the summary of program responses to address lower than projected overall enrollment as we enter the second quarter.

In Special Education and Teaching and Learning

- All job postings and refills will require prior written authorization from an Executive Director.
- At South Education Center, the duties of the contracted security officer have been reassigned to existing clerical staff and the contract with the security company will be terminated effective December 1st.
- Adjusting staff between divisions and programs to reflect student enrollment numbers has resulted in vacant positions being filled by internal staff. To date one (1) EA and a .5 Social Worker have moved from the ALC to Special Education. An additional two (2) EA positions are anticipated for a December 1st start date. This measure has enabled the District to avoid mandated reductions in work hours, placing employees on unrequested leaves, and other staff decreases.
- All sites are monitoring the use of substitutes and using a triage method to evaluate attendance and deploy staff for coverage of absences. Substitutes will only be utilized “as required” by the administration to meet the programmatic needs of the operation and to ensure the safety of staff and students.
- Review of Free and Reduced Lunch procedures and recommendation to capture additional revenue.

In Special Education

- All programs have reviewed their enrollment numbers and adjusted their staffing levels to reflect their current ADM. In those instances in which programs are overstaffed, employees have or will be re-assigned to programs and/or facilities that can legitimately accommodate such staff. To date, this includes seven (7) non-licensed and three (3) licensed staff.
- To assist in this initiative, one (1) EBD teacher contract has been sold to a member district for the remainder of the school year. An unanticipated request in October from BC was supported due to lack of enrollment in a 287 EBD program.
- All programs have been opened to non-member referrals.
- Program supervisors will continue to monitor their enrollment numbers to ensure that staff levels are adjusted and appropriate in order to maintain the integrity of special education programs and to ensure the safety of students and staff.

In Teaching and Learning

- Member districts are being contacted for their lists of students who have dropped out so that we can make contact for ALC enrollment.
- Thirty (30) new students from Richfield High School are anticipated to begin at SEC the beginning of the quarter. Scheduled meetings with other member district high school counselors and principals are anticipated to create a pathway to our ALC programs for more students who have failed the first quarter in their home high school.
- Beginning November 10 a new Lab School is being started at SEC for chronic truants who also are low readers. This new program will bring additional students and will be taught with current staff.
- The contract option for Northern Star Online students is being more widely promoted with member district business directors, yielding more predictable revenue that is based on enrollment rather than completion.
- One of the regional Destination Imagination tournaments has been cancelled.
- Program supervisors will continue to monitor their enrollment numbers to ensure that staff levels are adjusted and appropriate in order to maintain the integrity of teaching and learning programs and to ensure the safety of students and staff.

RESOLUTION

***WHEREAS**, Intermediate District 287's thirteen member districts wish to renew their commitment to cooperate with one another by sharing staff and resources; and*

***WHEREAS**, Intermediate District 287's member districts desire to continue to receive services through the District; and*

***WHEREAS**, a new Memorandum of Agreement (MOA) has been written to reflect current law and practice, and to memorialize the renewed commitment of member districts to one another and the Intermediate District; and*

***WHEREAS**, Intermediate District 287's member district boards have all passed resolutions approving the adoption and ratification of the new MOA; and*

***WHEREAS**, the Board has engaged in a strategic planning process to develop responsive and innovative solutions to the challenges facing public education and define the District's role in partnering with member districts to meet those challenges; and*

***WHEREAS**, the new Memorandum of Agreement is in keeping with Intermediate District 287'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;*

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

Intermediate District 287 hereby directs its Board Chair and Clerk to sign the new Memorandum of Agreement on its behalf.

The above resolution was moved by _____ and seconded by _____, and upon vote being taken thereon, the following voted in favor thereof: _____ and the following voted against the same: _____.

Whereupon said Resolution was declared duly passed and adopted.

Responsive. Innovative. Solutions.

STRATEGIC PLAN 2009-2013



Intermediate District 287
Partner in Education



A LETTER FROM THE SUPERINTENDENT

This is an exciting time to be in the business of thinking, teaching and learning. Many of you may have seen the popular YouTube video series, “Did You Know...,” created by self-described zealot for 21st Century learning, Howie DiBlasi. One of the video’s most profound statements concludes, “We are currently preparing students for jobs that don’t yet exist, using technologies that haven’t been invented, in order to solve problems we don’t even know are problems yet.”

Clearly, this is a time that requires responsive, innovative solutions to meet the challenges facing public schools. Recognizing the immediacy of these new demands, Intermediate District 287 set out to create a new strategic plan that would direct our energies to meet member districts’ emerging needs.

To bring about long-term, significant change for our entire school district required a serious and deliberate conversation. Intermediate District 287 began that conversation in the fall of 2007 with a simple, but bold question, “Should we continue to exist?” The thought was both arresting and liberating.

Strategic planning, by its very nature, demands a different approach that allows us to break out of “business as usual” thinking. We envisioned wholly different ways of meeting needs and driving results.

Our planning has allowed us to:

- **Identify our core values**
- **Declare our core purpose, and**
- **Design the means to achieve that purpose**

To put our new framework into practice will take time. We expect to implement the plan over the next five years. Our work will be guided by well-researched action plans and supported by both district and board leadership.

Our new strategic plan creates the conditions for us to go beyond incremental improvement, to true transformation. As Superintendent, I would like to thank the more than 60 individuals who worked so hard on this plan over the past year. Their participation in the process has given us an internal understanding from which we can build a broader awareness. Their deliberate and thoughtful efforts will help steer our actions and ensure our success.

Sandy Lewandowski
Superintendent

Who We Are

Intermediate District 287, one of only three intermediate districts in the state, was founded in 1967 by a group of school districts seeking to provide students with vocational education options. Since then, District 287 has grown to a consortium of 13 west metro suburban districts and added special education, gifted education, world language and other academic specialties to its long list of services and programs for students and staff. District 287 member districts serve a combined student enrollment of 100,000 students.

Sharing staff and resources is an effective way for District 287’s member districts to provide highly specialized educational programs to their students and families.

MEMBER DISTRICTS

Bloomington, Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata and Westonka.

For more than 40 years, school districts have relied on Intermediate District 287 to customize services for their most challenging students and complex business needs.

What We Believe

CORE VALUES

- All people have intrinsic value.
- All people have the capacity to contribute to society.
- When people with varying perspectives collaborate, the impossible becomes possible.
- Learning unlocks human potential.
- Integrity is essential for sustaining effective relationships.
- Respect for all people and the diversity of ideas enriches the individual and strengthens society.
- Responsiveness and innovation are key to thriving in a changing world.
- People perform best when they are engaged, connected and supported.

MISSION

The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

Strategic Objectives

By 2013, each member district will:

- Declare satisfaction with the value and effectiveness of specialized services delivered to it by Intermediate District 287.
- Declare that Intermediate District 287 services are vital to ensure that the member district can meet the unique learning needs of its students.

Conditions of satisfaction, agreed upon in structured conversations between District 287 and the member district, will drive program design, delivery and measurement.



Strategy 1

We will design and implement communication systems to include accurate and trusted data that guide individual and collective decision-making and clarify perceptions.

This strategy begins to address two realities. First, different districts have different priorities (based on size, student demographics, staff experience, budget) that all play a role in how they approach meeting the needs of their students. Second, districts look at the reams of data and

need help converting raw data into meaningful and useful information to make decisions. Strategy 1 attempts to identify the “universe of data” available to districts, interpret and characterize that data quickly, and ultimately, help districts make sound decisions based on good information.

Results to be achieved over the next five years:

All District 287 and key member district staff understand the mission and process for assessing the strategic objectives.

Dynamic and flexible measurement tools essential for assessing the strategic objectives are being used by District 287 and each member district.

A system is in place to make collaborative decisions based on aggregate data measuring satisfaction.

Results to be achieved over the next five years:

District 287 and member districts participate in the development, selection and annual review of data elements critical to making decisions and clarifying perceptions about 287 programs and services and agreed upon ways to collect and measure those elements.

Optimal web based and/or other tools have been selected and launched that visually present real time customized data for each district in order for them to make decisions.

District 287 and a representative sample of at least three member districts have piloted and provided feedback on the usability of real time customized visual data tools.

District 287 provides real time customized visual data tools that member districts use for making informed decisions.

Strategy 2

We will develop streamlined and transparent communication and decision-making systems to build trust and relationships to achieve our strategic objectives.



The issues of communicating and making decisions are complex and by nature intertwined. Strategy 2 goes to the heart of how District 287 and its member districts coexist and do business together. Results outline a plan for engaging in open and transparent two-way communications to deliver more individualized services.

Strategy 2 also envisions a more flexible and responsive decision-making process, unencumbered from decision-making by consensus. By taking decision-making out of the current group one-size-fits-all advisory structure, genuine problem solving on a deeper scale can occur.

Results to be achieved over the next five years:

A system is in place for member districts and 287 to engage in professional learning, information sharing, collaboration, identification of needs, and problem solving.

A clear, concise system of communication is established and understood by District 287, member districts, and their families.

A clear, concise system of decision-making is established, understood, and used to meet the unique needs of individual districts.

An array of communication and meeting-facilitation skills that develop and foster trusting relationships will be used among members and District 287.

The decision-making system provides an accountability structure to build trust and relationships to achieve our strategic objectives.

Strategy 3

We will design and when necessary redesign a continuum of direct and indirect innovative services with the priority to ensure that each member district can meet the unique learning needs of its students.

This strategy's results aim to create a flexible, durable and responsive system that fosters innovation. The first four results focus on creating a system to increase innovation in our district and member districts.

The last two results focus on creating a climate of innovation in our district and with our member districts. As with strategies 1 and 2, implementation of strategy 3 will be carefully evaluated at every step and adapted as needed.

Results to be achieved over the next five years:

District 287 has an established mechanism that responds to internal and external needs and ideas and generates innovative solutions.

District 287 uses a responsive system that effectively designs, develops, and/or implements an array of innovative direct and indirect services.

District 287 uses quality indicators to evaluate, modify, and continually improve a spectrum of cost-effective direct and indirect services.

District 287 engages in collaborative processes both internally and externally to share expertise, practices, and solutions that promote consistent quality and value.

District 287 has a thriving, collaborative culture that embraces shared core values and is committed to achieving our mission.

District 287 has a thriving, collaborative culture that embraces risk-taking, fosters innovation and flexibility, celebrates success, and encourages fun.

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Our strategic plan recognizes the unique needs of each member district and creates a new way to work together at the speed of business.



1820 Xenium Lane
Plymouth, MN 55441
763.559.3535
www.district287.org



Intermediate District 287
Partner in Education

Responsive. Innovative. Solutions.

STRATEGIC PLAN 2009-2013

Frequently Asked Questions

What's different about this plan?

The mission, beliefs, and strategies recognize two realities: the differences among the member districts and the power when they work together. This plan addresses both, guiding Intermediate District 287 to put into operation a new way to tailor programs and services to the members while still preserving the efficiencies and impact of the collective.

How will the plan affect the current structures for decision-making?

The plan features structured conversations in which *conditions of satisfaction* are agreed upon between District 287 and the member district, driving program design, delivery and measurement. These district-to-district conversations take away the need for group consensus in advisory meetings.

The 287 School Board, retaining ultimate decision-making authority, has led the way to embody the new more responsive system. Two actions initiated by the Board are directly related to the strategic plan. First, beginning January 2009, the Board will operate with 13 rather than 26 members. Second, all member districts were given the opportunity to reinstate their relationship with District 287 by signing a new Memorandum of Agreement. All 13 School Boards have acted to affirm their membership in District 287.

What will be the ongoing role of advisory groups?

Changing the advisory committee structure as the major communication and decision-making structure for 287 program design allows the groups to redesign themselves to fit their needs. These new groups can share information, learn together and potentially tackle larger regional problems.

When does the plan take effect?

The plan was adopted by the Intermediate District 287 School Board in October 2008 to take effect January 2009. The plan years, therefore, will be calendar years. Progress will be reported at the end of each calendar year.



Intermediate District 287
Partner in Education

www.district287.org

What is the ongoing role of the teams that worked on the plan?

- **Core Team**

The Core Team drafted the mission, beliefs, strategies, and objectives to measure the plan. This team, composed primarily of member district representatives, will review progress made toward the plan at the end of the first year.

- **Action Teams**

Three Action teams, composed primarily of District 287 staff, wrote action steps to achieve each of the strategies. District 287 senior management will consider these steps as they deploy resources to achieve the results related to each strategy. Members of the teams will be consulted as each plan is reviewed. Some members also may play a leadership role in implementing the plan.

- **Measurement Team**

The Measurement Team, composed of District 287 staff, wrote action steps to use the objectives to measure the plan. District 287 senior management will consider the system of measures they recommend, and members also may plan a leadership role in implementing the plan.



How will the new strategic plan be communicated in my district?

In January and February of 2009, the leadership team from District 287 will meet with the leadership team of each member district to review expectations of the plan and which systems and processes will change first. In the meantime, printed material (including the overall plan brochure) and these talking points will be distributed to member district superintendents and to all advisory committee members. In addition, many member district staff are learning about the plan as all advisory committees are examining how they can best work together to achieve this transformation.

How will the new strategic plan be communicated within District 287?

Because of the heightened importance of customer service and innovation in this plan, several of the Action steps specifically address internal communication. First steps will include meetings with staff in small groups to begin to understand the plan and what it means for individuals and their work. Groups will examine:

- What words or ideas resonate for you in the beliefs?
- What words or ideas resonate for you in the mission?
- What do you see this plan as making possible for you? For the area in which you work?
- What are some practices or beliefs that might need to change in this new way of working together?



Intermediate District 287
Partner in Education

www.district287.org

5. SUPERINTENDENT’S REPORT

A. Special Reports and Recognition

1. Superintendents Report

a. Staff Recognition I

Amy Sward, Supervisor of the Hosterman Education Center will introduce Brad Wing who is the program facilitator of the SAFE (Students with Fetal Alcohol Effects) program. Brad was recently recognized by the MOFAS (Minnesota Organization on Fetal Alcohol Syndrome) organization for the significant impact that he along with District 287 has made in the lives of students living with this FAS. Brad will also give a brief update on the SAFE program that will include the growth in enrollment and the ongoing challenges faced in providing education for this student population.

b. Transportation Changes I

Laura Keller-Gautsch and Michelle Axel will provide an update on the District’s actions relative to the 2008 legislation regulating the driving requirements of individuals transporting students in TYPE III vehicles. This includes all of District 287s vans. This update will include the new interpretation of the language in the legislation, implications for cost to the district and how this has impacting student programming.

c. Student Enrollment I

d. MOA Resolution for District 287 R

Sandy Lewandowski will present the MOA Resolution for District 287 and will ask for Board approval of this document.

e. Report from Superintendent Advisory Committee I

f. Intermediate District 287 Strategic Plan Brochure I

g. Strategic Plan Frequently Asked Questions..... I

6. REPORTS FROM BOARD CHAIR & COMMITTEES

A. Board Chair Report

1. Nominating Committee

As indicated in the Chair's recent email to all Board members I discussion will be heard on the plan to begin work with a nominating Committee to present a slate of officers for the calendar year 2009.

2. National School Boards Association (NSBA) Annual Conference, San Diego, California April 4-7, 2009. Michèle Kunz will chair the group's interest.

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MN**

BOARD OF EDUCATION

Regular Meeting – November 20, 2008

Agenda Section: REPORTS FROM BOARD CHAIR & COMMITTEES

Item: 6.B.1.a.iii

Presented by: Human Resource Board Committee

1. Motion recommending approval of Board Policies NEO-100 (Goals) and NEO-120 (Equal Opportunity)

- The Human Resource Committee recommends approval of.....A

Board policies regarding Nondiscrimination and Equal Opportunity have been reviewed by the Human Resources Board Committee and Policies NEO-100 (Goals) and NEO-120 (Equal Opportunity) are presented for a second read in the approval process.

Recommended Action: The Board approve Board Policies NEO-100 (Goals) and NEO-120 (Equal Opportunity)

Motion by:

Second by:

Vote: Passed ____ Failed ____

6. REPORTS FROM BOARD CHAIR & COMMITTEES

A. Reports from Standing Committees

1. Administrative Services

c. Human Resources

i. November 11th Meeting Agenda..... I

The November 11th meeting agenda is share for your information.

ii. ERR Policy Bucket first read..... I

Board policies regarding Employee Rights and Responsibilities have been reviewed by the Human Resources Board Committee and Policies ERR-100 (Goals) and ERR-500 (Employee Responsibilities) are presented for a first read in the approval process. Anne Becker will be present attending to share with full board.

iii. NEO Policy Bucket second read.....A

Board policies regarding Nondiscrimination and Equal Opportunity have been reviewed by the Human Resources Board Committee and Policies NEO-100 (Goals) and NEO-120 (Equal Opportunity) are presented for a second read in the approval process.

Human Resources Committee
Tuesday, November 11, 2008
CANCELLED

Agenda Items	Committee Action	Full Board Action	Information
<u>Governance</u>			
1.			
<u>Policy Review</u>			
1. Nondiscrimination and Equal Opportunity Policies – Second Read	X	X	
2. Employee Rights and Responsibilities Policy Series – First Read			X
<u>Operations</u>			
1. Human Resources Director’s Report	X	X	
2. Response to Follow Up Questions Regarding Economic Uncertainty and Wellness Policy			X

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Employee Rights and Responsibilities Policy Series

The following is a list of current Board policies regarding employee rights and responsibilities:

1130	Participation in Comm. Activities	4132	Publication or Creation of Materials
3521	Data Privacy	4132.1	Copyright of District Materials
4000	Goals	4132.2	Use of Copyright Materials
4111	Recruitment and Selection	4135	Organizations
4113	Personnel Records	4135.1	Organizational Rights
4115	Staff Responsibilities	4135.2	Staff Complaints and Grievances
4115.10	Consensual Relations	4140	Compensation
4115.5	Staff Conflict of Interest	4143	Donation of Sick Leave
4115.7	Grievance Procedure	4145	Employee Assistance Program
4116	Appraisal	4148	Staff Protection
4117	Separation	4150	Leaves of Absence
4131	Activities: Professional Growth	4211	Display of Religious Symbols

In preparation for revising the current policies, I reviewed the following sources of information concerning employee rights and responsibilities: federal law; Minnesota Statutes; Intermediate District 287 policies and procedures; MSBA model policies; and 287 member district policies.

There are currently 24 policies that pertain to staff rights and responsibilities. I consulted with Lee Palmer, Director of Human Resources, to determine which of these policies conformed to the District's current personnel practices, and whether any new policies were needed.

We divided the existing policies into three categories: those that should be eliminated, those that should be relocated to other buckets, and those that should be revised or added.

Elimination

There are sixteen policies that are recommended for elimination because they are unnecessary, duplicative, procedural in nature, simply a restatement of law, or obsolete. These policies are: Participation in Community Activities; Recruitment and Selection; Consensual Relations; Grievance Procedure; Appraisal; Separation; Activities: Professional Growth; Organizations; Organizational Rights; Staff Complaints and Grievances; Compensation; Donation of Sick Leave; Employee Assistance Program; Staff Protection; Leaves of Absence; and Display of Religious Symbols.

Relocation

There are four policies that are recommended for relocation from the ERR bucket to Communications and Records (formerly known as the Media/Communications bucket). These policies are Data Privacy; Personnel Records; Publication or Creation of Materials; and Copyright of District Materials.

Note: There are currently several Board policies and administrative procedures regarding complaints and grievances. I recommend that all of the policies and procedures be consolidated into one umbrella procedure to use for any complaint or grievance that is not covered under a collective bargaining agreement, including allegations of discriminatory treatment. The proposed Complaint Procedure would be part of the Nondiscrimination and Equal Opportunity bucket and would replace all of the other policies and procedures currently available for staff and students who believe that they have knowledge of discriminatory or otherwise objectionable or illegal conduct.

Retention and Revision

Many employee rights and responsibilities are governed by collective bargaining agreements, covered in the Employee Handbook, and/or mandated by state or federal law. In order to create personnel policies which consist of the Board's vision for District staff, rather than a recitation of legal requirements or administrative procedures, it is necessary to confine those policies to topics that are not already, or more appropriately, addressed elsewhere.

In keeping with this model, the current Goals and Staff Responsibilities policies have been revised and are attached for your consideration. I recommend that the Board adopt these two policies as the sum total of the Employee Rights and Responsibilities (ERR) policy bucket.

DRAFT POLICY

POLICY SERIES: Employee Rights & Responsibilities

SUBJECT: Goals

BOARD APPROVED:

REVISION DATE:

ERR100 Goals

I. PURPOSE

The purpose of this policy is to articulate the Board's commitment to the employment and retention of well-qualified, student-focused, ethical, diverse, innovative, and dedicated District personnel.

II. GENERAL STATEMENT OF POLICY

The Board is committed to providing a workplace that will attract and retain highly-qualified personnel who are provided with the atmosphere, support, and professional development opportunities they need to provide high-quality instruction and services to all students and member districts.

III. PERSONNEL GOALS

- A. To employ candidates who are highly-qualified, and best suited to serve our students, programs and member districts.
- B. To create a system of compensation which attracts and retains competent personnel, which encourages and rewards additional training and experience, and which recognizes varying levels of responsibility and achievement.
- C. To develop an evaluation system designed for equitable, accurate, thorough, relevant and regular appraisal of employee performance.
- D. To encourage the assignment of all personnel to positions for which they are trained and qualified, and which promote optimum use of available personnel resources.
- E. To adopt policies which provide for the health, safety, nondiscrimination and equal opportunity of all employees.
- F. To create a work environment where employees feel valued and are treated with dignity and respect.
- G. To provide opportunities and resources for professional development.
- H. To foster an atmosphere conducive to positive employee relations.

DRAFT POLICY

POLICY SERIES: Employee Rights & Responsibilities

SUBJECT: Employee Responsibilities

BOARD APPROVED:

REVISION DATE:

ERR500 Employee Responsibilities

I. PURPOSE

The purpose of this policy is to inform applicants for District employment and employees of the Board's expectations for District personnel.

II. GENERAL STATEMENT OF POLICY

Intermediate District 287 employees hold positions of trust and responsibility and must conduct themselves in accordance with the highest standards of professional ethics and excellence. The Board expects all District employees to fulfill the following responsibilities at all times, whether on or off duty:

- A. To ensure that the education and welfare of students is their highest priority.
- B. To treat fellow employees with respect, courtesy, and as professionals.
- C. To be mindful of their inherent authority and influence over students and to exercise good judgment and professionalism in their interactions.
- D. To strive for professional excellence and to seek and take advantage of opportunities for training and professional growth.
- E. To remain current with and to implement the best practices in their field.
- F. To act with integrity in a manner consistent with the applicable codes of ethics and professional conduct.
- G. To represent the District in a manner which reflects well upon the District, the education and services the District provides, and 287's member districts.
- H. To be aware of applicable state and federal laws and regulations, Board policies, administrative procedures, the Employee Handbook, and collective bargaining agreements and to comply with them at all times.
- I. To be vigilant concerning issues and instances of discrimination, hazing, bullying, and other types of harassment, to act to prevent or end any such practices when possible, and to report them to the proper authorities.

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Nondiscrimination and Equal Opportunity Policies

The following is a list of current 287 Board policies that contain some aspect of the Board's vision for nondiscrimination and equal opportunity for employees and students in the District:

Equal Educational Opportunities

Nondiscrimination - Equal Opportunity

Title IX (Sex Equity)

Title IX Grievance

These four policies were contained in the staff and student policy sections under the old system. In preparation for revising and relocating these policies, I reviewed the following sources of requirements and information concerning policies on nondiscrimination and equal opportunities: Minnesota Statutes, federal law, Intermediate District 287 policies and procedures, MSBA model policies, Minneapolis and St. Paul District policies, and the policies of 287's member districts.

The following policies dealing with nondiscrimination are listed as mandatory by the MSBA: Equal Educational Opportunities, Student Sex Nondiscrimination (Title IX), Disability Nondiscrimination, and Equal Employment Opportunity. My interpretation of state and federal laws and regulations is different from the MSBA's. I do not believe that the District necessarily has to have a separate policy on each of these topics, but rather that the District needs to articulate its prohibition against unlawful discrimination of any kind and ensure that all of its policies are in keeping with that prohibition. If the District follows the MSBA model, there may be an unintended message that student sex nondiscrimination and disability nondiscrimination are a higher priority than nondiscrimination based on other protected classes or statuses.

In keeping with the Board's preference for fewer policies that state the Board's vision succinctly and avoid repetition, I recommend that all of the above policies, as well as those characterized as mandatory by the MSBA, be incorporated into one. The one policy, entitled Equal Opportunity, would include cross-references to all of the federal and state laws prohibiting discrimination to make it clear that the one policy addressing all forms of unlawful discrimination. As in all of the other policy buckets, I have also drafted a Goals policy that articulates the Board's overall vision for nondiscrimination and equal opportunity in the District.

The only current policy that has not been incorporated into the Goals or the Equal Opportunity policies is the existing Title IX Grievance policy. As this is a procedural document concerning how to file a grievance, I recommend removing this from the policy section and including it in the administrative procedures instead. The District could instead draft general grievance procedures that are applicable to any discrimination complaint. Such general grievance procedures (one for students and one for employees) would include a step-by-step guide to filing a complaint or grievance on the basis of any kind of discrimination.

Following the recommendations of the Rainbow Families School Policy Report entitled “How Well Are Twin Cities Schools Protecting Lesbian, Gay, Bisexual and Transgender Students, Staff and Families?,” I have made two changes to current District policies prohibiting discrimination. The first is that the policy drafts include specific reference to “gender identity/expression” in addition to sexual orientation. Gender/identity expression is included in the Minnesota Human Rights Act definition of sexual orientation but this is not widely known. Including the term in the list of protected characteristics or statuses puts people on notice of the District’s prohibition against discrimination based on such expression. The second is that the new language also uses the phrase “actual or perceived” in order to include discrimination that may be based on false assumptions about a person’s sexual orientation. Because much of the harassment and other discrimination concerning sexual orientation results from assumptions rather than facts, I think it is important for the District to ban discrimination on this basis whether or not the person discriminated against is actually a member of the protected class.

DRAFT POLICY

POLICY SERIES: Nondiscrimination & Equal Opportunity

SUBJECT: Goals

BOARD APPROVED:

REVISION DATE:

NEO(100) Goals

I. PURPOSE

The purpose of this policy is to articulate and emphasize the Board's commitment to equal educational and employment opportunities for all students, employees, and applicants and the Board's condemnation of unlawful discrimination in any form.

II. GENERAL STATEMENT OF POLICY

The District prohibits unlawful discrimination based upon any and all of the following: actual or perceived race, color, creed, religion, national origin, sex, marital status, disability, sexual orientation, gender identity/expression, age, status with regard to public assistance, and membership or activity in a local commission.

III. DESIRED OUTCOMES

The District seeks to achieve the following outcomes as a result of its commitment to nondiscrimination and equal opportunity:

- A. The elimination of discrimination and harassment of students and employees on the basis of the aforementioned characteristics and/or statuses.
- B. A welcoming, encouraging, and respectful learning environment for a diverse student population in which every student is provided with an equal opportunity for success.
- C. Employment and retention of administrative, instructional, and support personnel who are racially, sexually, culturally, religiously and ability diverse and/or those who by virtue of their birth, upbringing, or life experiences will enrich the learning and working environments.
- D. A welcoming and respectful working environment for diverse employees providing different experiences and perspectives in which all employees are provided with an equal opportunity for advancement and success.

DRAFT POLICY

POLICY SERIES: Nondiscrimination & Equal Opportunity

SUBJECT: Equal Opportunity

BOARD APPROVED:

REVISION DATE:

NEO(120) Equal Opportunity

I. PURPOSE

The purpose of this policy is to provide equal educational and employment opportunities to all District students, employees, and applicants.

II. GENERAL STATEMENT OF POLICY

It is the District's policy to provide equal educational and employment opportunities to all students, employees and applicants for employment. The District shall not unlawfully discriminate in its educational and employment decisions on the basis of actual or perceived race, color, creed, religion, national origin, sex, marital status, disability, sexual orientation, gender identity/expression, age, status with regard to public assistance, and membership or activity in a local commission.

III. APPLICATION

- A. This policy applies to all areas of District educational programs and services including academics, coursework, activities, facilities, and other rights and privileges of enrollment.
- B. This policy applies to all areas of District employment including hiring, tenure, compensation, terms, upgrading, conditions, facilities, and privileges of employment.
- C. It is the responsibility of every District employee to know and comply with this policy. Violators of this policy shall be subject to discipline consistent with District policies and procedures, collective bargaining agreements, and state and federal law.

Date: November 7, 2008

From: W. Lee Palmer, Director of Human Resources

To: HR Board Committee

Re: Response to Don Draayer's Follow up Questions

This in response to HR Board Committee member Don Draayer's questions concerning how the District will address some of the economic uncertainty faced by society at large.

Question: *"At what point, if any, is District 287 more vulnerable as a result of the current financial/economic/political crisis in America? Are there things we should be doing in anticipation?"*

Response: In my opinion, we have been vulnerable and will continue to be given the prevailing economic conditions in this country. We know that previously negotiated or agreed upon wages for District employees have not kept pace with inflation and the cost of living. We know that employees are expected to do more with less. We know that everyone is competing for limited funds and resources. We know that it is extremely difficult to recruit and retain a qualified and diversified staff in the current economic climate. We know that we are under a magnifying glass from our member districts that are also experiencing budgetary challenges and uncertain future.

The good news is that the current administration has taken great pains to ensure that the dollars are well spent and focus on direct costs. We have consistently run mean and lean and have maintained a relatively flat organization with limited administrative overhead. While our salaries are for the most part competitive they are well within an acceptable range based on member district and statewide data. In addition, the District has established a fund balance policy and begun to address our OPEB and other previously unfunded liabilities. We have made incredible strides in developing policies and procedures and the like to ensure that the District is operating with consistent rules and protocols. We have developed Employee and Student Handbooks, an Emergency Planning and Procedures Guide, A Supervisor's Guide to Proactive Labor Relations and Supervisor's Guide to Effective Performance Evaluation. We have developed a pay for performance system for our administrators and unaffiliated employees and are well positioned to do so with our bargaining unit employees. Our recently revise performance evaluation forms each contain and incorporate a "rubric" for assessing and qualifying performance. We have developed a Strategic Plan that will guide us as we move into the future. That plan will give us the wherewithal to anticipate and adjust to the changing economic and pedagogical shifts that may affect all public school systems, and, in particular, intermediate.

Question: For example, how many retirements (high end of salary schedule) might we have anticipated prior to the crisis versus what might be the number now, given the crisis. Delayed retirements would impact our high end salary costs.

Response: With regard to specific questions, like the one pertaining to retirement I would respond by saying for each of the last four years we have had very few retirements and, therefore, do not anticipate any significant impact or change in that area. In certain programs, I could envision more retirements based on the fact that each year our students get tougher and tougher to manage. That is one of the reasons we are beginning to place a heavy emphasis on staff training and utilizing our Safe School dollars to support our programs in new and creative ways. On the other hand, given the significant reduction in 403b accounts, staff close to retirement age may now consider working longer than expected to account for their loss in retirement savings in this gloomy economic environment.

Question: Emotional upheavals and dramatic psychological upsets in people's lives often has carry over into the work place, such as higher absenteeism, garnishment of wages, etc. Does 287 have a "wellness" committee or counseling resource for staff who are in harm's way?

Response: The District maintains an excellent Employee Assistance Program through Health Partners. This program is highly publicized and available to all employees and their families. In addition, the District has a very viable Wellness Program. Last year the Board approved a Wellness Policy that addresses wellness for staff and students. We have an active District Wellness Committee with all employee groups represented. Julie Nelson, HR Benefits Technician, is our internal wellness coordinator. Our health insurance consultant, the Stanton Group, has their own Wellness Coordinator who works with our employees to help with events planning, vending machine selections and other wellness initiatives.

Comment: My purpose herein is to learn your "inside" take on these matters and to encourage whatever steps we can take to react positively and on a more timely manner to issues that this crisis might spring on us.

Response: We appreciate your support and are committed to ensuring that programmatically and administratively we are both proactive and strategic about expending our finite resources



Intermediate District 287

DISTRICT POLICY

POLICY SERIES: Health & Medical
SUBJECT: Rights & Responsibilities
BOARD APPROVED: May 2006
REVISION DATE:

4120 Wellness

I. PURPOSE

The purpose of this policy is to ensure school educational environments that promote and protect students' and the staffs' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The School Board recognizes that nutrition education and physical education, which is mandated by the state, are essential components of the educational process and that good health fosters student and staff attendance and education.
- B. The educational environment will promote and protect student and the staffs' health, well-being, and ability to learn by supporting healthy eating and physical activity.
- C. The District encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring and reviewing its nutrition and physical activity programs, policies and practices.
- D. To the extent practicable, students and staff will be provided access to healthy foods and opportunities to be physically active in order to grow, learn, thrive, and maintain healthy lifestyles.
- E. In programs where food services are provided, qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean and safe settings and adequate time for students to eat.
- F. The District will plan and implement programs and activities that promote staff health and wellness, and support personal efforts by staff to maintain a healthy lifestyle.

III. LEGAL REFERENCES

42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)

42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)

P.L. 108-265 (2004) § 204 (Local Wellness Policy)

7 U.S.C. § 5341 (Establishment of Dietary Guidelines)

7 C.F.R. § 210.10 (School Lunch Program Regulations)

7 C.F.R. § 220.8 (School Breakfast Program Regulations)

EEO-4 Categories

Officials-Executives

Occupations requiring administrative personnel who set broad policies, exercise overall responsibility for execution of these policies, and direct individual departments or special phases of an agency's operation. Does not include sworn administrators.

Examples: Executives, middle management, plan managers, department managers, superintendents, salaried supervisors who are members of management, purchasing agents, and buyers.

Professionals

An occupation requiring either a college degree or experience of such a kind provides a comparable background. Does not include sworn professionals.

Examples: Attorneys, accountants, auditors, airplane pilots, navigators, architects, artists, chemist, designers, dietitians, editors, engineers, librarians, mathematicians, natural scientists, registered professional nurses, personnel and labor relations workers, physical scientist, physicians, social scientist, and teachers, research assistants, medical aides, child support worker, welfare service aides, library assistants and clerks, and ambulance attendants.

Technicians

Occupations requiring a combination of basic scientific knowledge and manual skill which can be obtained through two years of post high school education, such as may be obtained through a junior college, technical institute, or through equivalent on the job training.

Examples: Computer programmers, computer operators, drafting aides, electricians, engineering aides, junior engineer, mathematical aides, licensed practical or vocational nurses, photographers, radio operators, scientific assistants, surveyors, technical illustrators, medical technicians, dental technicians, electronic technicians, and physical science technicians.

Protective Service Workers

All sworn and non-sworn occupations relating to the protection of people and property.

Examples: Police officers, firefighters, security guards, fire protection guards, animal control workers, detectives, sworn investigators, bailiffs, correctional officers, wardens, marshals, sheriffs, deputies, harbor-patrol officers, and park rangers.

Protective Service Breakdown:

- a) Officials – all sworn officers beyond entry-level (Sergeants, Lieutenants, Captains, etc.)
- b) Patrol officers – all entry-level officers

Paraprofessionals

Occupations requiring basic semi-professional skills, which may be obtained through a year of post high school education, such as, may be obtained through a junior college or through equivalent on the job training.

Examples: Paralegals, legal assistants, bookkeepers, insurance agents, real estate agents, and personnel assistants.

Office-Clerical

Includes all clerical type work, regardless of the level of difficulty, where the duties are predominantly non-manual, although some manual work not directly involved with altering or transporting the products is included.

Examples: Cashiers, bill collectors, account collectors, messengers, office helpers, office machine operators, shipping and receiving clerks, stenographers, typist, secretaries and receptionist.

Skilled Craft

Manual workers who typically operate machine or processing equipment or perform other factory type duties of a skill level that can be mastered after an extensive period of training.

Examples: Mechanics, repairers, skilled machine operators, typesetters, engravers, motion picture projectionists, stationary engineers, tailors, apprentices, delivery workers, motor operators, photographic process workers, truck and tractor drivers, welders, flame cutters, plumbers, bricklayers, carpenters, machinists, metalworkers, and auto attendants.

Service/Maintenance

Occupations in which workers perform duties, which result in or contribute to the comfort, convenience, or hygiene of the general public or which contribute to the upkeep and care of buildings, facilities, or grounds of public property.

Examples: Cleaners, cafeteria workers, maintenance workers, and garbage laborers.

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MN**

BOARD OF EDUCATION

Regular Meeting – November 20, 2008

Agenda Section: REPORTS FROM BOARD CHAIR & COMMITTEES

Item: 6.B.1.b.ii

Presented by: Facilities Board Committee

1. Motion recommending to rescind CCD-88 originally included in the October Consent Agenda

- The Facilities Committee recommends approval of.....A

Rescinding CCD-88 to add monitoring and back-up cooling for cooler/freezer at SEC

Total \$12,065.00

Recommended Action: The Board rescind CCD-88 originally included in the October Consent Agenda for \$12,065.00

Motion by:

Second by:

Vote: Passed ____ Failed ____

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MN**

BOARD OF EDUCATION

Regular Meeting – November 20, 2008

Agenda Section: REPORTS FROM BOARD CHAIR & COMMITTEES

Item: 6.B.1.b.iii

Presented by: Facilities Board Committee

1. Motion recommending approval of CCD-88R originally included as CCD-88 in the October Consent Agenda

- The Facilities Committee recommends approval of.....A

CCD-88R to add an additional monitor for the walk-in cooler/freezer at SEC

Total \$924.00

Recommended Action: The Board approve CCD-88 originally included in the October Consent Agenda for \$924.00

Motion by:

Second by:

Vote: Passed ____ Failed ____

6. REPORTS FROM BOARD CHAIR & COMMITTEES

B. Reports from Standing Committees

4. Administrative Services

a. Facilities

i. Facilities Committee Minutes I

Minutes from the November 12th meeting are shared.

ii. Rescind of CCD-88 A

The Facilities Committee met November 12, 2008 and recommends that CCD-88 (originally included in the October Consent Agenda for \$12,065) be rescinded at the formal Board meeting November 20, 2008. The necessary motion recommending this action is attached.

iii. Approval of CCD-88R A

The Facilities Committee met November 12, 2008 and recommends that CCD-88R (amended CCD-88 originally included in the October Consent Agenda) for \$924.00 be approved at the formal Board meeting November 20, 2008. The necessary motion recommending this action is attached.

	<p>monitor and alarm only to the kitchen cooler as it had been decided that back-up piping was not necessary.</p> <p>A motion to approve CCD-88r was made by John Johns and seconded by Arlene Bush and will be included on the consent agenda at the full Board meeting November 20, 2008.</p> <p><u>Conclusion of Hennepin County Partnership for Career Tech</u> Sandy L presented an update on our partnership with Hennepin for a career tech program at SEC. Several documents were included in the Committee member packets including:</p> <ul style="list-style-type: none"> ▪ <u>08-0287 Hennepin County Board Action Request</u> “to support the creation of a high quality career and technical education program at the South Education Center” for four years from July 1, 2008 through December 31, 2012 at an amount not to exceed \$200K per year and \$800K total for the 4-year term. This document further states that Hennepin County will “have a formal role in the development and direction of career and technical education programs” at SEC for the duration of the agreement. ▪ <u>Cooperative Agreement for Career and Technical Education at South Education Center</u> (Hennepin County Contract No. A080869) – the actual agreement that will be signed Hennepin County Board Chair and ISD 287. ▪ <u>Attachment A – The Project</u> that noted the types of programs that will be offered to CTE students and a description of those programs. <p>It was decided that Sandy L would present this information to the full Board as <i>information only</i>.</p> <p>2. Strategic Facilities Plan <u>North Area Facilities Plan Update</u> Sandy L provided an update on the on-going discussions with Osseo for a joint transition site in the North area.</p> <p>3. Long Term Facilities Plan <u>Facilities Maintenance Plan Update</u> Tom S provided an update of the Facilities Maintenance Plan. Inspection of the roofs of the three buildings the District owns was performed in October. All received Good to Excellent ratings.</p> <p>4. Leases <u>Family Networks Sublease at Hosterman</u> Tom S presented a recommended approval of a two-year sub-lease agreement renewal with Family Networks for approximately 4,262 sq. ft. of space in the Hosterman Middle School Building effective for July 1, 2008 to June 30, 2010. The revenue for FY 08-09 is \$30,366.72 and the estimated revenue for FY 09-10 is \$31,885.08. These lease rates are at a discounted rate of \$7.13 and \$7.49 respective to each year of the lease. Total revenue for FY07-08 was \$28,917.67.</p> <p>A motion to approve the Family Networks sub-lease at Hosterman</p>		<p>X (consent)</p>
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November 11, 2008

Mr. Thomas Shultz
Facilities Administrator
Intermediate District 287

Re: South Education Center
Change Document Narrative

Dear Mr. Shultz:

The November 11, 2008 Project Detail Report includes eight (8) changes to the project. The costs for one additional change were received after the November Project Detail Report was finalized. This additional change needs Facility Committee action. The following is a short narrative explaining the origin and reason for this change:

Facility Committee Action (between \$10,000 and \$25, 000)

1. (AHJ) PR 38: Lower grades between north and south rain-gardens - ADD \$21,351.75

Prior to the SEC project, the Lincoln Hills site overflow drained toward the St. Richard's baseball field. The introduction of the two Rain Gardens contained similar volume to the previous site, but does not allow the overflow to get to the St. Richard's baseball field.

If a great enough rain occurs, the neighbors to the north of SEC might encounter flooding in their basements. The north rain garden not only has site water to contain, but also overflow water from the City of Richfield's storm sewer system.

Adding this fairly large swale between the two gardens would relieve the north rain garden's overflow toward the south, not toward the neighbors to the north.

Full Board Action (over \$25,000)

None

Upon approval through the Levels of Authority, Parsons will issue Change Order(s) for the above noted work.

Sincerely,

Christine Hermes

Christine Hermes
Project Manager

cc: Mark Thiede, TSP, Inc.
Fran Legler, ID 287

INTERMEDIATE DISTRICT 287

INTER-OFFICE MEMORANDUM

TO: Wauneen Mgeni

FROM: Thomas Shultz, Facilities Administrator

DATE: November 13, 2008

SUBJECT: Action Item Needed to Approve CCD-88R at November 20, 2008 Board Meeting

The Facilities Committee met November 12, 2008 and recommends that CCD-88R (amended CCD-88 originally included in the October Consent Agenda) for \$924.00 be approved at the formal Board meeting November 20, 2008. The necessary motion recommending this action is attached.

INTERMEDIATE DISTRICT 287

INTER-OFFICE MEMORANDUM

TO: Wauneen Mgeni

FROM: Thomas Shultz, Facilities Administrator

DATE: November 13, 2008

SUBJECT: Action Item Needed to Rescind CCD-88 at November 20, 2008 Board Meeting

The Facilities Committee met November 12, 2008 and recommends that CCD-88 (originally included in the October Consent Agenda for \$12,065) be rescinded at the formal Board meeting November 20, 2008. The necessary motion recommending this action is attached.

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MN**

BOARD OF EDUCATION

Regular Meeting – November 20, 2008

Agenda Section: REPORTS FROM BOARD CHAIR & COMMITTEES

Item: 6.B.1.c.ii

Presented by: Finance Board Committee

1. Motion recommending approval of Equity Transfer from General Fund to Food Service

- The Finance Committee recommends approval of.....A

The Finance Committee met November 12, 2008 and recommends approval of an Equity Transfer from the General Fund to Food Service

Total \$135,499.35

Recommended Action: The Board approve the Equity Transfer from General Fund to Food Service for \$135,499.35

Motion by:

Second by:

Vote: Passed ____ Failed ____

VII. REPORTS FROM BOARD CHAIR & COMMITTEES

B. Reports from Standing Committees

1. Administrative Services

b. Finance

i. Finance Committee Minutes I

Minutes from the November 12th meeting are shared.

ii. Approval of Equity TransferA

The Finance Committee met November 12, 2008 and recommends approval of an Equity Transfer from the General Fund to Food Service. The necessary motion recommending this action is attached.

iii. FY08 Unaudited year End Fund Balance I

iv. 1999-2008 Historical Fund Balance Data Sheet..... I

FINANCE BOARD COMMITTEE
ACTION MINUTES
November 12, 2008

Members Present: Arlene Bush, Charlie Hurd, Greg Thielsen, Maureen Andre-Knudsen, Don Draayer, and Michele Kunz
Members Absent: Dean Henke, Marvin Johnson and Helen Bassett
Staff Present: Colleen Baumtrog, Janet Johnson, and Sandra Lewandowski
Guests:
Date: November 12, 2008 3:30-5:00 P.M.
Recorder: Colleen Baumtrog

Agenda Item	Summary of Discussion	Full Board Action	Staff Follow Up
Governance	<ul style="list-style-type: none"> • Review & Approve Monthly Board Financial Reports <p>Financial Reports – The Committee reviewed and recommends approval at the full Board of the Budget, Cash and ADM reports for October, 2008. Janet had a copy of the check register for the members to review during the meeting if they wish. For October, we are tracking low on revenue and high on expenditures when compared to last year. We have made our first payment for SEC borrowing of approximately 1M. This is a payment we will make twice each year. The October cash position has increased and approximates what we had last year. This is true even though there are five member districts that have not begun making their monthly metered payments. Several districts have not paid their final 08 payment to 287. State aid payments are coming in as expected and on time!</p> <p>For the current year, we are tracking low on ADMs compared to last year and compared to the planned numbers in both Divisions. Sandy summarized the actions that we are taking to address this lower than projected enrollment situation. A memo was shared on this topic. Enrollment is stable at SEC and Hosterman but it is low in Bren Road and in ALC programs.</p> <p>A question was raised as to which students did not return to 287. A number of possibilities exist including students enrolling in charter schools, on line opportunities, low test scores in the newspaper affecting parent decisions, and program moves to new locations. Program considerations for programs with declining enrollment are underway. We are seeing interest in our new programs for low readers that may be a new niche of students. At this time, we do not know the impact the reduced enrollment will have on our fund balance. We will know more in a month. We will be doing a budget revision in January as planned.</p> <p>A motion was made and seconded and the Committee recommends approval by the full Board of the monthly financial reports as presented.</p>	<p>X (Consent item)</p>	
Policy Review	None		

<p>Operations</p>	<p>1. 08 Year-end Fund Balance Summary</p> <p>Janet Johnson presented the Unaudited Fund Balance Summary for FY08. The Audit is very close to being finished and we expect that these numbers will not change. District revenues exceeded expenditures by \$472,927. We did not reach our target of 5.8% fund balance. We decided not utilize the full ‘Bill to Actual’ methodology available to us. Doing so would have increased our fund balance, but given the current economic situation and tight school budgets we decided not to increase rates further. We are proposing a transfer of \$500,000 to Separation/Severance. This is a reduction of \$327,336. We are still in compliance with our separation and severance funding. We will have another actuarial study done during 2009-2010. The total Unaudited Actual Revenues for '08 are \$59,633,472. The total Unaudited Actual Expenditures are \$59,160,545. The total Unaudited Fund Balance for all Governmental funds is \$5,493,441. The Unaudited General Fund Unreserved Undesignated Fund Balance is \$2,889,686. This represents 4.94% of that budget.</p> <p>2. Equity Transfer from General Fund to Food Service Fund</p> <p>287 is now showing Food Service revenues and expenditures as a Non-Major Fund, rather than having it be part of the General Fund and not showing up on our Board approved budget reports. Expenditures exceeded revenues for food service last year. A number of questions and issues were raised by Board members about the lack of adequate funding for food service. Topics such as maintaining a deficit in this line, bringing forward legislative action to improve funding, what are 916 and 917 food service budgets, should 287 develop a policy on food service, cost savings ideas such as outsourcing, etc.</p> <p>Board action is needed to approve an equity transfer of \$135,499 from the General Fund to Food Service. A motion was made and seconded and the Committee recommends the equity transfer as described.</p>	<p>X (Action item)</p>	
<p>Future Topics:</p>			
<p>Meeting Adjourned: 5:00 P.M.</p>			
<p>Next Finance Committee Meeting: December 10, 2008 3:30 – 5:00, Conf. Rm 201</p>			

INTERMEDIATE DISTRICT 287

INTER-OFFICE MEMORANDUM

TO: Sandy Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

DATE: November 12, 2008

SUBJECT: Action Item

Equity Transfer from General Fund to Food Service

The Finance Committee met November 12, 2008 and recommends approval of an Equity Transfer from the General Fund to Food Service

Net total: \$135,499.35

JAJ:tw/

Cc: Wauneen B. Denson-Mgeni

INTERMEDIATE DISTRICT 287
UNAUDITED FUND BALANCES JUNE 30, 2008
FY08

PROGRAM	BEGINNING FUND BALANCE 7/1/2007	FY08 REVENUE			FY08 EXPENDITURES			FY08 FUND BALANCE			Sep & Sev Pay	ADJ. FUND	
		REVISED BUDGET	UNAUDITED ACTUAL REVENUE	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET	UNAUDITED ACTUAL EXPENDITURES	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET FD BAL 6/30/2008	UNAUDITED ACTUAL 6/30/2008	FUND BALANCE CHANGE	FY08 TRANSFERS PROPOSED	BALANCE 6/30/2008	
GENERAL FUND UNRESERVED - UNDESIGNATED													
DISTRICTWIDE ADMIN / OPS	\$ -	4,184,966	4,263,482	78,516	4,184,966	4,263,482	78,516	\$ -	\$ -	\$ -		\$ -	
CAREER/TECH	\$ 417,914	3,586,798	2,973,031	(613,767)	3,499,755	3,133,997	(365,758)	\$ 504,957	\$ 256,948	\$ (160,966)		\$ 256,948	
ALC/ACADEMIC EDUCATION	\$ 37,325	8,263,762	7,576,436	(687,326)	8,176,081	7,727,055	(449,026)	\$ 125,006	\$ (113,294)	\$ (150,619)	\$ -	\$ (113,294)	
SPECIAL EDUC	\$ 2,341,359	45,384,324	44,253,295	(1,131,029)	44,057,852	43,348,621	(709,231)	\$ 3,667,831	\$ 3,246,033	\$ 904,674	\$ (500,000)	\$ 2,746,033	
TOTAL UNRESERVED - UNDESIGNATED	\$ 2,796,598	\$ 61,419,850	\$ 59,066,243	\$ (2,353,607)	\$ 59,918,654	\$ 58,473,155	\$ (1,445,499)	\$ 4,297,794	\$ 3,389,686	\$ 593,088	\$ (500,000)	\$ 2,889,686	4.94%
GENERAL FUND UNRESERVED - DESIGNATED:													
Property Acct	\$ 976,113	\$ -	\$ 0	\$ -	\$ 184,190	\$ 53,808	\$ (130,382)	\$ 791,923	\$ 922,305	\$ (53,808)	\$ -	\$ 922,305	
Sep/Severance	\$ 1,135,989	\$ -	\$ 0	\$ -	\$ -	\$ 0	\$ -	\$ 1,135,989	\$ 1,135,989	\$ -	\$ 500,000	\$ 1,635,989	
Student Clubs	\$ 38,772	\$ -	\$ 36,892	\$ 36,892	\$ -	\$ 34,590	\$ 34,590	\$ 38,772	\$ 41,074	\$ 2,302		\$ 41,074	
TOTAL UNRESERVED - DESIGNATED	\$ 2,150,874	\$ -	\$ 36,892	\$ 36,892	\$ 184,190	\$ 88,398	\$ (95,792)	\$ 1,966,684	\$ 2,099,368	\$ (51,506)	\$ 500,000	\$ 2,599,368	
GENERAL FUND - Reserved for Health & Safety	\$ -	\$ 18,992	\$ 61,608	\$ 42,616	\$ 18,992	\$ 60,364	\$ 41,372	\$ -	\$ 1,245	\$ 1,245		\$ 1,245	
TOTAL GENERAL FUND	\$ 4,947,472	\$ 61,438,842	\$ 59,164,743	\$ (2,274,099)	\$ 60,121,836	\$ 58,621,916	\$ (1,499,920)	\$ 6,264,478	\$ 5,490,299	\$ 542,827	\$ -	\$ 5,490,299	
NON-MAJOR FUNDS:													
Food Services	\$ -	255,292	228,633	(26,659)	255,292	228,633	(26,659)	\$ -	\$ -	\$ -	\$ -	\$ -	
Community Serv	\$ (3,052)	361,596	235,168	(126,428)	358,044	228,973	(129,071)	\$ 500	\$ 3,142	\$ 6,194	\$ -	\$ 3,142	
Building Construction Fund	\$ 76,094	5,000	4,928	(72)	81,095	81,023	(72)	\$ (1)	\$ -	\$ (76,094)	\$ -	\$ -	
TOTAL NON-MAJOR FUNDS	\$ 73,042	\$ 621,888	\$ 468,728	\$ (153,160)	\$ 694,431	\$ 538,628	\$ (155,803)	\$ 499	\$ 3,142	\$ (69,900)	\$ -	\$ 3,142	
TOTAL GOVERNMENTAL FUNDS	\$ 5,020,514	\$ 62,060,730	\$ 59,633,472	\$ (2,427,258)	\$ 60,816,267	\$ 59,160,545	\$ (1,655,722)	\$ 6,264,977	\$ 5,493,441	\$ 472,927	\$ -	\$ 5,493,441	

1. > OVERALL REVENUE IN THE GOVERNMENTAL FUNDS EXCEEDED EXPENDITURES BY \$472,927.

2. > THE "BILL TO ACTUAL" METHODOLOGIES WERE NOT UTILIZED TO THE FULLEST EXTENT AVAILABLE DUE TO SENSITIVITY FOR MEMBER DISTRICT BUDGETS AND THE CURRENT ECONOMIC SITUATION.
DUE TO THE LIMITED USE OF BILL TO ACTUAL, THE TOTAL GENERAL FUND UNRESERVED-UNDESIGNATED FUND BALANCE DID NOT GROW TO 5.8% AS PROJECTED.

3. > IN ORDER TO MAINTAIN THE TOTAL GENERAL FUND UNRESERVED-UNDESIGNATED FUND BALANCE SIMILAR TO FY 07, THE SEPARATION AND SEVERANCE AMOUNT WAS REDUCED BY \$327,336. SEPARATION & SEVERANCE FUNDS REMAIN WITHIN APPROPRIATE LEVELS.

4. > THE MAY 2008 BUDGET REVISION REFLECTED A DECREASE IN BOTH REVENUES AND EXPENDITURES. THIS RECOGNIZED THE FACT THAT ACTUAL ADM'S WERE LOWER THAN PLANNED ADM'S USED TO DEVELOP THE ORIGINAL BUDGET.

THE YEAR-END REALITY IS THAT THERE WERE EVEN FEWER ADMS THAN ANTICIPATED IN MAY. THE LOWER NUMBER OF ADM'S WAS SPRINKLED ACROSS PROGRAMS AND SERVICES IN BOTH THE SPECIAL EDUCATION AND TEACHING & LEARNING DIVISIONS.

5. > LOWER THAN ANTICIPATED REVENUES IN ELECTIVE SERVICES SUCH AS DESTINATION IMAGINATION, PREP CENTER AND WEST SUBURBAN SUMMER SCHOOL MATERIALIZED AFTER THE REVISED BUDGET WAS APPROVED IN MAY 2008,
THIS MAY REFLECT THE DOWN-TURN IN THE ECONOMY

6. > THE SHIFT TO "BILL TO ACTUAL" IS SHOWING US THAT A NUMBER OF ACADEMIC PROGRAMS (I.E., ALC, NSO) ARE NOT ABLE TO OPERATE WITHIN THE GENERAL EDUCATION AID AMOUNTS ALLOTTED TO THEM THROUGH MDE FORMULAS.

7. > IN FY08, 287 PROVIDED OUR OWN FOOD SERVICE PROGRAM IN TWO 287 BUILDINGS. WE ANTICIPATED START-UP COSTS, HOWEVER, FOOD SERVICE REVENUE DID NOT COVER NORMAL FOOD SERVICE COSTS. WE RECOGNIZE THAT THE NUMBER OF STUDENTS SERVED
DOES NOT CONSTITUTE THE CRITICAL MASS REQUIRED TO MAINTAIN A SELF-SUPPORTING FOOD SERVICE PROGRAM. FOOD SERVICE FUND REVENUE INCLUDES AN EQUITY TRANSFER FROM THE GENERAL FUND OF \$135,499.

1999 - 2008 HISTORICAL FUND BALANCE DATA SHEET - GENERAL FUND

	FY 99-00	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08
Career & Tech Ed Acct	2,234,001	2,055,826	2,262,389	1,482,686	442,891	592,380	314,825	417,914	256,948
Academic Education Acct	(206,385)	28,347	331,507	44,082	(54,681)	(51,173)	11,811	37,325	(113,294)
Special Education Acct	647,323	968,980	2,127,967	779,133	575,005	896,953	981,534	2,341,359	2,746,033
Administrative Account							-	-	1,245
Severance Acct				1,459,915	1,335,480	578,180	328,180	1,135,989	1,635,989
Property Acct				976,112	976,113	976,113	976,113	976,113	922,305
Student Clubs Acct				36,616	33,629	36,046	38,516	38,772	41,074
South Education Ctr Acct						-	(747,046)	-	
TOTAL	2,674,939	3,053,153	4,721,863	4,778,544	3,308,437	3,028,499	1,903,933	4,947,472	5,490,299

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MN**

BOARD OF EDUCATION

Regular Meeting – November 20, 2008

Agenda Section: REPORTS FROM BOARD CHAIR & COMMITTEES

Item: 6.B.2.d

Presented by: Ad Hoc Transition Task Force

- 1. Motion recommending approval of that the Board meet only once during April and November 2009 due to conflicts with Holidays.**
 - The Ad Hoc Transition Task Force recommends approval that.....A
the Board meet only once during April and November 2009.

Recommended Action: The Board approve scheduling change for the Board to meet only once during April and November 2009 due to conflicts with Holidays.

Motion by:

Second by:

Vote: Passed _____ Failed _____

6. REPORTS FROM BOARD CHAIR & COMMITTEES

B. Reports from Standing Board Committees

2. Ad Hoc Transition Committee

Committee Chair Johnson will share the outcomes of the November meetings. The following documents are shared for information.

a. Ad Hoc Committee November 13th Meeting Minutes..... I
Minutes from the November 13th meeting are shared.

b. Transition Monitoring Tool I
An updated graph and chart which depicts the progress of the Memo of Understanding in the member districts is presented for information.

c. Board Committee Work for Board Meeting Topics I
The attached document is a proposed monthly topic guideline which will be followed by the new Board.

d. Administration and Organization Policies – First Read I

Board policies regarding District Administration and Organization have been reviewed by the Ad Hoc Transition Committee Board Committee and Policies DAO-100 (Goals) and DAO140 (Administrator Code of Ethics) are presented for a first read in the approval process.

e. Board Meeting Schedule Change.....A

BOARD TRANSITION TASK FORCE
ACTION MINUTES
November 13, 2008

Members Present: Arlene Bush, Cheryl Jechorek, John Johns, Linda Johnson, Barb Gabbert, Michele Kunz
Members Absent: Ann Bremer, Pam Kriesel-Koll and John Johns
Staff Present: Colleen Baumtrog
Guests: Anne Becker
Date: November 13, 2008 3:15 – 4:45 P.M.
Recorder: Colleen Baumtrog

Agenda Item	Summary of Discussion	Full Board Action	Staff Follow Up
1. Transition Monitoring	<ul style="list-style-type: none"> • Review the Transition Monitoring Tool & Two MOA Documents <p>Task Force Members reviewed this tool. All 13 districts have completed items #1-4. Eleven districts have signed off on the original MOA document and seven districts have appointed their 287 representative to the new 13-member 287 Board.</p> <p>The Task Force member reviewed two documents related completing the process for the MOA. A MOA resolution that 287 will publish in the SUN newspapers that serve all member districts was shared and discussed. The MOA Resolution for the 287 Board to approve was also shared and discussed.</p>	X (MOA Resolution Sup's Agenda item)	
2. District Administration and Organization, DAO, Policy Review	<ul style="list-style-type: none"> • Discuss & Recommend Policy Bucket to Full Board <p>The Task Force discussed the DAO policies. Anne Becker was present and discussed the policy series and addressed questions.</p> <p>The members recommend the DAO policies be placed on the full Board agenda as a 'first read' for the November meeting</p>		DAO Policies will be on the Agenda for the Board meeting as a "first read"
3. Two Changes to the 2009 Board Calendar	<ul style="list-style-type: none"> • Review & Recommend Changes to the Board Calendar <p>The Board meeting dates approved at the October Board meeting have Board meetings scheduled for Passover on April 9th and Thanksgiving on November 26. The Task Force recommends that the Board meet only once during April and November of 2009 and add a second meeting on January 8th. The January 8th meeting will be the annual organizational meeting and a work session to discuss Growth and Justice. Also, the July meeting will be on July 23, as there was a typo in the original date list.</p> <p>The Task Force recommends that the Board approved the revised Board meeting schedule for 2009 as listed below.</p>		

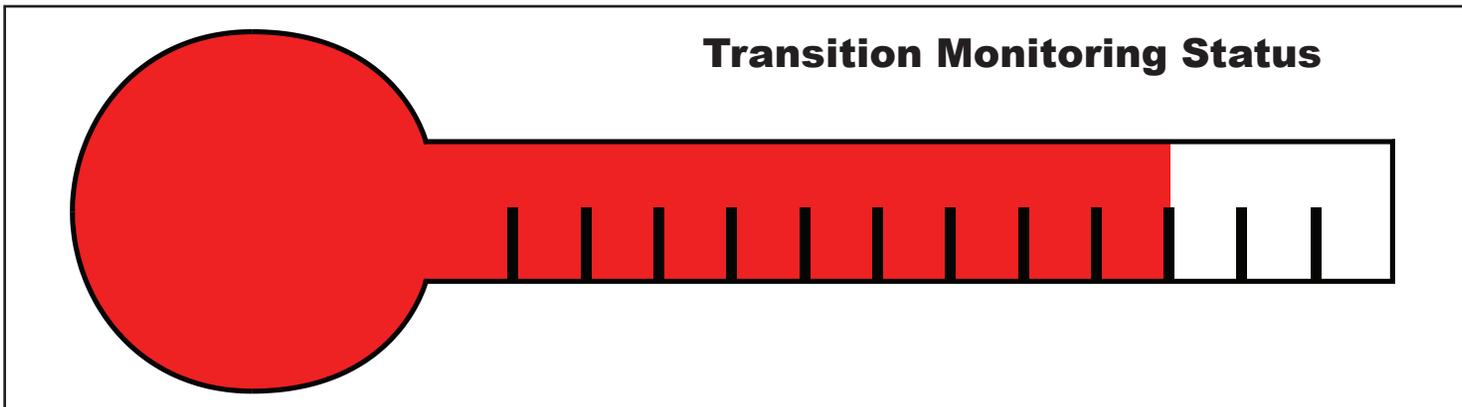
	January 8 & 22 February 12 & 26 March 12 & 26 April 23 May 14 & 28 June 11 & 25	July 23 August 27 September 10 & 24 October 8 & 22 November 12 December 10	X (Action Item)	
Future Topics: ➤ None Needed - ☺				
Meeting Adjourned: 4:30P.M.				

District 287 Board Transition Task Force Transition Monitoring



Intermediate District 287
Partner in Education

	Board Term Extension July–August	MOA on Board Agenda July–August	MOA Resolution on Agenda by October 31	Signed MOA Resolution to 287 October 31	Board Chair and Board Clerk Signatures on Original MOA November 30	287 Board Representative Determined November 30	Publish MOA Resolution in Local Newspaper November 30
Bloomington	✓	✓	✓	✓	✓	✓	
Brooklyn Center	✓	✓	✓	✓	✓		
Eden Prairie	✓	✓	✓	✓	✓	✓	
Edina	✓	✓	✓	✓	✓		
Hopkins	✓	✓	✓	✓	✓	✓	
Minnetonka	✓	✓	✓	✓	✓	✓	
Orono	✓	✓	✓	✓	✓	✓	
Osseo	✓	✓	✓	✓	✓		
Richfield	✓	✓	✓	✓	✓		
Robbinsdale	✓	✓	✓	✓	✓		
St. Louis Park	✓	✓	✓	✓	✓		
Wayzata	✓	✓	✓	✓		✓	
Westonka	✓	✓	✓	✓	11/17	✓	



ANNE C. BECKER

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District Administration & Organization Policy Series

The following is a list of current 287 Board policies and procedures that contain some aspect of the Board's vision for the district administration and organization:

2000	Goals
2110	Position Description: Superintendent
2200	Site Administration
2400	Administrative Operations
2420	Line and Staff Relations
2430	Councils, Cabinets, and Committees
2451	Policy and Regulations System
2460	Research, Evaluation, and Planning

In preparation for revising the current DAO policies, I reviewed the following sources of information: state and federal law; Intermediate District 287 policies and procedures, MSBA model policies, and the policies of 287's member districts.

The policies on Administrative Operations and the Policy and Regulations System were consolidated with numerous other policies regarding the development and adoption of policies and procedures to create the "Mother of all Policies."

The District 287 Organizational Chart was adopted by the Board earlier this year (DAO160) and is recommended for inclusion in the DAO procedures bucket.

The policy containing the Superintendent's Position Description has been superseded by the Superintendent's employment contract and should be deleted. The Line and Staff Relations; Councils, Cabinets, and Committees; and the Research, Evaluation and Planning policies were incorporated into the revised Goals policy. Finally, an Administrator Code of Ethics has been added in keeping with the practice of many member districts.

In addition to the current procedures accompanying this policy bucket, I recommend a new procedure regarding Superintendent Evaluation. That procedure is currently being drafted.

DRAFT POLICY

POLICY SERIES: District Administration & Organization

SUBJECT: Goals

BOARD APPROVED:

REVISION DATE:

DAO(100) Goals

I. PURPOSE

The purpose of this policy is to articulate the role of District administration in achieving the goals set by the Board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. Strong, responsive, and innovative leadership is required to achieve the District's mission of being the premier provider of innovative specialized services that will ensure each member district can meet the unique learning needs of its students.
- B. District administration, under the leadership and authority of the Superintendent, is responsible for effectively and efficiently managing the District in accordance with state and federal laws and regulations, Board policies, District procedures, and the best educational and management practices.

III. ADMINISTRATION GOALS

The Board is committed to the selection and retention of administrators who:

- A. Create an atmosphere which is conducive to learning and based on respect and consideration for individual students and their differences;
- B. Demonstrate strong and effective leadership in implementing Board policies and achieving District goals;
- C. Interact with District personnel in a manner that recognizes the importance of each person's contribution to the work of the District;
- D. Practice sound judgment and good stewardship in the allocation and management of financial and personnel resources in order to receive the greatest educational return for the dollars expended;

- E. Use strategic planning, research, and evaluation in order to continuously strive to improve educational programs and member district services;
- F. Provide a positive role model for students and staff; and
- G. Adhere to the Administrator Code of Ethics and other applicable standards of professional and ethical conduct.

DRAFT POLICY

POLICY SERIES: District Administration & Organization

SUBJECT: Administrator Code of Ethics

BOARD APPROVED:

REVISION DATE:

DAO(140) Administrator Code of Ethics

I. PURPOSE

The purpose of this policy is to articulate the integrity, ethics, judgment, commitment, and professionalism expected of District administrators.

II. GENERAL STATEMENT OF POLICY

District 287 Administrators shall:

- A. Provide professional educational services in a nondiscriminatory manner;
- B. Take reasonable action to protect students and staff;
- C. Take reasonable action to provide an atmosphere conducive to learning;
- D. Not misuse professional relationships for private advantage;
- E. Disclose confidential information about individuals only when a compelling professional purpose is served and when permitted by law;
- F. Not knowingly falsify or misrepresent records or facts relating to the administrator's qualifications, or qualifications of other staff or personnel;
- G. Not knowingly make false or malicious statements;
- H. Not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage;
- I. Adhere to licensure requirements in hiring personnel and filling positions;
- J. Not engage in conduct involving dishonesty, fraud, or misrepresentation;
- K. Implement the Board's policies and District administrative procedures;
- L. Place the education and welfare of students above all other considerations in decision-making; and
- M. Fulfill professional responsibilities with honesty and integrity.

Memorandum

Date: November 13, 2008
To: Board Members
From: Wauneen Mgeni
Re: Ad Hoc Transition Task Force Board Report

Ad Hoc Transition Task Force recommends that the Board meet only once during April and November 2009 due to conflicts with Holidays.

The revised Board meeting schedule is listed below.

January 8 & 22, 2009	July 23, 2009
February 12 & 26, 2009	August 27, 2009
March 12 & 26, 2009	September 10 & 24, 2009
April 23, 2009	October 8 & 22, 2009
May 14 & 28, 2009	November 12, 2009
June 11 & 25, 2009	December 10, 2009

Please feel free to contact me if you have any questions. 763-550-7101 or wbdenson@district287.org

Intermediate District 287
Board Committee Work for Board Meeting Annual Topics
5th Draft November 12, 2008

With Input from All Board Committees

Proposed Board Agenda Topic	Board Policy, Goal or Legal Requirement that Rises to the Level Requiring Monitoring by the Board	Board Monitoring Tool (Developed or Not Yet Developed)
January <ul style="list-style-type: none"> • Monthly Finance/ADM Report • Current Year Budget Revision • Next Year Budget & Enrollment Assumptions • Facilities Management Update • Instructional Program Presentations (at different sites) 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FPO120 - Establishment, Adoption & Modification of District Budget • FPO120 - Establishment, Adoption & Modification of District Budget • FUP100 Goals – Facilities Use & Planning • CI 6140 Instructional System 	<ul style="list-style-type: none"> • Developed • Developed • Developed • Not Yet Developed • Not Yet Developed
February <ul style="list-style-type: none"> • Monthly Finance/ADM Report • Program Withdrawal Report • Staff Reduction ULA Resolution • Review of Proposed Program Changes for following Year • Contract Negotiations Parameters • Facilities Management Update 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FPO 100 Goals – Finance • Legal Requirement • CI 300 – Instructional Systems • ER&R – 4140 Compensation • FUP100 Goals – Facilities Use & Planning 	<ul style="list-style-type: none"> • Developed • Developed • Developed • Not Yet Developed • Developed • Not Yet Developed
March <ul style="list-style-type: none"> • Monthly Finance/ADM Report • Tenured Permanent Staff Reductions for Unrequested Leaves of Absence (ULAs) • Special Education Division Due Process Compliance Review • Facilities Management Update – 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • Legal Requirement • CI 6141 – Special Education 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed

<p>Long Range Plan</p>	<ul style="list-style-type: none"> • FUP100 Goals – Facilities Use & Planning 	<ul style="list-style-type: none"> • Not Yet Developed
<p>April</p> <ul style="list-style-type: none"> • Monthly Finance/ADM Reports • Current Year Budget Revision -if needed • Facilities Management Update • Next Year District Calendar 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FPO120 - Establishment, Adoption & Modification of District Budget • FUP100 Goals – Facilities Use & Planning • Legal Requirement 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed • Developed
<p>May</p> <ul style="list-style-type: none"> • Monthly Finance/ADM Reports • Audit Open Items & Requirement Changes • Facilities Management -Capital Improvement • Non-Renewal of Non-Tenured Licensed Staff, Non-Licensed Probationary Employees & License Waivers • Enrollment Extended Discussion 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FPO 200 Goals – Financial Planning & Operations • FUP120 District Buildings & Grounds • Legal Requirement • FP200 Goals – Financial Planning & Operations 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • Not Yet Developed • Developed • Not Developed
<p>June</p> <ul style="list-style-type: none"> • Monthly Finance/ADM Report • New Year Original Budget • Facilities Management Update • Final ULA Resolution for Licensed Staff • Contract Settlement Agreement for Local 2209 • Employment Guides for Unaffiliated & Admin • Superintendent’s Evaluation 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FPO120 - Establishment, Adoption & Modification of District Budget • FUP100 Goals – Facilities Use & Planning • Legal Requirement • Legal Requirement • Legal Requirement • DAO 2110 – Superintendent Description 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed • Developed • Developed • Developed • Developed
<p>July</p> <ul style="list-style-type: none"> • Monthly Finance Report 	<ul style="list-style-type: none"> • FPO100 Goals – Finance 	<ul style="list-style-type: none"> • Developed

<ul style="list-style-type: none"> • Legislative Session Review & Implications for District Operations • Facilities Management Update 	<ul style="list-style-type: none"> • BOO 340 – Policy Development, Adoption & Implementation • FUP100 Goals – Facilities Use & Planning 	<ul style="list-style-type: none"> • Not Yet Developed • Not Yet Developed
August <ul style="list-style-type: none"> • Monthly Finance Report • Facilities Management Update 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FUP100 Goals – Facilities Use & Planning 	<ul style="list-style-type: none"> • Developed • Not Yet Developed
September <ul style="list-style-type: none"> • Monthly Finance Report • Facilities Management - Crisis Management Update • School Start Up Program Report 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • SP 200 – Safety Planning • C16140 Instructional System 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • Not Yet Developed
October <ul style="list-style-type: none"> • Monthly Finance/ADM Report • Facilities Management Update – Lease Report • Prior Year Agenda Review • Student Achievement & Measurement of Progress 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • FUP100 Goals – Facilities Use & Planning • BOO - 8300 Methods of Operation (Policy under revision fall 2008) • CI 380 – Systems Accountability 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • In Process • Not Yet Developed
November <ul style="list-style-type: none"> • Monthly Finance/ADM Report • Prior Year Unaudited Fund Balance Report • OPEB Reporting & Funding • Legislative Initiatives & White Paper Review • Facilities Management Update 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • FPO140 Fund Balance • FPO 200 Goals – Financial Planning & Operations • BOO 340 – Policy Development, Adoption & Implementation • FUP100 Goals – Facilities Use & Planning 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed • Developed • Not Yet Developed
December <ul style="list-style-type: none"> • Monthly Finance/ADM Report 	<ul style="list-style-type: none"> • FPO 100 Goals – Finance 	<ul style="list-style-type: none"> • Developed

<ul style="list-style-type: none"> • Prior Year Audit Review • Facilities Management Update - Energy Audit • Strategic Plan Review & Measurement Report 	<ul style="list-style-type: none"> • FPO 100 Goals - Finance • FUP100 Goals – Facilities Use & Planning • BOO8341 -Role & Function of Board Mtg • Strategic Plan relates to Board Goals 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • Not Yet Developed
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Possible Topics for Board trainings or work sessions are listed below.

1. A discussion of the hierarchy of documents that govern the Board and the District and the purpose of each type of document - MOA, bylaws, policies and procedures.
2. A reminder concerning the proper role of the Board in District operations. This could be coupled with a description of the policy governance model and how it informs the Board's work and the Monthly Topics document developed by the Transition Task Force.
3. A review of the Code of Ethics for Board members, with special emphasis on conflict of interest and the issue of what "hat" a Board member should be wearing when discussing and deciding issues related to 287.
4. A discussion of the outcome of the strategic planning process and the "new" mission of the District.
5. An explanation of how Board meetings will be structured and how the smaller Board will do its work.
6. A primer on the Open Meeting Law and data privacy issues as they commonly arise in Board meetings.
7. An update on the comprehensive policy and procedure review and revision process so that Board members are clear on all of the work that has been accomplished and what remains to be done.
8. A description of how the work that the Board has done in regard to strategic planning, policy review and revision, and the District has done in terms of training modules, electronic data storage and data retention, etc., could be of use to their member districts (essentially marketing some of our "products" in the hopes of generating revenue for 287 while providing high quality, low cost, cutting edge models to member districts).
9. A handout of "risk management tips" for Board members covering the most common legal quandaries in which Boards and their members find themselves and how to avoid them.
10. A discussion of the District's Affirmative Action Plan and activities and data to support it.

Intermediate District 287
Teaching and Learning Board Committee
ACTION MINUTES

Members Present: Ken Daniels, Cheryl Jechorek, Carter Peterson, Nancy Rowley,

Members Absent: Tim Culver, Charlie Hurd

Staff Present: Jane Holmberg

Date: November 5, 2008 ~ 6:30 PM

Recorder: Jean Wiley

Agenda Item	Summary of Discussion	Staff - Member Follow-Up	Board Action
Strategic Planning from T&L Perspective ~ Standing Item	<ul style="list-style-type: none"> • Meeting called to order at 6:35 PM by Carter Peterson. Jane spoke to the issue of the role of Advisory Committees and shared the results of the zoomerang survey given to the Teaching and Learning directors. People still want to gather for sharing and problem solving and they want to invite more regional participants to join them. A good example of getting together and working on a regional problem, an approach encouraged and enabled by the new Strategic plan, was the October 24th Teaching and Learning Advisory meeting about GRAD rule, for which the teaching and learning directors brought along other staff like counselors and reading/math specialists. Meeting resulted in brainstorming what sort of solutions we can work on together and the first efforts can be as simple as sharing reporting forms and templates on 287's SharePoint web pages or working together to present a White Paper to encourage legislative reforms of the GRAD testing rules. • Steve Barone will come to work with the Superintendents Advisory Committee on November 13th. 	Carter requested that Jane send the White Paper to this committee for their information.	
Determine Teaching and Learning Agenda Topics for new Full Board Annual Calendar	<ul style="list-style-type: none"> • Brief Enrollment updates for all programs at Board meetings once a month as a standing item in the consent agenda and as an item for more in depth discussion in January and May. • School start up programming report to be done in September. Related to the Policy CI 6140 Instructional System. • Accountability Results: MCA and AYP and student achievement/progress, including both statewide and local measurements in October. This relates to the Policy CI6140 Instructional System. • December 2009 look at Strategic Plan Update and Measurement Reports. Strategic Plan relates to Board Goals. • Instructional Program presentations perhaps at district sites during the second Board meetings of the month, as a standing item. • Report on outcomes of individual district conversations at a February Board meeting. • Review of Program Changes at a February meeting. • September Review of previous year's member district usage. • January Budget, Enrollment and Staffing Discussions in preparation for February Staff Reduction Resolution. • 		
Review Teaching and Learning Enrollment	<ul style="list-style-type: none"> • Jane shared compiled data that is shared with all districts monthly along with their individual enrollment figures. In general, enrollments are down in every area. We could in future share the Bar Graphs enrollment that shows past year also. • Ken suggests need for regional attention to the big question of the value of Career Tech Ed and how do we adequately provide students with such 		

Agenda Item	Summary of Discussion	Staff - Member Follow-Up	Board Action
	<p>opportunities? He would prefer to see a regional study done at the legislative level.</p> <ul style="list-style-type: none"> • Carter requested future update on enrollment trends in Tech charter schools like Dunwoody. 		
<p>Math and Science Teacher Academy Update and Legislative Plans for 09-10</p>	<ul style="list-style-type: none"> • Jane showed briefly the website features and reported on data collection feature of compiling information from each training session and creating the repository for that back on the website. This will provide many audiences good resources well into the future. 		
<p>Determine Agenda and/or Need for Last Meeting</p>	<ul style="list-style-type: none"> • No known Board or 287 prescriptive work to address in December, so consensus is to cancel December meeting unless something comes up at the full Board meeting. 		
<p>Meeting Adjourned: 8:15 PM</p>			

6. REPORTS FROM BOARD CHAIR & COMMITTEES

B. Reports from Standing Committees

3. Teaching & Learning

a. Teaching & Learning Committee Minutes I

Minutes from the November 5th meeting are shared.

b. Teaching & Learning Annual Topics I

Intermediate District 287
Board Committee Work for Board Meeting Annual Topics
4th Draft October 30, 2008
T&L Additions in Red
Administrative Services Revised and Special Education Topics

Proposed Board Agenda Topic	Board Policy, Goal or Legal Requirement that Rises to the Level Requiring Monitoring by the Board	Board Monitoring Tool (Developed or Not Yet Developed)
January <ul style="list-style-type: none"> • Current Year Budget Revision • Next Year Budget and Enrollment Assumptions • Facilities Management Update • Instructional Program Presentations (potentially at different sites) 	<ul style="list-style-type: none"> • FPO120 - Establishment, Adoption & Modification of District Budget • FPO120 - Establishment, Adoption & Modification of District Budget • FUP100 Goals – Facilities Use & Planning • CI 6140 Instructional System 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed
February <ul style="list-style-type: none"> • Monthly Finance Report • Program Withdrawal Notice Report • Staff Reduction Resolution • Review of Proposed Program Changes for Following Year • Contract Negotiations Parameters • Facilities Management Update • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FPO 200 Goals – Financial Planning & Operations • Legal Requirement • CI 300 – Instructional Systems • ER&R – 4140 Compensation • FUP100 Goals – Facilities Use & Planning • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Developed • Developed • Not Yet Developed • Developed • Not Yet Developed • Developed: Bar Graph with multiyear information

<p>March</p> <ul style="list-style-type: none"> • Monthly Finance Report • Proposed Tenured Permanent Staff Reductions for Unrequested Leaves of Absence (ULAs) • Special Education Division Due Process Compliance Review • Facilities Management Update – Long Range Plan • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • Legal Requirement • CI 6141 – Special Education • FUP100 Goals – Facilities Use & Planning • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed • Not Yet Developed • Developed: Bar Graph with multiyear information
<p>April</p> <ul style="list-style-type: none"> • Monthly Finance Reports • Current Year Budget Revision -if needed • Facilities Management Update • Next Year District Calendar • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • FPO120 - Establishment, Adoption & Modification of District Budget • FUP100 Goals – Facilities Use & Planning • Legal Requirement • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed • Developed • Developed: Bar Graph with multiyear information

<p>May</p> <ul style="list-style-type: none"> • Monthly Finance Reports • Audit Open Items & Requirement Changes • Facilities Management - Capital Improvement • Non-Renewal of Non-Tenured Licensed Staff, Non-Licensed Probationary Employees & License Waivers • Enrollment Extended Discussion 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • FPO 200 Goals – Financial Planning & Operations • FUP120 District Buildings & Grounds • Legal Requirement • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • Not Yet Developed • Developed
<p>June</p> <ul style="list-style-type: none"> • Monthly Finance Reports • New Year Original Budget • Facilities Management Update • Final ULA Resolution for Licensed Staff • Contract Settlement Agreements for Local 2209 • Employment Guides for Unaffiliated & Admin • Superintendent’s Evaluation • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • FPO120 - Establishment, Adoption & Modification of District Budget • FUP100 Goals – Facilities Use & Planning • Legal Requirement • Legal Requirement • Legal Requirement • DAO 2110 – Superintendent Description • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed • Developed • Developed • Developed • Developed • Developed: Bar Graph with multiyear information
<p>July</p> <ul style="list-style-type: none"> • Monthly Finance Report • Legislative Session Review 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • BOO 340 – Policy Development, Adoption 	<ul style="list-style-type: none"> • Developed • Not Yet Developed

<ul style="list-style-type: none"> • & Implications for District Operations • Facilities Management Update • Enrollment Update (Consent Agenda) for All Programs) 	<p>& Implementation</p> <ul style="list-style-type: none"> • FUP100 Goals – Facilities Use & Planning • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Not Yet Developed • Developed: Bar Graph with multiyear information
<p>August</p> <ul style="list-style-type: none"> • Monthly Finance Report • Facilities Management Update • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • FPO100 Goals – Finance • FUP100 Goals – Facilities Use & Planning • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • Developed: Bar Graph with multiyear information
<p>September</p> <ul style="list-style-type: none"> • Monthly Finance Report • Facilities Management - Crisis Management Update • Enrollment Update (Consent Agenda) for All Programs • Review of Program Usage Report for prior year • School Start-Up Program Report 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • SP 200 – Safety Planning • FPO200 Goals – Financial Planning and Operations • CI6140 Instructional System • CI6140 Instructional System 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • Developed: Bar Graph with multiyear information

<p>October</p> <ul style="list-style-type: none"> • Monthly Finance Report • Facilities Management Update – Lease Report • Prior Year Agenda Review • Student Achievement & Measurement of Progress including statewide and local measures. • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • FUP100 Goals – Facilities Use & Planning • BOO - 8300 Methods of Operation (Policy under revision fall 2008) • CI 120 – Adoption of a Standards-Based System for Curriculum, Instruction & Assessment and • CI 380 – Systems Accountability • CI6140 Instructional System • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Not Yet Developed • In Process • Not Yet Developed • Developed: Bar Graph with multiyear information
<p>November</p> <ul style="list-style-type: none"> • Monthly Finance Reports • Prior Year Unaudited Fund Balance • OPEB Reporting & Funding • Legislative Initiatives & White Paper Review • Facilities Management Update • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • FPO100 Goals - Finance • FPO140 Fund Balance • FPO 200 Goals – Financial Planning & Operations • BOO 340 – Policy Development, Adoption & Implementation • FUP100 Goals – Facilities Use & Planning • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed • Developed • Not Yet Developed • Developed: Bar Graph with multiyear information
<p>December</p> <ul style="list-style-type: none"> • Monthly Finance Report • Prior Year Audit Review • Facilities Management Update - Energy Audit 	<ul style="list-style-type: none"> • FPO 100 Goals – Finance • FPO 100 Goals - Finance • FUP100 Goals – Facilities Use & Planning 	<ul style="list-style-type: none"> • Developed • Developed • Not Yet Developed

<ul style="list-style-type: none"> • Strategic Plan Review and Measurement Report • Enrollment Update (Consent Agenda) for All Programs 	<ul style="list-style-type: none"> • BOO - 8341 Role and Function of the Board Meeting • Strategic Plan Relates to Board Goals • FPO200 Goals – Financial Planning and Operations 	<ul style="list-style-type: none"> • Not Yet Developed • Developed: Bar Graph with multiyear information
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Possible Topics for Board trainings or work sessions are listed below.

1. A discussion of the hierarchy of documents that govern the Board and the District and the purpose of each type of document - MOA, bylaws, policies and procedures.
2. A reminder concerning the proper role of the Board in District operations. This could be coupled with a description of the policy governance model and how it informs the Board's work and the Monthly Topics document developed by the Transition Task Force.
3. A review of the Code of Ethics for Board members, with special emphasis on conflict of interest and the issue of what "hat" a Board member should be wearing when discussing and deciding issues related to 287.
4. A discussion of the outcome of the strategic planning process and the "new" mission of the District.
5. An explanation of how Board meetings will be structured and how the smaller Board will do its work.
6. A primer on the Open Meeting Law and data privacy issues as they commonly arise in Board meetings.
7. An update on the comprehensive policy and procedure review and revision process so that Board members are clear on all of the work that has been accomplished and what remains to be done.
8. A description of how the work that the Board has done in regard to strategic planning, policy review and revision, and the District has done in terms of training modules, electronic data storage and data retention, etc., could be of use to their member districts (essentially marketing some of our "products" in the hopes of generating revenue for 287 while providing high quality, low cost, cutting edge models to member districts).
9. A handout of "risk management tips" for Board members covering the most common legal quandaries in which Boards and their members find themselves and how to avoid them.
10. A discussion of the District's Affirmative Action Plan and activities and data to support it.

11. Instructional Program presentations (perhaps at district instructional sites) during the second Board meeting of each month, as a standing item.

6. REPORTS FROM BOARD CHAIR & COMMITTEES

B. Reports from Standing Committees (Committee meets on Monday, November 17, 2008, documents where not ready at time of upload).

1. Special Education

a. Minutes from the November 17th Committee Meeting..... I

Minutes from the November 17th meeting are shared for your information.

b. BOO Policy Bucket – First Read I

Board policies regarding Board Officers and Operations have been reviewed by the Special Education Board Committee and Policies BOO-180 (Board-Superintendent Relations) and BOO-460 (Conflict of Interest) are presented for a first read in the approval process. (Pending Committee approval)

Intermediate District 287
SPECIAL EDUCATION BOARD COMMITTEE
ACTION MINUTES

Members Present: Linda Johnson (Chair), Maureen Andre Knudsen, Steve Antolak, Ann Bremer, Don Draayer, Jan Eian, Barbara Gabbert, Michele Kunz, Marvin Johnson, Sally Johnson

Members Absent: None

Staff Present: Laura Keller-Gautsch, Supt. Sandy Lewandowski

Date: November 17, 2008

Recorder: Tabitha Johnson

Agenda Item	Summary of Discussion	Staff/Member Follow-Up	Board Action
Special Education Enrollment	<ul style="list-style-type: none"> • Laura shared enrollment numbers as of Nov. 10. The majority of the ADMs are in the EBD area. Discussion followed regarding strategies to address lower than projected enrollment • The plans for discussion at the Nov. 20th Program Design Review Meeting was shared. One of the things we will propose is an extended school year option at Bren Road. Other proposed design changes include a CIP/Sun program for students with Autism and DCD behaviors, an ECSE program for deaf and hard of hearing children. We will also share some new and innovative ways of delivering Itinerant services. 		NONE
Update on Type III bus legislation	<ul style="list-style-type: none"> • New legislation requiring anyone driving a type 3 vehicle must pass certain requirements. The committee discussed the most recent actions the district has taken to respond to the requirements. 		NONE
Student Achievement	<ul style="list-style-type: none"> • This agenda item will be carried over to the next meeting. 	The Special Education Board will review the achievement materials handed out and notify Laura or Tab if they wish to see additional materials presented at the December.	NONE
Board Policy & Procedure	<ul style="list-style-type: none"> • Board Superintendent Relations (BOO180) • Public Participation in Meetings (BOO380) • Conflict of Interest (BOO460) 		Board approved a first read for BOO Policies 180 & 460 and BOO Procedure 380
Edgewood Tour	<ul style="list-style-type: none"> • The committee enjoyed a staff and student led tour of the Edgewood facility. 		NONE
Meeting Adjourned: p.m.: 2:12 p.m.			

DRAFT POLICY

POLICY SERIES: Board Officers & Operations

SUBJECT: Board-Superintendent Relations

BOARD APPROVED:

REVISION DATE:

BOO-180 Board-Superintendent Relations

I. PURPOSE

The purpose of this policy is to ensure a positive and productive Board-Superintendent working relationship.

II. GENERAL STATEMENT OF POLICY

- A. A positive Board-Superintendent relationship is essential to the effective management of the District. The foundation of that relationship is a clear understanding by both parties of their different roles and responsibilities.
- B. The Board-Superintendent relationship must be one of mutual respect and of adherence to defined roles and responsibilities.
- C. The Board shall respect the Superintendent as an expert in the District's administration and operations, and shall concern itself primarily with broad questions of policy rather than administrative details.
- D. The Superintendent shall respect the work of the Board, seek to provide it with timely information for informed and thorough deliberations, understand Board expectations and priorities, and implement Board policies to the best of his or her ability.
- E. The Superintendent is the Board's primary point of connection to the operational organization of the District. All authority and accountability of staff, as far as the Board is concerned, is considered to be the responsibility of the Superintendent. The Board shall not give directives to any employee other than the Superintendent.
- F. Only decisions of the Board, acting as a body, are binding on the Superintendent.

III. ROLES AND RESPONSIBILITIES

- A. The factors necessary to establish and maintain a positive relationship include:
 - 1. A written description of the Superintendent's primary duties and responsibilities and authority commensurate with the responsibilities.
 - 2. Clearly established and articulated Board policies and goals for the District.
 - 3. Regular communications from the Board to the Superintendent including assessments of the Superintendent's success in implementing Board policies and meeting Board goals.
 - 4. Regular administrative communications and recommendations to the Board concerning District programs, personnel, needs, resources, and operations.

- B. The Board shall conduct an annual review and appraisal of the Superintendent's performance. If necessary, the Board shall provide the Superintendent with a plan for improvement.

DRAFT POLICY

POLICY SERIES: Board Officers & Operations

SUBJECT: Board Member Conflict of Interest

BOARD APPROVED:

REVISION DATE:

BOO-460 Board Member Conflict of Interest

I. PURPOSE

The purpose of this policy is to ensure that Board decisions are based on the best interests of the District rather than an individual Board member's actual or perceived financial or personal gain.

I. GENERAL STATEMENT OF POLICY

It is the policy of the Board to define its priorities, adopt its policies, make its decisions, and dedicate District resources based solely on the best interests of the District as a whole, and the students and member districts served by its programs. It is the policy of the Board to ensure that all members are educated concerning possible conflicts of interest and how to avoid them.

II. GENERAL PROHIBITIONS

- A. All Board members shall avoid even the appearance of a conflict of interest because even though such conflict may not exist, it creates the appearance of impropriety. Board members with an actual or perceived conflict of interest shall not participate in Board discussions or vote on Board actions related to that interest.
- B. A Board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially from it.
- C. The District may not employ any person related by blood or marriage to a Board member, within the fourth degree as defined in civil law, except by a unanimous vote of the full Board.

IV. REPORTING AND DETERMINATION

The determination as to whether a conflict of interest exists is to be made by the Board. Any Board member who has reason to believe that he or she has an actual or potential conflict of interest, or that another member has an actual or potential conflict of interest, shall notify the Board immediately. The Board member(s) shall cooperate as necessary for the Board to make its determination and shall abide by the decision of the Board.

C. Organization Representative Reports	I
D. Updates from District Representatives	I
7. OTHER INFORMATION	
A. November 2008 Calendar	I
B. Miscellaneous Items of Interest	I
1. AMSD 2009 Legislative Platform	
2. The GRAD – Graduation Required Assessment	
3. The Promise of Shared Services	
8. ADJOURNMENT	A
A motion is necessary to adjourn the general meeting.	

**INTERMEDIATE DISTRICT 287
2008-2009 SCHOOL BOARD CALENDAR**

November

5	Wednesday	Teaching & Learning Board Committee <i>(Chair Peterson, Culver, Daniels, Hurd, Jechorek, Rowley, Rykken)</i>	6:30PM	Board Rm
11	Tuesday	Human Resources Board Committee – <i>canceled</i> <i>(Chair Culver, Culver, Daniels, Kriesel-Koll, Gabbert, Robb & Rykken)</i>	4:30PM	Board Rm
12	Wednesday	Facilities Board Committee – <i>rescheduled</i> <i>(Chair Robb, Bush, Johns, L Johnson, & M Johnson)</i>	2:00PM	Board Rm
12	Wednesday	Finance Board Committee <i>(Chair Thielsen, Andre-Knudsen, Bassett, Bush, Henke, M Johnson & Hurd)</i>	3:30PM	Room 201
13	Thursday	Ad Hoc Transition Meeting – <i>rescheduled</i> <i>(Chair L Johnson, Bremer, Bush, Gabbert, Jechorek, Johns, Kriesel-Koll)</i>	3:15PM	Room 201
17	Monday	Special Education Board Committee <i>(Chair L Johnson, Andre-Knudsen, Antolak, Bremer, Draayer, Eian, Gabbert, M Johnson & S Johnson)</i>	1:00PM	Edgewood
20	Thursday	Board Officers Meeting <i>(Chair Kunz, L Johnson, Thielsen, Robb & Daniels)</i>	5:30PM	Supt Office
20	Thursday	General Board Meeting	7:00PM	Board Rm

December

3	Wednesday	Teaching & Learning Board Committee (tentative) <i>(Chair Peterson, Culver, Daniels, Hurd, Jechorek, Rowley, Rykken)</i>	6:30PM	Board Rm
9	Tuesday	Facilities Board Committee <i>(Chair Robb, Bush, Johns, L Johnson, & M Johnson)</i>	2:00PM	Board Rm
9	Tuesday	Human Resources Board Committee <i>(Chair Culver, Culver, Daniels, Kriesel-Koll, Gabbert, Robb & Rykken)</i>	4:30PM	Board Rm
10	Wednesday	Finance Board Committee <i>(Chair Thielsen, Andre-Knudsen, Bassett, Bush, Henke, M Johnson & Hurd)</i>	3:30PM	Room 201
15	Monday	Special Education Board Committee <i>(Chair L Johnson, Andre-Knudsen, Antolak, Bremer, Draayer, Eian, Gabbert, M Johnson & S Johnson)</i>	1:00PM	Room 201
18	Thursday	Board Officers Meeting <i>(Chair Kunz, L Johnson, Thielsen, Robb & Daniels)</i>	5:30PM	Supt Office
18	Thursday	General Board Meeting	7:00PM	Board Rm

January 2009

08	Thursday	General Board Meeting	7:00PM	Board Rm
22	Thursday	General Board Meeting	7:00PM	Board Rm

February 2009

12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

March 2009

12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

April 2009

23	Thursday	General Board Meeting	6:30PM	Board Rm
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May 2009

14	Thursday	General Board Meeting	6:30PM	Board Rm
28	Thursday	General Board Meeting	6:30PM	Board Rm

June 2009

11	Thursday	General Board Meeting	6:30PM	Board Rm
25	Thursday	General Board Meeting	6:30PM	Board Rm

July 2009

23	Thursday	General Board Meeting	6:30PM	Board Rm
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August 2009

27	Thursday	General Board Meeting	6:30PM	Board Rm
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September 2009

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

October 2009

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

November 2009

12	Thursday	General Board Meeting	6:30PM	Board Rm
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December 2009

10	Thursday	General Board Meeting	6:30PM	Board Rm
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OTHER ACTIVITIES

Oct 21	Tuesday	Phase No, X-Track & Explore Middle Open House	6:30PM	Edgewood
Jan 21	Wednesday	South Education Center Alternative Graduation	5:00PM	SEC Gym
<i>Apr 21</i>	<i>Tuesday</i>	<i>Parent Appreciation Dinner</i>	<i>tbd</i>	<i>Hosterman</i>
Apr 29	Wednesday	Mentor Connection Open House	tbd	tbd
May 29	Friday	Ridgedale Alternative Program Graduation	9:00AM	Eliot Community Ctr
June 1	Monday	North VISTA Graduation	7:00PM	NVEC
June 4	Thursday	City West Academy Graduation	10:00AM	Shady Oak
June 4	Thursday	South Education Center Alternative Graduation	5:00PM	SEC Gym
June 5	Friday	Prairie Center Alternative Graduation	10:00AM	EP Community Ctr
June 5	Friday	VECTOR/InVEST South Graduation	12:30PM	SEC
June 9	Tuesday	Phase North Graduation	tbd	tbd

Association of Metropolitan School Districts (AMSD) 2009 Legislative Platform

Minnesota was once considered a national leader in innovation and commitment to public education. We pioneered best practices in the classroom and consistently led the nation in instructional quality, student achievement and per pupil spending. Fortune 500 companies located here because of our educated workforce. Minnesotans recognized the importance of the investment in public education and strived to ensure all students would have access to similar opportunities no matter where they lived – rural, urban or suburban. Legislative leaders and the governor worked in partnership to ensure that all school districts had adequate, equitable and reliable funding in order to provide the uniform, thorough and efficient system of public schools that is mandated in our State Constitution.

Not long ago, Minnesotans demanded a school system that would provide our children a world-class education and we did it with purpose and vision. We were the brainpower state. Over the last few decades, however, that vision and commitment have vanished. Our system of funding public education is broken and our commitment to invest in our future has diminished. Rapidly rising expectations for our schools have not been accompanied with adequate and reliable funding. Instead, we have a patchwork system of funding that relies on local operating referenda passing in highly politicized elections.

Minnesota is at a crossroads. Federal and state policymakers have established unprecedented expectations for our public schools -- graduating and preparing every student to enter post secondary education. This is a goal we must strive to reach to ensure we have the highly educated workforce we need to compete in the global economy. However, attaining this unprecedented goal will require significant resources not currently provided by the state. It will also require that state policy makers and educators do things differently and think creatively with the bold leadership that was previously a Minnesota hallmark.

The AMSD Board of Directors has identified four key elements that must be addressed if Minnesota is to reclaim our place as a national leader in education and achieve our goal of preparing every student to participate in post secondary education.

1. Enact a New Minnesota Miracle

The *New Minnesota Miracle* proposal, which was introduced during the 2008 session, provides a framework for developing a new funding system. This proposal, developed by a bi-partisan legislative task force, includes recommendations developed by the Governor's Education Funding Reform Task Force and P.S. Minnesota. The *New Minnesota Miracle* proposal simplifies the current funding system and identifies the resources necessary to allow school districts to meet requirements established under the No Child Left Behind law.

Importantly, the proposal:

- Sets the basic per pupil formula at a level that allows schools to provide the programming students need to meet state and federal performance expectations
- Funds the state share of special education costs

- Recognizes that students living in poverty and English Language Learners need additional resources to reach mandated proficiency levels
- Recognizes that different school districts face different cost pressures based on their geographic location and their student and staff demographics
- Grants locally-elected school boards levy authority so they can maintain safe and secure school facilities

The AMSD Board of Directors recognizes that the *New Minnesota Miracle* proposal calls for significant new investments in education at a time the State is facing budget challenges. Consequently, the new funding system and necessary investments will need to be phased in over time and in a manner that treats school districts equitably.

2. Enhance Teacher Quality

An issue not adequately addressed in the *New Minnesota Miracle* proposal is the need to establish policies that will allow Minnesota to attract and retain high-quality teachers. The quality of the teacher in the classroom has an enormous impact on student achievement. Minnesota is already facing teacher shortages in certain licensed areas and shortages are expected to grow. The Governor and Legislature should:

- Maintain and enhance the Q Comp program by linking the per pupil allotment to the basic formula to recognize inflationary cost pressures. In addition, the Q Comp funding formula should be modified for Intermediate School Districts so they are able to participate
- Ensure that all school districts have comprehensive teacher induction and mentoring programs and that all teachers are trained to effectively use data to increase student achievement
- Establish more rigorous requirements for admission into teacher preparation programs and review teacher preparation and licensure programs to ensure that each program meets rigorous accreditation standards
- Require training for all educators in the area of cultural competence

3. Intensify Efforts to Help ALL Students Succeed

Students of color and students living in poverty make up a disproportionate share of the students not making adequate yearly progress on the state's assessments. The Governor and Legislature must provide the resources and policies necessary to give these students a chance to succeed. The state should:

- Provide high-quality education experiences for all Minnesota children from birth to age five so they are prepared to enter kindergarten
- Require students not making adequate yearly progress on the state assessments to attend summer school
- Provide funding to add five additional student contact days to the school calendar
- Allow locally-elected school boards to determine their school calendar including the starting date of the school year

4. Create a State Center for Educational Leadership and Research

Too often, education policy discussions get caught up in partisan debate in the legislative process. In addition, budget cuts over the years have left the Department of Education unable to offer much needed services and information to school district staff.

To fill this void, the Governor and Legislature should establish a non-partisan, independent State Center for Educational Leadership and Research. The Center should be charged with developing and providing professional development for educational leaders, conducting research on emerging education issues and serving as a clearing house to share best practices information. The Center for Educational Leadership and Research could serve the dual roles described below.

An Educational Think Tank and Clearinghouse

- Conduct research and make recommendations for enhancing the state's accountability system, including developing a growth model to more accurately track individual student and school progress.
- Research and develop recommendations on critical emerging issues such as on-line learning. Develop standards and protocol to ensure uniformity and high-quality online curriculum and instruction.
- Build a data repository that includes information about student performance from early childhood through higher education to help make informed decisions about best practices to increase student achievement.

Developing and Delivering Professional Development for School Leaders

- Collaborate with post-secondary institutions and existing K-12 structures to create leadership development programs that strengthen the capacity of school leaders to provide all students with the knowledge and skills they need for success in post secondary education and the workplace.
- Review administrator licensure programs to ensure that each program meets rigorous accreditation standards and that school leaders are learning the skills they need to help all students meet state and federal performance expectations.

The GRAD - Graduation Required Assessment for Diploma

The purpose of this paper is to articulate grave concerns about the GRAD assessment for diploma process, to clarify issues, and to suggest modifications related to this graduation requirement. The concerns expressed in this paper are a follow-up to the recent rule-making process and opinion rendered by an administrative law judge who ruled that many of the problems identified by the educational community were beyond the purview of the Department of Education. Therefore, we seek legislative remedy on behalf of Minnesota public school students.

The present assessment process has flaws that are certain to lead to substantial numbers of Minnesota students being denied their basic property right of a high school diploma. We maintain that a single test measure of competency for a diploma is not considered best practice by assessment experts, including the National Research Council. Additionally, it is our position that the local requirements for graduation have been usurped by denying students a high school diploma although they have earned the associated credits for completion of required coursework that embody Minnesota Academic Standards.

The situation has been unnecessarily confounded by an implementation decision to embed the first administration of the GRAD tests into the high school MCA II tests. The MCA IIs, designed for purposes of systems accountability, are designed to assess students at a greater level of difficulty than the GRAD tests. Embedding the GRAD test into the MCA II tests is discouraging, intimidating and sets students up to fail to achieve a diploma.

We maintain that elements of advance notice to families and students, adequate time for remediation and retesting as well as the process of setting the standard for passage are all at issue, particularly when it is yet unclear what the required passing score will be on the math component students in the graduating class of 2010 are to be held to. These elements will have a disproportionate impact on certain populations of Minnesota students, including those living in poverty, English Language Learners, students of color and American Indian students. Speaking particularly to the math GRAD test, we find it illogical to believe that a student who has not reached a required proficiency in mathematics after eleven years of instruction is able to become proficient in the short window of time between getting test results and then being allowed to retest. Under the former Basic Standards Test which students were given in 8th grade, students had many years to receive additional instruction. This is no longer the case.

Finally, during the rule making process the administrative law judge indicated that the implementation of the GRAD testing program would generate additional costs. Will the legislature provide for these costs or will they be borne by the local taxpayers? The concept of an unfunded mandate takes on an even deeper concern for school districts, students and taxpayers when the achievement of a diploma hangs in balance.

We support the notion of accountability for student learning, and for the systems charged with supporting students' success. However, we believe that system must be a statewide effort, collectively concerned with the economic and social wellbeing associated with the achievement of a diploma. The legislature and department of education bear a heavy burden to support local schools and districts in this work. To that end, we offer possible

solutions for consideration by those bodies, noting that legislative remedy is critical, given the timeline for the class of 2010:

1. Hold 'harmless' the classes of 2010 and 2011 at a minimum, and others to follow as necessary, until a satisfactory resolution is apparent, and reinstate the Basic Skills Test (BST) as the interim Minnesota graduation requirement for the students in these classes.
2. Differentiate a notation on students' diplomas to allow a broader rate of passage that notes passing an assessment at several levels; for example, basic, proficient and exemplary.
3. Utilize the authority the Minnesota Department of Education appears to have to create alternative pathways to demonstrate mathematics' or other proficiency, including presentations of alternative evidence from an ACT, SAT, AP, CLEP, IB test, locally designed course taking, and assessments against required standards. Many of these alternatives have been utilized in other states including Washington.
4. Consider that if a student has passed an associated course, the mathematics standards requirement has been met.
5. Use four nationally recognized components of 'mathematics mastery' to frame an alternative pathway of end of course or other assessment processes that reference algebra, geometry, probability and statistics, and number sense.
6. Utilize a locally instituted appeals process.

As an education community, we welcome the opportunity to articulate our concerns and to work in any way with a variety of other stakeholders that might be deemed useful to address this matter of great urgency.

Prepared by The GRAD Rule Task Force of the West Metro Teaching and Learning Directors' Network for use by interested parties. Additional information may be obtained by contacting:

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Driving More Money into the Classroom:

The Promise of Shared Services



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Executive Summary

Education spending constitutes up to half of many state budgets in the United States. In recent years, tighter state budgets, surging school enrollment in many districts (and falling in others), executive mandates, and court rulings have put increasing pressure on states and school districts to reduce education costs, especially for non-instructional services.

In most states at least 40 percent of every dollar spent on education never makes it into the classroom. Instead it is expended on business operations: transportation, human resources, food services, information technology, building maintenance, administration and other largely support functions. The often high costs of providing these services, and the inefficient way in which they are often provided, has caused more and more state political leaders to call for school district consolidation. The goal—to take advantage of economies of scale and reduce these costs—makes a lot of sense. Consolidation, though, can also have some serious downsides: it is politically unpopular, reduces local control, can negatively impact educational outcomes, and eventually can lead to even higher costs due to the dead-weight of bureaucracy. In short, consolidation may not be the most effective strategy to help districts direct more money into the classroom.

With large districts often generating high overhead and instructional spending, does this mean that small districts and small schools are the answer? From an education quality perspective, a strong case certainly can be made for smaller schools which have been associated with higher SAT, ACT and National Assessment of Educational Progress scores. There is a major problem, however, with small school districts. According to a substantial body of research, they tend to have comparatively high non-instructional costs. The ten smallest school districts in California, for example, had average spending on “other services,” 578 percent higher than the state average for all districts.

Fortunately, there’s another option, one that makes it possible to educate students like a small district and still have the economies of scale and buying power of a large district. How? By implementing shared services. Small districts can band together to share everything from transportation services to building gymnasiums, creating the purchasing power and economies of scale of medium-sized districts. Large districts can organize their individual schools into smaller clusters and still benefit by sharing services internally. Charter schools can purchase administrative services from school districts or other charter schools. Districts of all sizes can participate in agreements that improve the quality of their staff and internal capacities.

Sharing services is a technique that both the private and public sectors have employed for decades and has been growing rapidly in popularity in recent years due to its proven ability to reduce costs. Since the late 90’s, companies such as Ford, General Electric, Hewlett Packard, Pfizer and British Petroleum have all realized significant cost savings from shared services.

Shared services have also become commonplace in government. The U.S. Postal Service saves \$25 million a year by using shared services for accounting. Work that had been performed by 1100 employees at 85 unique district offices has been consolidated and standardized, and is now being performed by only 350 employees at three Accounting Service Centers (ASCs). In New Jersey and Michigan, many municipal governments have engaged in shared services agreements for everything from purchasing to benefits administration.

School districts have also made use of productive shared service arrangements. For example, two school boards in Ontario, Canada, joined together to share bus transportation services and audio-visual resources. By creating a single bus system, the two boards will save \$8 million in administrative, capital, and fuel costs over three years. The boards' shared AV library serves classrooms in both districts, saving \$300,000 annually. Similarly, in the greater Lawrence area of Massachusetts, ten school districts banded together to provide special education services. This sharing will save them approximately \$13 million over the next two decades.

Yet across the country, school districts have barely scratched the surface in terms of tapping into the cost savings potential and other benefits from shared service arrangements. Shifting just a quarter of tax dollars spent by school districts throughout America on non-instructional operations to shared services, for example, could potentially yield savings in the range of \$9 billion. To put this number in perspective, it is equivalent to 900 new schools or more than 150,000 additional school teachers.



States that desire to promote the greater use of shared services in local school districts have several levers they can pull, including budget pressure, financial incentives and technical assistance. The states of New York and New Jersey, for example, both provide financial incentives for school districts to engage in shared services. One New Jersey incentive program, the Regional Efficiency Aid Program, provides tax credits directly to homeowners as a way to publicly reward school districts and municipalities for sharing services. Meanwhile, Texas Governor Rick Perry has taken a different tack, issuing an executive order mandating that school districts limit non-classroom spending to 35 percent of their total budgets. The order is expected to create strong momentum for more service sharing by Texas school districts.

Sharing services creates the economies of scale and consistency of process and results that come with more centralized models. It also allows districts to maintain the benefits of decentralized control, allowing individual administrators to retain oversight of curriculum, education, and other aspects of non-shared processes. By sharing processes that aren't mission-critical while still retaining local control of the most important aspects of education, shared services can bring *the best of big and small*.

Introduction

Education spending constitutes up to half of many state's budgets. Ranging from teachers' salaries to building costs, these budget dollars have in the past mostly escaped the chopping block of the yearly budget cutting process. In recent years, however, states and school districts are under increasing pressure to reduce education costs, particularly of non-instructional services.

Nowhere is this more the case than California where scores of school districts have faced severe deficits in recent years. The school board in San Diego had to cut between \$60 and \$84 million for the 2004-2005 academic year—even after saving \$14 million in 2003-2004.¹ The Legislative Analysts' office in California reports that in 2005-06, school districts continue to face a number of revenue and cost pressures.² Declining enrollment continues to affect some districts, reducing district revenues and requiring budget cuts at the local level.

The fiscal pressures on education budgets don't stop in California, however; they stretch across the nation:

- In 2004 in Kentucky, Gov. Ernie Fletcher reduced education program funds by \$6.9 million.³
- The *Akron Beacon Journal* reported that many Northeast Ohio districts face budget cuts for the 2005-2006 school year and that the Ohio State Senate projects cuts in education funding through 2005-2007.⁴
- The *Duluth News Tribune* reported that the Duluth, Minnesota school district faces more than a \$3 million shortfall for the 2005-2006 school year.

Even in states like Maryland and Virginia, which experienced budget surpluses in 2005, money for education is always limited and rarely keeps pace with costs.

Several factors are driving these educational cost pressures.

Surging enrollment. Surges in school-age children are overwhelming some local school infrastructure. In Temecula, California, the school district must raise class sizes for the 2005-2006 school year to meet the district's budget shortfall. Similarly, in May 2005, the *Sacramento Bee* reported that school districts across the state were canceling bus service and laying off bus drivers to save money.⁵ Meanwhile, school districts in Texas, Louisiana and elsewhere that have enrolled significant number of Hurricane Katrina evacuees are grappling with large increases in student populations.

Declining enrollment. Many rural school districts and some inner city schools face the opposite problem of their fast-growing counterparts: declining enrollment. This often creates severe cost strain because it typically means budget cuts. Such cuts present a challenge due to the difficulty of shedding fixed costs—at least in the short term.

Court Rulings. States are also under financial pressure to direct more resources to the classroom as a result of school finance litigation. Lawsuits against state funding systems have been brought in 44 out of 50 states. Adequacy lawsuits are based on the notion that states are not providing enough funding for all students to meet state and federal academic expectations. According to the Education Commission of the States, adequacy lawsuits have been filed in 32 states. In 14 cases, the courts found that the school funding system, in part or in whole, violated the state's constitution.⁶

These lawsuits can compel states to invest significant new resources in K-12 education.⁷ For example, in February 2005, after the state of New York missed a deadline to revamp the state's school finance system, state Supreme Court Justice Leland De Grasse ordered the state to pay \$5.6 billion in new aid to New York City schools. School adequacy lawsuits offer another compelling reason for states to encourage school districts to direct more resources into student funding rather than administrative services.

Ballooning Medicaid Costs. Indirectly, escalating Medicaid costs, which now account for nearly one-third of some state budgets, put serious cost pressure on education and all other areas of state government. Medicaid cost increases, coupled with longer life spans, says Virginia Gov. Mark Warner, are eating into state education budgets and will soon put the “needs of grandma over the grandkids” if something is not done.⁸

How can states and school districts respond to these fiscal pressures without adversely impacting educational performance? One promising approach is by reducing non-instructional spending costs through shared services. Whether a district has a surplus or deficit, a budgetary feast or famine, arrangements with other school districts, within large school districts, or with outside entities to share services such as transportation, food services, human resources, finances and purchasing can help realize significant cost reductions without negatively impacting student outcomes. In this study we will seek to explain the concept of shared services, show where it has been successfully applied in the public and private sector, detail the best opportunities for shared services in education and provide guidelines for successful implementation.



Relationships between School District Size, Costs and Educational Performance

In most states, anywhere from one-third to one-half of every dollar spent on education never makes it into a classroom. The money goes to administration, support services, and operations. Lacking economies of scale—and often sufficient managerial expertise—many small and medium-sized districts find it extraordinarily expensive to provide the full array of support and administrative services in-house. At the same time, many large districts suffer from duplicative or inefficient administrative systems due to layer upon layer of bureaucracy grown over time. For example, in many states, teachers make up a little more than half of all school district staff.⁹ In contrast, teachers account for between 60 and 80 percent of all school staffing in Europe.¹⁰ The resulting high per-student costs constitute a significant drain on budgets.

The U.S. Department of Education has found that approximately 39 percent of state education budgets are used for non-instructional purposes. More detailed analyses at the state level suggest that the federal statistics may even understate the actual amount going to non-instructional costs. The state of Texas has one of the most detailed systems of school cost accountability. It offers an instructive example for taking a closer look at education spending. Data from the Texas Education Agency (TEA) show that during 2004-2005, Texas school districts devoted only 59 cents of every tax dollar to classroom instruction. The remaining 41 cents went to support functions such as student transportation, food services, facilities maintenance and operations, and general administration.¹¹ Meanwhile, in California, only 54 percent of per-pupil spending goes to instruction costs (See Figure 2), while in Illinois classroom expenditures represent only 46 percent of the budget compared to 44 percent for support services.¹²

Figure 1. The Texas Education Dollar: Current Expenditures (2004-2005)

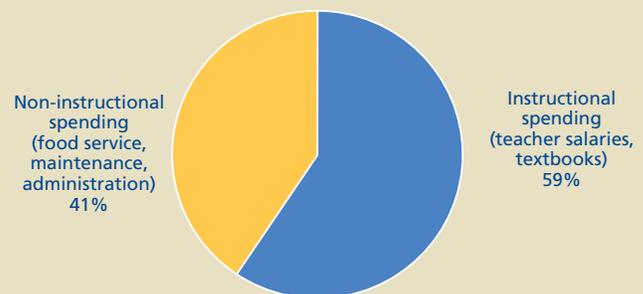
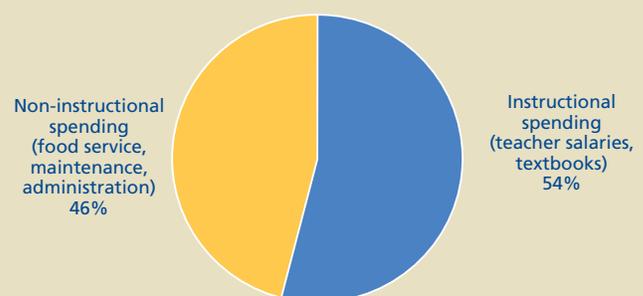


Figure 2. The California Education Dollar: Current Expenditures (2004-2005)



Pressures to Get Bigger—and Smaller

The growing recognition that something must be done to drive a higher percentage of school funding into the classroom has prompted a number of state leaders to propose the wholesale consolidation of small school districts into larger regional or city-wide districts. Consider the following:

- In Arkansas, the legislature approved a plan in 2004 to consolidate small school districts with less than 350 students.¹³
- In Marin County, California (where 20,000 students are enrolled in 19 school districts), County Schools Superintendent Mary Jane Burke is exploring district consolidation to conserve resources in the face of state budget cuts.¹⁴
- The Arizona legislature debated school district consolidation after a state Auditor General's report found that small school districts spend far more on administrative functions than large districts.¹⁵
- In Michigan, a number of school districts are considering consolidation in order to take advantage of a state financial incentive that gives them an extra \$50 per pupil for consolidating.
- Several small schools and districts in Maine have been consolidated. For example, Portland, Maine residents voted in November 2003 to close some elementary schools and create a network of medium-sized schools to serve students.¹⁶ In more rural parts of the state, Sanford school district has closed two schools and consolidated into five remaining facilities. Many other rural school districts are considering consolidation.¹⁷

Reason for Caution. Despite the growing interest in school consolidation there is ample reason for caution. A substantial body of research has questioned both the educational and cost savings benefits of school district consolidation. In 2002, a research team led by William Ouchi, a professor at UCLA's Anderson School of Management, examined nine different school systems, including the country's three largest school districts (See sidebar on page 7). The team found that the centralized management of schools brought about by consolidation actually led to higher spending on administrative staff and an increased number of administrators per student. In the huge Los Angeles Unified

School District, for example, only 45 percent of education dollars were spent in the classroom according to Ouchi. The district spends only \$84 per pupil on textbooks (or 90 percent of the state average) but spends \$107 dollars per student on supervisors' salaries (which is 191 percent of the state average and does not include principals or other school level administrators). The trend holds true among all of California's large school districts. In fact, while Los Angeles spent \$710 per student on "other services", San Francisco Unified spent \$1,004 and Oakland spent \$1,254 per student. The state average for all districts is \$644 per pupil.¹⁸

In another study, education researcher Vicki Murray analyzed Arizona's 209 school districts. Her finding: medium size districts tend to have the lowest administrative spending.¹⁹

In very large districts of 10,000 or more students, bureaucracy, approval bottlenecks, and supervisory problems proliferate and cause less value per administrative dollar spent. A Cato Institute study, for example, found that between 1960 and 1984, the number of school districts nationwide fell more than 60 percent, from 40,520 to 15,747. During this time school administration grew by 500 percent, while the number of teachers and principals rose by only 57 and 79 percent, respectively.²⁰ The implication is clear: rather than large cost savings, the end result of consolidation often has been higher administrative costs.

Small Schools Movement. On the flip side of pressures to consolidate is the growing trend toward smaller schools. Schools that are strategically designed to have no more than 400 students represent the small schools movement. These schools are in place or starting up in at least 41 states. Some urban districts like Sacramento and Los Angeles have converted or are planning to convert all large high schools to small high schools. The schools are either created new or by subdividing large high schools and having several schools share one building.

In the past decade, the Gates Foundation has invested \$745 million in grant money into promoting small schools. In addition, the federal government is operating a \$142 million grant program for subdividing larger high schools.²¹

These smaller school units have a financial incentive to share services in order to avoid high non-instructional and administrative costs and to drive more money into the classroom.

Can We All be Small?

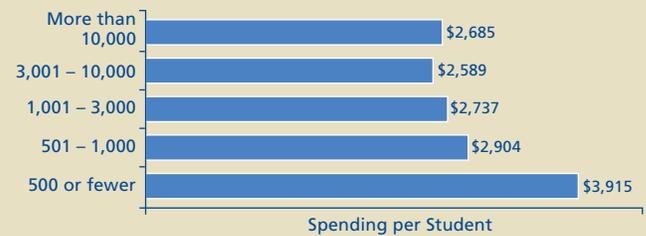
With large districts generating high overhead and instructional spending, does this mean that small districts and small schools are the answer? From an education quality perspective, a strong case certainly can be made for smaller schools. The American Legislative Exchange Council's 2002 *Report Card on American Education* found that fewer students per school and fewer schools per district (which means more and smaller districts) are associated with higher SAT, ACT, and National Assessment of Educational Progress scores.²²

In addition, research by Harvard economist Caroline Hoxby has demonstrated that smaller and more numerous school districts are linked to higher student achievement.²³ Her study, which analyzed the effects of competition among school districts, found higher student performance in metropolitan areas with many school districts such as Boston, than in a single large school district, such as Miami. While Hoxby did not analyze the effects of district size per se, her results suggest that the consolidation of smaller districts into larger districts could weaken school performance by reducing competition among them.

There is a major problem, however, with small school districts. According to a substantial body of research, they tend to have comparatively high non-instructional costs:

- **California:** The ten smallest school districts in California had average spending on “other services” 578 percent higher than the state average for all districts.²⁴
- **Oregon:** A 2002 audit conducted by the Oregon Secretary of State's office found large discrepancies in average per student spending on support services depending on the size of the school district. School districts with 500 or fewer students spent 34 percent more per student on support services than medium districts with 3000-10,000 students (\$3,915 per student compared to only \$2,589 per student in the larger school districts)²⁵.
- **Maine:** All but one of the state's 25 highest-cost districts have fewer than 300 students, according to research conducted by Phillip Trostel of the Margaret Smith Center for Public Policy at the University of Maine.²⁶ Maine's per pupil costs are 10 percent higher than the national average, a difference Trostel attributes almost entirely to the disproportionate number of very small school districts in the state.
- **Iowa:** A January 2003 Iowa State University study found that Iowa school districts with fewer than 750 students spent larger proportions of their funds on administrative services.²⁷

Figure 3. Average Spending Per Student on Support Services, in Oregon, by District Size 2000-01 Student Year



Source: Oregon Secretary of State, December 13, 2002 (issued May, 2004)

Decentralized Management, Local Control and Educational Performance

School principals need to maintain local control of school budgets to manage the unique needs of their school population and improve outcomes for students. Yet, schools also need scale to efficiently purchase outside services. UCLA management professor William Ouchi's work on decentralized schools offers insight into how a school can benefit from both local control of resources and scale simultaneously. Ouchi and a team of 12 researchers found—after studying a variety of public and Catholic school systems in North America—that decentralized school systems run more efficiently and produce better student achievement.

Ouchi included three types of large North American school systems in his research sample:

- Three very centralized public school districts: New York City, Los Angeles, and Chicago;
- Three very decentralized public school districts: Seattle, Houston, and Edmonton, Canada; and,
- Three very decentralized Catholic school districts: Chicago, New York City, and Los Angeles.

Ouchi's research team visited 223 schools, representing at least 5 percent of the schools in each system. For each school system, the team gathered data about student performance, school centralization, and the amount of money that reaches the classroom. The team focused on school budgets, accountability systems, and student achievement.

They found that how a school is managed matters. Schools perform better on fiscal and academic outcomes when there is a) local control of school budgets by principals and b) open enrollment, which allows per-pupil funding to follow the child.²⁸

Overall, the decentralized public school districts and Catholic schools had significantly less fraud, less centralized bureaucracy and staff, a greater percentage of money going to the classroom, and higher student achievement.

The research also found a lower achievement gap between white and minority students at decentralized public school districts. For example, at John Hay Elementary School in Seattle, the principal controlled approximately \$25,000 before the change to decentralization and now controls about \$2,000,000 per year, which is virtually the entire school budget. After the change, the principal, in consultation with her teachers, decided to throw out the standard schedule of six periods per day and instead adopted an innovative schedule that made more efficient use of teacher time. The principal also used her new freedom to hire twelve part-time reading and math coaches and set up a tutoring station outside of every classroom with another station in a wide hallway for “turbo-tutoring” the gifted children. Now reading in that school is taught in groups of five to seven students. Other classes are in larger sections and every student who is behind grade level receives one-on-one tutoring.

Over a four-year period following the change, the school’s standardized math scores rose from the 36th percentile to the 62nd, while reading scores rose from the 72nd percentile to the 76th. In third grade, black and white students now have identical reading scores and all are at or above grade level.²⁹

Dr. Ouchi describes what happens in school districts that practice decentralized management and attach school funding to the backs of children (this novel funding approach is termed “weighted student funding formula”).

*Each school in these districts controls most of its instructional decisions. Each school must attract its own students – no students are “assigned” to any school. However, certain important functions, such as administrative computing, auditing of schools, bus transportation, food preparation, payroll and pension, and new school construction, are carried out by the central office.*³⁰

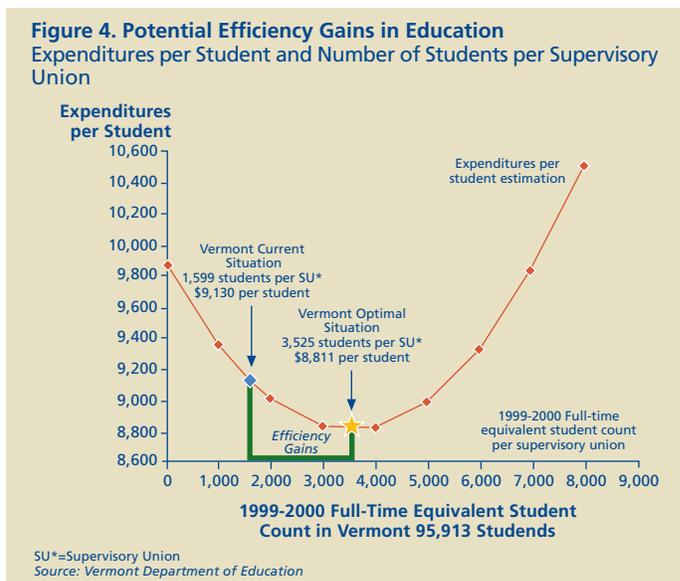
The bottom line: decentralized management allows schools to have local control while still taking advantage of scale and purchasing power for outside services from a central district office. This is important because schools can then take advantage of shared services that are managed at the district level and still maintain control over the majority of their budgets. This allows principals no direct resources into improving student outcomes at the school level.

The Size Paradox

Thus, while being very small often improves educational outcomes, it can also result in higher per-pupil costs. Consolidating into very large districts, on the other hand, may create economies of scale for purchasing, but may also drive up administrative costs, increase bureaucracy and adversely impact student learning. An examination of school spending patterns across states and in other countries shows a strong correlation between district size and per-pupil costs. As a general rule, the very small and the very large school districts tend to spend the most per capita on non-instructional services. Mid-sized districts seem best able to find the “sweet spot”—delivering quality education while keeping costs under control.

Three Syracuse University policy researchers surveyed more than three decades of research on school size and school consolidation. Their finding: the optimal number of students in a district for total cost effectiveness was 6000. Costs begin to rise when districts grow larger than 6,000 students, and “sizeable” per-pupil funding discrepancies “may begin to emerge for districts above 15,000 students.”³¹

This is supported by a Deloitte Research analysis of Vermont’s school spending. Comparing educational costs to other Northeastern states, optimal school district size *strictly from a cost perspective* was 3,525 students per school district. When the results of that study are depicted graphically, a clear savings per pupil is achieved in mid-sized districts. (See Figure 4)



In California, Reason Foundation’s snapshot of school district size (Table 1) shows that small districts spend the most per capita on non-instructional costs, large districts spend above the state average even with their large economies of scale, and districts around 6,000 per pupil spend less than the state average.³²

Table 1. School District Size and Per Pupil Spending in California (2001)

Sample Category	Per-Pupil Spending on “Other Services” (state average \$644)	Percent of state average for all school districts
Ten smallest districts	\$3,724	578%
Ten largest districts	\$784	121%
Ten mid-sized districts (all with 6,000 students)	\$584	90%



Beyond Consolidation: The Shared Services Alternative

Recognizing that not every district or school in the country can or should become “mid-size” overnight, how can schools still control their non-instructional costs?

The way the consolidation debate is often framed, parents and school districts are left with the false choice of strong local control and high per-student costs by keeping school districts small or potentially lower per pupil costs but having to give up local control through school district consolidation. It need not be one or the other.

It's possible to educate students like a small district and still have the economies and buying power of a large district. How? By implementing shared services. Small districts can band together to share everything from purchasing materials to gymnasiums. These agreements can create the same effect as medium-sized districts, retaining the educational benefits of small schools while expanding purchasing power. Large districts can organize their individual schools into smaller units and clusters and still achieve economies of scale by sharing services *internally*. Districts of all sizes can participate in shared services to improve the quality of their staff and internal capacities.

Shared services is a technique both the private and public sectors have employed for decades. Since the late 90's, for example, large-scale shared services have become commonplace in the private sector, employed by companies like Ford, General Electric, Hewlett Packard, Pfizer and British Petroleum.

Shared services have also become commonplace in government. The U.S. Postal Service saves \$25 million a year by using shared services for accounting. Work that had been performed by 1100 employees at 85 unique district accounting offices has been consolidated and standardized, and is now being performed by 350 employees at three Accounting Service Centers (ASCs).³³

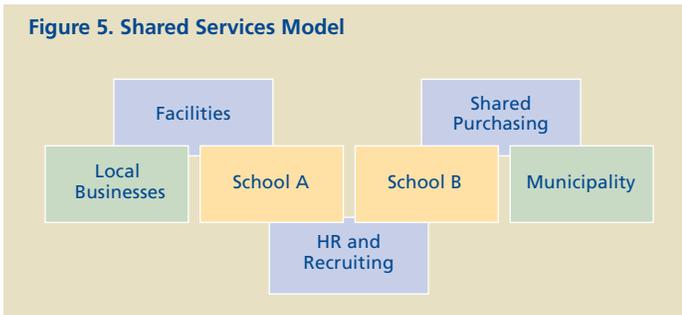
Local governments also have extensive experience with shared services. In New Jersey and Michigan, many municipal governments have engaged in shared services approaches.³⁴ A study of local government shared services in Wisconsin found many long-running case examples across range of services, from police and fire to wastewater treatment and economic development.³⁵

The most basic form of shared services in the public sector is mutual aid agreements that allow rural communities to share public safety assets across a region, avoiding costly duplication of equipment and specialized training. Another common example is found in water supply. Communities of widely varying sizes enter into joint-powers agreements to operate reservoirs, aqueducts, water treatment plants and distributions systems.

Similar situations exist in solid waste disposal when local governments join together to provide regional solid waste services in landfills or waste-to-energy plants. In Taylor County, Wisconsin, 15 towns and two villages combined with the county government to share recycling services. Under a joint agreement each municipality is responsible for its own solid waste contract with the county and must provide a collection site and attendants during operating hours. The county provides a recycling trailer at each site and administers the state grant, the budget and accounting.³⁶

Within education, service sharing is also becoming more commonplace. In 2002, the two largest school districts in Texas, Houston and Dallas, entered into a five-year partnership to increase their buying power for health insurance and reduce duplicative administration by pooling their assets to procure employee health benefits. Similarly, two small districts in Wisconsin joined together to share a superintendent, splitting her \$120,000 salary.³⁷

Figure 5. Shared Services Model

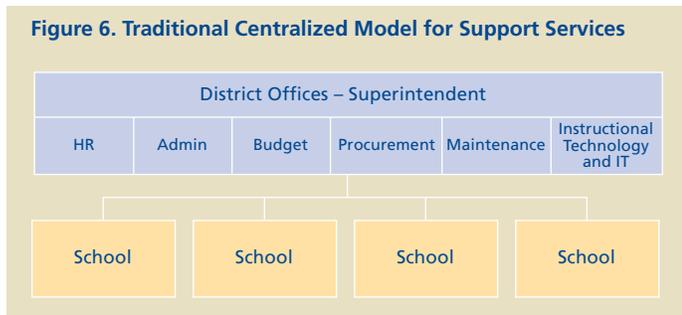


A shared services center is typically an independent unit created to provide services to client groups within an organization. The services offered are usually based on common needs or operations that are shared by two or more units. The overall aim of a shared service center is to optimize the available resources for the benefit of the participants. It can be as simple as a single administrator overseeing a shared busing system or as complex as an office housing multiple school districts’ human resources, IT, purchasing staff and systems. (See Figure 5)

Shared services can be based on formal or informal agreements to share nearly anything. In Michigan, Northville Public Schools, Northville Township and the city of Northville have a long history of coordinated efforts. The Northville Parks and Recreation Department was started in 1980 with the signing of a joint services contract between the municipalities that created the joint recreation authority. The department oversees a substantial recreation program, a youth services organization, and a senior citizens program. The township and city have a formula for funding contributions, and the school district has provided facility assistance and commission members.³⁸

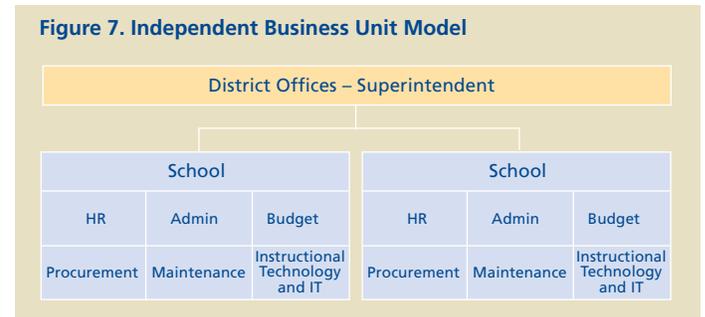
The idea of sharing services evolved from a number of traditional organizational structures. One common approach featured a centralized structure where administrative expertise was heavily relied on for smooth functioning. In the case of education, the administrative functions were typically concentrated at the headquarters of large school districts and sometimes inattentive central support agencies. (See Figure 6)

Figure 6. Traditional Centralized Model for Support Services

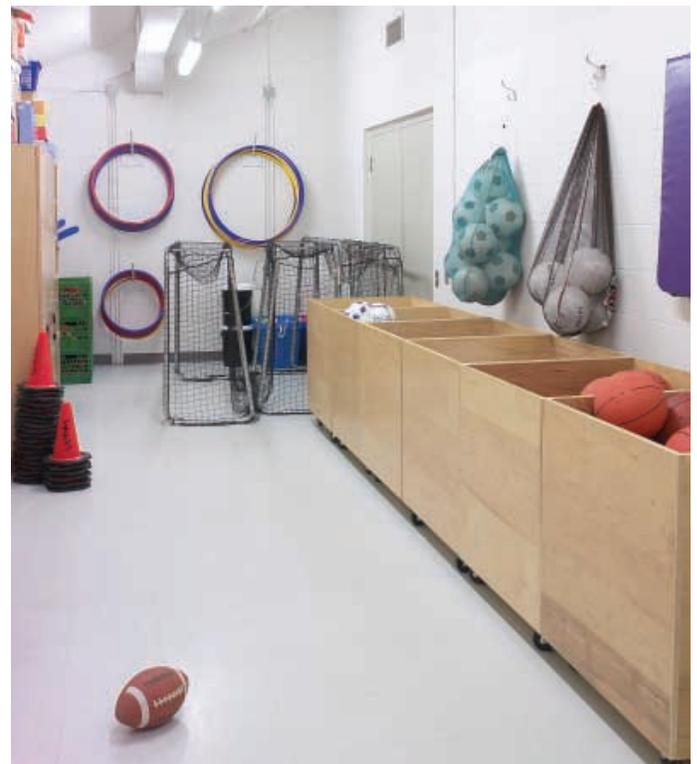


In an effort to improve responsiveness and make each unit responsible for its share of administrative dollars, the “independent business unit” approach later developed. Each school created its own set of administrative and support functions (See Figure 7). This structure was helpful to customize the competencies and resources to the specific requirements of the school and community. The principal was responsible for the core instructional operations as well as the administrative functions. This structure, however, led to massive duplication of activities with every school and district procuring its own infrastructure, administration and IT systems.

Figure 7. Independent Business Unit Model



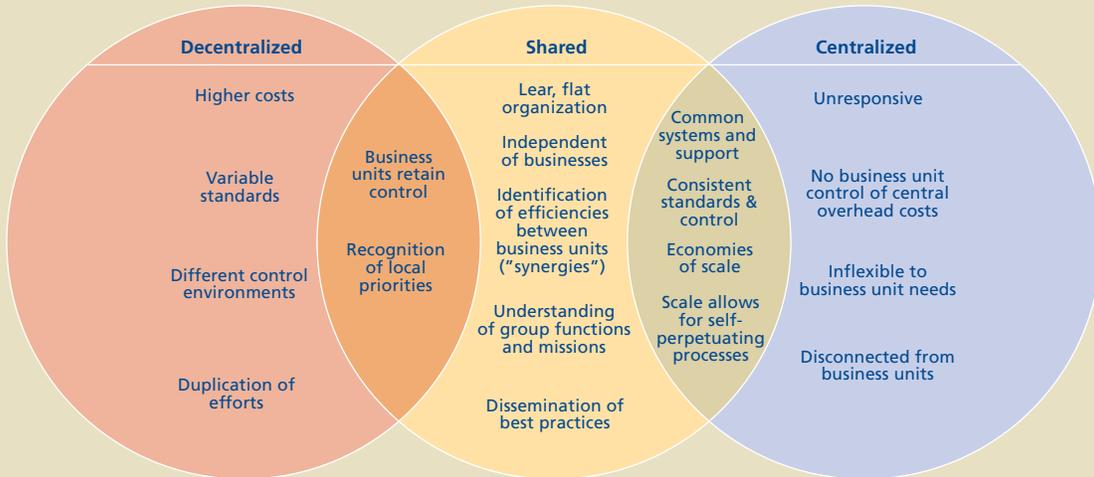
Both the centralized and more decentralized independent business unit support models provide a mix of benefits and drawbacks. Highly centralized administration can be disconnected from its customers. Dispersing support services provides “in-the-trenches” knowledge and personal service, but makes the use of consistent processes and management controls more difficult.



Shared services allows for the best of both worlds, creating lean, flat organizations that share processes and provide consistent service (see Figure 8). Sharing services creates the economies of scale, consistency of process, and results that come with centralized models. It also allows districts to maintain the benefits of decentralized control, allowing

individual administrators to retain oversight of curriculum, education, and other aspects of non-shared processes. By sharing processes that aren't mission-critical while still retaining local control of the most important aspects of education, shared services brings the best of big and small.

Figure 8. Shared Services: The Best Centralized and Decentralized



Opportunities for Sharing Services in Education

While it sounds complex, sharing services is actually a fairly simple concept. Organizations in both the public and private sectors have long recognized that they have activities, business processes, services and physical plant maintenance that can be shared effectively with others. These elements can be as simple as sharing a printer between two offices or as complicated as sharing a common payroll system across a global organization spanning multiple continents. Such sharing, with its shared responsibility and shared benefit, is fast becoming standard practice.

Shared services can yield very real operational efficiencies around facilities, transportation, food service, real estate management, procurement, human resources, information technology, security and even instruction.

Specific shared service opportunities for schools can be divided into two general areas: 1) Direct services to students and 2) Indirect services to staff or infrastructure.



Direct Services

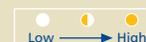
Instructional. A number of creative approaches to applying shared services to instruction and content-related applications have been successful. In Northeastern Ontario, Canada, for instance, all three French-language school boards belong to *le Réseau de formation et de programmation du Nord-Est, Canada*, a regional consortium for teacher training. It has yielded sizeable savings in instructional costs per student and curriculum development costs for the districts.

In the Greater Lawrence area of Massachusetts, ten school districts have banded together to provide special education services. This sharing will save them approximately \$13 million over the next two decades.³⁹

Another example of sharing instructional services is in Minnesota, where two rural school districts joined together to provide instruction. One district instructs grades K-3 and 7-9 while the other teaches grades 4-6 and 10-12. Some teachers travel between schools and all activities are paired. Despite joint school board meetings, the school districts remain separate governmental units.⁴⁰

Table 2. School Functions Amenable to Shared Services

Capability	Fit for Shared Service	Savings Potential (Comparative)
<i>Direct (Services to Students)</i>		
Transportation	●	●
Food Service and Nutrition	●	●
Instructional	●	●
Safety and Security	●	●
Health Services	●	●
<i>Indirect (Services to Staff or Infrastructure)</i>		
Purchasing	●	●
Finance and Payroll	●	●
Facilities & Real Estate	●	●
Human Resources	●	●
Technology Services	●	●
Administration	●	●



Transportation. Large districts have the flexibility to incorporate sharing in a number of creative ways. The simplest involve internally sharing resources, time, or space, such as when a handful of neighboring schools band together to host a recruiting fair. Even more interesting, though, are examples of well-planned formal shared services agreements. The two school boards in Ontario, Canada have joined together to share bus transportation services and audio-visual resources. By creating a single bus system, the two boards will save \$8 million in administrative, capital, and fuel costs over three years. The boards' shared AV library serves classrooms in both districts, saving \$300,000 annually.

Indirect Services

Purchasing. In New Jersey, the Shared Services Program is a cooperative effort among Middlesex County municipalities that supports the towns by providing a way to reduce daily operating expenses through cooperative purchasing. The program began in 1998 by offering towns aggregate natural gas purchasing, resulting in a 5 percent savings on electricity for public buildings during the first year of the program. Currently the municipalities share services for water/wastewater programs and the purchasing of natural gas, electricity, equipment, services, and supplies.⁴²

Administration. Seven districts in Connecticut have a shared services arrangement for administrative services that includes the superintendent, director of instruction, federal programs, special education directors, and a legal agent.⁴³ Meanwhile, in West Texas, Region 17 regional service center located in Lubbock, which serves an area encompassing about 19,000 square miles (close to the size of Pennsylvania), provides payroll and accounting services for a number of rural school districts, saving each over 50 percent a year and some up to 88 percent annually. The service center has also established an insurance co-op, which allows about 20 rural districts to purchase optional health services plans, such as dental insurance, at a much lower rate with better coverage than they could on their own.

Human resources presents another good opportunity for shared provision of administrative services. In 2004, the Massachusetts Human Resources Division (HRD) implemented shared services to streamline human services for all state agencies. The HRD allowed government agencies to reduce staffing and save the Commonwealth millions of dollars. In the HRD alone, staffing was reduced by 50 percent while handling more complex responsibilities and offering more innovative services to state agencies. For example, the state agencies devised a new shared recruitment process that reduced the time to fill a position from four months to five weeks.⁴⁴

Food Services Sharing in Pennsylvania

Cornwall-Lebanon School District and Northern Lebanon School District in Pennsylvania entered into an agreement to share the services of a food service director.⁴¹ After the first year of operation, the arrangement netted a combined profit of \$100,000, compared to a previous year combined loss of \$20,000. The financial success created a more stable working environment for all the food service employees, resulting in a lower employee turnover rate. The combined volume increased the districts' purchasing power, resulting in lower food costs.

The districts have benefited from the shared services by hiring an individual who possessed in-depth knowledge of nutrition, food preparation, marketing, fiscal management and interpersonal skills. Both districts have been able to combine efforts in areas such as purchasing, in-service programs, safety issues, collaboration of ideas for marketing products, and the substitute food service workers labor pool. The Supervisor of Food and Nutrition Services has been able to take advantage of combined purchasing by buying skids of food items rather than cases which equates to savings to both districts.

Combined in-service programs for both school districts have saved time and expenses. By combining the two districts, costs are basically reduced in half and a common day or days can be scheduled for training both districts. This allows for discussion and sharing of information between two districts and the in-service consultant. Because kitchens are subject to many safety and health issues, both districts can benefit from ideas that each district may have experienced and allow the supervisor to initiate common safety and health practices in all of the kitchens.

Another benefit of sharing a Supervisor of Food and Nutrition Services is the opportunity to increase the substitute food service employee pool. Because the supervisor is performing the interview process, an individual may apply at one of the districts and be considered for employment at both districts pending individual district policies and paperwork and the job candidate's availability to work for both districts.

Menu planning has been another area that the two districts share. Because the supervisor can coordinate purchases for both districts, daily menus can be planned based on the purchases for both districts. Collaboration on both Type A menus and ala carte items has helped to increase sales and improve quality of food items that are offered to students in both districts.

Potential Partners for Shared Services

- Other school districts
- Other schools (especially for large school districts)
- Universities and colleges
- Businesses
- Municipalities
- Nonprofits
- Community health and/or service centers

Technology. Districts have vast opportunities to share technology, ranging from shared systems and applications to shared helpdesk and onsite IT support. Districts across the country have found creative ways to develop payroll and HR systems with municipalities and neighboring schools, to share the cost of software licensing and purchasing applications, and even sharing CIOs with other districts. Sarasota County, NY and the local school district created a shared services partnership for information technology that cut personnel and software costs for the school district.⁴⁵

Facilities and Real Estate. A new frontier for educators is combining forces with the private sector. Examples of successful pairings abound, often where the schedule or needs of a school nicely balanced those of a local business or corporation. The Lincoln Unified School district in Stockton, California negotiated with a private fitness center operator to build a facility on site at a newly planned school. The district will provide the land and the fitness center operator will pay to build the facility. Once operational, private fitness center clients will use the facility in the morning before school and in the evening, while students will use it during the school day.



Shared Services and Charter Schools

The approximately 3,400 charter schools in the United States are also good candidates for shared service arrangements. Shared services can help charter schools uphold the integrity of their individual school missions while sharing the cost of administrative services and other general operating costs. In California, for example, the California Charter Schools Association (CCSA) has helped its members enter into shared service agreements to purchase goods and services. The California Charter Schools Association Joint Powers Authority was created to save charter schools significant costs in mandatory worker's compensation insurance and liability insurance—saving the typical charter school over \$20,000 per year on worker's compensation insurance alone.

Similarly, CCSA has created CharterBuy—a program that taps California charter schools' collective buying power and assembles a team of experts in purchasing to provide charter schools the best deals on supplies and equipment. The CharterBuy program has been saving charter schools as much as 50 percent of a school's expected costs on various goods and services.

Charter schools can also combine resources to share instructional services such as special education. For example, the Redding School of the Arts (RSA) charter school in Redding, California formed a Charter Schools Special Education Consortium open to charter schools in Shasta County. The consortium currently serves six charter schools. The schools pool their special education dollars into a central fund, and the consortium coordinates all special education services.

Seven Benefits of Sharing Services

So while it can take many forms, and look different from application to application, shared services offer the best of both worlds—the benefits of common systems, support, and process, with the priorities of local control. Seven benefits to implementing this approach stand out:

Benefit #1: Save Money

For most school officials, the primary impetus for moving to shared services is the ability to reduce business costs in order to channel more money into the classroom or address budget shortfalls. Studies of shared service in private firms find that nearly 90 percent of shared services agreements lead to cost reductions, with the majority experiencing cost savings greater than 20 percent.⁴⁶ When Bristol-Myers Squibb created a global business services division for financial transaction processing, it was able to eliminate 85 worldwide invoice-processing locations, saving \$1.5 billion per year.⁴⁷ Similarly, the Dow Chemical Co. replaced 400 financial service centers around the world with four global centers in 1994, eliminating 70 percent of finance positions. The result: a 50 percent reduction in costs.⁴⁸

Public-sector shared services arrangements also produce significant cost savings, especially in the long run.⁴⁹ Through the New Jersey Regional Efficiency Aid Program (REAP), 31 Somerset County municipalities and school districts have saved nearly \$10 million over the past five years by sharing services with each other, according to the Somerset County Business Partnership.

The cost savings from shared services typically fall into these categories:

- **Lower capital costs.** School districts can reduce the capital costs of facilities and equipment by sharing with other districts and municipalities. For example, the Mount Olive School District in New Jersey reduced its transportation costs by establishing transportation partnerships with other districts to transport their special education students.

Mount Olive's transportation agreements bring in \$200,000 in revenue a year.⁵⁰ In South Lyon, Michigan, the city and school district built the first combined administration building in the state.⁵¹ The school district provided the land and the city financed the building. The building saved the school district from the costs of a bond issue and saved the city the expense and effort of purchasing land.

- **Diminished administrative and development costs.** The Midwestern Higher Education Commission (MHEC) worked with external vendors to create the Academic Scheduling and Management Software program. Colleges and secondary schools across the Midwest, including Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin share this software package. By sharing the administrative and development costs of SAMS, all parties involved are saving approximately \$750,000 per year.
- **Reduced redundancy.** Shared services also help organizations shave costs by reducing redundancy in activities, processes, employees and IT systems. School districts have been innovative in using shared services to reduce the high costs of special education. Since small districts may have very few students with a specific type of disability, school districts have often banded together to share staff and facilities that serve students with specific disabilities. For example, the Northern Valley Regional High School District in Bergen County, New Jersey shares special education services, staff training, and curriculum development with the seven elementary school districts whose students attend its two high schools. The district also operates a pre-school program for autistic children, which according to district officials, offers significant savings to the 22 participating districts.

- **Lower personnel costs.** Administrative and support functions consume nearly 50 percent of the budget in most school districts. Shared services allow school districts to capture the economies of scale in administrative and support staffing.⁵² Small districts can share specialized staff for such areas as legal services, maintenance, payroll, transportation and food services. In Illinois, Bloom Township operates back-office services for 13 local districts with 4-6 “support personnel” in a central office location. Similar sized school districts require 1-2 support personnel within each district. The center provides a full range of budget, payroll, audit, reporting, grant administration and similar services. Each of the districts pays a pro rata amount for these shared services. The smallest of the 13 districts pays approximately \$12,000 per year for all of these services, which likely equates to less than one-quarter of a full-time employee.

In Salem County, New Jersey, a single school business administrator with a staff of 10 provides business services to 14 districts in four adjoining counties, saving each district about half of what it would spend to employ a full-time business administrator with benefits.⁵³

- **Revenue from sales of surplus assets.** Shared services can reduce costs in other ways as well. For example, shared service agreements can create surplus assets and potential revenue from selling them.⁵⁴

Potential Magnitude of Cost Savings

California schools spend about 46 percent of their budgets on non-instructional services (including administration, operation and maintenance, transportation, and food service). This amounts to \$23 billion in state education dollars flowing to non-instructional services in the 2005-2006 California budget. Various studies and literature reviews have identified cost savings of anywhere from 20 to 40 percent from using shared services arrangements. If you assume even a very conservative 20 percent cost savings rate, shifting only one-quarter of the \$23 billion in California’s non-instructional school costs to shared service arrangements could potentially save California school districts more than \$1 billion annually.

Using similarly conservative numbers, cost savings to public schools in the United States as a whole from shifting just a quarter of non-instructional services to shared services could potentially yield savings in the range of \$9 billion. To put this number in perspective, it is the equivalent to 900 new schools or more than 150,000 additional school teachers. In other words, it could have a significant impact on education funding.

These numbers, of course, are only rough estimates. Nevertheless, they demonstrate that the potential savings from moving to shared services approaches are great enough to warrant considerably more attention than they are currently receiving from most school districts.

Benefit #2: Gain Economies of Scale

Shared service agreements can enhance purchasing power and the ability to buy more products at a lower price. For example, in 2003 the Desert Sands and Coachella Valley unified school districts created the Coachella Valley Alliance, a purchasing cooperative aimed at buying in volume at a substantial discount.⁵⁵ In Southeast Texas, 14 small school districts pool their money for school violence and substance abuse programs, allowing them to get more and higher quality programs.⁵⁶

Benefit #3: Standardize Processes

The shared services model helps districts and schools standardize approaches to problems across the organization. When processes are consistent, performance is more likely to be predictable and improvements easier to implement. Moreover, when processes are transparent, staff and stakeholders have more realistic expectations. For example, when the Cornwall-Lebanon School District and Northern Lebanon School District in Lebanon, Pennsylvania shared food services, the partnership allowed them to standardize common safety and health practices in all of the schools’ kitchens.

When Deloitte Consulting LLP reviewed the student transportation costs in the state of Illinois Board of Education, huge disparities in cost per student (\$319/yr vs. \$2006/yr) and cost per mile (\$2.61/mile vs. \$5.21/mile) were found among districts across the state.⁵⁷ Standardizing how schools approach key challenges can help all districts benefit from the practices of their most innovative peers.

Benefit #4: Attract More Highly Qualified Staff

The shared services model allows districts that are often unable to match the salaries of larger districts to pool resources and attract more highly qualified personnel. In 2002, David Freeman, the superintendent of the Placerville Union School District was approached by the superintendent of the one-school Camino Union School District, who asked if the two districts could work together to share a transportation director. Camino offered to pay Placerville Union approximately \$15,000 a year to administer Camino’s bus service. “That offset our costs, and the benefit to them was they got a full-time quality (transportation) person,” Freeman said.⁵⁸

Benefit #5: Retain Local Control and Achieve Scale

Shared services provides a mechanism to allow schools to maintain control over their instructional budgets, yet still benefit from cost savings for non-instructional services. Schools and school districts can take advantage of shared services that are organized across districts while still maintaining control over the majority of their budgets and direct resources into improving student outcomes at the school level.

Benefit #6: Flatten Out Peaks and Troughs

There are regular variations in needs for certain types of services, and also sometimes unexpected spikes and dips. Shared services help spread out such risk and variability. For example, fluctuating enrollment averages can sometimes lead to annual personnel shortages or surplus, especially for special education and similar services, but this is much less likely across several districts sharing such services. Shared services also tend to smooth out spending and thus make budgeting and planning easier.⁵⁹

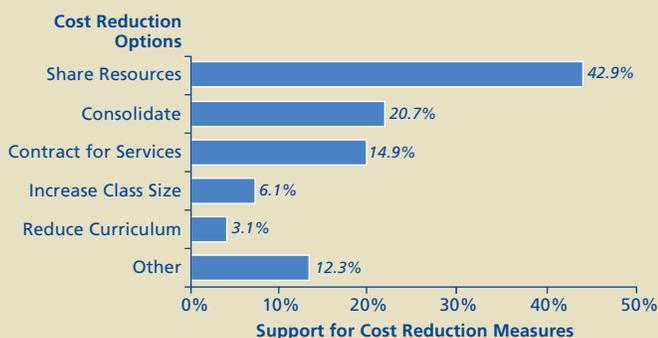
Benefit #7: Less Political Opposition

For taxpayers, sharing services is a much more popular cost-cutting option than political consolidation. A 2002 survey by Michigan State University found that about 43 percent of Michigan residents favored sharing resources as the best way to reduce school district costs and spending, two times more than those who favored consolidation.⁶⁰

These implications suggest that policymakers should first look for ways in which districts can share resources to reduce costs.

— Education Policy Center, Michigan State University

Figure 9. Michigan Survey of Tax Payer Support for Various School Cost Reduction Measures



Source: Education Policy Center at Michigan State University, February 2003.

Educational Services Commission of Morris County, New Jersey

A publicly managed cooperative program, the ESC is overseen by a board of directors consisting of a representative board of education member from each Morris County school district. This structure enables districts to share ideas for ways to share services and save money. The commission offers school districts opportunities to share bus routes, special education consultants and purchasing contracts for supplies. The commission also runs two schools for students with special education needs. All its services are aimed at allowing local districts to use centralized services to hold local costs down.

Created in 1970, the ESC employs 300 people and is run like a business. It operates solely on tuition and funding from local school districts and does not receive state aid. Its largest service is transportation, coordinating \$14.3 million in contracts for school bus routes for more than 50 school districts in the Morris County area. The commission has grown from a \$7.5 million operation in 1992 to \$25.5 million in 2003.

Morris County school districts largely take advantage of the ESC's offerings. Local public school business administrators say the ESC saves them time and money, especially when it comes to finding a bus route for one or two students attending a special education school.

In addition to the ESC's busing program, the commission's two schools and a cadre of special education consultants and specialists, such as physical therapists, are among the most popular services.

Small districts like Mount Arlington find the ESC is the antidote to local staffing difficulties, said business administrator Elizabeth George. The K-8 district with roughly 650 students can neither afford a transportation director nor full-time physical or speech therapists. Depending on who moves in and out of town, the need for such therapists can change from one year to the next, George said. Rather than hiring and firing people each year, the ESC can fill in with one of its professionals, she said.

One long-standing program that 17 districts are drawn to is the insurance pool which allows districts to pool their fees to pay claims for employees hurt on the job. The program includes coverage of medical expenses and lost salary, as well as mandatory safety training seminars. Although the fund had a few years where full premiums had to be paid, James From, Washington Township's business administrator, said districts often get a refund from the pool.

State Government's Role in Advancing Shared Services

Shared services can help address many of the management challenges faced by school districts. While superintendents and administrators at the local level must identify performance gaps, design the shared service systems and sell the change to the community, state legislators, governor's offices and state education officials can all also play a critical role. States that desire to reduce overall education costs by promoting the greater use of shared services in local school districts have several levers they can pull: 1) Budget pressure; 2) Financial incentives; and 3) Technical assistance.

Budget Pressure

As the funder of a large percentage of local school district spending, states can use their budget leverage to encourage or require school districts to share services. This is now difficult to do for a variety of reasons, one of which is the lack of visibility state officials have into school spending on support services.

The first step therefore is to make non-instructional school spending more transparent. One way to do this is to divide the education budget into instructional and non-instructional categories, forcing more detailed explanations of expenditures. The state of Idaho, for example, separates its education budget into five categories: instruction, support services, non-instructional services, facility acquisition services (e.g., additions, new facilities), and other services (e.g., debt servicing, contingency reserves).⁶¹ This type of partitioning would allow state legislators and state departments of education to dig deeper into the actual ways education dollars are being spent and reduce state contributions in areas shown to be inefficient.

Second, states can put school management practices under a microscope. In Florida, each school district must undergo a best financial management practices review every five years. The reviews are conducted by the state legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) with the help of outside consultants. Meanwhile, the Texas School Performance Review, operated out of the State Legislative Budget Board, has conducted more than 75 audits of Texas school district business practices. The reviews have identified hundreds of millions of dollars in savings through better business practices. Typically nine of every ten suggestions made by the school performance review team are ultimately adopted by the school districts.

Once states have a better handle on non-instructional school district costs and practices, they can make a certain percentage of state appropriations (10 percent, for example) at risk based on the degree to which districts implement shared services and achieve greater efficiencies. Such an approach would complement efforts underway to make educational achievement at individual schools more transparent and funding based more closely on improvement.

Alternately, school districts can be required to devote a certain minimum percentage of their spending to the classroom. The Louisiana legislature passed a resolution in 2005 encouraging state officials to require local school districts to limit non-classroom spending to 35 percent of their budgets. Texas Gov. Rick Perry took this one step further and issued an executive order in August 2005 requiring Texas schools to do this. Districts that fail to boost classroom spending to 65 percent of total spending would eventually face sanctions according to the Texas Education Agency. Perry's proposal has encountered strong opposition from some local school officials who argue that the order infringes on local control.⁶²

Financial Incentives

Some states have laws and regulations that limit the ability of districts to share resources or to engage in partnerships with municipalities and the private-sector. Eliminating these types of barriers can greatly enhance the chance that shared services will be considered.

States can also make shared services a more attractive option to communities by providing incentives and inducements to school districts, including financial assistance for study and startup of shared services agreements. In 2004, the Wisconsin legislature budgeted \$45 million in incentive payment for local government entities that demonstrate cost savings in the first year of a shared services arrangement.⁶³ Likewise, in 1998, New York provided over \$700,000 in grants to help establish shared services between school districts and municipalities.⁶⁴ Such incentives can make the task of “selling” the idea of shared services to the community, local board, or parents much easier.

Several states have enacted legislation and set up financial incentives to encourage shared services:

New York State. Boards of Cooperative Educational Services, also known as BOCES, have been a cornerstone in the state’s educational system since 1948 when BOCES were created by the state legislature.⁶⁵ There are 38 BOCES regions in the state of New York.

Each BOCES region is referred to as a supervisory district under the leadership of a district superintendent. The district superintendent serves as the representative of the commissioner of education and as the chief executive officer of the BOCES program. BOCES services are created when two or more school districts decide they have similar needs that can be met by a shared program or service.

BOCES helps school districts save money by providing opportunities to pool resources and share costs. Sharing is an economical way for districts to provide programs and services that they might not be able to afford otherwise. It is more efficient and less costly to operate one central service than it is to have separate programs in each school district. However, BOCES services are often customized, offering districts the flexibility to meet their individual needs. The decision to participate in BOCES services is based on the unique needs of each district. If the district doesn’t need a BOCES service, it doesn’t request it and does not have to pay for it. The state of New York provides aid for BOCES-provided

services. Each spring the local district’s board of education selects BOCES services for the upcoming year. In the following year, a portion of the cost of BOCES services is returned to the district by the state. The amount returned is based on a formula that takes into account the district’s financial resources and needs. Money returned to the district is used as unrestricted revenue.

BOCES is governed by a board of education just like local districts are governed. The BOCES Board of Education is composed of representatives from local (component) school districts who are responsible for curricular, financial and other policy decisions, just as boards are at the local level. Except for an administrative charge that is based on each school district’s size, districts pay only for those BOCES services they use.

New Jersey. In 1999, the state of New Jersey developed an incentive-based system to encourage shared services. The state’s REDI program (Regional Efficiency Development Incentive) provided funds to help local governments pay for feasibility studies and the start-up costs of shared services with neighboring school districts, towns or counties. Before it was cut, the REDI program awarded nearly \$2.2 million to school districts.⁶⁶

Another New Jersey incentive program, REAP (Regional Efficiency Aid Program), has provided tax credits directly to homeowners as a way to publicly reward school districts and municipalities for sharing services. In 2002, taxpayers in 249 communities received a reduction in their property tax bills.

California. The state of California created a shared service partnership agreement with the University of California library system.⁶⁷ Since 1998, the state has provided close to \$12 million in funding to encourage a shared digital library across all UC campuses. In addition, each individual UC campus contributes a portion of its discretionary funding to maintain the shared collection. If campus libraries were to independently negotiate for license and catalog and collect user statistics for the 8,000 titles and 250 databases in the system-wide digital library, the UC library system would have to spend an additional \$34 million per year.

Technical Assistance

Implementing shared services requires a number of sophisticated management and contracting competencies rarely available at local levels. Schools and smaller districts often have limited capacities in the realm of contract development, process improvement and management design, large-scale business proposals, contract management, and performance measurement. States typically have more well-developed networks of vendors who can provide support for designing and implementing shared services systems and processes; frequently deal with proposals from technology and consulting firms; and have more sophisticated performance measurement capabilities. They therefore are well positioned to provide some of these complex technical services, either directly or through training and education for staff. The state can also provide a repository of research, case studies and models that school districts can use in analyzing their own shared services prospects.⁶⁸

At the federal level, the U.S. Office of Personnel Management is managing and evaluating a large-scale human resources shared services project across twenty-two federal agencies.⁶⁹ Shared service centers will be key components of the federal government's human capital management structure. OPM will take pre-qualified candidate agencies and conduct a rigorous qualification and selection process with the assistance of employees from the agencies participating in the HR task force. At the end of the process, OPM's director will announce the first group of centers.



Structures for Shared Services

A variety of different models for shared services in education have emerged in the United States and throughout the world. Each model has certain strengths and may be the most appropriate solution to a school district's challenges, whether applied to small schools or large districts. In 1995 the New Jersey School Boards Association developed a definition of shared services in education as "Any voluntary formal or informal agreement between two or more entities that enhances educational opportunities for students and/or demonstrates cost effectiveness and accountability."⁷⁰ That leaves room for a lot of different opportunities to share, ranging from different legal structures of sharing to different shared functions, like transportation and safety.

Cooperatives

Specific-function cooperatives are the most common form of shared services. They are formed among multiple school districts to share functions and provide economies of scale. While not every cost center or responsibility of a district fits ideally with a shared services model, many functions and services are appropriate for shared services.

Example: In Texas, three transportation cooperatives provide bus services for multiple school districts. One of these, the Bowie County Transportation cooperative, provides bus services for 13 districts in Bowie County through inter-local agreements with each district. The cooperative is run by a board, comprised of superintendents for each of the districts, which establishes policy and operational procedures. The cost-per-mile achieved by the Bowie County cooperative is far lower than the state average for bus transportation.

Cooperative Superintendency

Commonly used in many states with small districts in sparsely settled regions, two or more local school boards enter into an inter-local agreement to retain a single superintendent who will serve both boards. Sharing superintendents can be thought of as the sharing of administrative capabilities. The agreement specifies the terms of employment and the sharing of expenses for maintaining a single office.

Example: In New Hampshire, the state has created School Administrative Units, each one directed by a superintendent of schools and one or more school boards.

Regional Educational Service Agencies

In this arrangement cooperatives governed by separate boards that collaborate with local member school districts to serve and support them. Membership in regional service centers is typically voluntary and fees for services rendered by the regional agency may be assessed in a variety of ways.

Example: In West Virginia, the state Board of Education established RESAs that provide services like computer basic skills support, cooperative purchasing, feasibility studies, instructional models, and legislative evaluation reports.

Educational Service Districts

This is a special purpose school district that consists of member local school districts within a specific geographic area. These public entities typically operate in a highly entrepreneurial fashion, deriving their funding from grants, cooperatives and other self-directed initiatives. "Membership" or participation is likely to be required of local districts. The educational service district board is appointed by the member districts and it operates a central office providing shared services to local districts.

Example: In Washington State, Education Service District 105 was created to provide cooperative and informational services to local districts.

Cooperative Educational Services (CES)

When two or more school districts decide they have similar needs that can be met by a shared program or service, they can create a CES. Each Cooperative Educational Service region is referred to as a supervisory district under the leadership of a District Superintendent who serves as the representative of the Commissioner of Education and as the Chief Executive Officer of the CES. The CES Board of Education is comprised of representatives from local (component) school districts and these board members are responsible for curricular, financial, and other policy decisions, just as boards are at the local level. Except for an administrative charge that is based on each school district's size, districts pay only for the CES services they use. State aid helps to offset some of the expenses, while others are directly funded by the state or federal government. CES entities have no taxing authority.

Cluster Districts

Cluster or union districts are initiated by local school boards and involve sharing services with neighboring school districts, with certain academic programs being made accessible to the students of different schools. The local boards may, for example, select a superintendent who spends some time in one district and some time in another. Students from one district may be sent temporarily to another school for specific activities. Clusters have been formed around science programs and materials, computers, staff development and in-service for administrators.

Example: Smithville Independent School District in Texas kicked off a staff development initiative, called Eastern Cluster Districts, whose purpose was to use shared instructional specialists to provide staff development in a location convenient to the districts on the eastern edge of Region 13 in Texas. The goal was to reduce travel time and costs and encourage greater participation in staff development by the participating districts.

Getting it Right

Success in reducing education costs through shared services will depend on savvy politics, accurate assessment, public consultation, planning, advocacy, and implementation. It will also depend on the prudent boldness of good leadership.

Like many other business transformation approaches, shared services agreements sometimes fail. Such “failures” typically are caused by the lack of a coherent vision for change, weak business cases, inadequate attention to change management, poorly trained staff or ill-defined contracts and service levels. These missteps can be avoided by following these six guidelines when transitioning to a shared services model.

Conduct an Assessment and Develop a Business Case for Change

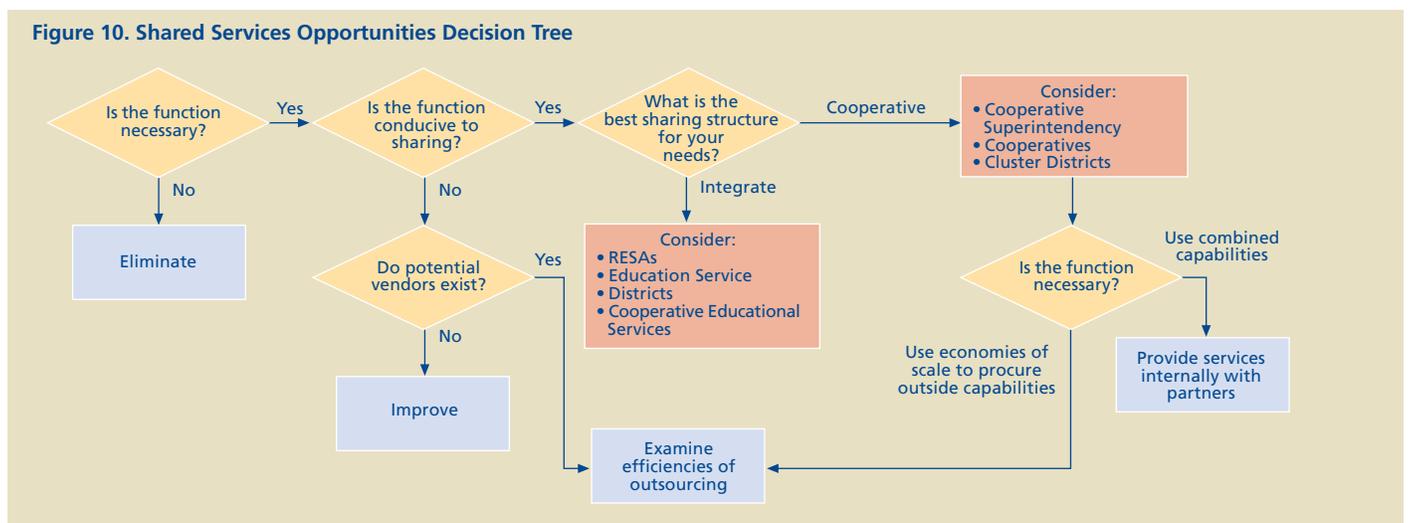
First, a political champion and overarching government authority must articulate support and a vision for the creative delivery of services. Then school officials need to conduct an assessment to be certain that sharing services makes economic sense. Sometimes this model won’t fit local needs and circumstances. A careful business case that weighs costs and benefits will make this clear.

Potential partners must then start the sharing process with the joint planning, development, and evaluation of the shared service plan. A shared service agreement might be as simple as two school districts exploring overlap in food or transportation service or as complex as several school districts forming an independent board to oversee and manage several types of service agreements.

This initial stage also consists of researching what each partner has to offer and establishing the formal structure to support the shared service agreement, whether it’s a written contract or a structured cooperative. During this phase, the following questions should be addressed:

- Do shared services make sense considering local circumstances?
- What processes are the best candidates for shared services?
- What shared services legal structures best match our needs?
- What is a realistic timeframe for integrating the service?

Figure 10 provides a simple decision-making process to evaluate which services and business activities would be most appropriate for transitioning to a shared services approach.



Communicate to Staff and Stakeholders—Early and Often

Shared services cannot be implemented top-down or in a bubble. Change management is a critical component of all successful shared services projects. Moving from multiple processes, delivered by disparate staffs in multiple locations on many systems to a complete regime of shared, rationalized services can be difficult for all stakeholders. It often involves the dissolution of authority and power that may threaten individuals' conceptions of certain roles and responsibilities (e.g., individual school control of payroll). This can lead to discomfort, suspicion, and entrenchment. During each of the shifts involved in the implementation of shared services, it is critical that staff, teachers, administrators, and parents feel they are involved and have a substantive role in how the final sharing solution will function. This entails documenting successes and seeking continual feedback.

Carefully Design the Requirements

All parties will benefit from the rigors of the requirements definition process—the act of spelling out each party's needs and expectations in a clear, detailed way. Schools that are the most successful with shared services view the process of setting service level agreements as more than a legal step—it helps them understand what it is about each process or operational responsibility they consider critical to their district's own success. Each party must also have the technical and staff capacities to develop these kinds of agreements (if they don't they should seek out such capabilities from the marketplace).

Baselines should be documented in order to avoid entering into arrangements with false expectations. Other issues that should be addressed in the service level agreements include risk-sharing mechanisms and incentives to create alignment.

Consider Shared Services if...

- Diverse, hard-to-find, or expensive skills are required to provide a service
- Peer or neighboring districts provide the service better or cheaper than you currently can
- Multiple outsourcing or potential private-sector partners exist
- Needed outputs or services are clearly defined and can be "packaged"
- Doing so supports financial incentives or mandates from state or local government
- Partnering will give you greater reach or credibility (e.g., certified staff, broader pools of resources)
- Third parties can deliver service/achieve goals at lower cost than government
- High barriers to entry or best-in-class performance make economies of scale desirable

Create a Governance Board

Where pairing occurs, the two school boards usually act as the governing board with each board approving any service agreements. If more school districts are involved, a representative board member from each participating school district may be elected or appointed to the governing board.

As the cooperative relationship becomes more formal and provides a variety of services, the board of directors may be elected from a broader community base. Advisory committees also may exist. In such cases it's important to involve local board and community members, teachers, and administrators regularly to achieve buy-in and understanding. Working with teachers, staff, and administrators from the beginning and making their opinions an important part of the implementation approach can create strong support for and promotion of shared services programs within participating schools or districts.

The governing board can also help to create cultural alignment in the new, shared services organization.

Achieve the Right Balance between Accountability and Flexibility

Clear performance criteria and measures, explicit sanctions for non-performance, an open monitoring scheme, and frequent performance reviews are essential components of a shared services approach. At the same time, inter-agency agreements and contracts with providers must evolve as the sharing matures. Targets and performance indicators should be re-evaluated if it becomes apparent that they are unhelpful, unattainable, or create incentives that don't match with the district's goals. This kind of review should be frequent, data-driven, collaborative, and friendly. Partners must always be able to withdraw from the arrangement—given appropriate lead time and transition.

Conclusion

In this era of tight budgets and loud calls for results and accountability, schools need to identify every means of saving money while improving capacities. Shared services provide one answer: a way to improve the ability to procure services, better use facilities and classrooms, and educate students without greater spending.

As school board officials, superintendents and state legislators consider shared services, they will soon discover that politics is by far their greatest challenge: good old fashioned turf protection, more than anything else, has caused schools to move more slowly to shared services than the private sector. The processes are obviously important. The technology has to work. The design has to fit local circumstances. Due attention must be paid to change management. But it is usually policy issues, or politics, that will make or break shared services.

While the politics of shared services is daunting, this cost reduction strategy can be presented as one of the least painful ways to pare educational costs. It doesn't pit education against administration or dollars against test scores or result in any loss of local control over schooling. It's a proven way to move more tax dollars into the classroom, an objective few educators would find unworthy of pursuing.



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Adrian Moore is Vice President at the Reason Foundation where he directs all policy research. His own research focuses on issues of government management, government finance, and privatization. He has a Ph.D. in economics from the University of California at Irvine. He is the co-author of *Curb Rights: A Foundation for Free Enterprise in Urban Transit* (Brookings, 1997).

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**INTERMEDIATE DISTRICT 287
PLYMOUTH, MN**

BOARD OF EDUCATION

Board Meeting – November 20, 2008

Agenda Section: ADJOURNMENT

Item: 8.A

Presented by: Board Chair

Recommended Action: Board Chair calls meeting adjourned @ _____ PM