

Agenda

1. **CALL TO ORDER** (Action)
 - 1.1. Oath of Office
2. **APPROVAL OF GENERAL MEETING AGENDA** (Action)
3. **OPEN FORUM** (Informational)
4. **APPROVAL OF CONSENT AGENDA** (Action)
 - 4.1. General Board Meeting Minutes from January 14, 2010
 - 4.2. Annual Organizational Board Meeting Minutes from January 14, 2010
 - 4.3. Routine Human Resource Activities for January 28, 2010
5. **SHARE THE SUCCESS & RECOGNITIONS** (Informational)
 - 5.1. TIES Award Winners
 - 5.2. Mary Peters Named District 287 Teacher of the Year
6. **SUPERINTENDENT'S REPORT** (Informational)
 - 6.1. Decision Resource Report
 - 6.2. Strategic Plan Review & Measurement Report
 - 6.3. Review of Superintendents Meeting
 - 6.4. Spot Light Video
7. **INSTRUCTIONAL REPORT** (Informational)
 - 7.1. New Online Video
8. **ADMINISTRATIVE SERVICES REPORT**
 - 8.1. Financial Report
 - 8.1.1. Approval of Routine Monthly Finance Report (Action)
 - 8.1.2. Approval of Board Acceptance of the following Grants (Action)
 - 8.1.3. Approval of Board Acceptance of the following Grants (Action)
 - 8.2. Transportation Study Report (Informational)
 - 8.3. Human Resource Report
9. **BOARD BUSINESS** (Informational)
 - 9.1. Policy Review & Revision
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. Get on the Buse & Local 2209 Breakfast Schedule (Informational)
 - 9.2.2. AMSD Report (Ann Bremer) (Informational)
 - 9.3. **District News** (Informational)
 - 9.3.1. School Board Planning Calendar
 - 9.3.2. January 28, 2010 Event Calendar
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
January 14, 2010
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the regular meeting to order at 6:45 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

271	Bloomington	Arlene Bush
286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Sally Johnson
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
279	Osseo	Steven Antolak
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson

Absent: 283/Rykken, 284/Peterson, 277/Bremer

Guests: Jim Eichten

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Laura Keller-Gautsch, Jane Holmberg, Char Myklebust, Anne Becker, Janet Johnson, Tom Shultz, Chad Maxa, and Wauneen Mgeni

287 Staff Members: Bruce Mulder, Mary Newman, and Mark Hoffer

Chair Linda Johnson administered The Oath of Office to the attending member A. Bush

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval with the following change to move agenda item 8.3 Facilities Report ahead of 8.2 Human Resource Report – Closed Session. *Motion by Greg Thielsen, seconded by Arlene Bush, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from December 17, 2009; and Approval of Board Adoption of the Current Definition of Directory information under the Family Education Rights & Privacy Act. *Motion by Don Draayer, seconded by Linda Johnson, to approve the consent agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski briefly introduced Chad Maxa, Information and Technology Manager, and Mr. Tom Shultz, Facilities Administrator. Tom and Chad provided a brief overview of the Boardroom updates intended to enhance functionality for Board members.

Sandy recommended the establishment of an Assistant Director of Finance position. The new position is consistent with strategic plan requirements and the critical need to track revenue through the state tuition billing process. *Motion by Don Draayer, seconded by Greg Thielsen, to approve the establishment of an Assistant Director of Finance position as presented. All in favor. Motion carried unanimously.*

7. INSTRUCTIONAL REPORT

Superintendent Lewandowski introduced Dr. Jane Holmberg, Executive Director of Teaching and Learning. Jane reported the district has been awarded an 18-month Enhancing Education Through Technology Grant in the amount of \$295,654. The award, made through the Minnesota Department of Education as part of the American Reinvestment and Recovery Act (ARRA), will allow the district to train teachers in online learning and produce online learning units for use within the Northern Star Online consortium as well as to contribute the Minnesota Learning Commons statewide collaborative.

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Ms. Janet Johnson, Director of Finance Services, introduced Jim Eichten, managing partner of Malloy, Montague, Karnowski, Radosevich and Company (MMKR), Certified Public Accountants, presented a summary overview of the FY2009 Audit. *Motion by Greg Thielsen, seconded by Steven Antolak, to approve the FY2009 Audit as presented. All in favor. Motion carried unanimously.*

Facilities Report

Mr. Tom Shultz, Facilities Administrator, recommended to the Board approval for a two-year lease renewal for the Timberland facility that currently houses the Vocational Education Training (VET) North program. *Motion by Peyton Robb, seconded by Arlene Bush, to approve the Fifth Amendment to Lease with Timberland Partners as presented. All in favor. Motion carried unanimously.*

Linda Johnson read a prepared statement related to negotiations with Local 2209. "This statement is concerning the negotiations between Education Minnesota Local 2209 and the District. Even though negotiations have not successfully concluded due to the difference between the parties, there are many things that we can agree on.

1. District staff are an extremely dedicated group of people who do great work with special students, many of whom face significant physical, mental, and psychological challenges and we appreciate all the hard work and great efforts of our staff.
2. These are difficult times for our State, this District, and our thirteen member districts. Member districts send us most of our students and pay most of our bills. Our Board is accountable to the member districts and must take their financial health and resources into account in all of the decisions we make.
3. Continuous improvement in contracts is a worthy goal under normal conditions, but economic conditions today are hardly normal.

There are two fair and reasonable offers on the table that were presented by the District negotiators with the blessing of the Board. One was a total package of 7.3% and the other of 6.9%. Both packages provided employees with steps, lanes, and 1% for those at the top of the salary schedule in both years. Both packages would have resulted in employees paying less for insurance under insurance plans redesigned as proposed by Local 2209. These packages will expire tomorrow night; the offer of these packages will expire tomorrow night at midnight and have not received consideration by the Local's 2209 membership.

I am confident that, when negotiations resume, a settlement will be pursued in good faith, and will work together towards an agreement."

Human Resources Report-LABOR NEGOTIATIONS (CLOSED SESSIONS)

At the recommendation of Board Chair Johnson, *a motion was made by Steven Antolak, seconded by Greg Thielsen, to close the meeting to consider strategies for labor negotiations, as required in Minnesota Statute §13D.03. All in favor. Motion carried.* The meeting was closed to the public at 7:13 PM. *A motion was made by Don Draayer, seconded by Michèle Kunz, to reopen the general meeting. All in favor. Motion carried.* The general meeting reopened at 9:12 PM.

9. BOARD BUSINESS

Chair Report

Chair Johnson reminded Board members that if they are interested in attending NSBA conference to contact Wauneen.

AMSD Report

Board member Robb gave a brief update on AMSD.

Organizational Report - None

Once Around the Table

Arlene Bush	District has just opened a clinic in partnership with Fairview Southdale.
Greg Thielsen	Our Mini Clinic opens late June 2010.
Carol Bomben	District will be change start times for the upcoming school year.
Peyton Robb	Teachers rejected District negotiations offer.
Sally Johnson	Will be presenting a 287 update to her Board on Thursday, January 21, 2010.
Don Draayer	Milestone has finished a biography and a second book on his life in Minnetonka School District.
Michèle Kunz	Will keep the Orono school board update on 287 board meetings.
Steven Antolak	Districts have settled with the Teachers and receive an insurance cap.

Nancy Rowley Richfield has been studying adding a second magnet school.
Linda Johnson Robbinsdale has a tentative agreement with the teachers, the teachers vote tonight on the contract.
Sandy Lewandowski Decision Resource Survey is complete, will be presented the results at January 28th Board meeting.
Anne Becker We have the third Hennepin County Superintendents meeting scheduled for January 22nd.
Chad Maxa
Char Myklebust
Colleen Baumtrog
Jane Holmberg
Janet Johnson Thank the Board for all of their support.
Laura Keller-
Gautsch
Tom Shultz
Wauneen Mgeni

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:23 PM.

The next general meeting will be held on January 28, 2010, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

DISTRICT 287 ORGANIZATIONAL BOARD MEETING
Intermediate District 287
January 14, 2010
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the organizational meeting to order at 6:32 PM in the District Service Center Board Room.

Chair Johnson introduced new Board member Carol Bomben to the Board.

Superintendent Sandra Lewandowski administered The Oath of Office to the attending members G. Thielsen, C. Bomben, P. Robb, S. Johnson, D. Draayer, M. Kunz, S. Antolak, N. Rowley, and L. Johnson.

A Roll Call was taken and a quorum was declared with thirteen member districts represented and the following Board members in attendance:

271	Bloomington	Arlene Bush
286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Sally Johnson
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
279	Osseo	Steven Antolak
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
283	St. Louis Park	Pam Rykken
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 283/Rykken, 284/Peterson, 277/Bremer

Guests: Jim Eichten

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Laura Keller-Gautsch, Jane Holmberg, Char Myklebust, Anne Becker, Janet Johnson, Tom Shultz, Chad Maxa, and Wauneen Mgeni

287 Staff Members: Bruce Mulder, Mary Newman, and Mark Hoffer

2. Nominating Committee Report

Motion by Michèle Knuz, seconded by Sally Johnson, to accept the slate of officers for January 2010-December 2010 as presented to the Board: Chair-Linda Johnson; Vice Chair-Don Draayer; Board Clerk-Nancy Rowley and Board Treasurer-Greg Thielsen. No additional nominations. Motion carried unanimously.

The newly elected officers took their places at the executive table.

3. Organizational Business

The yearly Board meeting schedule was shared, using the format of the second and fourth Thursday of the month with the exception of April, July, August, November and December which were adjusted for Holidays and Winter Break. Dates for the year are: January 14 & 28, February 11 & 25, March 11 & 25, April 22, May 13 & 27, June 10 & 24, July 22, August 26, September 9 & 23, October 14 & 28, November 11, and December 9. *Motion by Steven Antolak, second by Peyton Robb, to approve the Board meeting schedule as presented. No discussion. Motion carried unanimously.*

Motion by Steven Antolak, second by Peyton Robb, to waive the necessity to recite the Pledge of Allegiance. No discussion. Motion carried unanimously.

Motion by Don Draayer, second by Nancy Rowley, to appoint Janet Johnson as Assistant Treasurer for the Board of Education. No discussion. Motion carried unanimously.

Motion by Don Draayer, second by Nancy Rowley, to authorize Janet Johnson or her designee to execute wire transfers on behalf of District 287 for January 2010-December 2010. No discussion. Motion carried unanimously.

Motion by Don Draayer, second by Nancy Rowley, to designate Morgan Stanley Smith Barney, LLC; Minnesota School District Liquid Asset Fund Plus; U. S. Bank, Mpls; and Wells Fargo Bank, Mpls, as financial institutions for depository/investment purposes for January 2010 – December 2010 and authorize the chairperson, clerk, and treasurer to sign the ‘certificate of authority’ for these institutions. No discussion. Motion carried unanimously.

Motion by Don Draayer, second by Nancy Rowley, to designate MN Sun Publications, The Laker/Pioneer, and Osseo/Maple Grove Press as the official newspapers for January 2010-December 2010. No discussion. Motion carried unanimously.

It was necessary to replenish the funds in the Board’s Sunshine Fund. It was recommended that a one-time \$10 deduction from each member’s board compensation be approved. *Motion by Michèle Kunz, second by Greg Thielsen to authorize a one time deduction of \$10 from each board members compensation. No further discussion. Motion carried unanimously.*

A resolution authorizing the superintendent to execute contracts for January 2010-December 2010 school year was brought forth. *A resolution motion was made by Don Draayer, second by Greg Thielsen, to waive the reading of the resolution and to authorize Superintendent Sandra Lewandowski to execute contracts on behalf of the school district and is also authorized to execute contracts that have been previously approved by the Board. No discussion. The following voted in favor: The following voted in favor: Antolak, Bomben, Draayer, L. Johnson, S. Johnson, Kunz, Robb, Rowley, and Thielsen. No votes against. Resolution carried.*

Motion by Greg Thielsen, seconded by Nancy Rowley, recommending that Sara J. Ruff, Laura Tubbs Booth, and E. Jaynie Leung, independent contractors of the Intermediate collaborative, be designated as general counsel provider. Other firms may be used for specific counsel, if necessary, and within the budget. No discussion. Motion carried unanimously.

Motion by Greg Thielsen, seconded by Linda Johnson, recommending the approval of the Board Compensation. No discussion. Motion carried unanimously.

An annual resolution was necessary to meet data privacy reporting requirements as set forth by the State of Minnesota. *Resolution motion by Michèle Kunz, seconded by Nancy Rowley, to waive the reading of the resolution and to appoint Sandra Lewandowski as responsible authority for District 287 and she is hereby authorized to take all actions necessary to assure that all programs, administrative procedures, and forms used with District 287 are administered in compliance with the provision of the current Minnesota Statute. No discussion. The following voted in favor: Antolak, Bomben, Draayer, L. Johnson, S. Johnson, Kunz, Robb, Rowley, and Thielsen. No votes against. Resolution carried.*

A board member roster containing contact information was shared with the Board. Members were asked to make any changes to the document and return it to Wauneen for finalization.

Auditors Compliance (Public Officers’ Interest in Contracts) form was shared with the Board. Members were asked to complete and sign the form, and return it to Wauneen for finalization.

4. ADJOURNMENT

Motion was heard and seconded to adjourn the organizational meeting of the Board. Motion carried unanimously. The meeting adjourned at 6:41 PM.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – January 28, 2010**

LICENSED STAFF

1. New Hires:

A. Regular

-

B. Reinstatement of Licensure Waivers

-

C. Temporary

- COLLEEN S. BAUMTROG, Executive Director of Administrative Services, additional 14.5 days (116 hours) effective November 9, 2009 through January 8, 2010, to complete the work related to Human Resources and other administrative issues.
- KAREN K. BERGANTINE-BOLSTAD, Instructor Math at Hennepin County Home School effective January 25, 2010 through June 10, 2010.
- LINDA J. CORDIE, Independent Study English Instructor at Mound Westonka High School effective October 26, 2009 through June 30, 2010.
- ALICIA JENSEN, School Counselor at Omegon effective January 15, 2010 through February 26, 2010.
- LING MA, Online Chinese Instructor effective July 20, 2009 through June 30, 2010.

D. Substitutes

- Asuka Ichikawa
- Karen Olson

2. Extended Leaves of Absence:

A. Unpaid

- MELISSA FISHBAUGHER, Instructor DCD at South Education Center, child care leave effective February 1, 2010 through March 1, 2010.

3. Separations:

A. Dismissal

-

B. Resignation

- MICHAEL D. BREINER, Instructor EBD at Bren Road Education Center, effective January 1, 2010.

- JASON ROHMAN, Instructor Language Arts at Hennepin County Home School, effective January 23, 2010.

C. Retirement (Regular/Disability)

- MARY L. SAVONA, Speech Language Pathologist at South Education Center, effective June 10, 2010.
- RONALD W. SCHEEL, Instructor Math at South Education Center, effective June 10, 2010.

4. Other:

- A.** RECOMMEND the Board's approval to credit Alisa Anderson, EBD Instructor at Hosterman Education Center, with three (3) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balance by one (1) day.

Lyla Peterson

Brad Wing

Don Edmondson

NON-LICENSED STAFF:

1. New Hires:

A. Regular

- BRADLEY HOLMBERG, Education Assistant at Northwest Tech Center, **additional position due to increased enrollment**, effective December 9, 2009 Step 11 Lane 4 +90 credits - .875 FTE.
- ROBERT WILLIAMS, Education Assistant at Bren Road Education Center, **additional position due to increased enrollment**, effective December 10, 2009 Step 5 Lane 1 - .875 FTE.
- JURIAD HUGHES, Education Assistant at Hosterman Education Center, **additional position due to increased enrollment**, effective December 16, 2009 Step 7 Lane 5 +BA - .875 FTE.
- SHANNON DIEDRICH, Education Assistant at Hosterman Education Center, **additional position due to increased enrollment**, effective December 21, 2009 Step 11 Lane 5 +BA - .875 FTE.
- ELIZABETH EILER, Education Assistant for Itinerant Services, **additional position due to increased enrollment**, effective December 18, 2009 Step 6 Lane 5 +BA - .875 FTE.
- RICKKEA HILL, Education Assistant at Hosterman Education Center, **additional position due to increased enrollment**, effective December 14, 2009 Step 11 Lane 5 +BA - .875 FTE.
- CHERYL GILLES, Clerical at the District Service Center, **refill for P. Orth**, effective January 4, 2010 Grade IV Step 2 – 12 month – 1.0 FTE.
- JESSICA KOLB, Education Assistant at Hosterman Education Center, **additional position due to increased enrollment**, effective December 14, 2009 Step 3 Lane 5 +BA - .875 FTE.

- AMANDA DUBBIN, Education Assistant at Hosterman Education Center, **refill for C. Minors**, effective January 4, 2010 Step 4 Lane 3 + 30 credits- .875 FTE.
- THOMAS SIMSHAUSER, Education Assistant at Hosterman Education Center, **additional position due to increased enrollment**, effective January 4, 2010 Step 9 Lane 5 +BA - .875 FTE.

B. Temporary

-

C. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

- BILL DOLAN, Education Assistant at the South Education Center, effective February 20, 2010 through June 30, 2010.

3. Separations:

A. Dismissal

-

B. Resignation

- LINDA DANIEL, Clerical at the District Service Center, effective January 8, 2010.
- LEE VARS, Education Assistant at Hosterman Education Center, effective December 22, 2009.
- KYLE HALVORSON, Education Assistant at Hosterman Education Center, effective January 13, 2010.

C. Retirement (Regular/Disability)

- SANDRA BUCKINGHAM, Clerical at the District Service Center, effective March 31, 2010.
- KATHLEEN ALBRECHT, Clerical at Epsilon, effective June 10, 2010.

4. Other:

- A.** RECOMMEND the Board's approval to credit LeeAnn Gelhaye, Parent Child Specialist at North Vista, with one (1) day of additional sick leave. These days have been donated by the staff member listed below who have authorized the District to reduce her individual sick leave balance by one (1) day.

- Cheryl Hoffman

Intermediate District 287

Stakeholders Study

Decision Resources, Ltd.

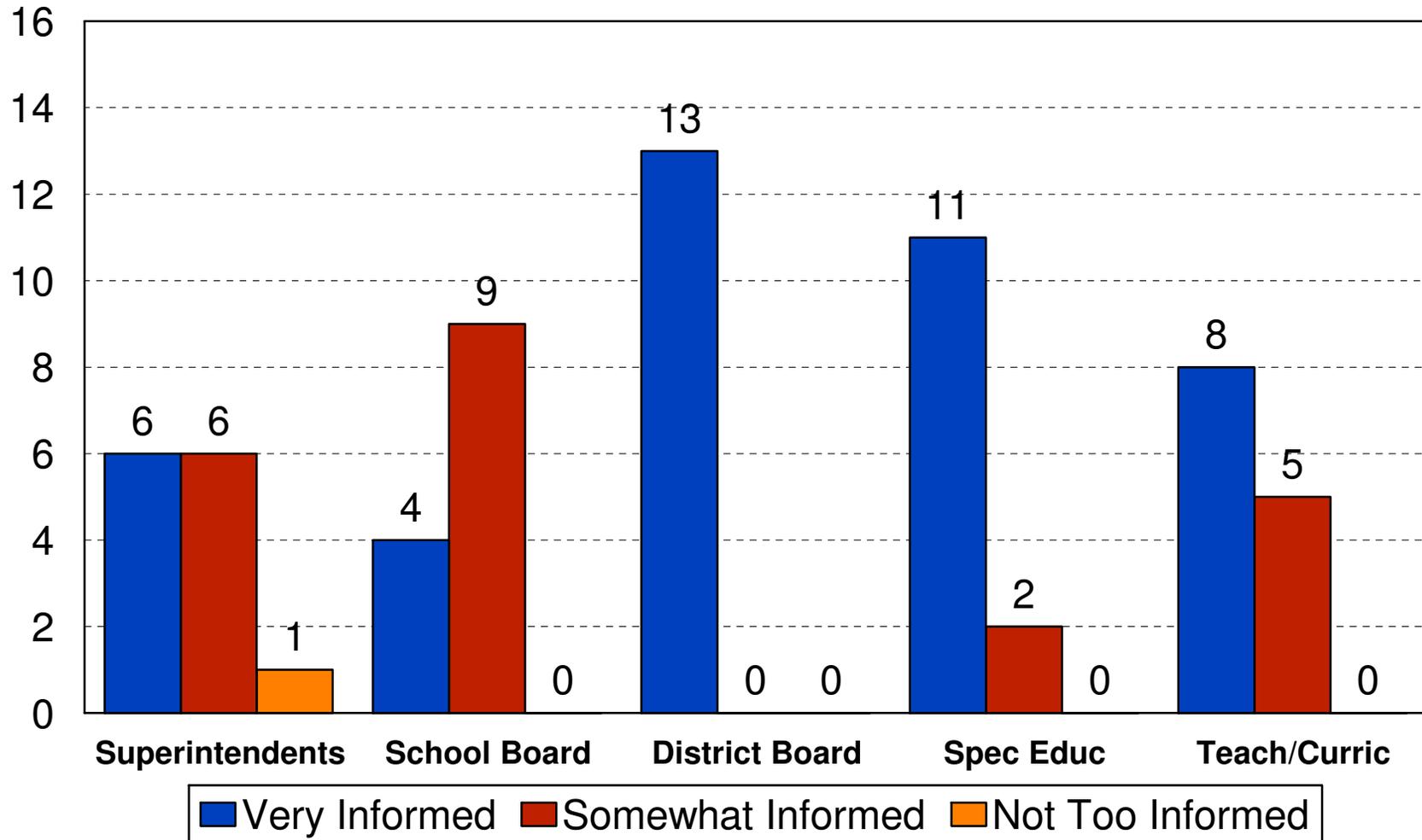
First Thought of 287

2009 Intermediate School District 287

- ① Special Education
- ① Different Sites
- ① Nice Buildings
- ① All Programs
- ① Service Provider
- ① District Services
- ① Construct
- ① Duplication of Services
- ① Low Incidence Programs
- ① Partnerships
- ① Helpful

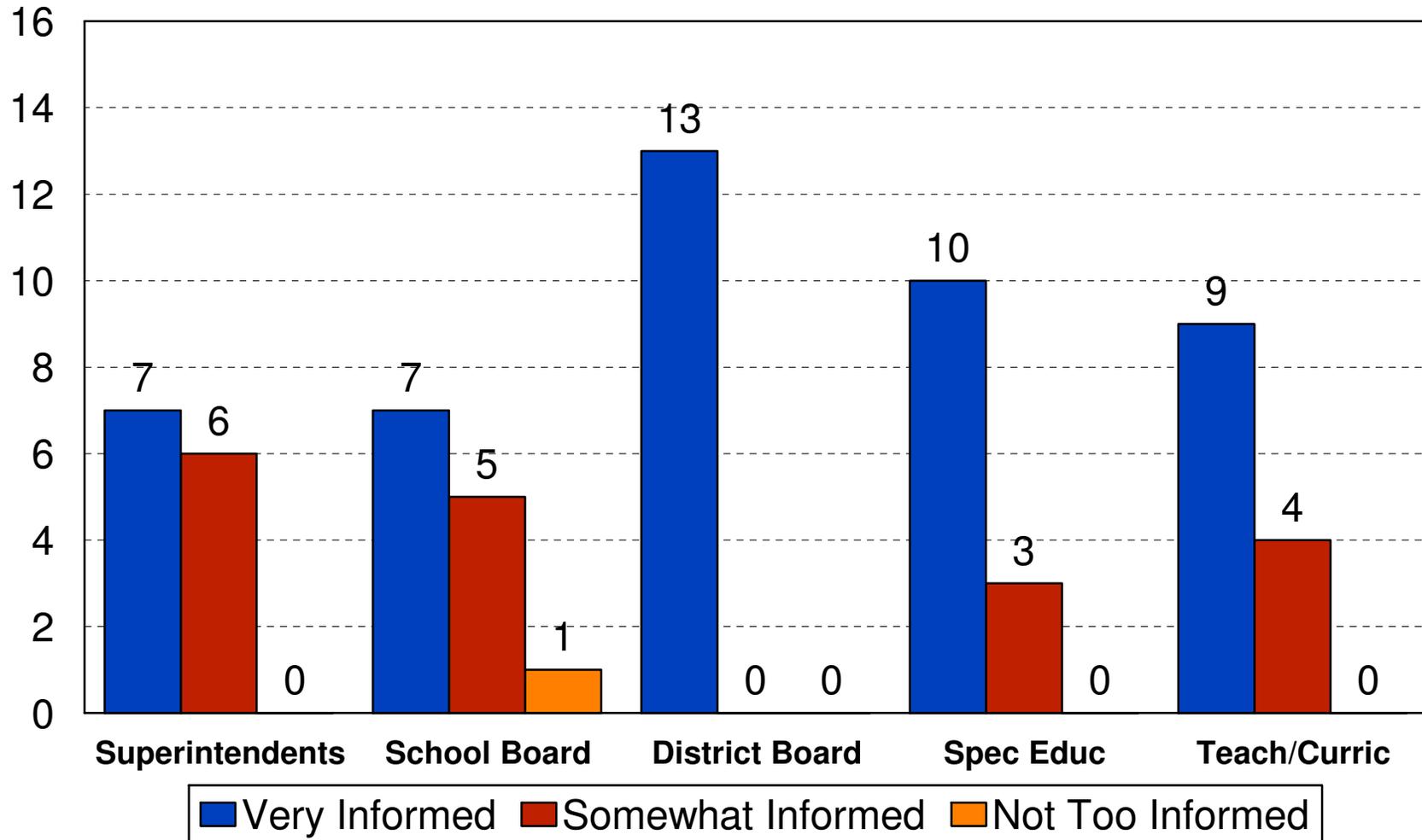
Informed about Programs & Services

2009 Intermediate School District 287



Informed about Mission & Strategy

2009 Intermediate School District 287



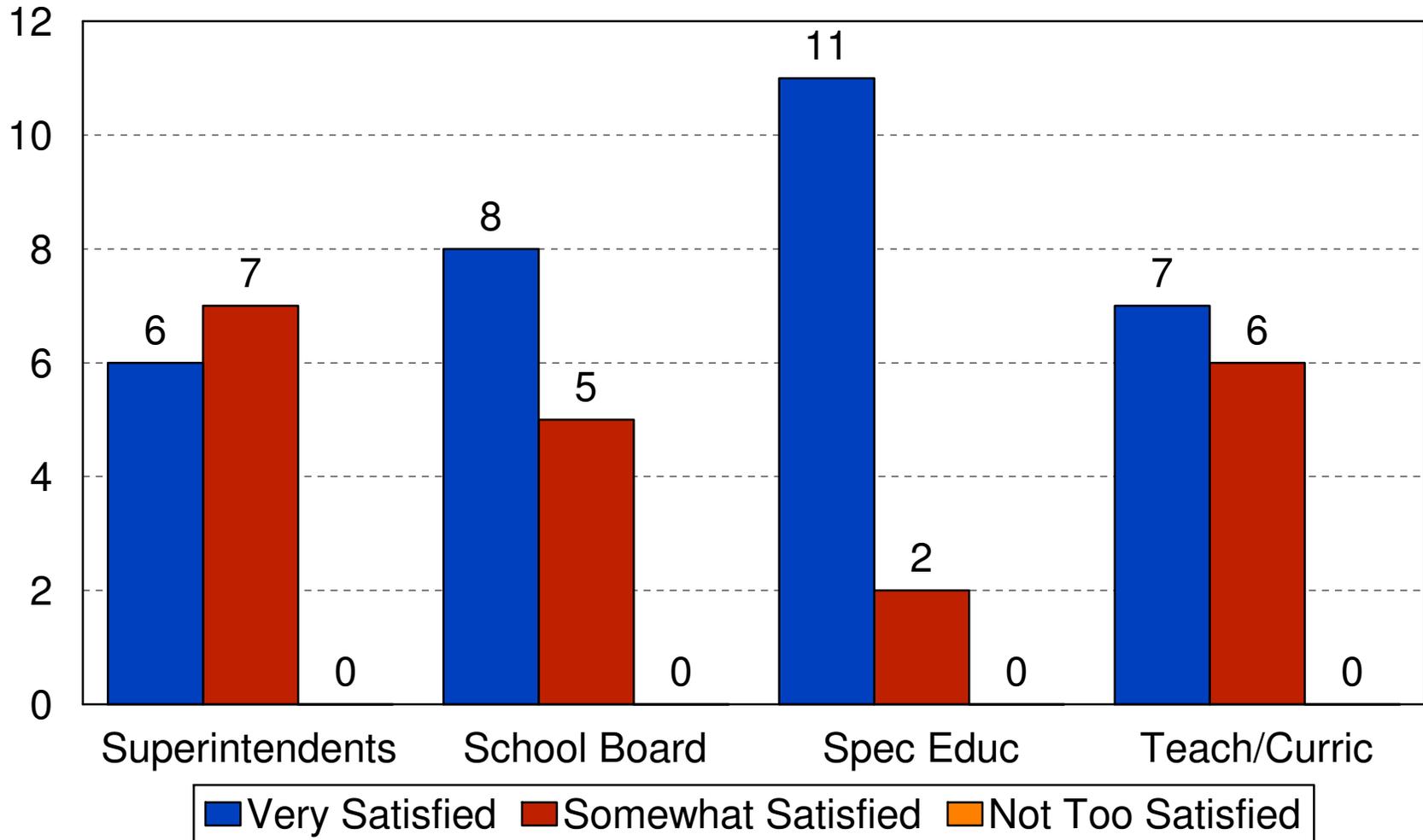
Meaning of "Premier Provider"

2009 Intermediate School District 287

-  Top of the Top
-  One to Choose
-  The Best
-  The Very Best
-  First and Best
-  Higher Costs
-  High Quality
-  Quality Service
-  Best Choice
-  Excellent, Not Cutting Edge
-  Cutting Edge
-  Best Practices
-  Nothing -- Too Vague
-  Effective
-  Unique
-  World Class
-  Customized Service

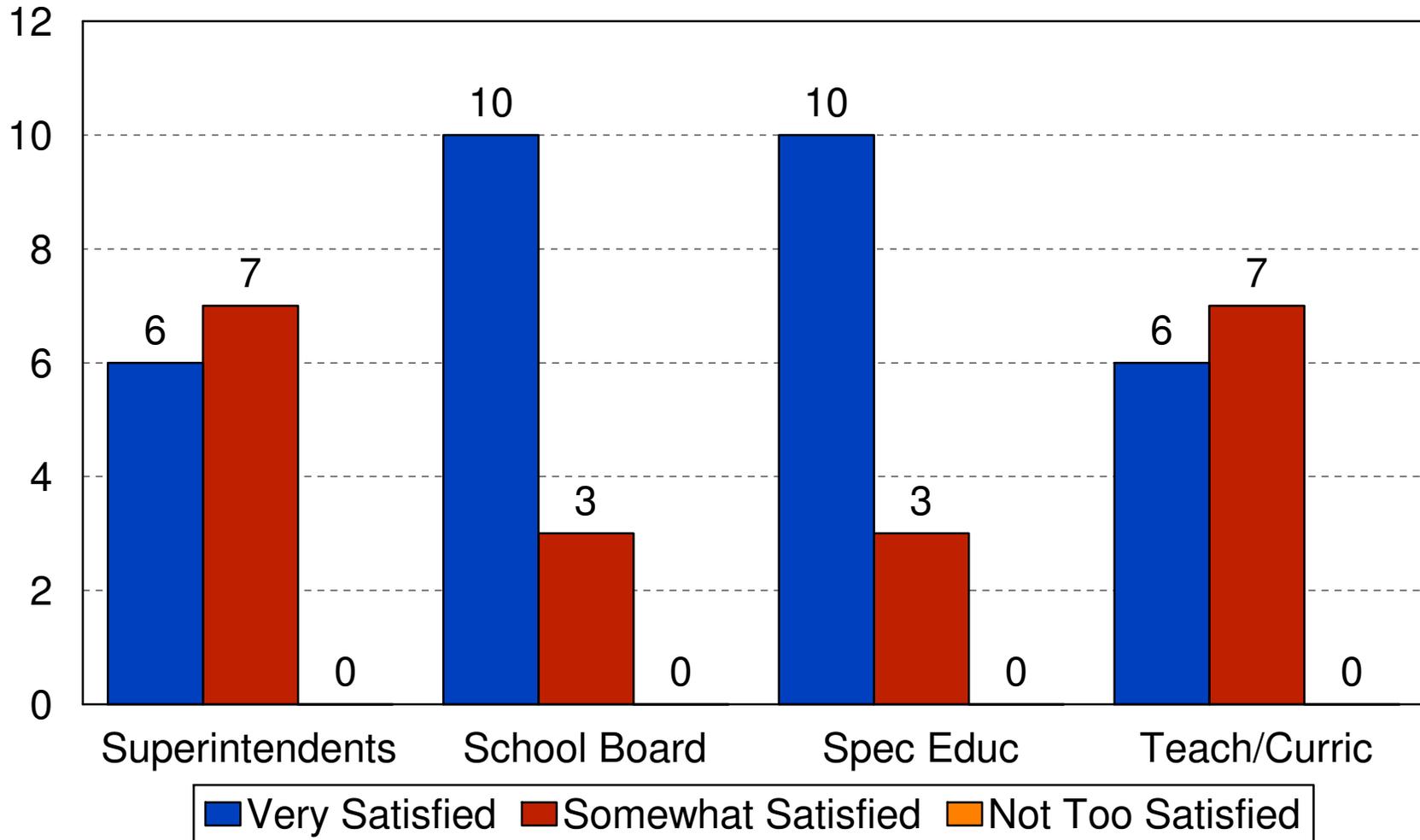
Satisfied with Services

2009 Intermediate School District 287



Satisfied with Support to Members

2009 Intermediate School District 287



Best Organization Aspects

2009 Intermediate School District 287

- ⌚ Low-Incidence and Severely Disordered Student Programs
- ⌚ Commitment to Provide High Quality Programs
- ⌚ Nimble and Adaptive
- ⌚ Responsiveness
- ⌚ Creativity at Problem Solving
- ⌚ Staying in Touch with Members
- ⌚ Collaboration among Members
- ⌚ High Quality Staff
- ⌚ Flexibility and Cost Management
- ⌚ Networking Opportunities

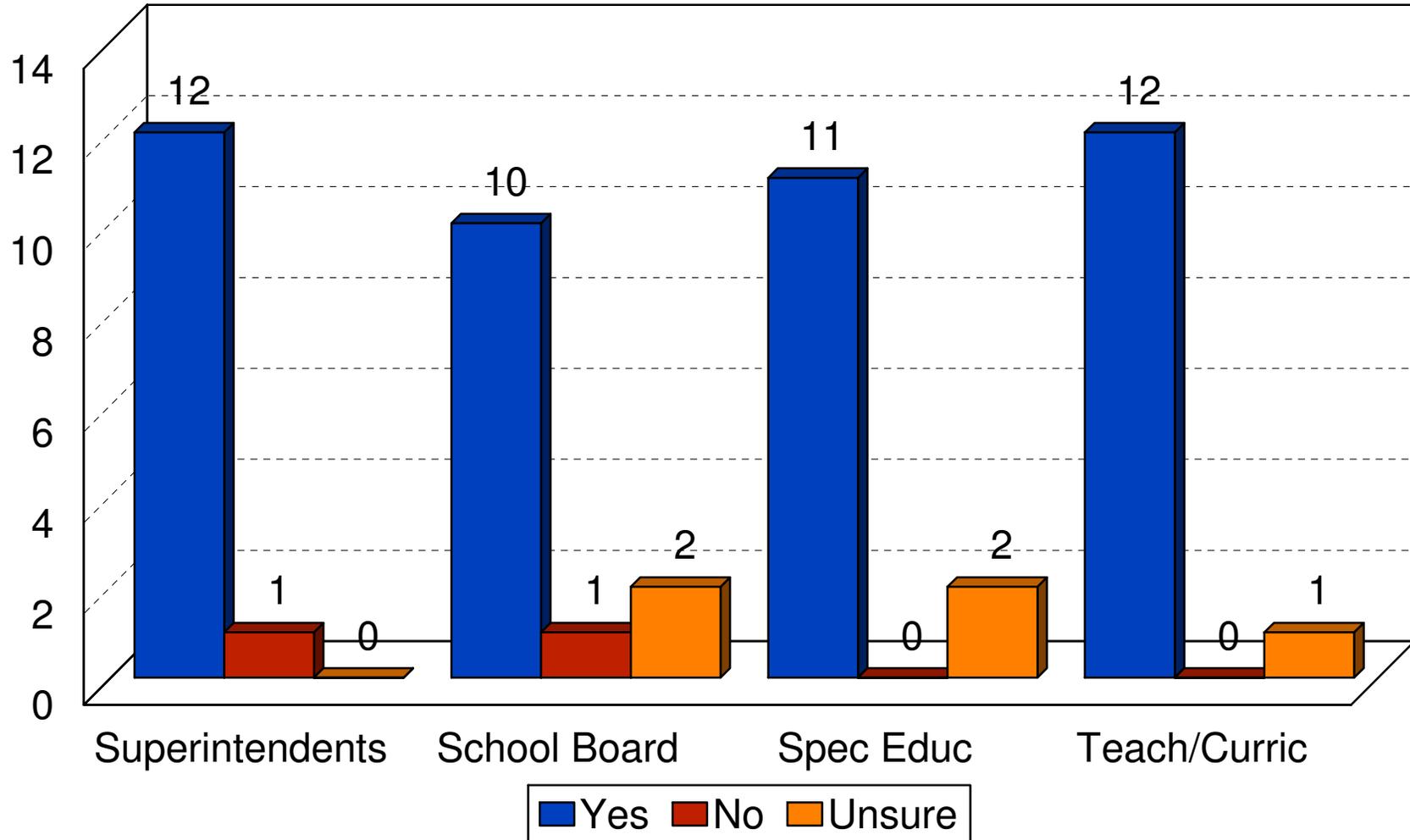
Needs to be Fixed or Improved

2009 Intermediate School District 287

-  Nothing
-  Costs
-  Too Much Infrastructure
-  More Timely Billing
-  Overlapping Services
-  More Local Programming Sites
-  Responsiveness to Emerging Needs
-  Clarification of Program Names
-  Use Member District Facilities More
-  Expand On-Line Learning
-  More Risk-Taking

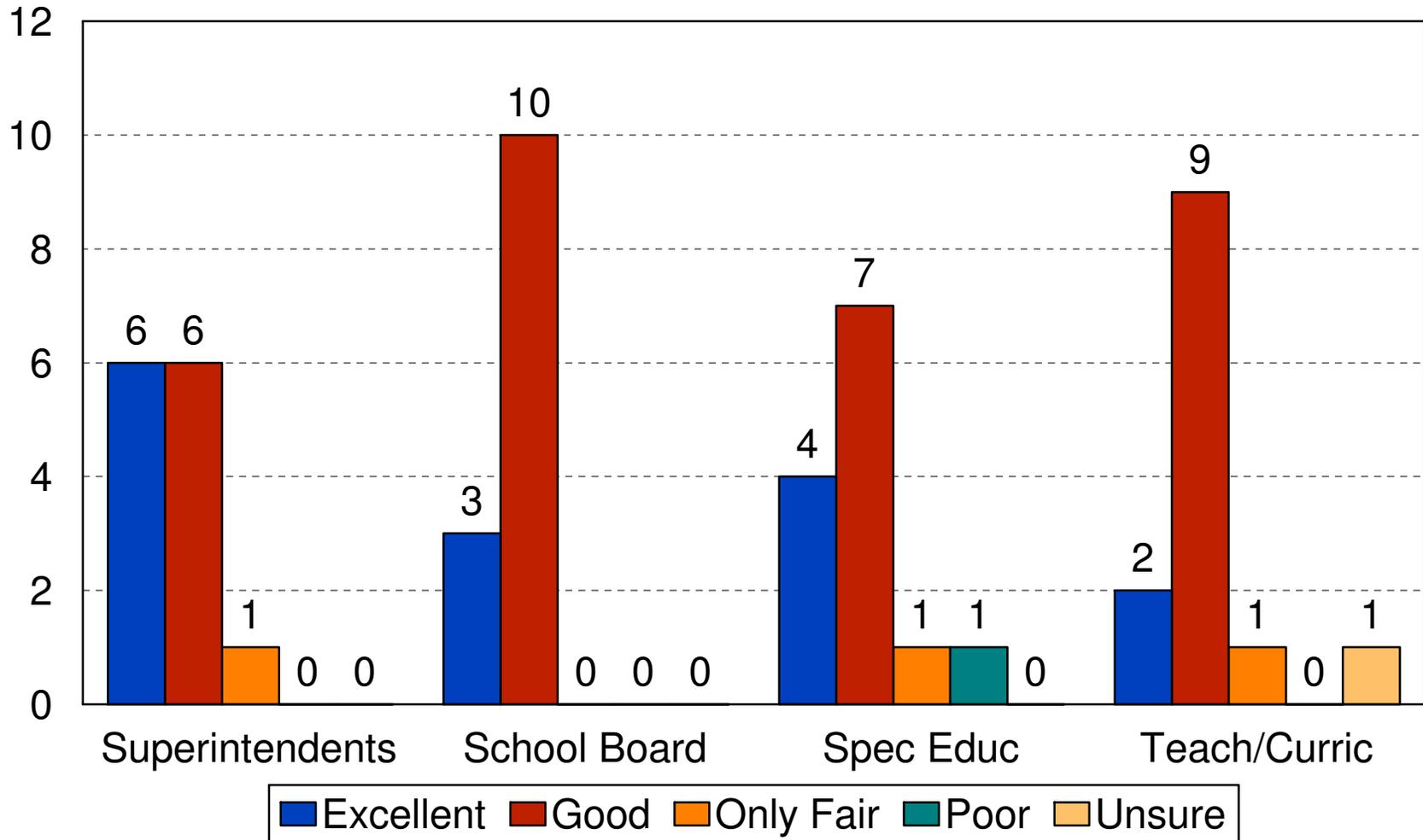
Have A Meaningful Say

2009 Intermediate School District 287



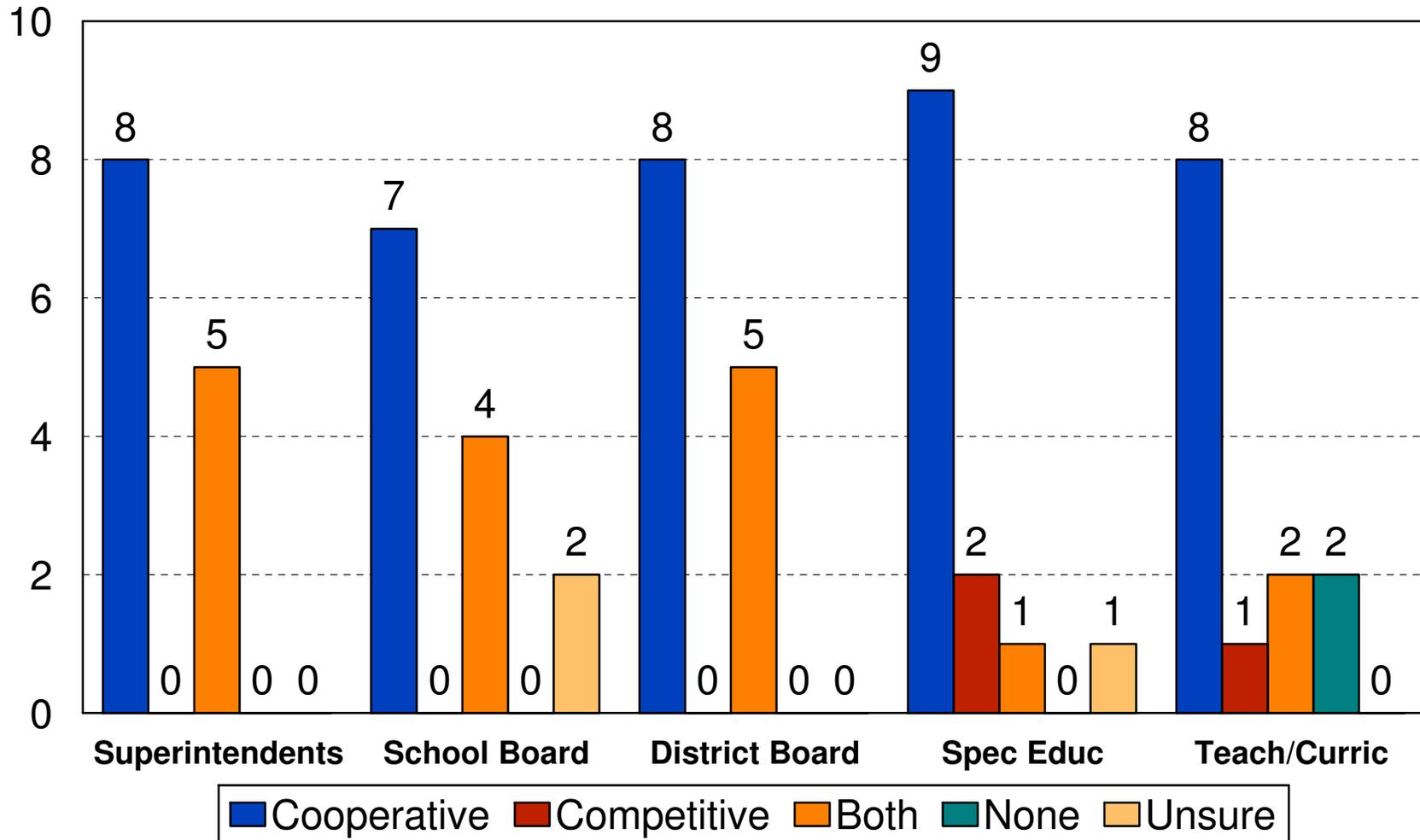
Value of Services

2009 Intermediate School District 287



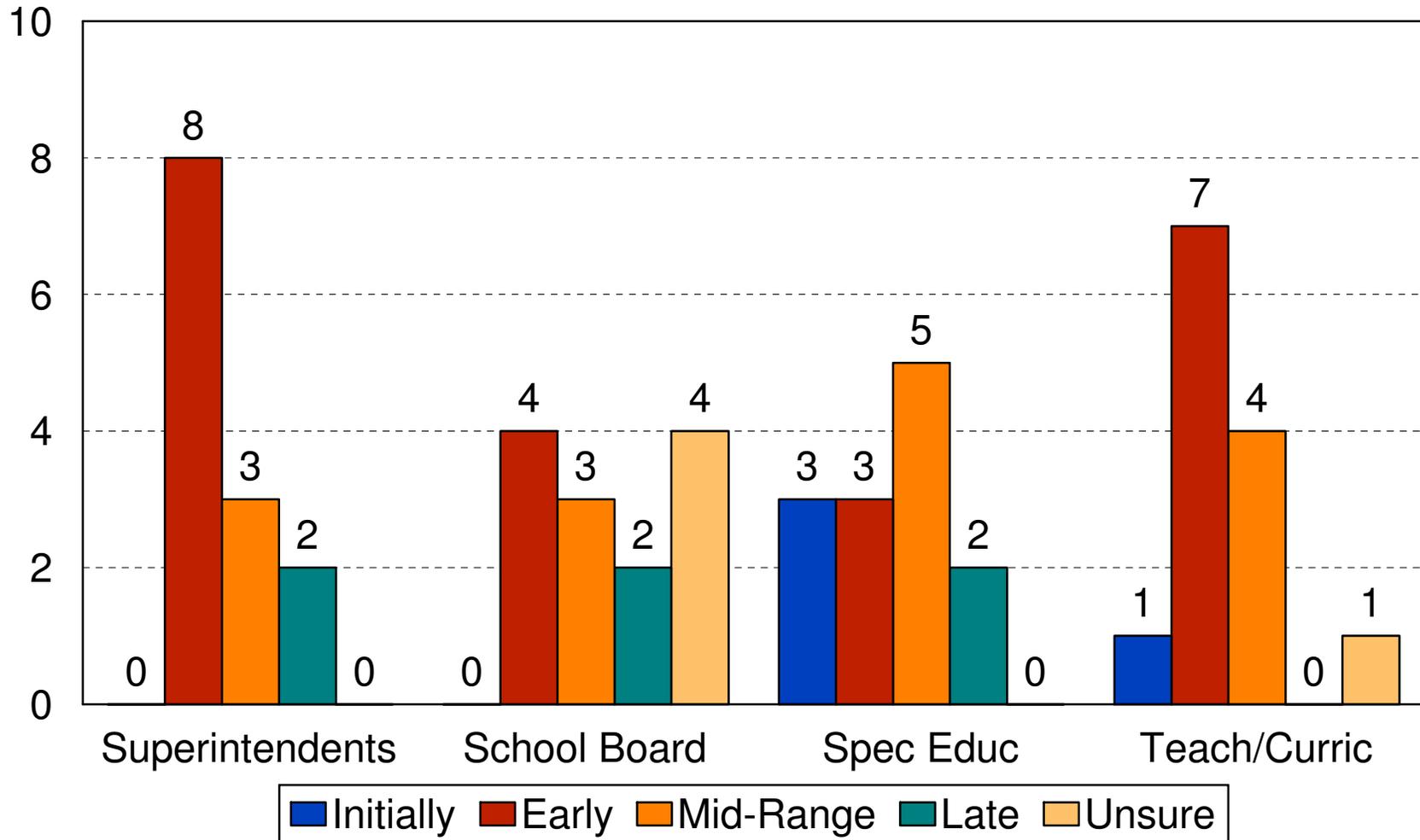
Relationship Between District and 287

2009 Intermediate School District 287



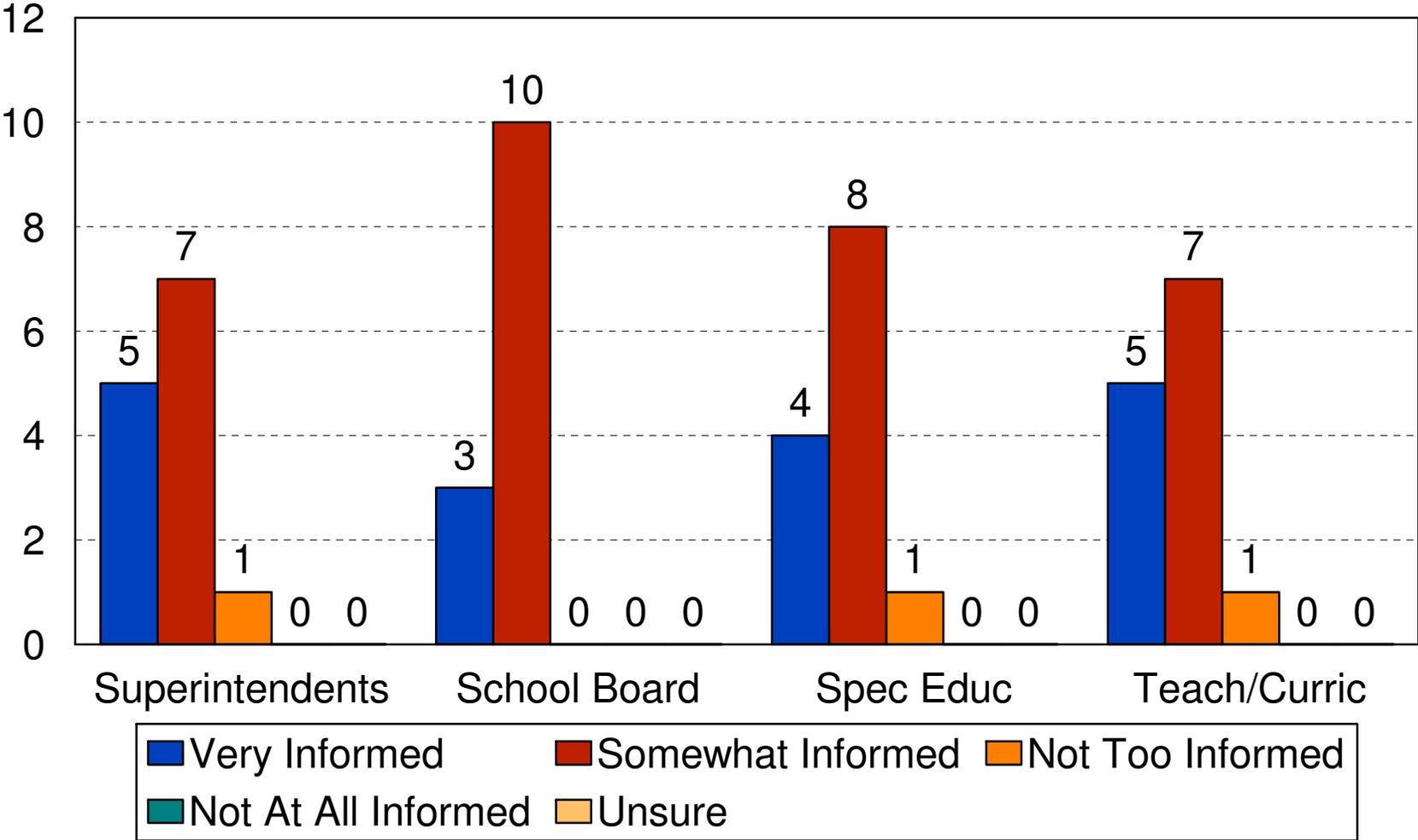
287 Stage in Discussions

2009 Intermediate School District 287



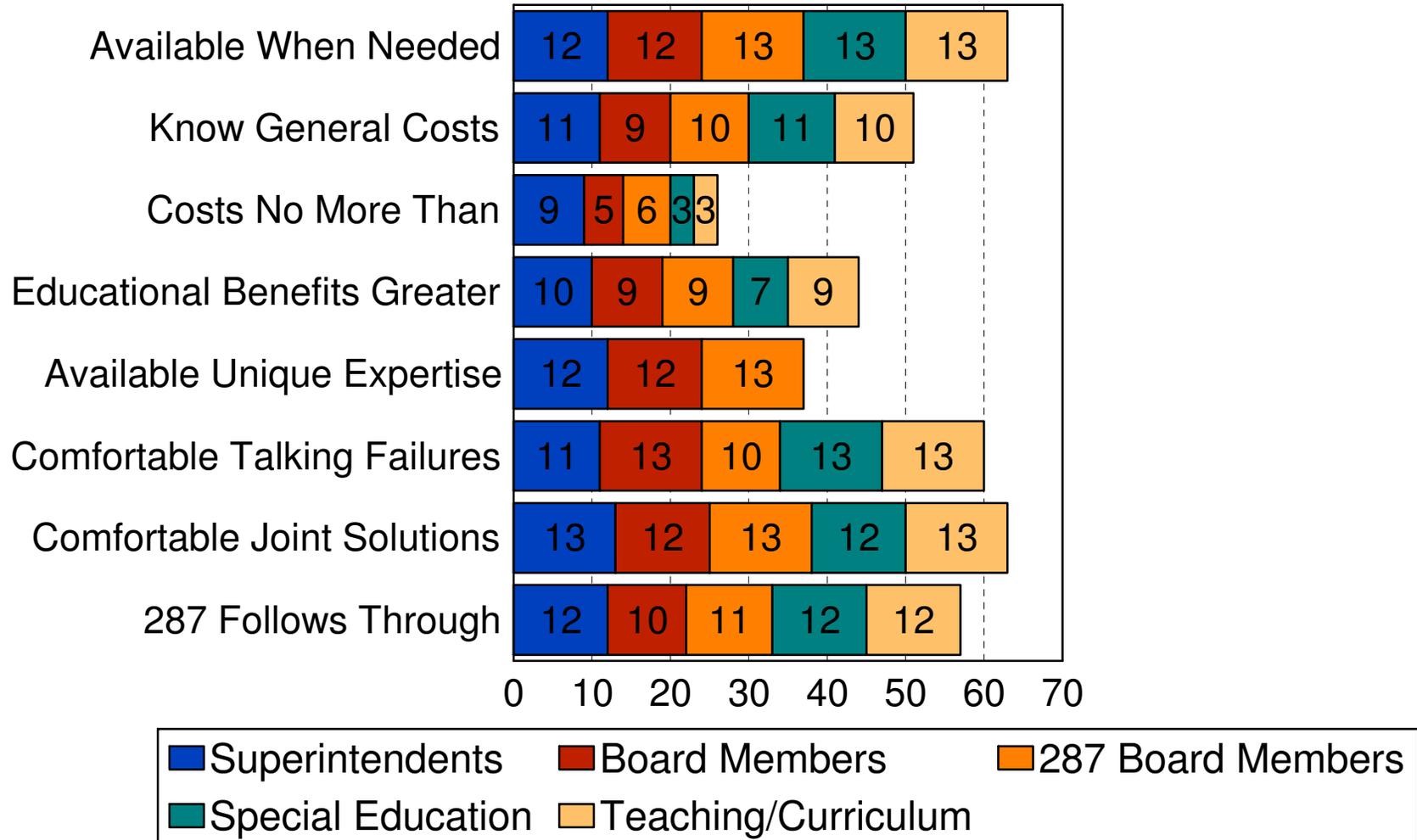
Information Level about Decision & Policy-Making

2009 Intermediate School District 287



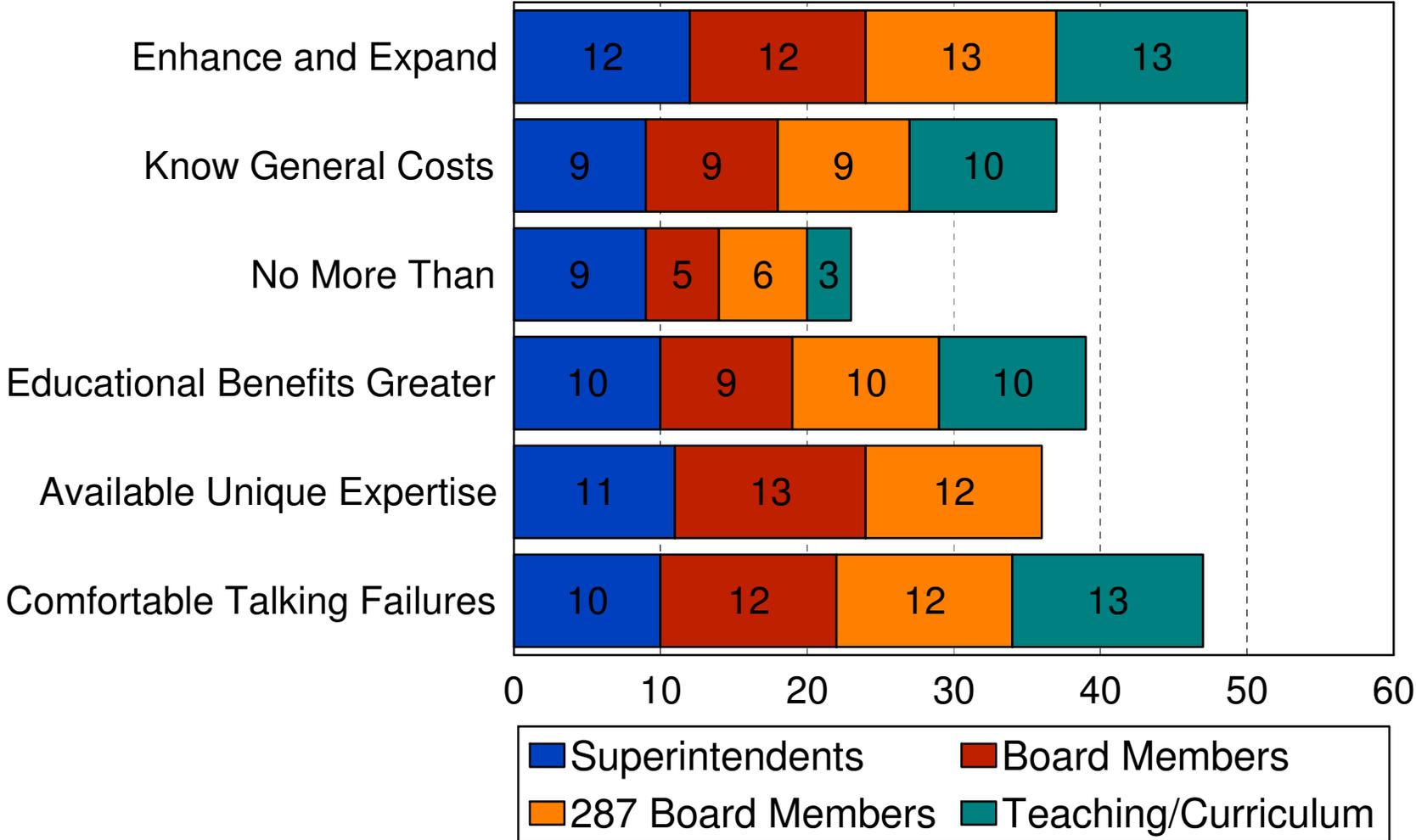
Purchased Services

2009 Intermediate School District 287



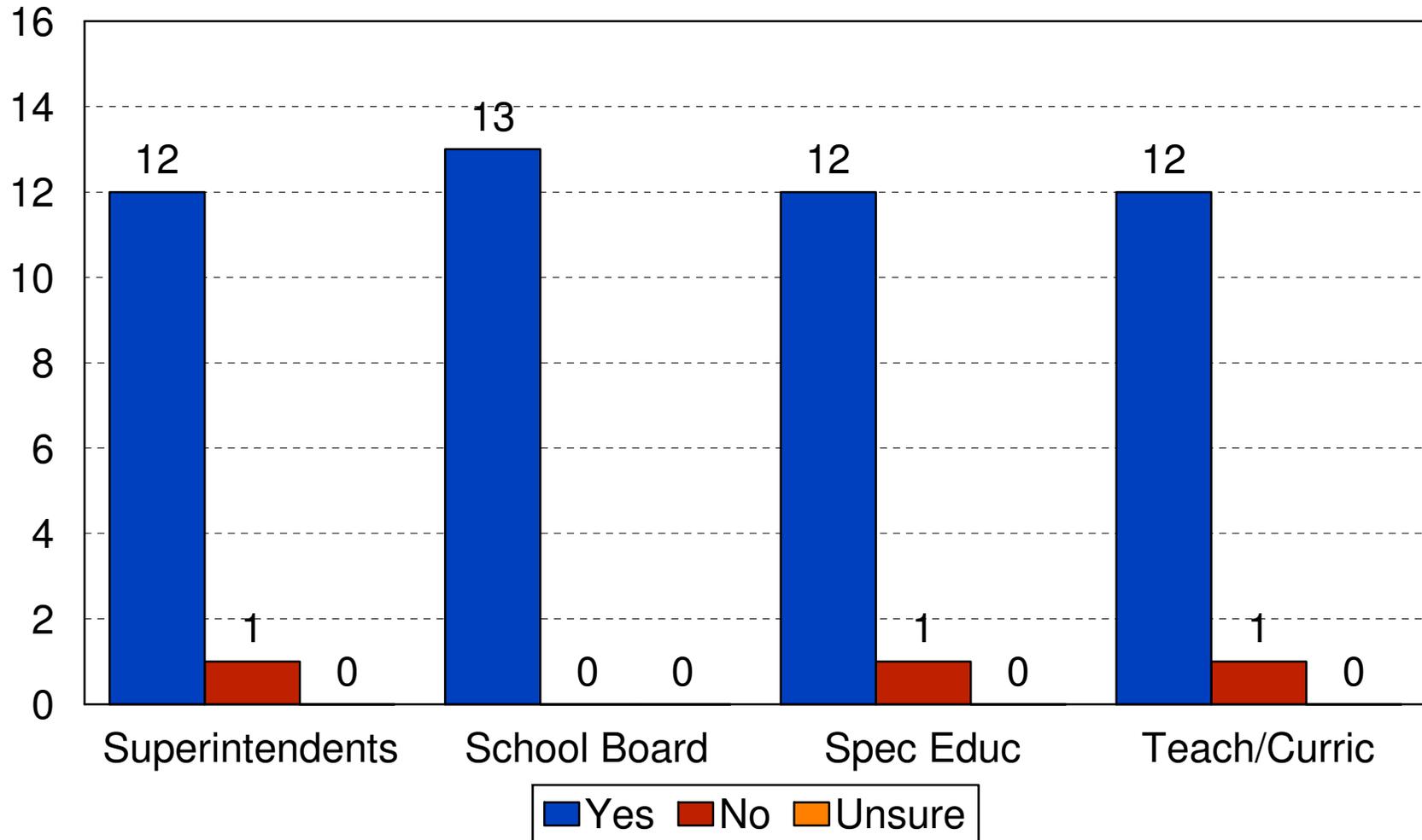
Choice Fee-Based Programs

2009 Intermediate School District 287



Satisfaction with Current Information

2009 Intermediate School District 287



Principal Source of Information

2009 Intermediate School District 287

-  Sandy's E-Mail Updates
-  Meetings
-  287 Board Member Reports
-  Special Education Teachers
-  Nancy Rowley
-  Sandy Lewandowski
-  Jane Holmberg
-  287 Newsletters
-  Superintendent Reports
-  SEDAC Meetings
-  Website

Decision Resources, Ltd.
3128 Dean Court
Minneapolis, Minnesota 55416

Intermediate District 287
Member Survey
FINAL NOVEMBER 2009

INTERMEDIATE DISTRICT 287 BOARD MEMBER SURVEY QUESTIONNAIRE

Hello, I'm _____ of Decision Resources, Ltd., a survey research firm located in Minneapolis. We are conducting a short survey today on behalf of Intermediate District 287 and would like to ask you a few questions about the organization. And, before we begin, I want to assure you that all of your responses will be held strictly confidential; only summaries of the entire sample will be reviewed.

1. When you think of Intermediate District 287, is your first thought a specific site, a specific program, or something else? (WAIT FOR RESPONSE) What is it?

- Special Education. (8)
- The multitude of programs
- Everything they do.
- District that serves the need of the low incident.
- Service provider to local Districts, students and families.
- Multitude of services/Special Education

2. How informed do you feel about the programs and services provided by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	13
SOMEWHAT INFORMED.....	0
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

3. And, how informed do you feel about the mission and strategic objectives of the organization -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	13
SOMEWHAT INFORMED.....	0
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

The mission statement of Intermediate District 287 reads: "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."

4. What does the phrase "premier provider" mean to you?

- The Best. (2)
- Best practices.
- Better than anyone else.
- The best provider.
- Provider of choice.
- Best services.
- They have specialists to provide certain practices.
- The services will be of the highest quality - not offered anywhere else.
- Good at what they do.
- Service to all students in the area - cost effectively.
- Excellence - top of the line - superior.
- Nothing - too vague.

Let's talk about your work on the Board....

5. How effective is the Administration and staff of Intermediate School District 287 in providing you with the information you need to make informed decisions -- excellent, good, only fair, or poor?	EXCELLENT.....10
	GOOD.....3
	ONLY FAIR.....0
	POOR.....0
	DON'T KNOW/REFUSED.....0
6. How efficient is the Administration and staff of Intermediate School District 287 in providing you with the information you need to make informed decisions -- excellent, good, only fair, or poor?	EXCELLENT.....9
	GOOD.....4
	ONLY FAIR.....0
	POOR.....0
	DON'T KNOW/REFUSED.....0
7. In particular, how effective is the Administration and staff in providing information about specific questions you raise -- very effective, somewhat effective, not too effective, or not at all effective?	VERY EFFECTIVE.....13
	SOMEWHAT EFFECTIVE.....0
	NOT TOO EFFECTIVE.....0
	NOT AT ALL EFFECTIVE.....0
	DON'T KNOW/REFUSED.....0

8. In general, how satisfied are you with the services provided by Intermediate School District 287 -- very satisfied, somewhat satisfied, not too satisfied, or not at all satisfied?

VERY SATISFIED.....	10
SOMEWHAT SATISFIED.....	2
NOT TOO SATISFIED.....	0
NOT AT ALL SATISFIED....	0
DON'T KNOW/REFUSED.....	1

IF "NOT TOO SATISFIED" OR "NOT AT ALL SATISFIED," ASK:

9. Could you tell me why you feel that way?

NOT APPLICABLE.

10. And, in general, how satisfied are you with Intermediate School District 287 support to member districts -- very satisfied, somewhat satisfied, not too satisfied, or not at all satisfied?

VERY SATISFIED.....	11
SOMEWHAT SATISFIED.....	2
NOT TOO SATISFIED.....	0
NOT AT ALL SATISFIED....	0
DON'T KNOW/REFUSED.....	0

11. Do you think you can have a significant impact in the way Intermediate District 287 runs?

YES.....	12
NO.....	1
DON'T KNOW/REFUSED.....	0

IF RESPONSE IS GIVEN, ASK:

12. Could you tell me one or two reasons why you feel that way?

- Personally helped write the strategic plan as a Board member.
- Make decisions as a Board member.
- Board member. (3)
- Their input is valued by 287.
- Is on the Board and they do a good job of governing.
- The Board has ability to set policy and change directions if needed.
- The people are very responsive and interested.
- Majority of the Board runs things, not all individual school district concerns are listened to.
- Board has an impact.
- Major policy decisions are left to the Board.
- They are very responsive.

Now, a few general questions about the future of Intermediate District 287....

13. What, if anything, do you consider to be the BEST aspects of the organization that should be preserved as Intermediate District 287 moves into the future?

- Specialized creativity at problem solving.
- The way they handle low incident students.
- Meeting unique learners' needs.
- Specialized services for students.
- Meeting Member District's needs.
- Innovation.
- Flexibility, educationally sound and deeply caring.
- Ability to meet needs that local Districts cannot.
- Innovation to finding solutions.
- Specialized services provided to the students.
- Programs for special needs students.
- Staying in touch with Member Districts, with regard to number of students.
- The collaborative atmosphere among Member Districts.

14. What, if anything, is not as good as it could be in the organization today that needs to be fixed or improved in the future?

- The facilities - too much money spent caring for old buildings.
- The names of programs confuse people.
- Communications and perceptions.
- The high cost may not be sustainable.
- More answers to questions about costs of programs.
- Better job of monitoring student success.
- Nothing. (3)
- To find the facilities to accommodate the special needs children.
- Students should stay in the home districts.
- Need to watch the cost.
- Reaching out to social service sector for assistance.

15. What, if anything, is currently missing from Intermediate District 287 which, if present, would greatly improve the quality and effectiveness of the organization?

- Consolidation of some of the buildings.
- A wider viewpoint outside of special education.
- More transparent communication.
- Unsure. (2)
- Nothing. (3)
- Nothing "less is more."
- Making sure the facility in Northern Hennepin County meets the standards.
- Funding.
- Facility leasing terminated in due time, replace obsolete old buildings.
- Greater connections to social service agencies

Now, let's talk about the relationship between your School District and Intermediate District 287. First, let's consider services that may be purchased by your district, such as Special Education, Career-Tech, Honors Mentor Connection, World Language, Professional Development and Prep Center services, and Legal services.

16. First, do you view this relationship as strictly cooperative, strictly competitive, both cooperative and competitive, or in none of these perspectives?	COOPERATIVE.....8
	COMPETITIVE.....0
	BOTH.....5
	NONE.....0
	DON'T KNOW/REFUSED.....0

IF A RESPONSE IS GIVEN, ASK:

17. Why do you feel that way?

- Both - My district only needs 287 for special education, but some districts are planning on bringing in their own programs to provide competition.
- Both - Districts can provide their own and at times District 287 is more expensive.
- Cooperative - they meet needs that Member Districts can't meet.
- Cooperative - everyone works well together.
- Cooperative - encourages participation.
- Both - cooperate on services districts' need, compete if the district also offers the service. Cost is a concern at that point.
- Cooperative - likes the new strategic plan.
- Cooperative - because everyone works together.
- Both - challenges with transportation and getting their own Mentor Connection.
- Cooperative - no time for turf issues.
- Both - if students are brought back, some competition for financing.
- Cooperative - optional, can keep in hand of the local district if district can provide better services.
- Cooperative - Member Districts work well together with 287.

18. How could this relationship be changed or improved?

- Lower costs.
- Member Districts and District 287 playing it straight.
- More transparent communication.
- Unsure. (3)
- Ensuring that Member Districts are kept in touch with what's going on.
- Offer Chevy service, not Cadillac service.
- Provide a high level of services and be cost-effective.
- Solve transportation issues and get students around more efficiently.
- Work together.
- Nothing specific.
- More activities in Member Districts.

I would like to read you a list of statements about district purchased services. For each one, please tell me on the basis of

your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

	STA	SMA	SMD	STD	DKR
19. Programs and services provided by Intermediate District 287 are available when needed.	9	4	0	0	0
20. I know the general costs associated with program and service components.	2	8	3	0	0
21. I know the cost of Intermediate District 287 services and programs are no more than if my School District were to run equivalent programs or services internally.	1	5	7	0	0
22. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services.	4	5	2	1	1
23. I value the availability of expertise offered by Intermediate District 287 in services and programs not currently offered in my district.	10	3	0	0	0
24. I am comfortable with talking about any of my School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287.	5	5	1	0	2
25. I am comfortable with exploring joint solutions to changing problems in my School District with Intermediate District 287.	9	4	0	0	0
26. Intermediate District 287 follows through in commitments it makes for services and programs my School District uses.	7	4	0	0	2

Now, let's consider choice programs offered by Intermediate District 287 that are fee-based or tuition programs that individual students can elect to take, such as Destination Imagination, Area Learning Center programs, West Suburban Summer School, and on-line learning.

Again, I would like to read you a list of statements about choice programs. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

	STA	SMA	SMD	STD	DKR
27. I believe these choice programs enhance and expand my School District's offerings.	6	7	0	0	0
28. I know the general costs associated with program and service components.	1	8	2	1	1
29. I know the cost of Intermediate District 287 services and programs are no more than if my School District were to run equivalent programs or services internally.	1	5	5	1	1
30. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services.	5	5	1	1	1
31. I value the availability of expertise offered by Intermediate District 287 in services and programs not currently offered in my district.	9	3	1	0	0
32. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287.	7	5	0	0	1

I would like to read you a list of potential activities which could be facilitated or offered by Intermediate District 287. For each one, please tell me how important that activity would be to your school district -- very important, somewhat important, not too important, or not at all important. If you have no opinion, just say so....

	VRI	SMI	NTI	NAA	DKR
33. Facilitating multi-school district strategic planning on issues impacting a large area of District 287?	1	9	1	1	1
34. Identifying and establishing "best practices" program components across District 287?	1	10	1	0	1
35. Convening multi-entity discussion, such as county, city, school district, and other interested groups, to discuss regional issues impacting member school districts?	5	7	0	1	0
36. Exploring the possibilities of shared services to save member district funds?	9	4	0	0	0

Moving on....

37. How is information from Intermediate District 287 provided to your School Board?

- Board briefs from Superintendent. (4)
- Regular Board reports from respondent. (8)
- Send e-mail of significance, in-person reports two to three times a year.

One final question....

38.	How long have you been an Inter-	LESS THAN ONE YEAR.....1
	mediate School District 287 School	TWO YEARS.....4
	Board Member from this School	THREE YEARS.....2
	District?	FOUR YEARS.....1
		FIVE YEARS.....1
		SEVEN YEARS.....1
		EIGHT YEARS.....1
		NINE YEARS.....1
		THIRTEEN YEARS.....1

Decision Resources, Ltd.
3128 Dean Court
Minneapolis, Minnesota 55416

Intermediate District 287
Member Survey
FINAL NOVEMBER 2009

MEMBER DISTRICT SCHOOL BOARD MEMBER SURVEY QUESTIONNAIRE

Hello, I'm _____ of Decision Resources, Ltd., a survey research firm located in Minneapolis. We are conducting a short survey today on behalf of Intermediate District 287 and would like to ask you a few questions about the organization. And, before we begin, I want to assure you that all of your responses will be held strictly confidential; only summaries of the entire sample will be reviewed.

1. When you think of Intermediate District 287, is your first thought a specific site, a specific program, or something else? (WAIT FOR RESPONSE) What is it?

- Special Education. (8)
- An assortment of programs.
- New High School.
- South Education Center.
- Duplication of services we do.
- Multitude of programs.

2. How informed do you feel about the programs and services provided by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	4
SOMEWHAT INFORMED.....	9
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

3. And, how informed do you feel about the mission and strategic objectives of the organization -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	7
SOMEWHAT INFORMED.....	5
NOT TOO INFORMED.....	1
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

The mission statement of Intermediate District 287 reads: "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."

9. Could you tell me one or two reasons why you feel that way?

- o Their chairperson is very vocal.
- o They are good at meeting the needs of Member Districts.
- o Knows one of the 287 Board Members personally.
- o They have strong representation.
- o They take Member Districts seriously.
- o They have very active representatives.
- o Knows the rep who is on the Board.
- o Responsive to districts' needs.
- o Experience on School Board.
- o Each district has a board representative.
- o Member Districts have representatives to provide information and input.

Now, a few general questions about the future of Intermediate District 287....

10. What, if anything, do you consider to be the BEST aspects of the organization that should be preserved as Intermediate District 287 moves into the future?

- Their ability to serve children.
- Specialized services.
- They are responsive to needs.
- The local programming sites.
- Responsiveness to emerging needs.
- Being responsive to member district needs.
- Continuing the support for children that members can't afford.
- They provide an economy scale that individual districts wouldn't be able to provide on their own.
- Life skills training.
- Wide range of services.
- Targeted unique services.
- The assistance with differential structure.
- Unsure.

11. What, if anything, is not as good as it could be in the organization today that needs to be fixed or improved in the future?

- Nothing. (3)
- More financially responsible.
- Unsure. (5)
- It's own independent funding.
- Billing.
- Transportation.
- Better job of marketing programs and opportunities to students.

12. What, if anything, is currently missing from Intermediate District 287 which, if present, would greatly improve the quality and effectiveness of the organization?

- Nothing. (3)
- Don't know. (8)
- Collaborative efforts in Arts and Science.
- Sliding scale for Districts in hardship.

13. When you consider the membership and cost of services of Intermediate District 287 and the quality of the services you receive, would you rate the general value of your Intermediate District 287 membership as excellent, good, only fair, or poor?

EXCELLENT.....	3
GOOD.....	10
ONLY FAIR.....	0
POOR.....	0
DON'T KNOW/REFUSED.....	0

Now, let's talk about the relationship between your School District and Intermediate District 287. First, let's consider services that may be purchased by your district, such as Special Education, Career-Tech, Honors Mentor Connection, World Language, Professional Development and Prep Center services, and Legal services.

14. First, do you view this relationship as strictly cooperative, strictly competitive, both cooperative and competitive, or in none of these perspectives?

COOPERATIVE.....	7
COMPETITIVE.....	0
BOTH.....	4
NONE.....	0
DON'T KNOW/REFUSED.....	2

IF A RESPONSE IS GIVEN, ASK:

15. Why do you feel that way?

- o Cooperative - they provide services at cheaper rate than respondent's district could provide.
- o Both - some of the services provided are also offered in respondent's district.
- o Both - they have mentor program that respondent's district is not as good at offering.
- o Cooperative - they have a good relationship and are willing to listen.
- o Cooperative - they provide good services to members.
- o Both - certain things Member Districts do themselves already, but 287 also fills in the gaps in services.
- o Cooperative - feels they work well together.
- o Cooperative - supportive of services, not competitive.
- o Both - Member Districts are trying to be the more efficient within their own district.
- o Cooperative - they service students well that can't be handle by Member Districts.
- o Cooperative - very comprehensive programs across the board to compliment Member District's programs.

16. How could this relationship be changed or improved?

- o Unsure. (10)
- o More communication.

17. In general, at what point in the discussion of providing these types of services does Intermediate District 287 enter into the decision-making -- INITIALLY as an option in addition to district services, EARLY as district resources and services are considered and found potentially lacking, MID-RANGE as a comparison with a potential district solution, or LATE as an adopted district solution is found to be lacking?

INITIALLY.....	0
EARLY.....	4
MID-RANGE.....	3
LATE.....	2
DON'T KNOW/REFUSED.....	4

I would like to read you a list of statements about district purchased services. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

	STA	SMA	SMD	STD	DKR
18. Programs and services provided by Intermediate District 287 are available when my school district needs them.	5	7	1	0	0
19. I know the general costs associated with program and service components.	2	7	2	1	1
20. I know the cost of Intermediate District 287 services and programs are no more than if my school district were to run equivalent programs or services internally.	1	4	2	1	5
21. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services.	3	6	2	2	0
22. I value the availability of expertise offered by Intermediate District 287 in services and programs not currently offered in my district.	10	2	0	0	1
23. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287.	8	5	0	0	0
24. I am comfortable with exploring joint solutions to changing problems in my School District with Intermediate District 287.	10	2	0	0	1
25. Intermediate District 287 follows through in commitments it makes for services and programs my School District uses.	6	4	0	0	3

Now, let's consider choice programs offered by Intermediate District 287 that are fee-based or tuition programs that individ-

ual students can elect to take, such as Destination Imagination, Area Learning Center programs, West Suburban Summer School, and on-line learning.

Again, I would like to read you a list of statements about choice programs. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

	STA	SMA	SMD	STD	DKR
26. I believe these choice programs enhance and expand my School District offerings.	4	8	1	0	0
27. I know the general costs associated with program and service components.	1	8	2	1	1
28. I know the cost of Intermediate District 287 services and programs are no more than if my school district were to run equivalent programs or services internally.	1	4	2	1	5
29. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services.	3	6	2	2	0
30. I value the availability of expertise offered by Intermediate District 287 in services and programs not currently offered in my district.	11	2	0	0	0
31. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287.	7	5	1	0	0

I would like to read you a list of potential activities which could be facilitated or offered by Intermediate District 287. For each one, please tell me how important that activity would be to

your school district -- very important, somewhat important, not too important, or not at all important. If you have no opinion, just say so....

	VRI	SMI	NTI	NAA	DKR
32. Facilitating multi-school district strategic planning on issues impacting a large area of District 287?	1	8	2	2	0
33. Identifying and establishing "best practices" program components across District 287?	4	6	3	0	0
34. Convening multi-entity discussion, such as county, city, school district, and other interested groups, to discuss regional issues impacting member school districts?	3	8	2	0	0
35. Exploring the possibilities of shared services to save member district funds?	6	6	0	0	1

Moving on....

36. How informed do you feel about decision and policy-making by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?	VERY INFORMED.....	3
	SOMEWHAT INFORMED.....	10
	NOT TOO INFORMED.....	0
	NOT AT ALL INFORMED.....	0
	DON'T KNOW/REFUSED.....	0
37. Are you satisfied with your current level of information you receive from Intermediate District 287?	YES.....	13
	NO.....	0
	DON'T KNOW/REFUSED.....	0
38. What is your principal source of information about Intermediate District 287?		

- Through District 287 Board Representative. (9)
- Newsletters from 287.
- Being a School Board member. (3)

39. And, how would you prefer to receive information about Intermediate District 287?

- Through District 287 Board Representative. (4)
- Reports at Board Meetings. (3)
- E-mail. (3)
- In Board packet.
- Written reports.
- Periodic mailings.

40. How is information from Intermediate District 287 provided to your School Board?

- Through District 287 Board Representative. (7)
- Reports from School District Administration. (2)
- Don't know.
- Updates at School Board meetings. (3)

One final question....

41. How long have you been a School Board Member in this School District?	TWO YEARS.....1
	FOUR YEARS.....2
	SIX YEARS.....3
	EIGHT YEARS.....1
	TEN YEARS.....2
	THIRTEEN YEARS.....1
	FOURTEEN YEARS.....1
	FIFTEEN YEARS.....1
	EIGHTEEN YEARS.....1

Decision Resources, Ltd.
3128 Dean Court
Minneapolis, Minnesota 55416

Intermediate District 287
Member Survey
FINAL NOVEMBER 2009

SPECIAL EDUCATION DIRECTOR SURVEY QUESTIONNAIRE

Hello, I'm _____ of Decision Resources, Ltd., a survey research firm located in Minneapolis. We are conducting a short survey today on behalf of Intermediate District 287 and would like to ask you a few questions about the organization. And, before we begin, I want to assure you that all of your responses will be held strictly confidential; only summaries of the entire sample will be reviewed.

1. When you think of Intermediate District 287, is your first thought a specific site, a specific program, or something else? (WAIT FOR RESPONSE) What is it?

- All programs and services. (3)
- Special education. (5)
- Specialized services.
- Service organization.
- Low incident programs and services. (2)
- Area Learning Center.

2. How informed do you feel about the programs and services provided by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	11
SOMEWHAT INFORMED.....	2
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

3. And, how informed do you feel about the mission and strategic objectives of the organization -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	10
SOMEWHAT INFORMED.....	3
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

The mission statement of Intermediate District 287 reads: "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."

4. What does the phrase "premier provider" mean to you?

- Outstanding. (2)
- The best at what they do.
- Innovative and implementing.
- The Best. (2)
- First. (2)
- Providing high quality services.
- Offer an excellent program.
- Effective.
- Quality service.
- Unique services.

5. In general, how satisfied are you with the services provided by Intermediate School District 287 -- very satisfied, somewhat satisfied, not too satisfied, or not at all satisfied?

VERY SATISFIED.....	11
SOMEWHAT SATISFIED.....	2
NOT TOO SATISFIED.....	0
NOT AT ALL SATISFIED....	0
DON'T KNOW/REFUSED.....	0

IF "NOT TOO SATISFIED" OR "NOT AT ALL SATISFIED," ASK:

6. Could you tell me why you feel that way?

NOT APPLICABLE.

7. And, in general, how satisfied are you with Intermediate School District 287 support to member districts -- very satisfied, somewhat satisfied, not too satisfied, or not at all satisfied?

VERY SATISFIED.....	10
SOMEWHAT SATISFIED.....	3
NOT TOO SATISFIED.....	0
NOT AT ALL SATISFIED....	0
DON'T KNOW/REFUSED.....	0

I would like to read you a list of programs and services offered by Intermediate District 287. For those you are familiar with, please rate each one as excellent, good, only fair, or poor. If you are not familiar with it, just say so....

	EXC	GOO	FAI	POO	NOT	DKR
8. Hosterman Elementary and Middle School EBD?	7	6	0	0	0	0
9. InVest Middle and High School?	5	6	1	0	1	0
10. Strive Programs?	6	5	0	0	2	0
11. Options and Explore Middle and High School?	2	10	0	0	1	0

	EXC	GOO	FAI	POO	NOT	DKR
12. CIP?	7	5	0	0	1	0
13. Epsilon and Omegon Care and Treatment programs?	1	5	0	0	6	1
14. SAFE?	4	5	1	0	3	0
15. SUN?	10	1	1	0	1	0
16. Transition programs?	6	3	0	0	3	1
17. Itinerant services?	3	9	0	0	1	0
18. Vocational Training services?	3	6	0	0	3	1
19. Do you think your district can have a say in the way Intermediate District 287 runs?	YES.....	11	NO.....	0	DON'T KNOW/REFUSED.....	2

IF RESPONSE IS GIVEN, ASK:

20. Could you tell me one or two reasons why you feel that way?

- o Is on a committee that meets monthly.
- o Feels they listen sometimes.
- o They are providing excellent support to students.
- o They are responsive to Member District needs.
- o They meet regularly. They are open to and seeking suggestions.
- o Very responsive when there is a need.
- o Very open for discussions.
- o There is excellent communications and provide opportunities to give input.
- o Good advisory council and organization which seeks input.
- o They are always responsive to issues brought to their attention.
- o They give respondent the opportunity to say what they want for their district.

Now, a few general questions about the future of Intermediate District 287....

21. What, if anything, do you consider to be the BEST aspects of the organization that should be preserved as Intermediate District 287 moves into the future?

- They are responsive to needs of Member Districts.
- Their high quality staff.
- Continuing to evaluate changes and needs of Special Education students.
- Special Education programs for low incident students.
- Innovative ideas and specialized services.
- Willingness to address students complete needs.
- Continue with services for low incident programs.
- Their collaborative nature.
- Programming for emotionally and behaviorally challenged children.
- The availability of programming for low incident students.
- That they retain their mission of serving students with specialized needs.
- Flexibility and cost management.
- Openmindness.

22. What, if anything, is not as good as it could be in the organization today that needs to be fixed or improved in the future?

- The cost.
- Far too many layers of people do the same job.
- Nothing. (4)
- Unsure.
- General understanding of local school district's obligations and pressures.
- No transportation and billing for non-educational things.
- Do more thorough investigation before hiring licensed staff.
- Active support of Member Districts' building capacity to provide programs within the student's district.
- Interpreter services.
- Detailed information on cost of services for children.

23. What, if anything, is currently missing from Intermediate District 287 which, if present, would greatly improve the quality and effectiveness of the organization?

- Unsure (3)
- Nothing. (8)
- Schedule meetings along with district's Title I representatives more frequently.
- More available staff.

24. When you consider the membership and cost of services of Intermediate District 287 and the quality of the services you receive, would you rate the general value of your Intermediate District 287 membership as excellent, good, only fair, or poor?

EXCELLENT.....	4
GOOD.....	7
ONLY FAIR.....	1
POOR.....	1
DON'T KNOW/REFUSED.....	0

Now, let's talk about the relationship between your School District and Intermediate District 287. Let's consider services that may be purchased by your district, such as Special Education, Professional Development and Prep Center services, and Legal services.

25. First, do you view this relationship as strictly cooperative, strictly competitive, both cooperative and competitive, or in none of these perspectives?

COOPERATIVE.....	9
COMPETITIVE.....	2
BOTH.....	1
NONE.....	0
DON'T KNOW/REFUSED.....	1

IF A RESPONSE IS GIVEN, ASK:

26. Why do you feel that way?

- o Cooperative - you get to pick and choose what you want.
- o Cooperative - they respond to any request that is sent their way.
- o Competitive - In some ways all districts are seeking ways to provide their own services.
- o Competitive - feels ISD 287 is recruiting staff.
- o Cooperative - Respondent's district does not have capacity to build specialized services because they are too small.
- o Cooperative - they work well with the Districts.
- o Cooperative - very responsive to district's needs.
- o Cooperative - they provide the services districts are looking for. They are supportive.
- o Both - when respondent's district feels they can provide a services internally, get the sense 287 feels threatened.
- o Cooperative - Member Districts are not forced to do things they don't want to do.
- o Cooperative - they are responsive to district's wants and needs.
- o Cooperative - they have access to 287 anytime there is a need.

27. How could this relationship be changed or improved?

- o Unsure. (9)
- o Try lowering cost.
- o Involve Member Districts in strategic planning.
- o Sticking to the Strategic Plans.
- o Nothing.

28. In general, at what point in the discussion of providing these types of services does Intermediate District 287 enter into the decision-making -- INITIALLY as an option in addition to district services, EARLY as district resources and services are considered and found potentially lacking, MID-RANGE as a comparison with a potential district solution, or LATE as an adopted district solution is found to be lacking?

INITIALLY.....	3
EARLY.....	3
MID-RANGE.....	5
LATE.....	2
DON'T KNOW/REFUSED.....	0

I would like to read you a list of statements about district purchased services. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

	STA	SMA	SMD	STD	DKR
29. Programs and services provided by Intermediate District 287 are available when I need them.	9	4	0	0	0
30. I know the general costs associated with program and service components.	4	7	1	1	0
31. I know the cost of Intermediate District 287 services and programs are no more than if I were to run equivalent programs or services internally.	1	2	7	3	0
32. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services.	2	5	3	0	3
33. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287.	10	3	0	0	0
34. I am comfortable with exploring joint solutions to changing problems in my School District with Intermediate District 287.	10	2	1	0	0
35. Intermediate District 287 follows through in commitments it makes for services and programs my School District uses.	9	3	1	0	0

Moving on....

36. How informed do you feel about decision and policy-making by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	4
SOMEWHAT INFORMED.....	8
NOT TOO INFORMED.....	1
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

37. Are you satisfied with your current level of information you receive from Intermediate District 287?

YES.....	12
NO.....	1
DON'T KNOW/REFUSED.....	0

38. What is your principal source of information about Intermediate District 287?

- Reports sent from Superintendent's office.
- Through Laura or Sandy.
- SEDAC meetings. (7)
- E-mail handouts.
- SEDAC minutes.
- Experience.
- 287 staff and administration.

39. And, how would you prefer to receive information about Intermediate District 287?

- E-mail. (5)
- SEDAC monthly meetings. (6)
- SEDAC minutes.
- Written communications.

Two final questions....

40. How long have you been Director of Special Education in this School District?

ONE YEAR.....	1
TWO YEARS.....	2
THREE YEARS.....	1
SIX YEARS.....	1
SEVEN YEARS.....	1
NINE YEARS.....	1
TEN YEARS.....	2
ELEVEN YEARS.....	1
THIRTEEN YEARS.....	2
TWENTY-ONE YEARS.....	1

41. How long have you worked in a School District with a relationship with Intermediate District 287?

SIX YEARS.....1
NINE YEARS.....1
TEN YEARS.....2
SIXTEEN YEARS.....1
SEVENTEEN YEARS.....1
TWENTY YEARS.....1
TWENTY-ONE YEARS.....1
TWENTY-SIX YEARS.....1
TWENTY-NINE YEARS.....1
THIRTY YEARS.....1
THIRTY-ONE YEARS.....1
THIRTY-NINE YEARS.....1

Decision Resources, Ltd.
3128 Dean Court
Minneapolis, Minnesota 55416

Intermediate District 287
Member Survey
FINAL NOVEMBER 2009

SUPERINTENDENT SURVEY QUESTIONNAIRE

Hello, I'm _____ of Decision Resources, Ltd., a survey research firm located in Minneapolis. We are conducting a short survey today on behalf of Intermediate District 287 and would like to ask you a few questions about the organization. And, before we begin, I want to assure you that all of your responses will be held strictly confidential; only summaries of the entire sample will be reviewed.

1. When you think of Intermediate District 287, is your first thought a specific site, a specific program, or something else? (WAIT FOR RESPONSE) What is it?

- Special Education (6)
- Several programs at different sites and a big district office.
- Shared services.
- Nice buildings.
- All programs.
- Service provider.
- District of services.
- A system or entity, more of a construct.

2. How informed do you feel about the programs and services provided by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	6
SOMEWHAT INFORMED.....	6
NOT TOO INFORMED.....	1
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

3. And, how informed do you feel about the mission and strategic objectives of the organization -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	7
SOMEWHAT INFORMED.....	6
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

The mission statement of Intermediate District 287 reads: "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."

4. What does the phrase "premier provider" mean to you?

- Top of the top. Excellence.
- Stand out as the one to choose.
- The Best. (2)
- The very best.
- First and best.
- It appears to mean higher cost to Member Districts. Don't understand the phrase "premier provider" when there are only three Intermediate Districts in the state.
- High quality.
- Being the best possible provider of services.
- The best provider, the only, most significant, top.
- Best service that maximizes services.
- Quality service.
- Best choice of program options.

5. In general, how satisfied are you VERY SATISFIED.....6
 with the services provided by SOMEWHAT SATISFIED.....7
 Intermediate School District 287 NOT TOO SATISFIED.....0
 -- very satisfied, somewhat satis- NOT AT ALL SATISFIED....0
 fied, not too satisfied, or not at DON'T KNOW/REFUSED.....0
 all satisfied?

IF "NOT TOO SATISFIED" OR "NOT AT ALL SATISFIED," ASK:

6. Could you tell me why you feel that way?

NOT APPLICABLE

7. And, in general, how satisfied are VERY SATISFIED.....6
 you with Intermediate School Dis- SOMEWHAT SATISFIED.....7
 trict 287 support to member dis- NOT TOO SATISFIED.....0
 tricts -- very satisfied, somewhat NOT AT ALL SATISFIED....0
 satisfied, not too satisfied, or DON'T KNOW/REFUSED.....0
 not at all satisfied?

Do you generally support your staff participation in any of the following Intermediate District 287 activities? (ROTATE LIST)

	YES	NO	DKR
8. Focus groups on specific topics?	11	2	0
9. Advisory committee meetings?	11	1	1
10. Special interest groups?	8	4	1

	YES	NO	DKR
11. Strategic planning?	11	2	0
12. Do you think your district can have a say in the way Intermediate District 287 runs?	YES.....12 NO.....1 DON'T KNOW/REFUSED.....0		

IF RESPONSE IS GIVEN, ASK:

13. Could you tell me one or two reasons why you feel that way?

- o Yes, but concerned about new buildings when Member Districts are looking at closing facilities.
- o Ask for input often and most often listen to it. Very hard to change system.
- o They have Superintendent meetings and are very interested in our input.
- o They make great effort to find solutions.
- o They directly address requests and suggestions.
- o Depends: as member they listen, as a customer it depends on the request, as a competitor they don't listen. Wants to be treated more like a customer.
- o They allow for members to be part of the meetings and decisions.
- o Many opportunities to provide input.
- o Districts have a representative to relay everything.
- o They have avenues for listening.
- o They are responsive to member district needs.
- o Invited to communicate often. Direct call from Sandy seeking input.
- o Have various members who give input at various meetings.

Now, a few general questions about the future of Intermediate District 287....

14. What, if anything, do you consider to be the BEST aspects of the organization that should be preserved as Intermediate District 287 moves into the future?

- Special education for low-incidence students.
- Program for severely disordered students. Itinerant service in Special Education.
- Ability to provide programs that District's can't in a cost effective manner.
- Specialized programs that districts can't supply themselves.
- Low-incident, high need students services.
- Low frequency, high severity services.
- Sincere commitment to their provision of high quality learning.
- Ability to serve low-incident students with unique needs.
- Special Education services.
- Continue being responsive to changes with member districts.
- Remain nimble and adaptive to changing school district programming.
- Ability to serve low-incidence students.
- Specialized education.

15. What, if anything, is not as good as it could be in the organization today that needs to be fixed or improved in the future?

- Costs - better value for money. Continue to look for great efficiency. Cost effective on-line courses.
- Too much infrastructure - some of activities they have broadened out into are unnecessary.
- Nothing. (2)
- Don't know.
- Being able to access a large menu of services.
- Value of services. District is fiscally and facility conservative, don't see that in 287.
- Communicate the cost of services.
- Better services for school districts who have students on IEP.
- More timely billing services.
- Too many challenges from Member Districts.
- Continue examination of cost of services.
- Improve relationships where overlap of services causes issues with Member Districts.

16. What, if anything, is currently missing from Intermediate District 287 which, if present, would greatly improve the quality and effectiveness of the organization?

- Don't know. (4)
- Nothing. (5)
- Better financial management.
- Be more of a research-based organization to school districts.
- The ability to communicate and talk about changing demographics.
- Stronger on-line option.

17. When you consider the membership and cost of services of Intermediate District 287 and the quality of the services you receive, you rate the general value of your Intermediate District 287 membership as excellent, good, only fair, or poor?

EXCELLENT.....	6
GOOD.....	6
ONLY FAIR.....	1
POOR.....	0
DON'T KNOW/REFUSED.....	0

Now, let's talk about the relationship between your School District and Intermediate District 287. First, let's consider services that may be purchased by your district, such as Special Education, Career-Tech, Honors Mentor Connection, World Language, Professional Development and Prep Center services, and Legal services.

18. First, do you view this relationship as strictly cooperative, strictly competitive, both cooperative and competitive, or in none of these perspectives?

COOPERATIVE.....	8
COMPETITIVE.....	0
BOTH.....	5
NONE.....	0
DON'T KNOW/REFUSED.....	0

IF A RESPONSE IS GIVEN, ASK:

19. Why do you feel that way?

- o Both - Many area, i.e. Special Education compete with offering cost-effective internal programs.
- o Both - competing for students; some initiatives have been in direct competition, cooperative when working together and listen well.
- o Cooperative - Very good relationship.
- o Cooperative - 287 informs Member Districts about the services and allows them to pick and choose.
- o Cooperative - they are willing to listen to suggestions.
- o Both - duplication of many services.
- o Cooperative - they try to reach out and help in all of the programs.
- o Cooperative - responsiveness to District members.
- o Both - trying to keep the services in the Member District, but have to compete with 287 on costs.
- o Cooperative - they assess and see what's cost effective.
- o Cooperative - they are open to suggestions.
- o Both - Financial more prudent to offer in Member District, competition kicks in and discussions become uncomfortable.
- o Cooperative - they provide services that respondent's district would not offer.

20. How could this relationship be changed or improved?

- o Cost effectiveness.
- o Cost containment.
- o Unsure. (6)
- o Examine duplication and overlap in services and programs.
- o Continue to communicate dues and fees going to 287.
- o Honest dialogue. More efficient.
- o Nothing. (2)

21. In general, at what point in the discussion of providing these types of services does Intermediate District 287 enter into the decision-making -- INITIALLY as an option in addition to district services, EARLY as district resources and services are considered and found potentially lacking, MID-RANGE as a comparison with a potential district solution, or LATE as an adopted district solution is found to be lacking?
- | | |
|-------------------------|---|
| INITIALLY..... | 0 |
| EARLY..... | 8 |
| MID-RANGE..... | 3 |
| LATE..... | 2 |
| DON'T KNOW/REFUSED..... | 0 |

I would like to read you a list of statements about district purchased services. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

	STA	SMA	SMD	STD	DKR
22. Programs and services provided by Intermediate District 287 are available when I need them.	6	6	1	0	0
23. I know the general costs associated with program and service components.	4	7	1	1	0
24. I know the cost of Intermediate District 287 services and programs are no more than if I were to run equivalent programs or services internally.	1	8	4	0	0
25. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services.	2	8	3	0	0
26. I value the availability of expertise offered by Intermediate District 287 in services and programs not currently offered in my district.	11	1	0	1	0

STA SMA SMD STD DKR

27. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287. 9 2 1 0 1
28. I am comfortable with exploring joint solutions to changing problems in my School District with Intermediate District 287. 9 4 0 0 0
29. Intermediate District 287 follows through in commitments it makes for services and programs my School District uses. 7 5 1 0 0

Now, let's consider choice programs offered by Intermediate District 287 that are fee-based or tuition programs that individual students can elect to take, such as Destination Imagination, Area Learning Center programs, West Suburban Summer School, and on-line learning.

Again, I would like to read you a list of statements about choice programs. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

STA SMA SMD STD DKR

30. I believe these choice programs enhance and expand my School District offerings. 4 8 0 0 1
31. I know the general costs associated with program and service components. 3 6 2 1 1
32. I know the cost of Intermediate District 287 services and programs are no more than if I were to run equivalent programs or services internally. 1 8 3 0 1

STA SMA SMD STD DKR

33. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services. 3 7 2 0 1
34. I value the availability of expertise offered by Intermediate District 287 in services and programs not currently offered in my district. 9 2 1 0 1
35. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287. 9 1 0 1 2

I would like to read you a list of potential activities which could be facilitated or offered by Intermediate District 287. For each one, please tell me how important that activity would be to your school district -- very important, somewhat important, not too important, or not at all important. If you have no opinion, just say so....

VRI SMI NTI NAA DKR

36. Facilitating multi-school district strategic planning on issues impacting a large area of District 287? 2 9 2 0 0
37. Identifying and establishing "best practices" program components across District 287? 2 8 2 1 0
38. Convening multi-entity discussion, such as county, city, school district, and other interested groups, to discuss regional issues impacting member school districts? 2 7 2 2 0
39. Exploring the possibilities of shared services to save member district funds? 3 8 1 1 0

Moving on....

40.	How informed do you feel about decision and policy-making by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?	VERY INFORMED.....5 SOMEWHAT INFORMED.....7 NOT TOO INFORMED.....1 NOT AT ALL INFORMED.....0 DON'T KNOW/REFUSED.....0
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41.	Are you satisfied with your current level of information you receive from Intermediate District 287?	YES.....12 NO.....1 DON'T KNOW/REFUSED.....0
-----	--	--

42. What is your principal source of information about Intermediate District 287?

- Sandy's updates - e-mail.
- Meetings and Board Member reports.
- Written information.
- Special Education teachers and Nancy Rowley.
- Sandy. (2)
- Attending Superintendent's meetings. (4)
- Board representatives.
- E-mail. (2)

43. And, how would you prefer to receive information about Intermediate District 287?

- Sandy's updates - e-mail.
- E-mail. (4)
- Written reports.
- Through Nancy Rowley.
- Sandy. (2)
- Written correspondence.
- Attending meetings. (2)
- Board representatives.

44. How is information from your Intermediate District 287 Board Member provided to your School Board?

- Public Board reports and e-mail.
- E-mail. (2)
- Written updates.
- Board member reports at school board meetings. (8)
- Board member who attends the meetings.

Two final questions....

45. How long have you been Superintendent in this School District? ONE YEAR OR LESS.....1
TWO YEARS.....2
FOUR YEARS.....5
FIVE YEARS.....1
SIX YEARS.....2
EIGHT YEARS.....1
NINE YEARS.....1

46. How long have you worked in a School District with a relationship with Intermediate District 287? TWO YEARS.....1
FOUR YEARS.....2
FIVE YEARS.....1
SIX YEARS.....2
EIGHT YEARS.....1
NINE YEARS.....2
FIFTEEN YEARS.....1
EIGHTEEN YEARS.....1
TWENTY-THREE YEARS.....1
THIRTY YEARS.....1

Decision Resources, Ltd.
3128 Dean Court
Minneapolis, Minnesota 55416

Intermediate District 287
Member Survey
FINAL NOVEMBER 2009

TEACHING AND CURRICULUM DECISION MAKER SURVEY QUESTIONNAIRE

Hello, I'm _____ of Decision Resources, Ltd., a survey research firm located in Minneapolis. We are conducting a short survey today on behalf of Intermediate District 287 and would like to ask you a few questions about the organization. And, before we begin, I want to assure you that all of your responses will be held strictly confidential; only summaries of the entire sample will be reviewed.

1. When you think of Intermediate District 287, is your first thought a specific site, a specific program, or something else? (WAIT FOR RESPONSE) What is it?

- A network of services.
- Special Education. (2)
- Area Learning Center. (2)
- Partnerships.
- An overall resource to individual school districts.
- Comprehensive services.
- Multitude of programs.
- Variety of programs.
- Shared services.
- Helpful staff.
- Teaching and Learning services

2. How informed do you feel about the programs and services provided by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	8
SOMEWHAT INFORMED.....	5
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

3. And, how informed do you feel about the mission and strategic objectives of the organization -- very informed, somewhat informed, not too informed, or not at all informed?

VERY INFORMED.....	9
SOMEWHAT INFORMED.....	4
NOT TOO INFORMED.....	0
NOT AT ALL INFORMED.....	0
DON'T KNOW/REFUSED.....	0

	EXC	GOO	FAI	POO	NOT	DKR
8. Destination Imagination?	7	2	2	0	1	1
9. Area Learning Center?	2	5	3	0	2	1
10. West Suburban Summer School?	3	3	0	0	6	1
11. Career-Tech?	3	3	5	0	2	0
12. Honors Mentor Connection?	2	6	2	2	1	0
13. World Language?	3	3	1	0	6	0
14. On-line learning?	4	5	3	0	1	0
15. PREP Center?	4	8	0	0	1	0
16. Do you think your district can have a say in the way Intermediate District 287 runs?						
	YES.....					12
	NO.....					0
	DON'T KNOW/REFUSED.....					1

IF RESPONSE IS GIVEN, ASK:

17. Could you tell me one or two reasons why you feel that way?

- o Respondent's district is invited to participate on committees and give input.
- o District has a good relationship and are very involved with 287.
- o 287 provides opportunities for feedback.
- o 287 has been very flexible when there are certain requests.
- o They have good avenues for input.
- o Regular connections with 287.
- o Able to corroborate on new projects.
- o They allow you to give feedback.
- o Sits on an Advisory Council.
- o Keep in touch and ask for input.
- o Very responsive.
- o They go out of their way to solicit opinions.

Now, a few general questions about the future of Intermediate District 287....

18. What, if anything, do you consider to be the BEST aspects of the organization that should be preserved as Intermediate District 287 moves into the future?

- Exceptional staff.
- Cutting edge resources and staffing.
- Personal relationships.
- Filling needs they can collectively meet.
- Working with Member Districts in providing low incident programs.
- Unsure.
- Good service provider of low incident needs that Member Districts can't.
- Networking opportunities.
- Continuing to provide services that Members Districts need.
- Ability to use 287 facilities and networking opportunities.
- Continue trying to meet individual District needs.
- Partnerships around low incident needs.
- Continuing low incident education services.

19. What, if anything, is not as good as it could be in the organization today that needs to be fixed or improved in the future?

- Beef up on-line learning.
- Cost containment.
- Overall communications about programming.
- Service value across the program.
- Unsure. (4)
- The cost of some of the services, such as ALC.
- The rigor of programming for students.
- Nothing.
- Upgrading Career and Technical Education services.
- Less planning, more doing. More risk taking.

20. What, if anything, is currently missing from Intermediate District 287 which, if present, would greatly improve the quality and effectiveness of the organization?

- Nothing. (4)
- Stronger connection to the University of Minnesota.
- The ability to create metrics to show value added.
- Due to political pressure, inability to change programs.
- Unsure. (6)

21. When you consider the membership and cost of services of Intermediate District 287 and the quality of the services you receive, you rate the general value of your Intermediate District 287 membership as excellent, good, only fair, or poor?

EXCELLENT.....	2
GOOD.....	9
ONLY FAIR.....	1
POOR.....	0
DON'T KNOW/REFUSED.....	1

Now, let's talk about the relationship between your School District and Intermediate District 287. Let's consider services that may be purchased by your district, such as Career-Tech, Honors Mentor Connection and World Language.

22. First, do you view this relationship as strictly cooperative, strictly competitive, both cooperative and competitive, or in none of these perspectives?

COOPERATIVE.....	8
COMPETITIVE.....	1
BOTH.....	2
NONE.....	2
DON'T KNOW/REFUSED.....	0

IF A RESPONSE IS GIVEN, ASK:

23. Why do you feel that way?

- o Cooperative - never sensed competition.
- o Cooperative - ultimately Member Districts have a say in what students do.
- o Cooperative - it's always a working relationship to find a solution to a problem.
- o None - respondent's district can't offer the services to compete.
- o Cooperative - their offerings are complimentary to home district's offerings and they have a variety of programs.
- o Competitive - it's like a first come/first serve basis on some services.
- o None - only purchase needed services.
- o Cooperative - in many regards they are very collaborative.
- o Both - there is some tension about the cost and delivery of services.
- o Cooperative - feels their input and territory is always respected.
- o Both - some of their programs are in direct competition.
- o Cooperative - they are responsive to needs in Member Districts.
- o Cooperative - they meet common needs and have no restrictions.

24. How could this relationship be changed or improved?

- o Unsure. (8)
- o Continue to make sure everyone is clear on what role 287 plays.
- o Nothing.
- o Lower cost.
- o More flexibility on the part of 287.
- o Greater transparency and communications.

25. In general, at what point in the discussion of providing these types of services does Intermediate District 287 enter into the decision-making -- INITIALLY as an option in addition to district services, EARLY as district resources and services are considered and found potentially lacking, MID-RANGE as a comparison with a potential district solution, or LATE as an adopted district solution is found to be lacking?

	INITIALLY.....1
	EARLY.....7
	MID-RANGE.....4
	LATE.....0
	DON'T KNOW/REFUSED.....1

I would like to read you a list of statements about district purchased services. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

	STA	SMA	SMD	STD	DKR
26. Programs and services provided by Intermediate District 287 are available when I need them.	5	8	0	0	0
27. I know the general costs associated with program and service components.	3	7	1	1	1
28. I know the cost of Intermediate District 287 services and programs are no more than if I were to run equivalent programs or services internally.	2	1	8	1	1
29. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services.	2	7	2	0	2

STA SMA SMD STD DKR

30. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287. 10 3 0 0 0
31. I am comfortable with exploring joint solutions to changing problems in my School District with Intermediate District 287. 10 3 0 0 0
32. Intermediate District 287 follows through in commitments it makes for services and programs my School District uses. 10 2 0 0 1

low, let's consider choice programs offered by Intermediate District 287 that are fee-based or tuition programs that individual students can elect to take, such as Destination Imagination, Area Learning Center programs, West Suburban Summer School, and on-line learning.

Again, I would like to read you a list of statements about choice programs. For each one, please tell me on the basis of your experience whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree. If you have no opinion, just say so....

STA SMA SMD STD DKR

33. I believe these choice programs enhance and expand my School District offerings. 3 10 0 0 0
34. I know the general costs associated with program and service components. 2 8 1 1 1
35. I know the cost of Intermediate District 287 services and programs are no more than if I were to run equivalent programs or services internally. 1 2 8 1 1

STA SMA SMD STD DKR

36. I know the educational benefits of Intermediate District 287 programs and services are equal to or greater than what my School District currently provides or could provide in equivalent programs and services. 2 8 1 0 2

37. I am comfortable with talking about any School District shortcomings or failures in providing services internally for the purpose of exploring possibilities with Intermediate District 287. 9 4 0 0 0

Moving on....

38. How informed do you feel about decision and policy-making by Intermediate District 287 -- very informed, somewhat informed, not too informed, or not at all informed? VERY INFORMED.....5
SOMEWHAT INFORMED.....7
NOT TOO INFORMED.....1
NOT AT ALL INFORMED.....0
DON'T KNOW/REFUSED.....0

39. Are you satisfied with your current level of information you receive from Intermediate District 287? YES.....12
NO.....1
DON'T KNOW/REFUSED.....0

40. What is your principal source of information about Intermediate District 287?

- Website.
- E-mail. (2)
- Director of Teaching and Learning.
- Attending meetings. (6)
- Internal staff.
- Jane Holmberg. (2)

41. And, how would you prefer to receive information about Intermediate District 287?

- Newsletter.
- E-mail. (6)
- Director of Teaching and Learning.
- Attending meetings. (4)
- Quarterly mailed report.

Two final questions....

42. How long have you been your current administrative role in this School District?	LESS THAN ONE YEAR.....1
	THREE YEARS.....3
	FIVE YEARS.....2
	SIX YEASR.....3
	EIGHT YEARS.....1
	TEN YEARS.....3
43. How long have you worked in a School District with a relationship with Intermediate District 287?	FIVE YEARS.....1
	SIX YEARS.....1
	SEVEN YEARS.....1
	TEN YEARS.....1
	TWELVE YEARS.....2
	THIRTEEN YEARS.....2
	NINETEEN YEARS.....1
	TWENTY YEARS.....2
	TWENTY-SEVEN YEARS.....1
	THIRTY-FIVE YEARS.....1

Responsive. Innovative. Solutions.

**YEAR 1 STRATEGIC PLAN
PROGRESS REPORT**

2009



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.



A LETTER FROM THE SUPERINTENDENT

I am happy to share with you the Year 1 Strategic Plan progress report. Our plan follows a calendar year, with full implementation expected by the end of 2013. Each year we focus on specific results, which provide a roadmap toward achievement of the strategies.

At the close of 2009, we can point to evidence of our progress: a new advisory structure, additional communication tools, improved understanding of how data are produced and stored. Perhaps the most telling evidence of our success can be overheard between staff in everyday conversations. “Is what we’re doing living up to our promise? Responsive. Innovative. Solutions.” These words are at the heart of every important decision we make.

Innovation is like a garden; it requires certain conditions to grow, mature and bear fruit. Culturally speaking, 287 has many of the conditions necessary for innovation: staff who are passionate about what they do and willing to make the mental leap needed for transformative change. Additionally, we have an integrated management structure in place to successfully implement our plan over the next five years and leadership is making what I call “Strategic Shifts” that are essential for our journey. Several of these strategic shifts appear in the report.

Year 1 of our Strategic Plan implementation has focused on educating the educators. What a joy to find that we are both eager teachers and learners.

Sandy Lewandowski
Superintendent

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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.

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.

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.

MEMBER DISTRICTS

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

Strategy 1

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



We Learned:

We need to streamline internal processes and maximize alignment among our TIES products to eliminate redundancies, especially in finance, human resources and student information systems.

Member districts use qualitative data for annual decision-making and quantitative data for daily decision-making. Access to data is a bigger issue than what the data reveal.

Because our TIES membership allows us to build upon current technological tools, such as Cognos, we are further along in this strategy than anticipated.

Strategic Shift:

When Decision Resources field-tested satisfaction survey questions, they found that some district contacts did not recognize Destination ImagiNation or West Suburban Summer School as two District 287-sponsored activities. A programming usage chart will accompany future satisfaction measures to clarify the more than 120 program and service options and to show each district's use of those options.

Result 1

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.

We aligned the current Data Analyst position to produce the data called for in Result 1.

We created a spreadsheet of 287 data elements to understand the scope of potential information to be shared.

We developed a Data Flow Diagram to illustrate how data are stored and produced in the district.

Cognos was identified as the data warehouse to provide the dashboard tool to present customized data to member districts.

Monthly enrollment reports for each district are available on our website as an interim step to Cognos being fully functional.

Strategy 2



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

We Learned:

Implementation of Strategy 2 requires simultaneous attention to Results 1, 2 and 4.

Our planning processes with member districts are sound, but will benefit from the addition of explicitly stated Conditions of Satisfaction.

Strategic Shift:

The Superintendent's Advisory has become a regional "brain trust" intent on maximizing resources collaboratively.

Result 1

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

Advisories have become information sharing and problem-solving groups based upon their needs.

Minutes and meeting materials from all groups are posted online.

Result 2

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

New communication tools, such as podcasts, Flip videos, Facebook and Connect-ED, are available and supported by a culture that promotes use and experimentation. New designs for website, *Get on the Bus*, and Java maximize existing communications tools.

We are making the necessary technology upgrades to drive most communication to an electronic format.

Result 4

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

Conditions of Satisfaction Pilot: Key Communicators from Richfield and Osseo Area Schools are working with 287 Key Communicators and Transformation Systems to design the process and finalize a potential menu.

Our planning process for all districts has been modified so that consensus among districts is not necessary to offer a new program or service. Additionally, cost information will be included up-front as part of 2010-11 planning.

The School Board streamlined its membership to 13, with two monthly meetings.



Strategy 3

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.

We Learned:

Innovation requires centralized resources while simultaneously creating mechanisms for individual voices.

Our decision-making reflects the interdependence of the organization's many aspects, making possible new, tailored options for students that bring together programming from separate areas.

A collaborative culture can be more responsive to individual student needs, combining programs and services without being limited by existing programming.

Strategic Shift:

Going from "either, or" to "both, and."

Result 1

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

By 2010-11, a new structure will capture and nurture ideas with Innovation Coaches. This group will respond to ideas and support one another using an online forum that also will serve as an electronic suggestion box.

An online learning specialist is examining programs for online potential. A new program *Open Track* combines the best of on-site and online learning for Area Learning Center students.

New Campus programs respond to individual district requests and include Law Enforcement and Medical Careers.

Itinerant services are increasing use of web services to decrease travel and proposing a new option for purchase of services.

Result 5

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

Locating several small programs in larger sites has promoted collaboration. This is seen especially in the literacy initiative to provide all students access to high quality reading instruction.

C-Train combines aspects of special education, career and technical education, and ALCs in a public-private partnership with Best Buy and Hennepin County that provides career certificate programs for students and community members.

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.



We Learned:

Both Results 1 and 2 will be the focus of each year of the plan, with the intent of gaining more specificity and clarity each year.

Strategic Shift:

District 287 staff are not the advocates, we are the experts.

MEMBER DISTRICT SURVEY SNAPSHOT

A first year benchmark of satisfaction levels

Is Intermediate District 287 responsive to its member school districts?

At least 90% of respondents having an opinion in each group report they can have a say in the way the district runs. Empowerment levels in the organization are among the highest in the State.

Does Intermediate District 287 provide enough information about its mission and strategic objectives, as well as its programs and services?

Four groups unanimously report they feel “informed.” Sizable majorities in each group report they are “very informed.” District 287 does an outstanding job in connecting with members.

Does Intermediate District 287 provide value to member districts?

No less than 92% of each group rates the value of memberships and services as “excellent” or “good.” These ratings significantly exceed the generally accepted 80% threshold indicating “high value.”

Result 1

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

Advisory groups and member district cabinets share an understanding of the plan.

Conversation changed: member districts are recognized as customers. *Responsive. Innovative. Solutions.* has become the bar by which we measure success.

Effective communication tools are being used to educate stakeholders about the plan.

Planning for 2010 and beyond: explicitly stated that individual district service requests may be considered.

Conditions of Satisfaction pilot is underway.

Result 2

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

Satisfaction surveys were conducted by Decision Resources with all 287 Board members; one randomly selected Board member from each member district; member district superintendents, special education directors, and teaching and learning directors.

Surveys will provide benchmark information and create the capacity to measure satisfaction in subsequent years.

At A Glance

District 287 offers more than 120 educational programs and services to school districts with an emphasis on meeting the needs of member districts.

District 287 has 800 employees, 63% of whom hold a Master's Degree or higher.

STUDENTS SERVED

Area Learning Center	2,904
Career Tech	791
Gifted Education	1,283
Mentor Program	74
Northern Star Online	821
Special Education	3,489
World Languages	876
Total (includes part-time and full-time students)	10,238
FACILITIES/SCHOOLS OPERATED	14

RESPONSIVE. INNOVATIVE. SOLUTIONS.

INTERMEDIATE DISTRICT 287

Year 1 Strategic Plan Progress Report

2009



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

Strategic Timeline with Leadership Roles Accepted

	2009	2010	2011	2012	2013
<p>Strategy One: We will design and implement communication systems to include accurate and trusted data that guide individual and collective decision making and clarify perceptions. LEA DAHL, Facilitator Jane Holmberg, Convener</p>	<p>1.1 Result: 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.</p> <p style="text-align: center;">1.1 KIM HELGESON</p>	<p>1.2 Result: 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.</p> <p style="text-align: center;">1.2 CHAD MAXA</p>	<p>1.3 Result: 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.</p> <p style="text-align: center;">1.3 SANDRA GAULKE</p>	<p>1.4. Result: District 287 provides real time customized visual data tools that member districts use for making informed decisions.</p> <p style="text-align: center;">1.4 LEA DAHL</p>	
<p>Strategy Two: We will develop streamlined and transparent communication and decision-making to build trust and relationships to achieve our strategic objectives. ROSE HOBSON, Facilitator Jane Holmberg, Convener</p>	<p>2.1 Result: A system is in place for member districts and 287 to engage in professional learning, information sharing, collaboration, identification of needs and problem solving.</p> <p style="text-align: center;">2.1 ROSE HOBSON</p> <p>2.2 Result: A clear, concise system of communication is established, understood and used by District 287, member districts and their families.</p> <p style="text-align: center;">2.2 LINDA REES</p>	<p>2.4 Result: A clear, concise system of decision making is established, understood, and used to meet the unique needs of individual districts.</p> <p style="text-align: center;">2.4 JANE HOLMBERG</p>	<p>2.3 Result: An array of communication and meeting facilitation skills that develop and foster trusting relationships will be used among members and 287.</p> <p style="text-align: center;">2.3 TBD</p>	<p>2.5 Result: A decision-making system provides an accountability structure to build trust and relationships to achieve our strategic objectives.</p> <p style="text-align: center;">2.5 JANET JOHNSON</p>	
<p>Strategy Three: 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. JOHN AWSUMB, Facilitator Jane Holmberg, Convener</p>	<p>3.1 Result: District 287 has an established mechanism that responds to internal and external needs and ideas and generates innovative solutions.</p> <p style="text-align: center;">3.1 MIKE SMART</p> <p>3.5 Results: District 287 has a thriving, collaborative culture that embraces shared core values and is committed to achieving our mission.</p> <p style="text-align: center;">3.5 LAURA KELLER GAUTSCH</p>	<p>3.3 Result: District 287 uses quality indicators to evaluate, modify, and continually improve a spectrum of cost-effective direct and indirect services.</p> <p style="text-align: center;">3.3 JON VOSS</p>	<p>3.2 Result: District 287 uses a responsive system that effectively designs, develops, and/or implements an array of innovative direct and indirect services.</p> <p style="text-align: center;">3.2 JOHN AWSUMB</p>	<p>3.4 Result: District 287 engages in collaborative processes both internally and externally to share expertise, practices, and solutions that promote consistent quality and value.</p> <p style="text-align: center;">3.4 JANE HOLMBERG</p>	<p>3.6 Result: District 287 has a thriving, collaborative culture that embraces risk-taking, fosters innovation and flexibility, celebrates success, and encourages fun.</p> <p style="text-align: center;">3.6 STEERING TEAM</p>
<p>Measurement Objective 1: By 2013, each member district will declare satisfaction with the value and effectiveness of specialized services delivered to it by Intermediate District 287. Objective 2: By 2013, each member district will declare that Intermediate District 287 services are vital to ensure that the member district can meet the unique learning needs of its students. MICHELLE AXELL, Facilitator Jane Holmberg, Convener</p>	<p>Measurement Result 1: All District 287 and key member district staff understand the mission and process for assessing the strategic objectives.</p> <p>Measurement Result 2: Dynamic and flexible measurement tools essential for assessing the strategic objectives are being used by District 287 and each member district.</p> <p style="text-align: center;">1 SHERRY LANDRUD</p> <p style="text-align: center;">2 JUDI MARIE RINGE</p> <p style="text-align: center;">Educating</p>			<p>Measurement Result 3: A system is in place to make collaborative decisions based on aggregate data measuring satisfaction.</p> <p style="text-align: center;">3 MICHELLE AXELL</p> <p style="text-align: center;">Adjusting</p>	
		Tool building	Operating		

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GROUP: Superintendents Advisory Committee

DATE: January 22, 2010

TIME: 8:30 – 11:30 AM

Location: Board Room, Intermediate District 287 Service Center

PROTOCOLS:

- Communicate openly and honestly.
- Reveal your interests and work toward the common good.
- Decisions shared publicly and conversations held confidential.

CONVENER: Sandy Lewandowski

FACILITATOR: Teresa Arpin

LONG TERM PURPOSE AND MAJOR PRIORITY

1. Clearinghouse for innovative ideas
2. Progress monitoring of the Strategic Plan (Collectively identify indicators Superintendents can use to assess progress)
3. Superintendents’ support system
4. Regional leverage /political action
5. Regional efficiencies

(A long-term goal is to use time wisely in meetings, examining how to collapse potentially with other organizations).

The following priority was determined to meet both the regional leverage and regional efficiency purposes:

To meet student needs in 2012, maximizing student resources in a collaborative way with respect to: Time, Talent, Technology, and Communications

AGENDA	ANTICIPATED OUTCOMES	ACTION
<p>Welcome & Introductions</p>	<p>The purpose of the group and meeting will be reviewed.</p> <p>Facilitator: Teresa Arpin, Transformation Systems</p> <p>Convener: Sandy Lewandowski, Superintendent 287</p>	<p>Sandy Lewandowski convened the meeting and referred to the Year One strategic plan outcome document in the group packet, highlighting the new role as a “regional brain trust” for the superintendents advisory with Hennepin County. This new role is the reason for the agenda today. Sandy also introduced Teresa Arpin as the facilitator. Teresa reviewed outcomes.</p>
Hennepin County Superintendents		
<p>Regional Transportation Study Findings</p>	<p>Mike Torito, WATS Consulting and Jan Vanderwall, Vanderwall Consulting, will present key findings from a</p>	<p>Michelle Axel, 287 intern who has guided the project, referred participants to the Regional Transportation in their packets. The study was intended to examine the costs and benefits of a more flexible and/or more regional routing system for special education students who attend 287 sites in the north area. Potential savings</p>

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.

	Regional Transportation Study commissioned by Intermediate District 287.	<p>would vary from district to district, however up to \$2.7 million would be projected in annual savings based on a 1-1/2 hour start time interval between early and late tier schools in the regional routing system. There would be 60 fewer buses. Jan Vanderwall demonstrated the software to make these projections. Standard ride time of 45 minutes was the basis of the report.</p> <p>The group agreed that the follow-up afternoon meeting to which transportation business, and special education directors had been invited would provide important information so that superintendents would know how best to proceed with respect to impact on students and on budgets. Sandy requested the superintendents give direction to their staff to engage with 287 in continuing to explore savings through this proposal. The group confirmed 287 should move forward and look for opportunities to coordinate with legislative interest in shared services.</p>
Flexible Learning Year Proposal	<p>Sandy Lewandowski will solicit interest in inviting select authors of a flexible learning year proposal to present to Hennepin County Superintendents. This proposal involves 28 school districts in southwest Minnesota and includes shared calendars, shared staff development activities, increased student contact time and shared student outcome information.</p>	<p>Sandy referred the group to a powerpoint summarizing common calendar work among 287 school districts in SW Minnesota. Sandy requested if the group would be interested in a future conversation about the potential benefits. Individuals were asked to indicate their interest on a card provided, and all indicated interest.</p>
Hennepin County Superintendents are Joined by Hennepin County Officials		
County Initiatives with Schools	<p>Hennepin County Board Chair Mike Opat welcomes group, introduces County attendees, and pledges ongoing communications with Hennepin County Superintendents.</p>	<p>Mike Opat introduced Jeff Johnson, Hennepin County Commissioner who expressed his pleasure with being a part of the group. Commissioner Opat, recognized the ongoing opportunity this group affords the schools and the county to work together on behalf of students.</p> <p>Hennepin County Administrator Richard Johnson recognized that in working together counties and schools can best determine how to allocate diminished resources, and pledged Hennepin County is willing to explore opportunities.</p>

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.

<p>Truancy Focus</p>	<p>Hennepin County Attorney Mike Freeman will solicit feedback from the superintendents regarding implications for schools that may result from Hennepin County’s truancy focus on younger students.</p>	<p>Mike Freeman talked about the number of truancy referrals and commended school district involvement in A-Grad. County had inherited 8 programs and now see holes: invest and have more focus for America Indian; Somali and Haitian students. How different, intervening early with the district’s help rather than a court focus. The consensus of the group was there has been a welcome change with the outreach and tone.</p>
<p>Data Sharing</p>	<p>Hennepin County Research & Planning Director Kristine Martin will ask for and receive feedback on three topics, the first of which is to request school district cooperation to share student data elements (e.g. attendance and achievement) between the County and schools in order to further focus County efforts on effective interventions (a legal review of this possibility is pending).</p>	<p>Kristine Martin recognized the years of building relationships to put structures in place to offer enhanced services to students and families, and requested engagement at the superintendent level to provide leadership for sustained effort and change.</p> <p>Kristine discussed the need for data sharing to see if County investments are making a difference and to inform improvement. Some of this information is in control of the schools. Attendance, suspension and achievement data, including graduation rates, are examples of the type of real time data needed. There exist three ways exist to share student level data: 1) Parent release, 2) Court order, and 3) A now-defunct agreement system used by the Children’s Mental Health Collaborative that did not include student identifiers.</p> <p>The group discussed the potential time impact and benefits. Data sharing is a necessary part of the anticipated Community Health Center in the Osseo area. Sandy offered that 287 would provide resources to gain legal opinions and, in concert with Hennepin County, would provide record of conversations or link to wikis on the 287 website, possibly to include two-way communication.</p>
<p>Social Workers in Schools</p>	<p>Research & Planning Director Kristine Martin will ask for and receive feedback from superintendents regarding the idea of placing County social workers in schools.</p>	<p>Kristine Martin proposed models for sharing social workers to decrease silos and fragmentation and be more accessible to children and families:</p> <ol style="list-style-type: none"> 1) County is moving Human Services into regional sites over a period of time, connecting many services and agencies. Could one or two school districts provide social workers together in these regional centers to be more efficient and friendly? 2) Explore shared space in schools for County staff. 3) More definition about the role of school ad County social workers to clarify and reduce redundancies. 4) Create more of a generalist social worker, for example not work only with child protection or Children’s Mental Health. 5) Community School designs where the services work together. 6) Federal and State funding opportunities requiring partnerships. <p>Federal grant for capacity building due at the end of February might provide resources.</p>

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.

		The group confirmed the extent of redundancy and interest in the topic.
Career and Technical Education Models	Kristine Martin will ask for and receive input in order to assess superintendent interest in a regional approach to 1) coordinate career technical models and 2) to study their impact on high school completion. Three to four superintendents will be asked to share their district models.	<p>Kristine discussed the need for shared planning for older students who are falling through the cracks. She directed those attending to written information in their packet on partnership models. Two county/school models are: 1) SUCCESS Academy for correctional youth, offered in collaboration with Minneapolis Schools, and 2) C-Train, multiple career certificate training opportunities at the South Education Center of Intermediate District 287.</p> <p>Kristine also reviewed a large-scale effort showing success in this arena, the programs offered by the New York City Department of Education that created an Office of Multiple Paths to Graduation. Other examples offered by superintendents:</p> <ol style="list-style-type: none"> 1) Dennis Peterson and Susan Hintz reviewed hand-out of information on successes at Ben Davis University High School in Wayne Township, Indiana, targeted to students of color. The connections to the A-Grad County initiative were highlighted. Susan offered to put a contingency together to visit if County officials were interested. Bringing in Hennepin Technical College (HTC) was suggested for a regional discussion, but also much remember 4-year colleges. 2) Les Fujitake discussed efforts with HTC on an early college model. Target date for first students is the 2011-2012 school year. The Mall of America School also will be a part of this planning.
Prioritizing and reflecting	The group will provide feedback to prioritize next steps.	<p>Scott Croonquist and Valerie Dosland had been asked to reflect on the conversation from their perspective. They offered four points:</p> <ol style="list-style-type: none"> 1) Legislators would be interested in hearing about the discussions, 2) The group might consider: What level of involvement would legislators want to have? 3) The group might also consider: What level of involvement would the group need to move forward? 4) The group should hold conversations about the political implications of any of the proposals, i.e. implications with the data practices act, maintenance of effort, etc. <p>In general, they saw the meeting as a powerful conversation that legislators should know about and encouraged the group to move forward even more rapidly than sometimes we feel comfort with: we need to pursue these initiatives in this environment and they offered help.</p> <p>Mike Opat reflected that legislators should be brought into the conversation but we need to be judicious about the type of “help” we request.</p>

		<p>Sandy thanked all in attendance and in particular Kristine Martin for her work to coordinate people and processes with Hennepin County and the schools.</p> <p>Teresa led an exercise to prioritize the topics discussed. Results indicated significant interest in shared social work (15 school district votes and 2 County votes), and less interest in expanded regional career technical programming (7 school district votes) and shared data (2 school district votes and 2 County votes).</p> <p>The group checked out, talking about their being “in” and hopeful about the prospect of all working together for the benefit of students.</p>
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In attendance:

Valerie Dosland, Ewald Consulting; Scott Croonquist, AMSD Executive Director; John Schultz, Hopkins Superintendent; Keith Lester, Brooklyn Center Superintendent; Chace Anderson, Wayzata Superintendent; Karen Orcutt, Orono Superintendent; Les Fujitake, Bloomington Superintendent; Dennis Peterson, Minnetonka Superintendent; Kevin Borg, Westonka Superintendent; Rod Thompson, St. Anthony Superintendent; Aldo Sicoli, Robbinsdale Superintendent; Deb Bowers, St. Louis Park Superintendent; Michael Schwartz, Richfield Business Manager; Susan Hintz, Osseo Superintendent; Kristine Martin, Hennepin County Research and Planning Director; Mike Opat, Hennepin County Commissioner Board Chair; Jeff Johnson, Hennepin County Commissioner; Mike Freeman, Hennepin County Attorney; Richard Johnson, Hennepin County Administrator; Bill Green, Minneapolis Superintendent; Dennis Carlson, Anoka Hennepin Superintendent; Teresa Arpin, Facilitator, Transformation Systems, Ltd., Sandy Lewandowski, Intermediate District 287 Superintendent; Jane Holmberg, Intermediate District 287 Executive Director of Teaching and Learning

**INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION**

Regular Meeting – January 28, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: 8.1a Approval of Routine Monthly Finance Report

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

The December Budget vs. Actual Reports are presented for Board information and review. The original reports indicated that year-to-date revenue in all funds (excluding the SEC building project) totals \$37,302,495, or 54.3% of the revenue budget of \$68,645,483, and year-to-date expenditures in all funds (excluding the SEC building project), total \$32,016,355 or 47.4% of the expenditure budget of \$67,594,041.

Attached is a revised Expenditure Comparison page. As we have monitored this report, we have acknowledged the trend of the expenditure percentage exceeding prior years. Initially we felt that was due to enrollment and related staffing increases that needed to be reflected in a budget revision. As the percentage continued to grow we investigated more deeply. What we found was that in bringing the reconciliation and payment of benefit insurance in-house we inadvertently set-up the system in a way that was doubling our expense recognition. Each month we are paying the correct premium amounts; however, the expenses and liability on our balance sheet remain inflated. We are in the process of making all of the correcting entries. The new Expenditure Comparison page shows approximately what the numbers will be after all of the entries are complete.

The reports show actual amounts (Revenue on one sheet and Expenditures on the other), and their percentage of budget. The Prior Year Actual column represents June 30, 2009. These numbers are final, as the audit has been completed. Additional detail is available on request.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

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

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

STATEMENT OF REVENUE
ACCOUNTING PERIOD 12/01/09 TO 12/31/09

DIST 287 Intermediate District 287

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>

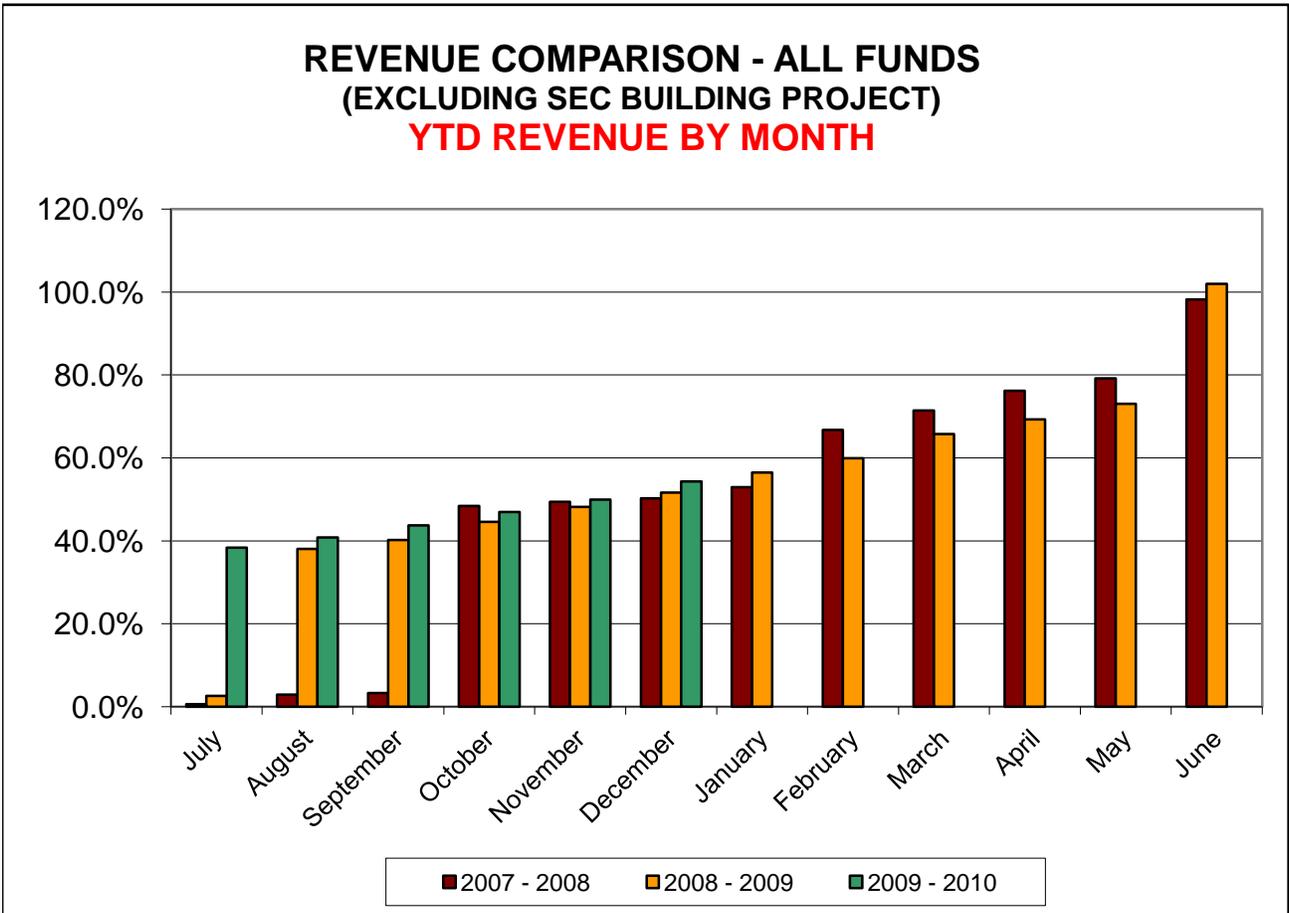
ACCOUNT RANGES: 01 TO 51-999
INCLUDE/EXCLUDES: EXL FD 11 11

FD	PRIOR YEAR ACTUAL	FISCAL YEAR 200907			REMAINING ON 12/31/09	PERCENT REMAINING
		< - - - - - REVISED BUDGET	12/01/09 12/31/09	- - - - - RECEIVED THRU 12/31/09		
01 GENERAL FUND	17,467,227.38	17,855,366	15,323,356.85-	9,212,735.68	8,642,630.32	48.40 %
02 FOOD SERVICE FUND	302,050.35	292,083	14,073.85	26,208.75	265,874.25	91.02 %
04 COMMUNITY SERVICE FUND	266,239.17	298,238	13,222.07	122,230.09	176,007.91	59.01 %
09 AGENCY FUND - FLEX FUND	345,077.73	0	27,364.06	136,555.46	136,555.46-	0.00 %
12 ALC-ACADEMIC	7,079,991.62	6,594,462	5,411,642.71	5,762,632.86	831,829.14	12.61 %
13 CAREER & TECH	2,041,177.52	2,096,042	1,420,034.00	1,471,306.05	624,735.95	29.80 %
14 SPECIAL EDUCATION	43,835,532.02	41,480,492	11,386,037.08	20,366,034.33	21,114,457.67	50.90 %
20 INTERNAL SERVICE FUND	455,152.13	0	82,886.31	198,589.09	198,589.09-	0.00 %
30 KEYSTONE ITD	789,702.24	0	0.00	0.00	0.00	0.00 %
51 STUDENT CLUBS	33,018.69	28,800	1,685.07	6,202.61	22,597.39	78.46 %
*** REPORT TOTALS:	72,615,168.85	68,645,483	3,033,588.30	37,302,494.92	31,342,988.08	45.65 %

DISTRICT 287

REVENUE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2007 - 2008		2008 - 2009		2009 - 2010	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	400,609	0.6%	1,848,739	2.6%	26,339,259	38.4%
August	1,432,190	3.0%	25,269,197	38.1%	1,662,122	40.8%
September	235,664	3.3%	1,488,574	40.2%	2,014,369	43.7%
October	27,973,935	48.4%	3,156,289	44.6%	2,236,266	47.0%
November	612,106	49.4%	2,534,489	48.2%	2,016,891	49.9%
December	542,422	50.3%	2,467,467	51.6%	3,033,588	54.3%
January	1,662,562	52.9%	3,455,875	56.5%		
February	8,585,201	66.8%	2,420,448	59.9%		
March	2,880,213	71.4%	4,158,279	65.7%		
April	2,946,944	76.2%	2,528,874	69.3%		
May	1,848,504	79.1%	2,695,389	73.1%		
June	11,826,805	98.2%	20,591,549	102.0%		
TOTAL	60,947,155	98.2%	72,615,169	102.0%	37,302,495	54.3%
BUDGET	62,060,730		71,203,550		68,645,483	



REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept
 STATEMENT OF EXPENDITURES
 DIST 287 Intermediate District 287 ACCOUNTING PERIOD 12/01/09 TO 12/31/09

RUN: WED 012010 10:43 PAGE 1

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
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 SERIES TOTALS: <None Selected>
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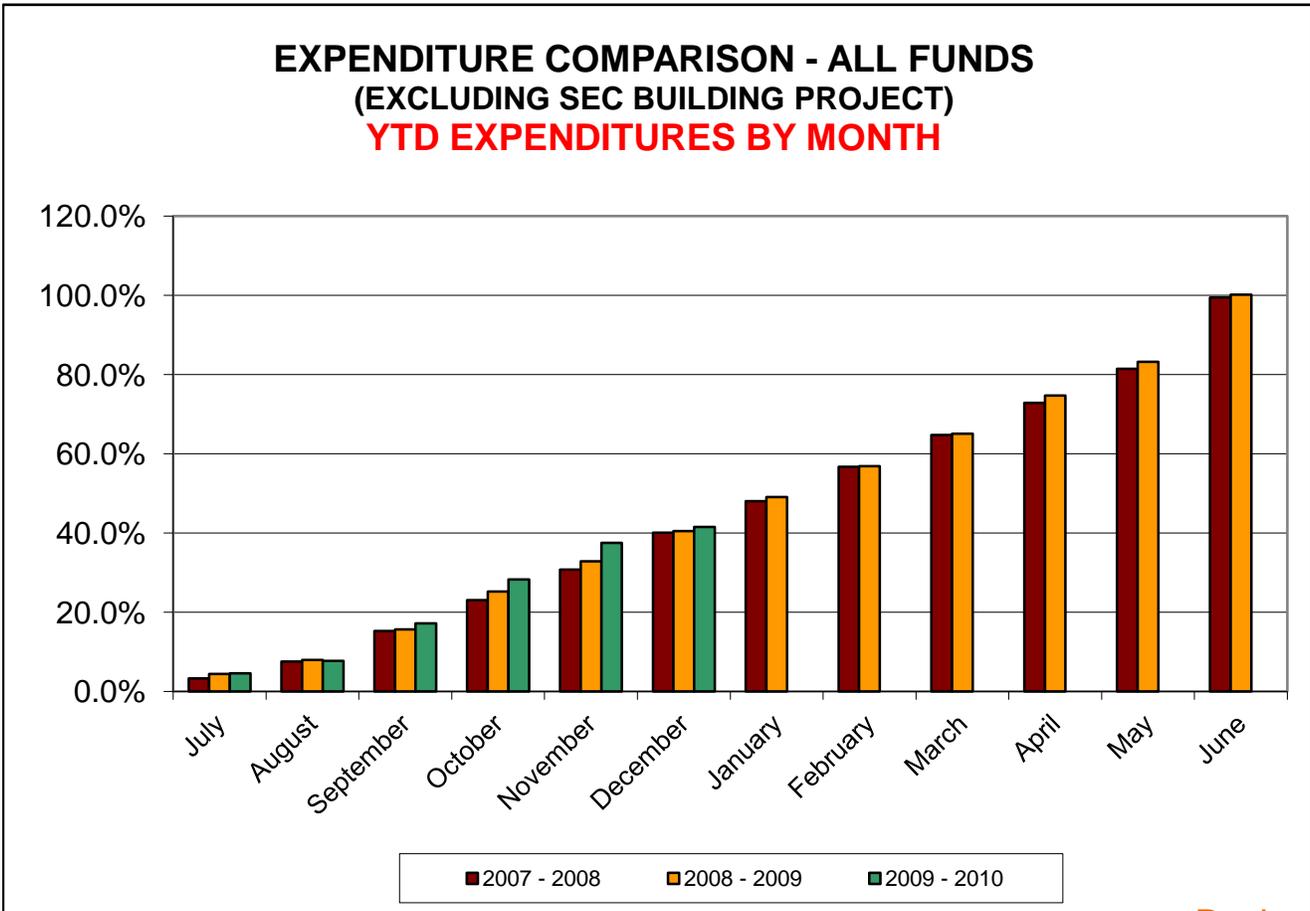
FD	PRIOR YEAR ACTUAL	REVISED BUDGET	12/01/09 TO 12/31/09	FISCAL YEAR 200907 EXPENDED THRU 12/31/09	ENCUMBERED THRU 12/31/09	REMAINING ON 12/31/09	PERCENT REMAINING
01 GENERAL FUND	17,852,731.87	18,088,590	1,425,980.01	8,741,504.67	1,698,135.53	7,648,949.80	42.28 %
02 FOOD SERVICE	302,050.35	292,083	24,308.02	91,634.20	130,575.03	69,873.77	23.92 %
04 COMMUNITY SERVICE FUND	289,448.48	306,254	25,223.90	180,469.53	28,480.62	97,303.85	31.77 %
09 AGENCY FUND - FLEX FUND	341,688.38	0	27,364.06	137,001.72		137,001.72-	0.00 %
12 ALC-ACADEMIC	7,224,666.69	6,384,932	657,731.42	3,098,588.43	149,521.01	3,136,822.56	49.12 %
13 CAREER & TECH	2,006,377.55	1,790,533	147,018.67	698,022.48	33,844.09	1,058,666.43	59.12 %
14 SPECIAL EDUCATION	41,043,925.36	40,702,849	4,266,320.40	18,708,667.56	527,225.21	21,466,956.23	52.74 %
20 INTERNAL SERVICE FUND	492,265.73	0	28,733.76	55,628.65		55,628.65-	0.00 %
30 KEYSTONE IDT	789,702.24	0	50,000.00	300,000.00	300,000.00	600,000.00-	0.00 %
51 STUDENT CLUBS	30,181.55	28,800	717.36	4,837.90	0.01	23,962.09	83.20 %
*** REPORT TOTALS:	70,373,038.20	67,594,041	6,653,397.60	32,016,355.14	2,867,781.50	32,709,904.36	48.39 %

DISTRICT 287

Revised

EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2007 - 2008		2008 - 2009		2009 - 2010	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	2,008,388	3.3%	3,131,464	4.5%	3,110,761	4.6%
August	2,561,280	7.5%	2,428,763	7.9%	2,109,112	7.7%
September	4,716,139	15.3%	5,457,295	15.7%	6,398,418	17.2%
October	4,726,362	23.0%	6,728,518	25.3%	7,497,732	28.3%
November	4,673,596	30.7%	5,330,730	32.8%	6,246,933	37.5%
December	5,674,687	40.1%	5,361,530	40.5%	2,708,652	41.5%
January	4,836,357	48.0%	6,044,579	49.1%		
February	5,284,415	56.7%	5,459,050	56.8%		
March	4,912,859	64.8%	5,770,557	65.1%		
April	4,917,092	72.9%	6,755,660	74.7%		
May	5,233,528	81.5%	6,017,108	83.2%		
June	10,913,129	99.4%	11,887,784	100.1%		
TOTAL	60,457,830	99.4%	70,373,038	100.1%	28,071,609	41.5%
BUDGET	60,816,267		70,271,671		67,594,041	



Revised

INTERMEDIATE DISTRICT 287

Partner in Education

DATE: **January 19, 2010**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- | | |
|--|---------------------------------|
| 1. Claim payments for: December 2009 | Totaling <u>\$ 4,643,934.16</u> |
| a) Check #'s 475947 - 476373, 70005436 - 70005637
and Electronic Wire Transfers out - #'s 2087 - 2099 | |
| 2. Payroll for: December 2009 | Totaling <u>\$ 2,106,297.29</u> |
| a) Check #'s 674998 - 675017 | |
| b) Direct Deposit #'s 161566 - 163333 | |
| 3. Receipts for: December 2009 | Totaling <u>\$ 8,789,838.73</u> |
| a) Receipt #'s 125614 - 125793
and Electronic Wire Transfers in | |
| 4. Investments at end of month | Totaling <u>\$ 6,904,181.34</u> |

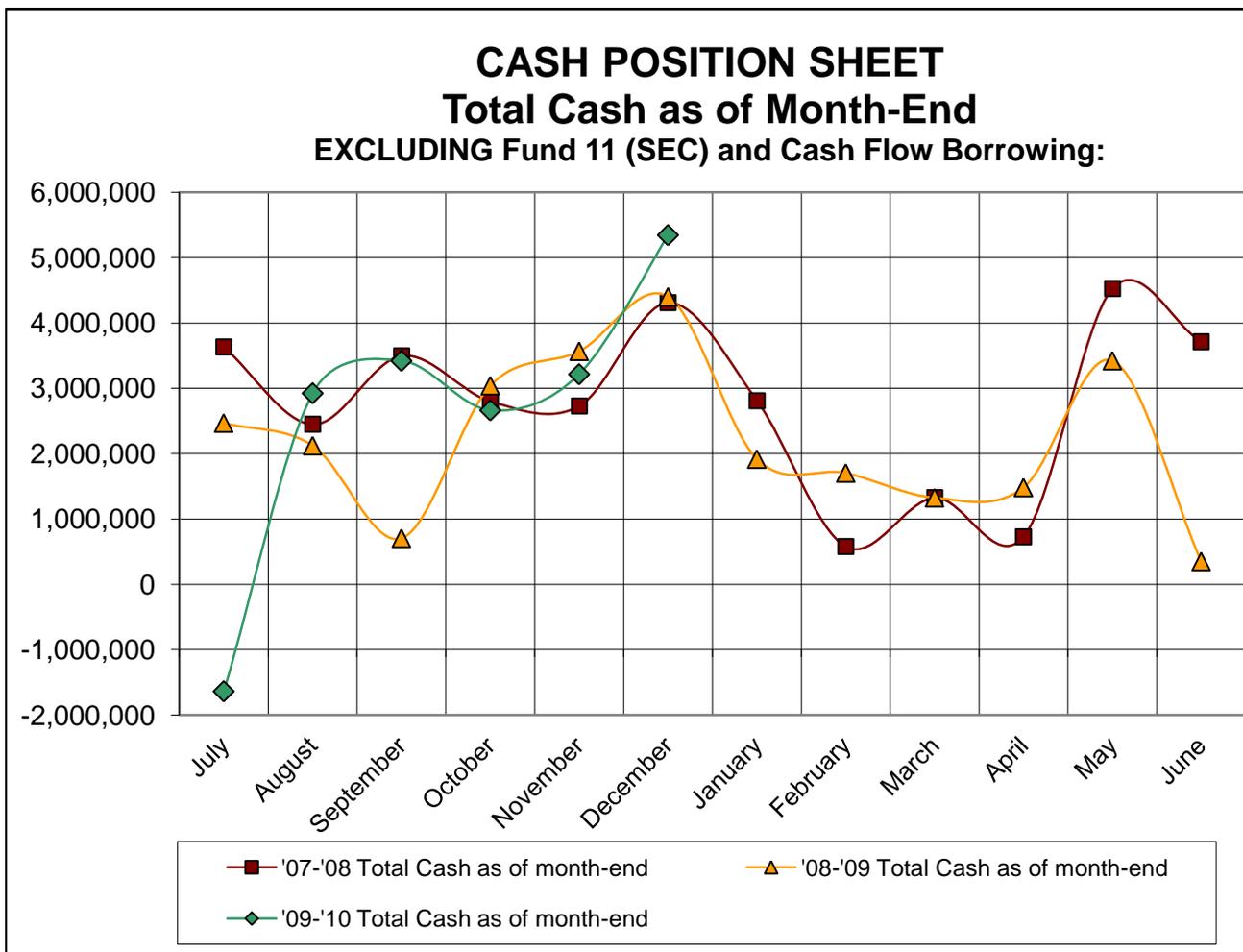
Expenditures, wire transfers, payroll, claims receipts and investments have been prepared under the direction of Dave Anderson and is presented for approval by the School Board. Dave and I would be glad to answer any questions.

Intermediate District 287

Cash Position Sheet- Monthly Total Net Cash- All Accounts
(EXCLUDING Fund 11 - SEC):

<u>Date</u>	<u>'07-'08 Total Cash as of month-end</u>	<u>'08-'09 Total Cash as of month-end</u>	<u>'09-'10 Total Cash as of month-end</u>
July	3,634,310	2,466,323	-1,635,886
August	2,446,506	2,120,954	2,924,129
September	3,498,121	703,434	3,420,767
October	2,800,950	3,040,273	2,663,437 *
November	2,729,418	3,565,934	3,215,281
December	4,311,267	4,399,671	5,343,251
January	2,810,576	1,915,347	
February	575,941	1,701,975	
March	1,323,615	1,323,076	
April	727,725	1,481,056	
May	4,527,215	3,423,055	
June	3,711,348	347,873	

* excludes Aid Anticipation Certificate proceeds of \$4,902,195.65 in October, 2009



**INTERMEDIATE DISTRICT 287
DECEMBER 2009 ACTIVITY**

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
(11/30/2009)	EDUCATION AID	MSDLAF	4334879	28,667.95	01S211 GEN ED AID 10 50/50 COMPENSATORY REV
(11/30/2009)	EDUCATION AID	MSDLAF	4334879	27,763.49	01S360 SPEC EDUC FY10 AID
(11/30/2009)	EDUCATION AID	MSDLAF	4334879	1,841,302.66	01S360 SPEC EDUC FY09 RECEIVABLE
(11/30/2009)	EDUC-FOOD & NUTRITION	MSDLAF	4334879	323.52	02S300 STSCHLUNCH 10
(11/30/2009)	EDUC-FOOD & NUTRITION	MSDLAF	4334879	98.80	02F705 ST BRKFST 10
12/01/09	DEPT OF ED	MSDLAF	4337065	29,361.07	04F4332007-00081 TITLEIVA GOV INV#65817
	DEPT OF ED	MSDLAF	4337065	3,480.00	04F4332007-00081 TITLEIVA GOV INV#65864
	DEPT OF ED	MSDLAF	4337065	36,835.08	04F4332007-00081 TITLEIVA GOV INV#66131
12/07/09	DEED-FISCAL	MSDLAF	4345939	77.00	CNA-SEGOVIA (CERTIFIED NURSING ASSISTANCE)
12/08/09	DHS-MMIS	MSDLAF	4349504	56,672.92	1417080730MA IEP SERVICES THIRD PARTY 07-08
12/08/09	DHS-MMIS	MSDLAF	4349504	892.65	1417080730MCREMA IEP SERVICES THIRD PARTY07-08
12/14/09	EDUCATION AID	MSDLAF	4364168	1,670,066.28	01S360 SPEC EDUC 10
	EDUCATION AID	MSDLAF	4364168	39,418.45	01S211 GEN ED AID 10 50/50 COMPENSATORY REV
	EDUC-FOOD & NUTRITION	MSDLAF	4364168	7,266.41	02F701 FREE-RED L 10 CFDA 10555
	EDUC-FOOD & NUTRITION	MSDLAF	4364168	961.20	02F701 REG LUNCH 10 CFDA 10555
	EDUC-FOOD & NUTRITION	MSDLAF	4364168	3,446.54	02F705 BREAKFAST 10 CFDA 10553
	EDUC - LEARNER OPTIO	MSDLAF	4364168	206.40	01F415 TITLE V 0809 CFDA 84298 INV#65950
12/22/09	DHS-MMIS	MSDLAF	4377787	229,716.73	1417080730MA IEP SERVICES THIRD PARTY
12/22/09	DHS-MMIS	MSDLAF	4377787	648.42	1417080730MCREMA IEP SERVICES THIRD PARTY
	EDUCATION AID	MSDLAF	4389711	582,458.80	01S360 SPEC EDUC FY09 RECEIVABLE
	EDUCATION AID	MSDLAF	4389711	620,344.82	01S360 SPEC EDUC FY10 AID
	EDUCATION AID	MSDLAF	4389711	21,500.97	01S211 GEN ED AID 10 50/50 COMPENSATORY REV
	EDUC-FOOD & NUTRITION	MSDLAF	4389711	427.20	02S300 STSCHLUNCH 10
	EDUC-FOOD & NUTRITION	MSDLAF	4389711	126.85	02F705 ST BRKFST 10
	EDUC-SPECIAL EDUC	MSDLAF	4389711	1,442.00	01F419 SPED PRT B 611 09 84027 INV#65833
MTD TOTALS				5,203,506.21	

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	EF#	AMOUNT	DESCRIPTION
12/15/2009	MSDLAF	MN DEPT OF REVENUE	2087	59,863.03	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	2088	358,103.13	FEDERAL TAXES
	MSDLAF	US BANK		1,047,953.50	DIRECT DEPOSIT PAYROLL
	MSDLAF	ING	2089	3,365.34	MN STATE RETIREMENT(ING)
	MSDLAF	EBC	2090	90,806.07	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC REVERSAL	2090	(19,735.20)	MET LIFE / RINIKER,THOMAS STP B4 WIRE TRANSFER
12/30/2009	MSDLAF	BANK CARD SERVICE	2091/92	108.18	MERCHANT CARD FEES OCT09 & NOV09
	MSDLAF	MN DEPT OF REVENUE	2093	59,902.45	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	2094	357,074.53	FEDERAL TAXES
	MSDLAF	US BANK		1,041,308.08	DIRECT DEPOSIT PAYROLL LESS STOP PAYMENT
	MSDLAF	EBC	2095	70,153.35	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	2096	27,364.06	CORP. HEALTH SYSTEMS NOV09
	MSDLAF	US BANK	2097	UNISSUED	N/A
	MSDLAF	US BANK	2098	UNISSUED	N/A
	MSDLAF	US BANK	2099	321,230.42	WELLS FARGO PAYMENT
MTD TOTALS				3,417,496.94	

**DONATIONS
INTERMEDIATE DISTRICT 287
2009-2010**

December 2009

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	PROGRAM
11/23/2009	CHECK		\$ 9,500.00	3M FOUNDATION		DESTINATION IMAGINATION
11/27/2009	CAN CRUSHER		\$ 30.00	BASIC INDUSTRIES INTERNATIONAL		SUN EDGEWOOD
11/24/2009	20 KINGSTON DATA TRAVELERS & 200 SONY CDR'S		\$ 500.00	BDO SEIDMAN LLP		PRAIRIE CENTER ALTERNATIVE
12/2/2009	LAMP, TOOL BOX, DRILL, RUG, ICE CUBE TRAYS, WOOD		\$ 50.00	HAERLE, CLYDE		VENTURE / INVEST
12/1/2009	CHECK		\$ 30.00	HOCHREIN, PAM AND WAYNE		SEC STUDENT CLUB
12/16/2009	CHECK		\$ 60.00	JACKSON, WILLIAM AND DARLA		VECTOR NORTH
12/7/2009	CHECK		\$ 25.00	JOHNSON, BETH AND KENNETH		SEC STUDENT CLUB
11/18/09	CHECK		\$ 25.00	ORCHARD, JOAN AND PAUL		SEC STUDENT CLUB
11/23/2009	CHECK		\$ 100.00	TAYLOR, BEN		SEC STUDENT CLUB
			\$ 10,320.00			

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – January 28, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: 8.1b Recommendation for Board Acceptance of the following Agreement.

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

Agreement

Recommend approval of a Child Care Center & School-Age Care Grant Agreement between Resources for Child Caring, Child Care Resource & Referral Agency (CCR & R) and District 287 SEC Early Learning Center. District 287- SEC Early Learning Center staff has been awarded \$2,705.00 so they may attend the Minnesota Pregnancy Prevention and Parenting (MOAPPP) and Communities Collaborative Brain Development Conferences. This agreement shall be in force and effective from November 17, 2009 – April 30, 2010.

2. Fiscal Impact/Funding Source:

This is a revenue source that supports programs as noted.

3. RECOMMENDED ACTION:

The Board accepts the Child Care Center & School-Age Care Grant Agreement, from November 17, 2009 – April 30, 2010.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – January 28, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: 8.1c Recommendation for Board Acceptance of the following Grants

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

Grants

1. District 287 has been awarded an additional \$40,000.00 Grant from the Minnesota Department of Education – Title II, Part B of the Elementary and Secondary Education Act. This is an amendment to our Region 11 Math and Science Teacher Academy Grant which went into effect on December 15, 2009.
2. The Academic Services Division has been awarded an 18-month Enhancing Education through Technology Grant in the amount of \$295,654 from 12/16/09 – 6/30/11. This award, made through the Minnesota Department of Education as part of the American Reinvestment and Recovery Act (ARRA), will allow the district to train up to 80 teachers in online learning and produce online learning units for use within the Northern Star Online consortium as well as to contribute the Minnesota Learning Commons statewide collaborative.
3. The Grants and Research Office (GRO) has been awarded a Building Capacity grant for the purpose of creating work experiences and competitive employment opportunities for high school students with disabilities. The \$24,947 award will allow us to create a career training certificate program in Microsoft Office at the Bren Road facility and to work with Intermediate District 916 as they create a document design program in their Federal Setting IV program for students with Emotional Behavioral Disorders. The grant period is 12/24/09 through 1/11/11.

2. Fiscal Impact/Funding Source:

This is a revenue source that supports programs as noted.

3. RECOMMENDED ACTION:

The Board accepts the Math & Science Teacher Academy, Enhancing Education through Technology, and the Building Capacity Grants.

Motion by: _____ Yes _____ Passed _____

Second by: _____ Yes _____ Failed _____

Abstentions: _____

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.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

REGIONAL TRANSPORTATION STUDY | EXECUTIVE SUMMARY

JANUARY 2010

BACKGROUND

Students who attend District 287 special education programs are currently transported to/from school by their home district. The regional transportation study was completed to examine the costs and benefits of a more flexible and/or more regional routing system that might improve the transportation efficiency in the west metro region. Data in the first phase of the study looked at 287 north area special education sites. Because the first phase results showed promise in potential cost savings, a second phase was conducted to look at the data across all 287 locations. ***The study is not meant to serve as a recommendation, but to provide data about potential cost efficiencies.***

KEY FINDINGS

Regional Savings

Potential savings would vary from district to district.

- \$500,000-\$1,000,000 annual savings - *intentional drop early/pick up late flex window*
- \$2,250,000 annual savings/over 50 fewer buses – *based on a 1 hour start time interval between early and late tier schools in the regional routing system*
- \$2,700,000 annual savings/over 60 fewer buses – *based on a 1 ½ hour start time interval between early and late tier schools in the regional routing system*

Regional Options to Achieve Savings

Options are based on data and analysis for 287, and listed from simple to more complex solutions.

- a. Adopt an intentional drop early/pick up late flex window to reduce bus numbers
- b. Extend start time intervals between early and late tier 287 programs to reduce bus numbers
- c. 287 operates regional routing system for 287 programs with contracted buses
- d. 287 contracts with a provider to operate the regional routing system for 287 programs
- e. Individual districts contract with the same provider
- f. Individual districts collaborate on an inter-district regional routing system

Regional Benefits

- Potential significant annual cost savings
- Less duplication of services or routes
- Higher capacity utilization of school vehicles

Regional Considerations

- Minimize confusion with a uniform calendar between 287 students and transportation
- Consistency of student behavior expectations and training of staff

- Standardized training and policies may reduce bus incidents
- Potential to minimize legal implications
- Increase opportunity of fulltime employment for transportation related jobs
 - Less staff turnover
 - less duplication of hiring
 - better service for students
- Could take several years to fully implement
 - Current transportation contracts may need to be honored
 - Current union contracts may need to be honored
- Could have other cost-effective applications for other student residents of member districts
 - Specialty Schools/ Choice is Yours Programs/ Homeless Shelters
 - Private Schools/Charter Schools/Day program shuttles (Vo-Tech classes/work sites)

Regional Impact on Students and Member Districts

What might this mean for students?

- Comparable ride time service regardless of resident district
- Longer school day for some students to allow for drop early/pick up late flex window
- Safer environment with fewer buses between parking lot traffic and students
- Unified calendar between 287 programs and transportation
- Study did not find any significant disadvantages for students

What are the potential benefits for Member Districts?

- Significant annual cost savings for the region
- Enable districts to focus on routing efficiencies within their district boundaries
- Higher capacity utilization for school vehicles
- Potential for fewer special education buses/aides
- Local district transportation operations/costs will not be as variable when students are placed in 287
- Eliminate issues caused by calendar differences with 287

What are the potential drawbacks to a local district?

- Loss of student control on buses
- Varied savings based on district proximity

POSSIBLE NEXT STEPS

Legislative action could be pursued, resulting in monetary incentives to:

- Maximize participation
- Maximize cost savings, efficiencies and a positive student impact
- Further study the feasibility of creating regional model
- Further study a billing model for fair distribution of costs
- Fund start up costs, software routing/billing system and driver training

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

REGIONAL TRANSPORTATION STUDY | FULL REPORT JANUARY 2010

PURPOSE OF STUDY

The purpose of the transportation study is to examine the costs and benefits of a more flexible and/or more regional routing approach that might improve the transportation efficiency for students attending 287 special education programs. The study considered if a regional transportation model utilizing cross-district routing to/from 287 special education sites would reduce member district costs when compared to the current model of each district transporting their own students independently. Also, the study examined if a more flexible drop early/pick up late flex window and/or extended start time interval between early and late tier 287 programs would reduce member district transportation costs. Lastly, the study considered what, if any, impact a regional model would have on students, including time on bus. It is important to note that District 287 studied this concept to initiate a regional conversation about the merits of looking at a different transportation model.

REVIEW OF LITERATURE

See the Hanover Research Council Report (completed September 2009):

The Hanover report provides an overview of consolidated or cooperative transportation programs instituted as cost cutting measures among states and school districts. It provides an overview of current economic concerns relating to school transportation services, a summary of the benefits of cooperative transportation programs, and brief case studies of five cooperatives through which school districts share transportation resources to maximize efficiency and minimize costs.

Hanover Report key findings:

- While some cooperatives provide shared transportation services for regular public school students, it is more common for these programs to focus on the transportation of special education students.
- The main purpose of the cooperative is simply to identify and coordinate common routes.
- While cooperative transportation arrangements generally provide for significant cost savings, not all districts benefit at the same level.
- The enthusiasm and involvement of member districts are key factors to successful implementation.

THEORITICAL BACKGROUND/METHODOLOGY

The present practice is to have the resident district transport their students to District 287 programs. Each district provides their service in the way that operationally optimizes their transportation resources usage in conjunction with the other transportation services that their District provides. The Member Districts provide transportation services for their students to and from 287 programs based on the District 287 school year calendar.

The first phase of the study explored the feasibility of a regional transportation model and included the 287 north sites Edgewood, Hosterman and Northwest Tech Center. The results of the first phase focused primarily on bus usage and incorporating a flex start time window for student drop off/pick up. Based on the first phase results, it was decided to move ahead with the second phase to include all 287 schools. Also, member districts requested that the study provide more granulated data related to the student ride time and impacts.

DATA COLLECTION

For purposes of this study, student and transportation data were based on a point in time in February 2009. The data collected were information provided from the 287 Student Information Systems, 287 Program Supervisors and Member Districts. This study represents all students enrolled in the special education site-based programs located at Bren Road, Edgewood, Hosterman, Northwest Tech Center and South Education Center. Student data and routing information are stored on the TIES Edulog transportation routing software.

For the first phase, member district transportation directors were asked to provide 287 with specific student data, such as: those who needed to be transported alone, those requiring lifts, bus aides or restraints. Also, they were asked to provide current bus routing for students attending 287 programs that would enable the study to understand the current system and costs. Unfortunately, not all school districts supplied bus routing or student information in full detail. Therefore, the present bus numbers were collected from 287 program supervisor observations.

How the Study was Conducted:

- Two-tier routing system
- Identify early and late tier schools (two tier model)
- Simulate two different routing systems to reflect a 1 hour / 1 ½ hour start time interval between early and late tier schools. Simulate both individual district and a regional (cross-district) routing systems
- Generate the morning routes only (assume afternoon routing would mirror the morning)
- 45 minute MAX ride time for students, unless time on route for student was already longer than 45 minutes based on home/school locations
- Use known data provided by member districts on particular students (i.e. transport alone)
- Assume students in same building could ride together
- Use present bus numbers observed by 287 program supervisors
- Bus routes for 287 programs only

DATA AND FINDINGS

Edulog routing system software produced the following results.

Bus Usage Comparison- Two Tier System

Site	Present Buses #	1 hr interval simulated District Bus #	1 hr interval simulated Regional Bus #	1 ½ hr interval simulated District Bus #	1 ½ hr interval simulated Regional Bus #
Bren Road (early tier)	28*	21	23	21	23
SEC (late tier)	44*	23	27	23	28
Edgewood (early tier)	33	17	13	17	13
Hosterman (late tier)	61	40	29	40	29
NWTC (early tier)	31	23	20	23	20
Bus numbers by tier (early/late)	92/105	61/63	56/56	61/63	56/57
Bus Count Totals	125**	87	71	82	62

* FY10 numbers

**assumes most buses can be used for both an early and late tier routes

Cost Comparison

System	# buses	Bus Cost*	Potential Annual Savings (difference from min)
Present Bus	125	\$5,625,000	0
1 hr - District	87	\$3,915,000	\$1,710,000
1 hr - Regional	71	\$3,195,000	\$2,430,000
1 ½ hr - District	82	\$3,690,000	\$1,935,000
1 ½ hr - Regional	62	\$2,790,000	\$2,835,000

*Based on \$45,000 contracted bus cost per year

Drop Early/Pick Up Late Flex Window Comparison

System	# Buses– Early Drop	Bus Savings = Flex Bus x 45k	Staff Cost = Early Drop x \$3500*	Potential Net Annual Savings
Present Bus	0	0	0	0
1 hr - District	13	\$585,000	\$45,500	\$539,500
1 hr - Regional	24	\$1,080,000	\$84,000	\$996,000
1 ½ hr - District	3	\$135,000	\$10,500	\$124,500
1 ½ hr - Regional	2	\$90,000	\$7,000	\$83,000

*Based on staff cost at- \$20/hour x 1 hour/day x 175 days

Route Times Comparison

1 Hour Interval-Simulated **District**: Route Times

Average, Min, and Max

Site – 1 hour	Average	Min	Max
Bren Road	41.8	23	60
Edgewood	39.3	11	58
Hosterman	36.7	12	56
Northwest Tech	37.0	22	58
South Education	43.1	19	75

1 Hour Interval-Simulated **Regional**: Route Times

Average, Min, and Max

Site – 1 hour	Average	Min	Max
Bren Road	42.4	25	50
Edgewood	39.4	28	55
Hosterman	40.4	7	53
Northwest Tech	46.1	28	63
South Education	44.2	21	59

Route Times Comparison

1 ½ Hour Interval-Simulated **District**: Route Times

Average, Min, and Max

Site – 1 ½ hour	Average	Min	Max
Bren Road	44.2	25	63
Edgewood	39.5	11	58
Hosterman	36.6	12	56
Northwest Tech	37.0	12	65
South Education	46.3	19	82

1 ½ Hour Interval-Simulated **Regional**: Route Times

Average, Min, and Max

Site – 1 ½ hour	Average	Min	Max
Bren Road	42.4	25	50
Edgewood	39.4	28	55
Hosterman	40.4	7	53
Northwest Tech	46.1	28	63
South Education	44.3	21	58

DATA ANALYSIS

A regional service organized for 287 students shows a cost savings. The present bus numbers are significantly higher than the amount of buses that would be needed in a regional system built for students who attend 287 programs. The present bus costs represented in this study assumes buses routing only for students in 287 programs and does not factor in that Member Districts optimize their transportation resources usage in conjunction with other transportation services that their district provides.

There is still a significant cost savings to be considered. Taking into account bus numbers only, the study results show a potential decrease of **over 50** buses, which calculates to **over \$2,250,000** in annual cost

savings when you compare the present bus numbers/costs to the 1 hour -regional system bus numbers/costs calculated in this study. Both simulated systems would likely be higher in actual usage, due to individual student requirements, but as a comparison this relationship would still hold true. Also, fewer buses create a safer environment for traffic and students moving in and out of the school parking lot each day.

The start time interval between early and late tier schools would have an impact on bus numbers and costs, with the most considerable savings represented in the regional system. In particular, the one-hour start time interval shows an overlap for 13 and 24 buses respectively for district and regional routing. If the one-hour start time interval was used, the strategy of planning for a larger arrival time window would be an important part of reducing costs. Incorporating a drop early/pick up late flex window would reduce bus numbers and yet, increase staff time and costs at the school site, still resulting in an overall savings. The study estimated \$41,500 in annual savings for every 1 flex bus.

An average route time for students was relatively the same for the simulated district versus the regional system. The maximum route times showed a slight decrease for students in the regional system. The two different interval start times showed very little, if any, changes to student average route times. Member Districts would need to compare their current route times to those produced by the study to determine if there were any significant time swings that were not pronounced in this study.

CONSIDERATIONS

A unified calendar between 287 schools and transportation would reduce confusion. In the past, District 287 has worked with its Member Districts to develop a school year calendar that will align to better serve their needs. Still, Member Districts have calendar variations so that students who attend 287 programs are transported when member districts' students are not, and vice versa.

A regional transportation system would provide a standardized training for school bus drivers and aides, which could be an important savings overall if the aides were used more efficiently. Bus ride behavior expectations and bus safety training are currently handled by member districts since they provide the direct transportation services. A regional system could more easily integrate the behavior expectations and bus safety training into the classroom. For member districts the bus ride is already considered an extension of the classroom, which is not always the case for students attending 287 programs since direct transportation services are not provided. An anticipated outcome of a more streamlined transportation and classroom communication would be that Member Districts see a decrease in litigation incidences and its related costs.

An additional consideration to this study would be the opportunity to provide fulltime employment for drivers, aides, safety trainers and other related specialized transportation job duties. Increase in staff retention would not only reduce costs but realize better service for students. Generally, a significant number of students who attend 287 programs need a bus aide or paraprofessional on the bus to address student safety or behavior issues.

The regional options vary from simple to more complex transitions. The flex window or start time interval changes would have a lesser impact than shifting to a full regional transportation model. Depending on the complexity, the transition may take several years to implement. For example, Member Districts may need to honor contracts with transportation vendors. With any option, the enthusiasm and involvement of member districts are key to a successful implementation. The data obtained in this study related only to cost savings for member districts whose students attend 287 programs. It would be worth considering the benefits of extending the regional transportation model to include other student residents in the Member Districts that are out-of-district.

CONCLUSIONS

This study appears to indicate that in terms of cost savings, efficiencies and a positive student impact a regional model merits further consideration.

The success of a regional system such as the one described in this summary depends on the participation of all districts using the system. If this type of system were adopted by only a few of the school districts, then the options for efficient service, expected savings and a positive student impact would drop significantly.

Report by Michelle Axell, District 287; Jan Vanderwall, Vanderwall Consulting; and Mike Turitto, TIES Wide Area Transportation Services (WATS)

School Board Planning Calendar 2009

1 st Meeting of the Month	2 nd Meeting of the Month
<i>Only one Board meeting this month!</i>	JULY 23, 2009 Financial Report June Legislative Session Review & Implications for District Operations C-Train Update
<i>Only one Board meeting this month!</i>	AUGUST 27, 2009 Financial Report July EBD Presentation (Laura Keller-Gautsch – 15 minutes) Report on Crisis Planning (Michelle Axell – 10 minutes) Approval of Cash Flow Borrowing Resolution School Start Up Program Report “Top 5 Things Board Members Should Know About the Start of School”. (Colleen, Laura, and Jane)
SEPTEMBER 10, 2009 Superintendent Goals Closed Session on Negotiation	SEPTEMBER 24, 2009 Financial Report August PLC’s Instructional Report - Student Achievement & Measurement of Progress (will include AYP). (Jane & Laura) Resolution Authorizing 287 to purchase Edgewood (Don Lifo may come to Board Meeting)
OCTOBER 8, 2009 Prior Year Agenda Review Strategic Plan – Role of the School Board (Steven Barone)	OCTOBER 22, 2009 Financial Report September Strategic Plan Update MST A – Instructional Report
NOVEMBER 12, 2009 <i>(Only one Board meeting this month!)</i>	
Financial Report October Facilities Management Update C-Train Report (Written Report) Parameters Resolution authorizing the certificate sale and the conditions of the award for financing the Edgewood Purchase.	Prior Year Unaudited Fund Balance Report OPEB Reporting & Funding Edgewood Purchase Agreement Approval
DECEMBER 10, 2009 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Restraints and Seclusion – Instructional Report Legislative Initiatives & White Paper Review Consideration and award of the certifications for Edgewood purchase.	Prior Year Audit Review North Education Center Decision Digital Copy Certificate (Written Report) Teacher Contract Renewal

School Board Planning Calendar 2010

1 st Meeting of the Month	2 nd Meeting of the Month
<p>JANUARY 14, 2010 <i>Organizational Meeting</i></p> <ul style="list-style-type: none"> ○ Oath of Office ○ Election of Board Officers ○ Board's Adoption of the current definition of directory info under the Family Educ. Rights & Privacy Act <p><i>Regular Meeting</i> Transition DHH – Kelsey Dahl Prior Year Audit Review</p>	<p>JANUARY 28, 2010</p> <ul style="list-style-type: none"> Finalize Legislative Annual Report Platform Strategic Plan Review & Measurement Report Financial Report December Pay Equity Implementation Report (every other year) Decision Resource Report to the Board TIES Award Winners (Shiow-Jen Sun/Kayleen Taffe) Mary Peters Named District 287 Teacher of the Year Transportation Study Report
<p>FEBRUARY 11, 2010</p> <ul style="list-style-type: none"> FY10 Budget Revision FY11 Budget Assumptions Online Learning – Mike Smart & Jon Voss (Instructional) 	<p>FEBRUARY 25, 2010</p> <ul style="list-style-type: none"> Financial Report February Program Withdrawal Report Staff Reduction ULA Resolution Changes for following Year Facilities Management Update Iterate Services – Instructional Report (Laura Keller-Gautsch)
<p>MARCH 11, 2010</p> <ul style="list-style-type: none"> Federal Stimulus Efficiency Efforts Status Report Program Planning Projections FY11 Financial Report January Capital Improvement Recommendations HR–Past and Proposed Board Actions Tenured Permanent Staff Reduction ULA Attorney Services 	<p>MARCH 25, 2010</p> <ul style="list-style-type: none"> Reorganization & Reductions Financial Report February Long-Term Facility Recommendation Program Reduction Resolution Professional Development Update Open Track – Instructional Report
<p>APRIL 22, 2010 <i>(Only one Board meeting this month!)</i></p>	
<ul style="list-style-type: none"> Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update 	<ul style="list-style-type: none"> Minnesota Math and Science Teacher Academy Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2010-2011
<p>MAY 13, 2010</p> <ul style="list-style-type: none"> Food Service Report 	<p>MAY 27, 2010</p> <ul style="list-style-type: none"> Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution FY 10 Budget Revision Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs
<p>JUNE 10, 2010</p> <ul style="list-style-type: none"> Student Achievement in the Area of Reading 2010-11 Budget Final ULA Resolution for Licensed Staff Board Evaluation MDE Monitoring in Special Education 	<p>JUNE 24, 2010</p> <ul style="list-style-type: none"> Financial Report May Employment Guides for Unaffiliated and Admin. Superintendents Evaluation Summary Closed Session on Negotiations using Superintendent & School Board Evaluation to plan for Board Retreat outcomes.

INFORMATIONAL ITEMS TO REMEMBER:

- ** Update on Wells Fargo/Richfield Addendum
- ** City of Richfield Addendum to Master Plan

- ** Community use of Facilities Bucket
- ** Health and Medical Bucket

INTERMEDIATE DISTRICT 287
January 28, 2010
SCHOOL BOARD CALENDAR

**PROPOSED
DATES**

January 2010				
28	Thursday	General Board Meeting	6:30PM	Board Rm

February 2010				
04	Thursday	SEC Alternative Graduation	5:00PM	SEC Gym
09	Tuesday	Local 2209 & Board Breakfast	7:00AM	Dover's Restaurant
11	Thursday	General Board Meeting	6:30PM	Board Rm
23	Tuesday	Get on the Bus (DSC Tour & Itinerant Services)	9:00AM	DSC Reception Area
25	Thursday	General Board Meeting	6:30PM	Board Rm

March 2010				
11	Thursday	General Board Meeting	6:30PM	Board Rm
18	Thursday	Get on the Bus (Hosterman) [Bus leaves 287 DSC @ 8:30 AM]	9:00AM	DSC Reception Area
23	Tuesday	Local 2209 & Board Breakfast	7:00AM	Dover's Restaurant
27	Thursday	General Board Meeting	6:30PM	Board Rm

April 2010				
20	Tuesday	Hosterman Appreciation Night Parent/Guardian/Caregiver	6:30PM – 8:00PM	Hosterman
22	Thursday	General Board Meeting	6:30PM	Board Rm

May 2010				
13	Thursday	General Board Meeting	6:30PM	Board Rm
26	Wednesday	North Vista Graduation	6:00PM	North Vista Ed Ctr
27	Thursday	General Board Meeting	6:30PM	Board Rm

June 2010				
03	Thursday	City West Academy Graduation	10:30AM	City West Academy @ Shady Oak
03	Thursday	South Education Center Alternative Graduation	5:00PM	SEC Gym
04	Friday	Prairie Center Alternative Graduation	10:00AM	Eden Prairie Community Center
04	Friday	VECTOR/InVEST Transition North Graduation	12:30PM	HTC, North Campus
09	Wednesday	Edgewood Graduation	6:30PM	HTC, North Campus
10	Thursday	General Board Meeting	6:30PM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm
