

Agenda

1. **CALL TO ORDER** *(Action)*
2. **APPROVAL OF GENERAL MEETING AGENDA** *(Action)*
3. **OPEN FORUM** *(Information)*
4. **APPROVAL OF CONSENT AGENDA** *(Action)*
 - 4.1. General Board Meeting Minutes from May 12, 2011
 - 4.2. Routine Human Resource Activities for May 26, 2011
5. **SHARE THE SUCCESS & RECOGNITIONS**
 - 5.1. Introduction of New Administrative Appointments
 - 5.2. Prairie Center Alternative School Parent Letter
6. **SUPERINTENDENT'S REPORT - (15 minutes)** *(Information)*
 - 6.1. Regional Project Update
 - 6.2. Memorandum of Understanding with Minneapolis Public Schools
 - 6.3. South Education Center Prom
7. **INSTRUCTIONAL REPORT - (15 minutes)** *(Information)*
 - 7.1. New Restraint and Seclusion Legislation
8. **ADMINISTRATIVE SERVICES REPORT - (60 minutes)**
 - 8.1. Financial Report
 - 8.1.1. Approval of Routine Monthly Finance Report *(Action)*
 - 8.2. Facilities Report
 - 8.2.1. North Education Center (NEC) Facilities Committee Report *(Information)*
 - 8.2.2. Rescind Pre-Award Process for Demountable Wall System at NEC *(Action)*
 - 8.3. Human Resource Report
 - 8.3.1. Non-Tenured, Non-Renewals & Probationary Non-Licensed *(Resolution)*
 - 8.3.1.1. Resolution for Termination of Employees Hired Under Licensure Waivers
 - 8.3.1.2. Resolution for Termination & Non-Renewal of Probationary Non-Licensed Employees
 - 8.3.1.3. Resolution for Termination & Non-Renewal of Probationary Teaching Contracts
 - 8.3.1.4. Resolution To Place The Following Non-Licensed Staff On Layoff
9. **BOARD BUSINESS - (10 minutes)** *(Information)*
 - 9.1. Policy Review & Revision - None
 - 9.2. Board Reports *(Information)*
 - 9.2.1. Chair Report
 - 9.2.1.1. Update on Superintendent Evaluation Process
 - 9.2.2. AMSD Report (Ann Bremer)

9.3. District News

(Information)

9.3.1. School Board Planning Calendar

9.3.2. May 26, 2011 Calendar

9.3.3. 2010-2011 Graduation Sign-Up Schedule

9.4. Once Around the Table

10. ADJOURNMENT

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
May 12, 2011
MINUTES

1. CALL TO ORDER

Vice-Chair Carol Bomben called the regular meeting to order at 6:33 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

271	Bloomington	Arlene Bush
272	Eden Prairie	Carol Bomben
270	Hopkins	Laura Ronbeck
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
284	Wayzata	Carter Peterson

Absent: 286/Thielsen, 273/Robb, 283/Rykken, and 277/Bremer

Guests:

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

287 Staff Members: Mike Smart, Bruce Mulder, and Chris Kenny

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Michèle Kunz, seconded by Laura Ronbeck, 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 April 28, 2011; and approval of the Annual Plan agreement (APA) with the Minnesota Department of Education. *Motion by Carter Peterson, seconded by Arlene Bush, 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 introduced Mr. Mike Smart, Lead Innovation Coach. Mike presented five lessons the district has learned by intentionally applying research to foster a culture of innovation: 1) Innovation can be strategically guided and purposefully implemented, 2) Every organization and system has areas of "It's nobody's job," 3) The collision of ideas is an integral element of innovation, 4) Exploring the "adjacent possible" pays dividends, and 5) Innovative ideas are strong. Innovative people are stronger. Innovative systems are strongest. More information is available at <http://bit.ly/287innovation>.

Sandy briefly updated the Board on the April 29 Superintendents and the Hennepin County Commissioners meeting. The two major topics on the agenda were the RFP for regional transportation and the countywide dropout initiative. Significant next steps for the dropout initiative include: 1) Superintendents will meet this month to create a work plan for schools, 2) a team at 287 will apply work done to date to district Area Learning Center programs, starting with the ALC Plus sites, and 3) an informational forum will be held in the fall to involve philanthropy groups in addressing the dropout crisis.

Sandy recommended approval of the 2011-2012 Organizational Chart. *Motion by Carol Bomben, seconded by Michèle Kunz, to approve the 2011-2012 Organizational Chart as presented. All in favor. Motion carried unanimously.*

Sandy briefly updated the on three items: 1) Robbinsdale and Anoka-Hennepin districts have recently joined our Northern Star Online collaborative, 2) District 287 has prepared and is using a legislative briefing regarding how cuts to mental health services surface in K-12 special education programs, driving up cross-subsidy and impacting safety, and 3) judges from the United States Department of Agriculture (USDA) were at the South Education Center May 9 for the official presentation of *Porcupine Sliders*, the recipe that was chosen as one of 15 finalists in First Lady Obama's Healthy Recipe Contest. More information and video are available at <http://www.district287.org>.

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report - None

Facilities Report - None

Human Resources Report

Mrs. Anne Becker, Director of Human Resources, introduced Mr. Mitch Cooper, Recruitment and Diversity Specialist. Mitch provided a brief overview to the Board on efforts over the past five years to recruit and retain staff of color. The most notable gains have been made in the recruitment of African American staff, with an increase from 3.5% in 2005 to 9.19% in 2010. The district is beginning a partnership with Metro State University based on a model begun in South Carolina. This program, Call Me MISTER (Mentors Instructing Students Towards Effective Role Models), is intended to build staff of color.

At the recommendation of Board Vice-Chair Bomben, *a motion was made by Linda Johnson, seconded by Laura Ronbeck, to close the meeting as permitted by the attorney-client privilege to discuss the lawsuit brought by a former employee against the School District, pursuant to Minnesota Statute §13D.05, subdivisions 3b. All in favor. Motion carried.* The meeting was closed to the public at 7:46PM. *A motion was made by Linda Johnson, seconded by Michèle Kunz, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 8:24PM.

At the recommendation of Board Vice-Chair Bomben, *a motion was made by Carter Peterson, seconded by Linda Johnson, to accept the settlement agreement of a former district employee. All in favor. Motion carried unanimously.*

9. BOARD BUSINESS

Policy Review & Revision - None

Chair Report

At the recommendation of Vice-Chair Bomben, *a motion was made by Carol Bomben, seconded by Don Draayer, to appointed Linda Johnson as Intermediate District 287 TIES Joint Board Member. All in favor. Motion carried unanimously*

AMSD Report

Superintendent Lewandowski reported to the Board on the AMSD meeting.

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:35 PM.

The next general meeting will be held on May 26, 2011, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Vice-Chair _____ Clerk _____

Date _____ Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – May 26, 2011**

LICENSED STAFF

1. New Hires:

A. Regular

- TONYA ALLEN, Assistant Principal at South Education Center effective July 1, 2011 – 1.0 FTE.
- JODY DELAU, Principal/Special Education Supervisor at Bren Road Education Center effective July 1, 2011 – 1.0 FTE.
- GREG LUCAS, Assistant Principal at Edgewood Education Center effective July 1, 2011 – 1.0 FTE.
- JAYNE TIEDEMANN, Principal at South Education Center effective July 1, 2011 – 1.0 FTE.

B. Reinstatement of Licensure Waivers

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Reinstatement

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C. Temporary:

- JASON BACKES, Grant Training at South Education Center, effective January 31, 2011 through June 30, 2011.
- JAYME BENNETT, Grant Training at South Education Center, effective January 31, 2011 through June 30, 2011.
- BONNIE P. BLANSHAN, DCD Instructor at South Education Center, effective April 19, 2011 through June 13, 2011.
- MAIA CALDWELL, Independent Study Social Studies Instructor at Eden Prairie High School, effective April 4, 2011 through June 30, 2011.
- SANDRA LUDWIG, Independent Study English Instructor at Eden Prairie High School, effective April 4, 2011 through June 30, 2011.
- CHAR MYKLEBUST, Teacher Licensure Instructor at the District Service Center, effective April 16, 2011.
- STEPHANIE OWEN LYONS, Online Spanish Instructor effective January 31, 2011 through June 30, 2011.

- MARY PETERS, Independent Study Math Instructor at Prairie Center Alternative, effective April 12, 2011 through June 30, 2011.
- KAYLEEN TAFFE, Teacher Licensure Instructor at the District Service Center, effective April 16, 2011.

D. Other

- COLLEEN BAUMTROG, Executive Director of Administrative Services at the District Service Center, permanent increase from .5 FTE to .7 FTE effective July 1, 2011. This approximates her hours worked during FY10 and FY11.
- SARAH CHRISTOPHERSON, Social Studies Instructor at North VISTA Education Center, permanent increase from .7 FTE to 1.0 FTE effective July 1, 2011.
- JANE CHAMPLIN, ELL Instructor at South Education Center, permanent increase from .4 FTE to 1.0 FTE effective July 1, 2011.

2. Extended Leaves of Absence:

A. Unpaid

-

B. Military Leave

- TRAVIS VOELS, Social Studies Instructor at Edgewood Education Center effective from April 18, 2011 through May 6, 2011.

3. Separations:

A. Dismissal

-

B. Resignation

- JOYA C. BROMELAND, Vision Instructor at the District Service Center, effective June 10, 2011.

C. Retirement (Regular/Disability)

-

4. Other:

A. Summer School - Special Education

- KARI DUNNING, Program Development at Bren Road Education Center, effective July 1, 2011 through August 26, 2011.
- SHERRIE R. DEWEY, School Counselor at Bren Road Education Center, program development effective July 1, 2011 through August 26, 2011.
- ELLEN DUNKLE, EBD Instructor at Bren Road Education Center, program development effective July 1, 2011 through August 26, 2011.

- TERRY A. HAGGAR, Program Development at Bren Road Education Center, effective July 1, 2011 through August 26, 2011.
- ROBIN THOMAS, Program Facilitator at Bren Road for end of school year, effective June 14, 2011 through June 30, 2011.

NON-LICENSED STAFF:

1. New Hires:

A. Regular

-

B. Temporary

- ANDREA COPELAND, Education Assistant at Sandburg Education Center, effective June 1, 2011 through June 10, 2011.
- ASHLEY GRAMLING, Education Assistant at Sandburg Education Center, effective June 1, 2011 through June 10, 2011.
- RADOMIR GOSTOVIC, Cook at Bren Road Education Center, effective May 13, 2011 through June 13, 2011.

C. Substitutes

- | | | |
|-------------------|------------------|------------------|
| • Jessica Beisang | Lauren Clark | Jocelyn Hoffarth |
| • Barb Laffin | Jesse Rison, Jr. | |

2. Extended Leaves of Absence:

A. Unpaid

- DONNA STRUB, Education Assistant at South Education Center, .4 FTE for the 2011-2012 school year.
- NANCY SCHULZ, Education Assistant at South Education Center, .2 FTE for the 2011-2012 school year.
- ROSALIE KRANZ, Education Assistant at South Education Center, .2 FTE for the 2011-2012 school year.
- JANE COMBS, Education Assistant for Itinerant Services, .8 FTE effective April 28, 2011 through June 13, 2011.
- NAOMI ECHANDI, Education Assistant at Sandburg Education Center, .875 FTE effective April 19, 2011 through June 13, 2011.
- CYNTHIA DZIMIAN, Interpreter for Itinerant Services, .125 FTE for the 2011-2012 school year.

- LYNETTE JENKINS, Education Assistant at Edgewood Education Center, 1.0 FTE for the 2011-12 school year.

3. Separations:

A. Dismissal

- ELIJAH FERRIAN, Education Assistant at Sandburg Education Center, effective May 11, 2011.

B. Resignation

- COREY DAVIS, Education Assistant at Bren Road Education Center, effective April 20, 2011.
- GEORGE BRADLEY, Education Assistant at Bren Road Education Center, effective April 25, 2011.
- KATE BERRY, Education Assistant at Sandburg Education Center, effective June 13, 2011.
- CHRISTINE KRENZKE, Education Assistant at Sandburg Education Center, effective June 13, 2011.
- JOEL WHITE, Facilities System Engineer at South Education Center, effective May 13, 2011.
- MARK FOSTER, Education Assistant at Sandburg Education Center, effective May 17, 2011.

C. Retirement (Regular/Disability)

-

4. Other:

- A.** RECOMMEND the Board's approval to credit, Jane Combs, Education Assistant for Itinerant Services, with thirteen (13) 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.

Jeanne Sielaff-Daum	Cheryl Katz	Gail Morris
Kelly Bredeken	Sue Weiland	Mary Hunsburger
Tracy Mooney	Rebecca Kupka	Barb Becker
Marcia Thompson	Catherine Hoye	Mary Peyton
Joya Bromeland		

- B.** RECOMMEND the Board's approval to credit, Naomi Echandi, Education Assistant at Sandburg Education Center, with two (2) 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.

Maribeth Barrett-Grimsby	Barb Hagel
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- C.** RECOMMEND the Board's approval to credit, Rahma Abdi, Education Assistant at Northwest Tech Center, with seven (7) 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.

Katharine Pitney
John Vertin
Tracy Mooney

Mary Hogetvedt
Sandy Wilson

Evelyn Leupke
Rich Thiesen

Alternative school is good fit for daughter

Published: Thursday, May 12, 2011 5:05 PM CDT

To the editor:

I am writing to let the community know about an amazing but not well-known resource for area students called Prairie Center Alternative School in Eden Prairie.

Our daughter was struggling to keep up in a large local high school. The big, lecture-based format did not meet her learning style. She was always behind. When a family accident struck, the emotional toll of the accident and ever mounting workload proved daunting.

In stepped Prairie Center Alternative. The small class sizes, and self-directed but structured classes have more than met our daughter's needs. The atmosphere promotes higher-level thinking without the distractions present in many larger classrooms. Real learning takes place every day sparking many new interests and avenues of inquiry. The instructors are bright, engaged and caring toward their students. The administrators are flexible and interested in each student's success.

During a recent visit, I was impressed to see all students either quietly studying or engaged in small group discussions. The first day there, our daughter took a series of tests to assess her learning style. Those have shaped her ongoing instruction. Fridays are used to perform community service or interact with outside speakers. She now gets up easily each day because she wants to go to school. Even though she is going to school at Prairie Center Alternative, her final transcript will be from her local high school. For students who have a hard time with one-size fits all, Prairie Center Alternative is a model that works.

Kim Montgomery

Edina

125A.094 Restrictive Procedures For Children with Disabilities



- Effective August 1, 2011, the laws pertaining to the use of regulated interventions; i.e. conditional procedures and prohibited procedures, will change.
- The new law is 125A.094. Restrictive Procedures for Children with Disabilities.



Terminology and Definitions

Old Law

- **Conditional Procedures:**
 - manual restraint
 - mechanical restraint
 - locked timeout
 - time out for seclusion
 - temporary delay of water or food

New Law

- **Restrictive Procedures**
 - physical holding
 - seclusion



- Q: What is Physical Holding?
- A: Physical Holding is defined as:
“Physical intervention intended to hold a child immobile or limit movement and where body contact is the only source of restraint.”



Old Law Language

- “Manual restraint”
(conditional procedure)

New Law Language

- “Physical holding”
(restrictive procedure)



The new law also has language that makes clear what is NOT physical holding.

- Physical holding does not mean contact that:
 - helps a child complete a task
 - assists without restricting movement
 - needed to administer a health related procedure
 - physical escort without resistance



- Q: What is Seclusion?
- A: Seclusion is defined as “confining a child alone in a room from which egress is barred.”



- Q: What must a school do before it uses a room for seclusion?

- A:
 1. Receive written notice from local authorities that the room complies with building, fire & safety codes.
 2. Register the room with the commissioner of education at MDE
 3. Determine whether the rooms meets the physical requirements as written in the law



**Restrictive Procedures
(physical holding or seclusion)
may only be used in an
emergency.**



- Q: What is an Emergency?
- A: An emergency is defined as a situation where immediate intervention is needed to protect a child or other individual from physical injury or prevent serious property damage.



- Q: Can restrictive procedures be written into an IEP or BIP?
- A: Yes, however they may still only be used in response to behavior that constitutes an emergency.



- Q: Who can use restrictive procedures?



Who can use restrictive procedures?

Old Law

- All staff, contracted personnel and volunteers may use conditional procedures

New Law

- Provides an exclusive list of individuals who can use restrictive procedures **after receiving required training**
 - Licensed teacher
 - School social worker and psychologist
 - Other licensed professionals
 - Paraprofessional
 - Mental health professional

- Q: What do schools have to do when they use a restrictive procedure?
- A: Meet the following requirements:
 - use least intrusive intervention
 - end the procedure asap
 - always have direct observation by staff
 - document each procedure



- Q: What needs to be documented after the use of a restrictive procedure?
- A:
 - description of emergency situation
 - what positive intervention was tried?
 - time the intervention began and ended
 - brief record of child's behavior status after the intervention



District 287 has developed a new web-based Restrictive Procedures reporting form that we will begin using at the start of 2011-12 school year



Restrictive Procedure Reporting Form

Student Name: _____ Date: _____

Site: _____ Program: _____

Definition of Emergency:
Intermediate District 287 uses restrictive procedures only in emergency situations. "Emergency" means a situation where immediate intervention is needed to protect the child or other individuals from physical injury to prevent serious property damage

Describe emergency situation: _____

Intervention was used to protect child or staff from physical injury YES _____ NO _____

Intervention was used to prevent serious property damage YES _____ NO _____

Positive and least restrictive interventions tried before use of restrictive procedure:

Redirection, Correction, Verbal or Non-verbal Feedback

Brief supervised removal - (another location for purposes of engaging in activities or discussion related to behavior, thoughts or feelings.)

Safe place to relax/regroup (voluntary)

Describe why intervention failed: _____

Restrictive procedure used in the emergency

Physical Holding **Seclusion**

CPI:

Child Control Hold Team Control Hold **Does the room meet the requirements of a room used for seclusion**

CPI Transport CPI Interim Hold Yes No

PCM:

To be completed by a certified practitioner II.

One-arm wrap around

Sunday stroll 1 Person 2 Person

Wrist triceps 1 Person 2 Person

Back procedure 1 Person 2 Person

Immobilization:

Vertical 2 Person 3 Person

Prone Adult 2 Person 3 Person

Prone Child: 2 Person 3 Person

Seclusion Continuously monitored by staff

Yes No Initials _____

Time intervention began: _____

Time intervention ended: _____

Total time: _____

Did the physical holding or seclusion end when threat of harm ended? YES NO

Description of Physical/Behavior Status _____

Parent/guardian notification

Parent/guardian notified (date): _____

Parent notified by (check one)

Phone E-mail Notebook

By whom _____

Person completing form: _____

File: Due Process File

Prohibited Procedures

(Never to be used)

Old Law Language

- Lists 7 prohibited procedures

New Law Language

- Keeps 7 prohibited procedures and adds two new provisions:
 - interacting in a way that constitutes sexual or physical abuse
 - physical holding that impairs breathing



On Wednesday, May 11, Minnesota Department of Education (MDE) issued a statement indicating their position on prone restraint.

..please note that prone restraint is included as a prohibited procedure under the new statutory provision, Minn. Stat. 125A. 0942, Subd. 4 (9), which prohibits physical holding that restricts or impairs a child's. ability to breath



Restrictive Procedure Plan

In accordance with Minnesota Statute 1125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training staff that have completed the training.

Intermediate District 287 uses restrictive procedures only in emergency situations. "Emergency" means a situation where immediate intervention is needed to protect the child or other individuals from physical injury or to prevent serious property damage.

Restrictive Procedures used in Intermediate District 287

1. Seclusion rooms: These rooms meet all of the requirements set forth by the Minnesota Department of Education in accordance with Minnesota Statute 1125A.0942, Subd. 3. And are registered with the Commissioner of Education.
2. Physical holding: Physical holding procedures are used as the least intrusive procedure necessary to keep students and staff safe in emergency situations. Staff are taught annually as part of evidence-based certification programs.*

How the school will monitor and review the use of restrictive procedures?

A restrictive procedure may be used in an emergency when immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage; and less intrusive or non-physical interventions would not be effective; and a behavior intervention plan has been developed for the student and the student has failed to respond to those reinforcement techniques. The staff who implements or oversees the restrictive procedure shall inform the administration of any use of a restrictive procedure as soon as possible and complete the Restrictive Procedure Form no later than the next working day. The District administration will maintain an ongoing record of all reported uses of restrictive procedures. Twice per year, the District will convene an oversight committee which will consist of the Director of Special Education, the Director of Mental Health Partnerships, building administrators, a school psychologist and a behavior specialist. This oversight committee will review aggregate data, monitor the use of procedures and provide additional training if necessary.

Those authorized to use restrictive procedures

The following employee job classifications are authorized and certified to use restrictive procedures:

- Licensed special education teachers
- Licensed school social workers
- Licensed school psychologists
- Other certified/registered educational professionals (Behavior Specialists, Autism Specialists)
- Mental health professionals
- Educational assistants

* See attached for staff training information

Individual Education Plans

The team may include a plan for using restrictive procedures in the IEP but may only use the procedures in situations that constitute an emergency. The IEP (Individual Education Plan) and/or BIP (Behavior Intervention Plan) must indicate how the parent wants to be notified when a restrictive procedure is used. The team is expected to debrief after every restrictive procedure and complete the Restrictive Procedures Form.

Notification and Documentation Requirements

1. Parents should be notified the same day that a restrictive procedure is used. If this is not possible, there should be written or electronic notification within 2 days. If used twice in 30 days or when a pattern emerges, and it's not included in the IEP or BIP the district must hold a meeting of the team to conduct a review of the Functional Behavior Assessment data and consider developing or revising the behavioral interventions and supports as appropriate.
2. A Restrictive Procedures Reporting Form must be completed every time a restrictive procedure is used. (See attached form).

Other requirement continued

3. The new law requires anyone that uses restrictive procedures complete training in ten specific skills

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

To meet all of the requirements of 125A.0942 subd 1(3), staff who use **restrictive procedures** complete training in the following skills and knowledge areas

Skills and Knowledge Areas	Bren Road Education Center	Sandburg Education Center	Northwest Tech Center	Edgewood Education Center	South Education Center
1. Positive Behavioral Interventions	<ul style="list-style-type: none"> • CPI • PBIS 	<ul style="list-style-type: none"> • CPI • PCM • Nurtured Heart Approach 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • CPI • PCM 	<ul style="list-style-type: none"> • CPI • Nurtured Heart Approach
2. Communicative Intent of Behavior	<ul style="list-style-type: none"> • PBIS • Girls Circle Training 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies • Nurtured Heart • Michelle Garcia Winner Strategies 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies • Nurtured Heart Approach • Collaborative Problem Solving Approach
3. Relationship Building	<ul style="list-style-type: none"> • MNlinc • PBIS • School Connect • Character Education 	<ul style="list-style-type: none"> • Nurtured Heart • Second Step • MindUP • Character Education • PATHS • Top 20 Teens 	<ul style="list-style-type: none"> • MNlinc • Character Education • MindUp 	<ul style="list-style-type: none"> • MindUP Second Step • Character Education 	<ul style="list-style-type: none"> • Top Twenty Teens • School Connect • Character Education • Girl's Circle Training • Domestic Abuse project
4. Alternatives to Restrictive Procedures	<ul style="list-style-type: none"> • CPI • PBIS 	<ul style="list-style-type: none"> • CPI • PCM • Nurtured Heart 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • CPI • Nurtured Heart Approach • Collaborative Problem Solving Approach
5. De-Escalation methods	<ul style="list-style-type: none"> • Verbal Judo • Yoga Calm • CPI • PBIS 	<ul style="list-style-type: none"> • Mind Up • CPI • PCM • PATHS • Nurtured Heart 	<ul style="list-style-type: none"> • CPI • Relaxation Strategies • Yoga Calm • Problem Solving Approach 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • Yoga Calm • Collaborative Problem Solving Approach • CPI • Nurtured Heart Approach • Relaxation Strategies • MindUp
6. Standards for using restrictive procedures	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form
7. Obtaining Medical Assistance	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training
8. Psychological/Physiological Impact of Restrict and seclusion	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • PCM • CPI
9. Physical signs of Distress during restraint	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • PCM • CPI
10. Recognizing symptoms of Asphyxia during restrain	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • PCM • CPI

* See Reverse for program descriptions



4. District must maintain records of staff who have been trained and the organization or professional that conducted the training.

What are the requirements for the use of a police officer?

Old Law

- If a child is restrained or removed from school grounds by a police officer twice in a 30 day period, the IEP team must meet.

New Law

- No change



Next steps for District 287 (prior to August 1, 2011)

Spring 2011

- Identify any rooms used for seclusion and meet all requirements

Spring 2011

- Review 10 required staff training components and plan additional training as necessary

Fall 2011

- Conduct a refresher training on new law and documentation requirements during 2011-12 workshop week



Restrictive Procedure Reporting Form

Student Name: _____ Date: _____

Site: _____ Program: _____

Definition of Emergency:

Intermediate District 287 uses restrictive procedures only in emergency situations." Emergency" means a situation where immediate intervention is needed to protect the child or other individuals from physical injury to prevent serious property damage

Describe emergency situation: _____

Intervention was used to protect child or staff from physical injury YES _____ NO _____

Intervention was used to prevent serious property damage YES _____ NO _____

Positive and least restrictive interventions tried before use of restrictive procedure:

- Redirection, Correction, Verbal or Non-verbal Feedback
- Brief supervised removal - (another location for purposes of engaging in activities or discussion related to behavior, thoughts or feelings.)
- Safe place to relax/regroup (voluntary)
- Describe why intervention failed: _____

Restrictive procedure used in the emergency

Physical Holding

Seclusion

CPI:

- Child Control Hold Team Control Hold
- CPI Transport CPI Interim Hold

Does the room meet the requirements of a room used for seclusion

Yes No

PCM:

To be completed by a certified practitioner II.

- One-arm wrap around
- Sunday stroll 1 Person 2 Person
- Wrist triceps 1 Person 2 Person
- Back procedure 1 Person 2 Person
- Immobilization:**
- Vertical 2 Person 3 Person
- Prone Adult 2 Person 3 Person
- Prone Child: 2 Person 3 Person

Seclusion Continuously monitored by staff

Yes No Initials _____

Time intervention began: _____

Time intervention ended: _____

Total time: _____

Did the physical holding or seclusion end when threat of harm ended? YES NO

Description of Physical/Behavior Status _____

Parent/guardian notification

Parent/guardian notified (date): _____

Parent notified by (check one)

Phone E-mail Notebook

By whom _____

Person completing form: _____

Restrictive Procedure Plan

In accordance with Minnesota Statute 1125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training that staff has completed.

Intermediate District 287 uses restrictive procedures only in emergency situations. “Emergency” means a situation where immediate intervention is needed to protect the child or other individuals from physical injury or to prevent serious property damage.

Restrictive Procedures used in Intermediate District 287

1. Seclusion rooms: These rooms meet all of the requirements set forth by the Minnesota Department of Education in accordance with Minnesota Statute 1125A.0942, Subd. 3. And are registered with the Commissioner of Education.
2. Physical holding: Physical holding procedures are used as the least intrusive procedure necessary to keep students and staff safe in emergency situations. Staff are taught annually as part of evidence-based certification programs.*

How the school will monitor and review the use of restrictive procedures?

A restrictive procedure may be used in an emergency when immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage; and less intrusive or non-physical interventions would not be effective; and a behavior intervention plan has been developed for the student and the student has failed to respond to those reinforcement techniques. The staff who implements or oversees the restrictive procedure shall inform the administration of any use of a restrictive procedure as soon as possible and complete the Restrictive Procedure Form no later than the next working day. The District administration will maintain an ongoing record of all reported uses of restrictive procedures. Twice per year, the District will convene an oversight committee which will consist of the Director of Special Education, the Director of Mental Health Partnerships, building administrators, a school psychologist and a behavior specialist. This oversight committee will review aggregate data, monitor the use of procedures and provide additional training if necessary.

Those authorized to use restrictive procedures

The following employee job classifications are authorized and certified to use restrictive procedures:

- Licensed special education teachers
- Licensed school social workers
- Licensed school psychologists
- Other certified/registered educational professionals (Behavior Specialists, Autism Specialists)
- Mental health professionals
- Educational assistants

* See attached for staff training information

Individual Education Plans

The team may include a plan for using restrictive procedures in the IEP but may only use the procedures in situations that constitute an emergency. The IEP (Individual Education Plan) and/or BIP (Behavior Intervention Plan) must indicate how the parent wants to be notified when a restrictive procedure is used. The team is expected to debrief after every restrictive procedure and complete the Restrictive Procedures Form.

Notification and Documentation Requirements

1. Parents should be notified the same day that a restrictive procedure is used. If this is not possible, there should be written or electronic notification within 2 days. If used twice in 30 days or when a pattern emerges, and it's not included in the IEP or BIP the district must hold a meeting of the team to conduct a review of the Functional Behavior Assessment data and consider developing or revising the behavioral interventions and supports as appropriate.
2. A Restrictive Procedures Reporting Form must be completed every time a restrictive procedure is used. (See attached form).

To meet all of the requirements of 125A.0942 subd 1(3), staff who use **restrictive procedures** complete training in the following skills and knowledge areas

Skills and Knowledge Areas	Bren Road Education Center	Sandburg Education Center	Northwest Tech Center	Edgewood Education Center	South Education Center
1. Positive Behavioral Interventions	<ul style="list-style-type: none"> • CPI • PBIS 	<ul style="list-style-type: none"> • CPI • PCM • Nurtured Heart Approach 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • CPI • PCM 	<ul style="list-style-type: none"> • CPI • Nurtured Heart Approach
2. Communicative Intent of Behavior	<ul style="list-style-type: none"> • PBIS • Girls Circle Training 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies • Nurtured Heart • Michelle Garcia Winner Strategies 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies 	<ul style="list-style-type: none"> • Nonverbal Communication Strategies • Nurtured Heart Approach • Collaborative Problem Solving Approach
3. Relationship Building	<ul style="list-style-type: none"> • MNLinc • PBIS • School Connect • Character Education 	<ul style="list-style-type: none"> • Nurtured Heart • Second Step • MindUP • Character Education • PATHS • Top 20 Teens 	<ul style="list-style-type: none"> • MNLinc • Character Education • MindUp 	<ul style="list-style-type: none"> • MindUP Second Step • Character Education 	<ul style="list-style-type: none"> • Top Twenty Teens • School Connect • Character Education • Girl's Circle Training • Domestic Abuse project
4. Alternatives to Restrictive Procedures	<ul style="list-style-type: none"> • CPI • PBIS 	<ul style="list-style-type: none"> • CPI • PCM • Nurtured Heart 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • CPI • Nurtured Heart Approach • Collaborative Problem Solving Approach
5. De-Escalation methods	<ul style="list-style-type: none"> • Verbal Judo • Yoga Calm • CPI • PBIS 	<ul style="list-style-type: none"> • Mind Up • CPI • PCM • PATHS • Nurtured Heart 	<ul style="list-style-type: none"> • CPI • Relaxation Strategies • Yoga Calm • Problem Solving Approach 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • Yoga Calm • Collaborative Problem Solving Approach • CPI • Nurtured Heart Approach • Relaxation Strategies • MindUp
6. Standards for using restrictive procedures	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form 	<ul style="list-style-type: none"> • Intermediate District 287 Restrictive Procedure Plan and Documentation Form
7. Obtaining Medical Assistance	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training 	<ul style="list-style-type: none"> • Building Response Team & Crisis Response Plan • Health and Safety Committee • Nextel radio Communication System Training
8. Psychological/Physiological impact of Restrict and seclusion	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • PCM • CPI
9. Physical signs of Distress during restraint	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • PCM • CPI
10. Recognizing symptoms of Asphyxia during restrain	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • CPI 	<ul style="list-style-type: none"> • PCM • CPI 	<ul style="list-style-type: none"> • PCM • CPI

* See Reverse for program descriptions

Staff Training and Program

- 1. CPI – Crisis Prevention and Intervention**
Evidence-based crisis prevention and training
- 2. PCM – Professional Crisis Management**
An evidence-based training program that includes an array of interventions from prevention measures to safe emergency physical restraints
- 3. Nurtured Heart Approach**
A framework for accepting students as they are and building fostering regard for all students
- 4. Girls Circle Training**
Techniques to engage female students in discussion of topics pertinent to life transitions
- 5. Non-verbal Communication Strategies**
Visual strategies to support student understanding of academic and social learning. Examples include the 5 point scale, graphic organizers, and comic strip conversations.
- 6. Michelle Garcia Winner Strategies**
Strategies to help teach students social thinking skills.
- 7. Collaborative Problem Solving Approach**
An evidenced-based, cognitive-behavioral psychosocial approach to conflict resolution.
- 8. Animal Assisted Interventions- Canine Project**
Training staff as handlers of certified animals to interact with students as a positive behavioral & academic intervention.
- 9. PBIS – Positive Behavior Interventions and Supports**
A Framework developed by staff to build culture and expectations around student behavior. These expectations are taught in an intentional manner to students and are reinforced everyday by staff and students.
- 10. School Connect**
Curriculum focused on increasing students' sense of belonging and connectedness to school.
- 11. Character Education**
An umbrella term used to describe the teaching of specific skills/strategies to support the demonstration of character traits such as trustworthiness, responsibility, caring, fairness, and citizenship.
- 12. PATHS – Promoting Alternative THinking Strategies**
A violence prevention curriculum that promotes social and emotional learning
- 13. Top 20 Teens**
Curriculum developed to help teens find relevancy in the classroom, deal with conflict, identify and overcome self destructive behaviors, stay focused and build trust.
- 14. MindUP**
A Social Emotional Learning curriculum sponsored by the Goldie Hawn Foundation that teaches students how to relax, focus and pay attention
- 15. Second Step**
Training in an evidence-based Social Emotional Learning curriculum
- 16. Domestic Abuse Project**
Student focused groups, skill building and mentoring around aspects of domestic violence and interpersonal relationships
- 17. Yoga Calm**
Various yoga strategies for use in the classroom
- 18. Verbal Judo**
Verbal strategies to de-escalate and calm students who exhibit agitated behavior
- 19. Relaxation Strategies**
Physical and emotional strategies to help students relax

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

Regular Meeting – May 26, 2011

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

The April Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds totals \$50,235,105, or 66.8% of the Revised Revenue Budget of \$75,178,488. The District’s monthly revenue report will continue to reflect the impact of our conversion to the MDE Special Education Uniform Tuition system and related payments coming from the State. Over the course of the year our revenue reflects the cash payments we receive from MDE. During FY09 we were receiving payments based upon 90% of the entitlement. That dropped to 73% in FY10 and to 70% in FY11. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds, total \$55,117,462, or 74.5% of the Revised Expenditure Budget of \$74,008,146.

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: _____

ACCT STATUS: All Account Statuses
 ZERO BALANCES: Suppress Zero Balances
 SORTED BY: ACCOUNT FD

ACCOUNT RANGES: 01 TO 99-999
 INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11 EXL FD 06 06
 EXL O/S 589 589 EXL O/S 635 635 EXL O/S 920 920
 FISCAL YEAR 201007
 PRIOR YEAR ACTUAL | < - - - - - FISCAL YEAR 201007 - - - - - > |
 REVISED 04/01/11 RECEIVED REMAINING PERCENT
 BUDGET 04/30/11 THRU 04/30/11 ON 04/30/11 REMAINING

REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report
 STATEMENT OF REVENUE
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 04/01/11 TO 04/30/11
 RUN: WED 051811 17:56 PAGE 1

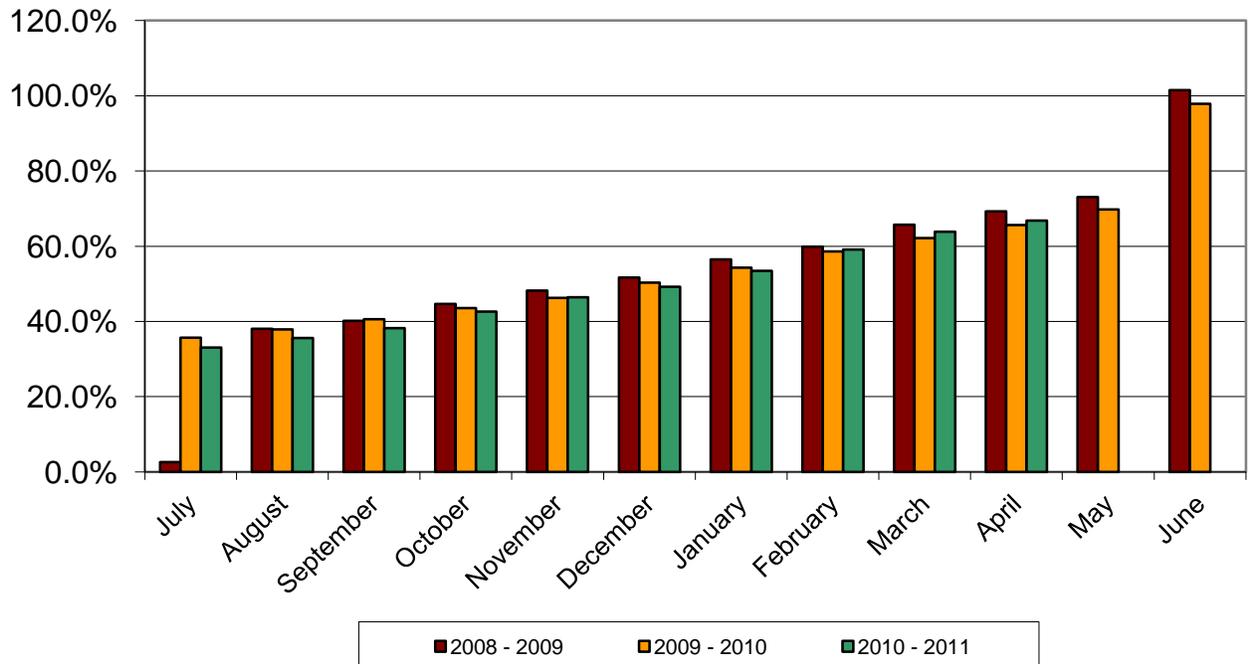
FUND	PRIOR YEAR ACTUAL	REVISED BUDGET	RECEIVED	THRU	REMAINING	PERCENT
01 GENERAL FUND	18,114,315.62	18,732,804	218,785.06	10,192,192.08	8,540,611.92	45.59 %
02 FOOD SERVICE FUND	273,734.66	298,472	25,563.17	94,498.65	203,973.35	68.33 %
04 COMMUNITY SERVICE FUND	322,949.76	335,828	5,574.72	115,789.62	220,038.38	65.52 %
08 TRUST FUND	348,977.47	0	22,763.27	297,560.23	297,560.23-	0.00 %
10 BREN ROAD	0.00	0	500.00	51,086.48	51,086.48-	0.00 %
12 ALC-ACADEMIC	6,794,964.95	8,512,418	232,864.49	6,826,211.48	1,686,206.52	19.80 %
13 CAREER & TECH	1,808,549.33	1,896,252	5,266.20	1,421,191.75	475,060.25	25.05 %
14 SPECIAL EDUCATION	43,018,852.69	45,373,914	1,589,069.68	30,776,021.67	14,597,892.33	32.17 %
20 INTERNAL SERVICE FUND	429,114.66	0	104,305.68	374,768.39	374,768.39-	0.00 %
30 KEYSTONE ITD	1,110,881.59	0	0.00	68,349.00	68,349.00-	0.00 %
41 DONATIONS	2,134.55	0	0.00	361.60	361.60-	0.00 %
51 STUDENT CLUBS	30,806.68	28,800	4,022.76	17,073.91	11,726.09	40.71 %
*** REPORT TOTALS:	72,255,281.96	75,178,488	2,208,715.03	50,235,104.86	24,943,383.14	33.17 %

DISTRICT 287

REVENUE COMPARISON - ALL FUNDS EXCLUDING NEC BUILDING PROJECT (FD 06)

Month	2008 - 2009		2009 - 2010		2010 - 2011	
	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	1,848,739	2.6%	26,328,904	35.7%	24,850,317	33.1%
August	25,269,197	38.1%	1,643,203	37.9%	1,917,864	35.6%
September	1,488,574	40.2%	1,997,224	40.6%	1,976,441	38.2%
October	3,156,289	44.6%	2,207,558	43.6%	3,267,074	42.6%
November	2,534,489	48.2%	1,982,827	46.3%	2,880,502	46.4%
December	2,467,467	51.6%	3,006,224	50.3%	2,114,810	49.2%
January	3,455,875	56.5%	2,910,074	54.3%	3,197,405	53.5%
February	2,420,448	59.9%	3,203,938	58.6%	4,262,556	59.1%
March	4,158,279	65.7%	2,630,766	62.2%	3,559,420	63.9%
April	2,528,874	69.3%	2,518,014	65.6%	2,208,715	66.8%
May	2,695,389	73.1%	3,090,652	69.8%		
June	20,246,471	101.5%	20,735,897	97.9%		
TOTAL	72,270,091	101.5%	72,255,282	97.9%	50,235,105	66.8%
BUDGET	71,203,550		73,818,687		75,178,488	

**REVENUE COMPARISON - ALL FUNDS
EXCLUDING NEC BUILDING PROJECT (FD 06)
YTD REVENUE BY MONTH**



ACCT STATUS: All Account Statuses
 ZERO BALANCES: Suppress Zero Balances
 SORTED BY: ACCOUNT FD

ACCOUNT RANGES: 01 TO 99-999
 INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11 EXL FD 06 06
 EXL O/S 589 589 EXL O/S 635 635 EXL O/S 920 920
 FISCAL YEAR 201007
 PRIOR YEAR ACTUAL | < - - - - - FISCAL YEAR 201007 - - - - - > |
 REVISIED 04/01/11 EXPENDED ENCUMBERED REMAINING PERCENT
 BUDGET 04/30/11 THRU 04/30/11 THRU 04/30/11 ON 04/30/11 REMAINING

REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept RUN: WED 051811 17:55 PAGE 1
 STATEMENT OF EXPENDITURES
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 04/01/11 TO 04/30/11

FD	PRIOR YEAR ACTUAL	REVISIED BUDGET	EXPENDED 04/01/11 THRU 04/30/11	ENCUMBERED THRU 04/30/11	REMAINING ON 04/30/11	PERCENT REMAINING
01 GENERAL FUND	17,552,587.26	18,804,874	1,150,963.20	14,528,190.59	1,084,149.48	3,192,533.93 16.97 %
02 FOOD SERVICE	273,734.66	298,472	17,996.62	215,035.55	72,208.12	11,228.33 3.76 %
04 COMMUNITY SERVICE FUND	302,879.76	290,557	20,549.06	209,684.46	25,147.62	55,724.92 19.17 %
08 TRUST FUND	353,766.11	0	22,763.25	297,560.23		297,560.23- 0.00 %
12 ALC-ACADEMIC	7,098,420.31	8,489,317	678,677.81	6,145,793.19	346,998.22	1,996,525.59 23.51 %
13 CAREER & TECH	1,814,407.48	1,910,589	133,346.01	1,133,947.14	25,408.55	751,233.31 39.31 %
14 SPECIAL EDUCATION	42,110,482.21	44,185,537	3,794,137.80	32,242,240.19	377,552.59	11,565,744.22 26.17 %
20 INTERNAL SERVICE FUND	393,229.80	0	79,300.57	290,055.12		290,055.12- 0.00 %
30 KEYSTONE IDT.	1,110,881.59	0	0.00	35,000.00		35,000.00- 0.00 %
51 STUDENT CLUBS	33,230.14	28,800	2,386.06	19,955.47	3,327.90	5,516.63 19.15 %
*** REPORT TOTALS:	71,043,619.32	74,008,146	5,900,120.38	55,117,461.94	1,934,792.48	16,955,891.58 22.91 %

DISTRICT 287

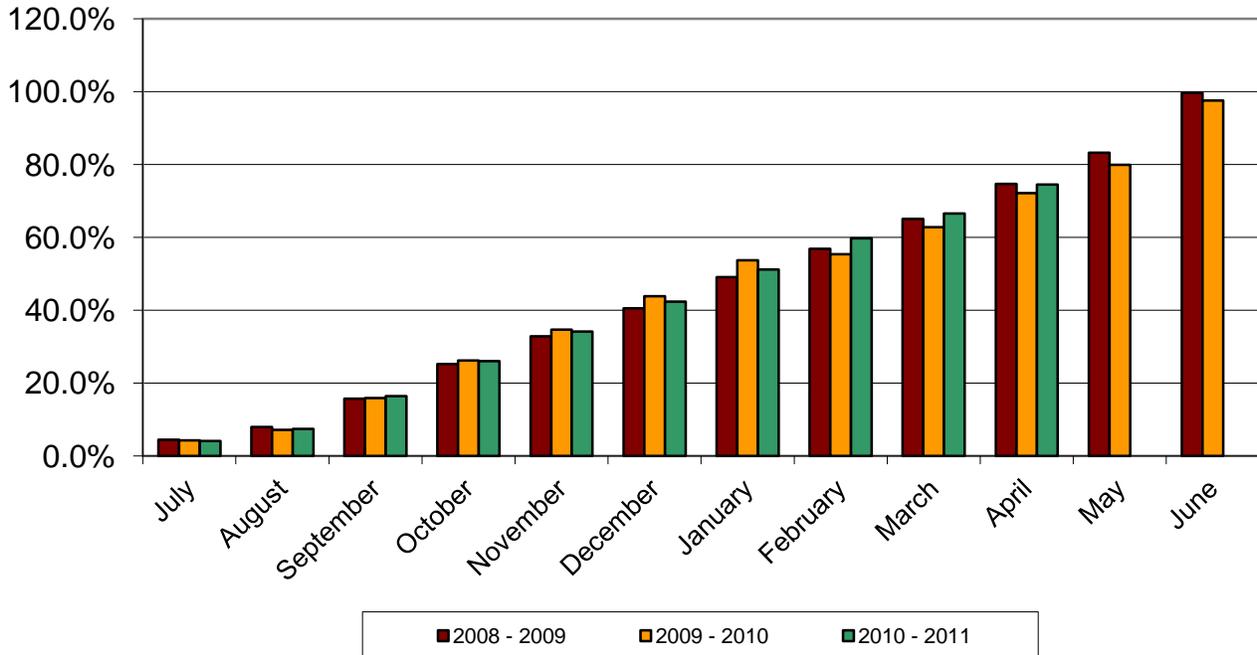
EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING NEC BUILDING PROJECT (FD 06)

Month	2008 - 2009		2009 - 2010		2010 - 2011	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	3,131,464	4.5%	3,100,407	4.3%	2,997,044	4.0%
August	2,428,763	7.9%	2,090,194	7.1%	2,470,164	7.4%
September	5,457,295	15.7%	6,381,272	15.9%	6,695,052	16.4% **
October	6,728,518	25.3%	7,468,578	26.1%	7,071,964	26.0%
November	5,330,730	32.8%	6,212,868	34.7%	6,026,323	34.1%
December	5,361,530	40.5%	6,626,034	43.8%	6,049,172	42.3%
January	6,044,579	49.1%	7,212,163	53.7%	6,554,858	51.2%
February	5,459,050	56.8%	1,226,463	55.4% *	6,315,161	59.7%
March	5,770,557	65.1%	5,379,804	62.8%	5,037,604	66.5%
April	6,755,660	74.7%	6,840,093	72.1%	5,900,120	74.5%
May	6,017,108	83.2%	5,634,133	79.9%		
June	11,546,096	99.7%	12,871,609	97.6%		
TOTAL	70,031,350	99.7%	71,043,619	97.6%	55,117,462	74.5%
BUDGET	70,271,671		72,817,617		74,008,146	

* Insurance Costing correction from 7/1/08-2/28/09

** Includes \$1,132,399.50 payment for purchase of Hosterman land

EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING NEC BUILDING PROJECT (FD 06) YTD EXPENDITURES BY MONTH



Partner in Education

DATE: **May 18, 2011**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- | | | |
|---|----------|-------------------------------|
| 1. Claim payments for: April 2011 | Totaling | <u><u>\$ 3,355,823.11</u></u> |
| a) Check #'s 482728 - 483103, 70008231 - 70008423
and Electronic Wire Transfers out - #'s 2230 - 2233, 80000142 - 80000151 | | |
| 2. Payroll for: April 2011 | Totaling | <u><u>\$ 2,292,473.51</u></u> |
| a) Check #'s 675331 - 675342
b) Direct Deposit #'s 187991 - 189811 | | |
| 3. Receipts for: April 2011 | Totaling | <u><u>\$ 5,302,775.62</u></u> |
| a) Receipt #'s 128480 - 128676 | | |
| 4. Investments at end of month | Totaling | <u><u>\$ -</u></u> |

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

Intermediate District 287

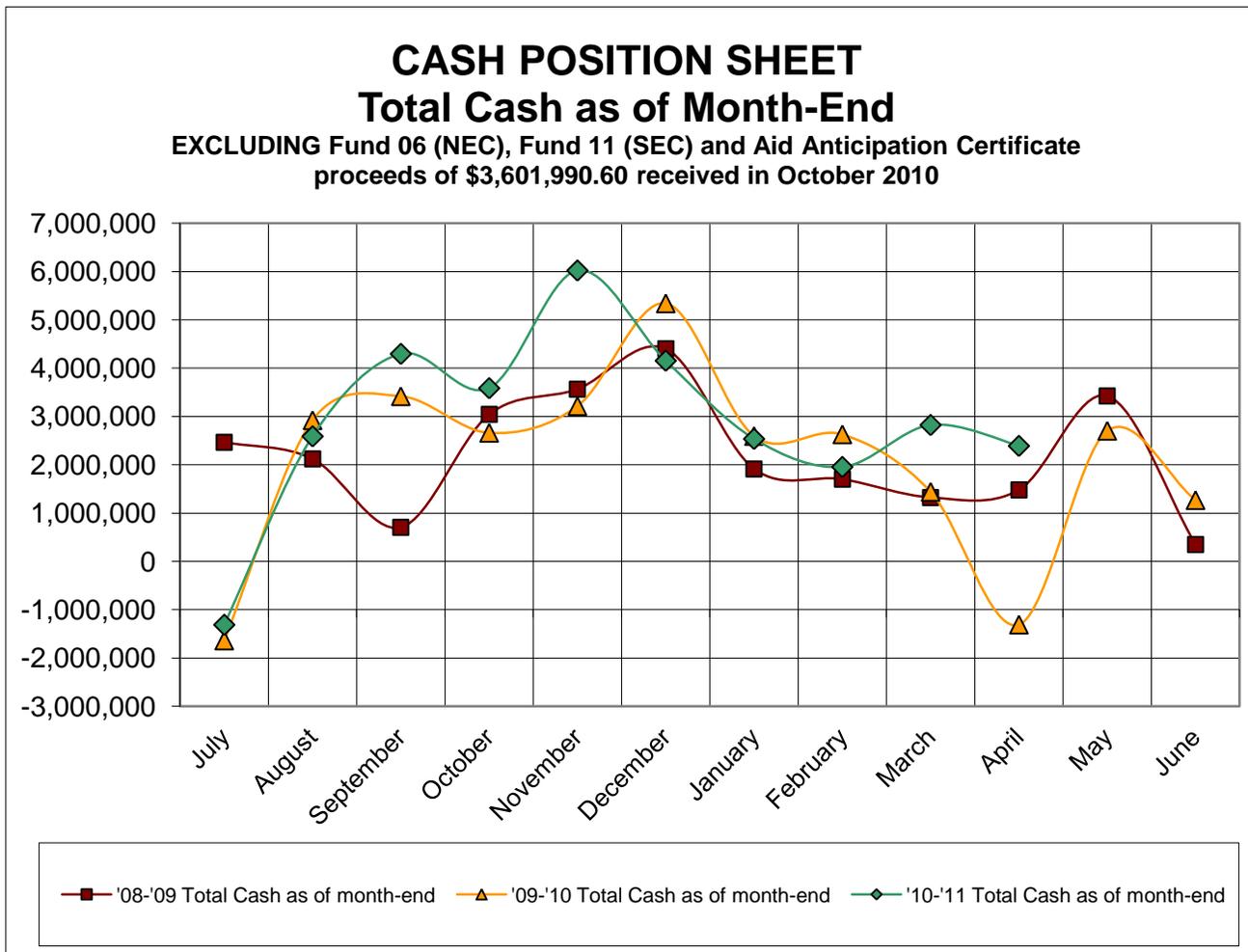
Cash Position Sheet- Monthly Total Net Cash- All Accounts

- EXCLUDING Fund 06 (NEC Construction) and 11 (SEC Construction)

<u>Date</u>	<u>'08-'09 Total Cash as of month-end</u>	<u>'09-'10 Total Cash as of month-end</u>	<u>'10-'11 Total Cash as of month-end</u>	
July	2,466,323	-1,635,886	-1,311,376	*
August	2,120,954	2,924,129	2,589,499	*
September	703,434	3,420,767	4,297,117	
October	3,040,273	2,663,437	3,587,135	**
November	3,565,934	3,215,281	6,023,170	**
December	4,399,671	5,343,251	4,155,869	**
January	1,915,347	2,595,593	2,536,880	**
February	1,701,975	2,630,541	1,956,153	**
March	1,323,076	1,441,697	2,824,310	**
April	1,481,056	-1,306,262	2,391,598	**
May	3,423,055	2,705,205		**
June	347,873	1,270,575		*

* excludes Aid Anticipation Certif. proceeds of \$4,902,195.65 in Oct. 2009, paid back in Sept. 2010

** excludes Aid Anticipation Certif. proceeds of \$3,601,990.60 in Oct. 2010



INTERMEDIATE DISTRICT 287

APRIL 2011 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
04/12/11	DHS-MMIS	MSDLAF	5221000	323,110.41	1417080730MA IEP SERVICES FED THIRD PARTY
04/12/11	DHS-MMIS	MSDLAF	5221000	3,821.28	1417080730MCREMA IEP SERVICES FED THIRD PARTY
04/13/11	EDUC-FOOD & NUTRITION	MSDLAF	5227612	1,783.88	02F701 REG LUNCH 11 CFDA 10555
	EDUC-FOOD & NUTRITION	MSDLAF	5227612	13,335.48	02F701 FREE-RED L 11 CFDA 10555
	EDUC-FOOD & NUTRITION	MSDLAF	5227612	6,174.64	02F705 BREAKFAST 11 CFDA 10553
	EDUC-FOOD & NUTRITION	MSDLAF	5227612	764.52	02S300 STSCHLLUNCH 11
	EDUC-FOOD & NUTRITION	MSDLAF	5227612	197.70	02F705 ST BRKFST 11
04/14/11	EDUCATION AID	MSDLAF	5232658	59,509.00	01S211 GEN ED AID 10
	EDUCATION AID	MSDLAF	5232658	1,120,553.02	01S360 SPEC EDUC 11
04/21/11	DEPT OF EDUCATION	MSDLAF	5242310	13,113.73	#67915 MEDICAID INFRASTRUCTURE
	DEPT OF EDUCATION	MSDLAF	5242310	886.79	#67557 MEDICAID INFRASTRUCTURE
04/26/11	DHS-MMIS	MSDLAF	5249211	32.50	1417080730MA IEP SERVICES FED THIRD PARTY
04/28/11	EDUCATION AID	MSDLAF	5256193	85,558.76	01S211 GEN ED AID 11

MTD TOTALS 1,628,841.71

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
04/15/11	MSDLAF	BANK CARD FEES	2230	404.50	MERCHANT CARD FEES MAR11
	MSDLAF	BANK OF MONTREAL	2231	17,697.95	P-CARDS MAR11
	MSDLAF	MN DEPT OF REV	80000146	68,881.18	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000143	126,573.34	FEDERAL TAXES
	MSDLAF	US BANK	80000145	259,802.69	FEDERAL TAXES
	MSDLAF	EBC	80000142	18,862.00	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000144	51,057.09	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK		1,128,831.76	DIRECT DEPOSIT PAYROLL
04/29/11	MSDLAF	US BANK		1,155,032.48	DIRECT DEPOSIT PAYROLL
	MSDLAF	US BANK	2233	22,763.25	CORP. HEALTH SYSTEMS APR11
	MSDLAF	MN DEPT OF REV	80000149	71,814.62	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000148	267,100.50	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	US BANK	80000151	129,601.20	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	EBC	80000147	51,773.41	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000150	18,599.50	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	2232	108.49	ARP FEES VOUCHER FEB11
	MSDLAF	US BANK	3058	5.61	ARP FEES RECEIPT ACCT FEB11
	MSDLAF	US BANK	4070	73.48	ARP FEES PAYROLL ACCT FEB11

MTD TOTALS 3,388,983.05

DONATIONS
INTERMEDIATE DISTRICT 287
2010-2011

APRIL 2011

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	CAMPUS	PROGRAM
04/14/11	CHECK		\$ 100.00	AAUW MINNEAPOLIS BRANCH		SEC	PROM
04/15/11	ITALIAN FOOD		\$ 400.00	FAT LORENZO'S		NWTC	INVEST, VECTOR, VENTURE
04/01/11	1995 BUICK	1G4HP52LOSH457569	\$ 500.00	GRAHAM, ROBERT & JANICE		EPC	AUTO MECHANICS
04/18/11	CHECK		\$ 200.00	MN AG IN THE CLASSROOM FOUNDATION		SEC	SECA
04/20/11	CHECK		\$ 20.00	O'BRIEN-NILSSON, CATHERINE		EDGEWOOD	PHASE, SUN, STRIVE
04/28/11	CHECK		\$ 80.27	SCHROEDER, PAMELA		DSC	DESTINATION IMAGINATION
04/04/11	CHECK		\$ 100.00	SHAALAN, AZZA & ABELWAHAAB, AKEF		EDGEWOOD	PHASE, SUN, STRIVE
04/11/11	CHECK		\$ 500.00	SHEA HELLERVIK, MARY CATHERINE		EPSILON	STUDENT SCHOLARSHIPS
04/06/11	CHECK		\$ 200.00	WANDER, BARBARA		EDGEWOOD	PHASE, SUN, STRIVE
			\$ 2,100.27				

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GROUP: Facilities Committee

DATE: May 17, 2011

TIME: 8:30 – 10:30 AM

LOCATION: DSC Board Room

PROTOCOLS:

Decisions will be made via consensus on the agenda items.

CONVENER: Tom Shultz

FACILITATOR: Peyton Robb

ATTENDING:

LONG TERM PURPOSE

The Facilities Committee for the North Education Center project will provide oversight and direction to administration and bring recommendations to the full Board for approval as needed.

AGENDA ITEMS	OUTCOMES	TIME BUDGETED	ACTION
1. J.E. Dunn Construction Update	<ul style="list-style-type: none"> Committee members will receive construction update 	20 minutes Jeff Walker	Slowed a bit by weather, but remain up to date. <ul style="list-style-type: none"> Area A footings complete (note that Braun is contacted prior to pouring footings regarding any soil issues) Area B footings begun Geothermal drilling begins today (5/17/11) Plan is for 2 wells/day Structural steel for Area A due June 1 Deep underground plumbing of Area C started The construction timeline distributed by J. E. Dunn will be added to the BoardBook documents.
2. Weekly Risk Report, WRR	<ul style="list-style-type: none"> Committee members will understand the most recent Weekly Risk Report (WRR) 	20 minutes Jeff Walker Site Supt. Jeff Callinan Project Manager	No new risks
3. Demountable Wall Update	<ul style="list-style-type: none"> Committee members will understand demountable award status 	20 minutes Tom Shultz	Sample installed at SEC 2 weeks ago and has been reviewed by program staff: <ul style="list-style-type: none"> Handle should be recessed Glass is concern After walls marked, could not be cleaned Sound transmittal an issue Alternatives: <ul style="list-style-type: none"> Original vendors can re-bid with corrected forms Go with the #2 ranked RFP. That vendor's RFP uses the DIRTT wall system (for an approximate additional \$600K). Discussion Points: <ul style="list-style-type: none"> Design assumptions were based on DIRTT system, so nothing is lost architecturally. The sample wall currently installed at SEC was part of the pre-award process, so no additional cost there. Sample wall at SEC could be replaced with DIRTT sample at a cost ~ \$10-\$15K

			<p>It was decided to bring the Program Facilitators to MCTC to test DIRT walls as was done with sample at SEC.</p> <p>The Board will be notified of the deficiencies and potential cost increase to replace. The recommendation was made to not go with the current product.</p>
4. NEC Finance Report	<ul style="list-style-type: none"> The group will discuss the monthly NEC Finance Report and approve of its use each month. 	<p>30 minutes</p> <p>Janet Johnson</p>	<p>Janet J went over Finance Report and noted that approved changes will be reflected both on the top and bottom sections of the report. Any unapproved changes under consideration (i.e. demountable wall system) will be reported under <i>Contingency Use</i> in the bottom portion of the report as pending.</p>
5. ALC Plus Program Increase	<ul style="list-style-type: none"> Committee will understand potential for ALC plus increase at SEC and potential for 2nd shift. 	<p>30 minutes</p> <p>Sandy Lewandowski</p>	<p>Sandy L gave an overview of the current space issue:</p> <ul style="list-style-type: none"> Current ALC space at SEC is full with 165 students. EBD and ALC may be able to “swap” space with Edgewood which would add a few classrooms to Edgewood. Minneapolis program (Success Academy) is closing and we have been formally approached to add their students into our programs. Potential added revenue will offset additional program costs. A full-day meeting is scheduled for 5/23/11 to address program redesign possibilities. Discussions will continue with Minneapolis Minneapolis has already committed to provide transportation to the affected students. Janet J plans a discussion with Richfield to ask if we could use some of the space they currently occupy at SEC.

HANDOUTS:

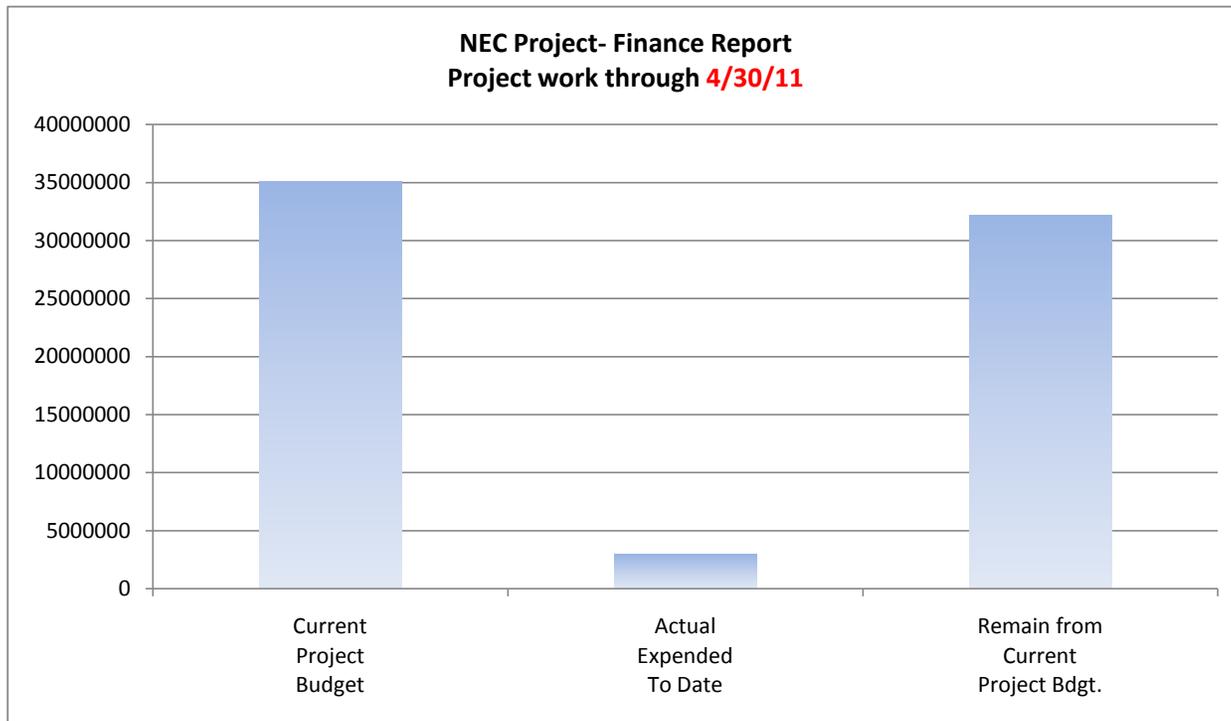
- [1. Weekly Risk Report, WRR](#)
- [2. NEC Monthly Finance Report](#)

ISD 287

NEC Project- Finance Report:

(thru 4/30/11)

<u>Crs</u> <u>Category</u>	<u>Original Project Budget</u>	<u>Approved Contingency Use</u>	<u>Current Project Budget</u>	<u>Actual Expended To Date</u>	<u>Remain from Current Project Bdgt.</u>
500 Land Purchase	1,175,000	-	1,175,000	1,182,400	(7,400)
500 Construction Cost	27,475,252	54,006	27,529,258	1,379,127	26,150,131
501 Design & Consultant Fees	2,208,411	-	2,208,411	233,278	1,975,133
502 Owner Administrative Costs	311,066	-	311,066	135,817	175,249
503 Furnishings, Fixtures & Equipment	2,572,239	-	2,572,239	-	2,572,239
500 Construction Contingency	1,357,613	(54,006)	1,303,608	n/a	1,303,608
	35,099,581	-	35,099,581	2,930,622	32,168,959



Contingency Use:

<u>Description</u>	<u>Amt.</u>	<u>To</u>	<u>Aprvl. Date</u>	<u>Approved By</u>
Beginning Balance	1,357,613			
- Tree removal for site prep	\$ 3,150	Doboszinski & Sons	9/23/2010	Admin
- Site fencing	11,800	Hansen Bros. Fence	4/19/2011	Committee
- Soil correction- Phase I	36,570	Doboszinski & Sons	4/28/2011	Admin/Board
- Hydrant removal- east side	2,486	Doboszinski & Sons	4/28/2011	Admin

5/17/11 - Available Balance \$ 1,303,608

Intermediate District 287

Weekly Risk Report

May 16, 2011

Project Name: **North Education Center**
 Project ID: **12/1/2010**
 Contractor: **JE Dunn**
 Project Type: **General Construction**
 Award Method: **RFP - PIPS Best Value**

Risk Rating: 1.0
 Percent Complete: 27%
 Overall PM Risk Satisfaction: 5.0
 Risks: 2
 Risks Unresolved: 0
 Risks resolved but no Change Order: 2

Cost Analysis

Allocated Funds: \$27,100,000
 Awarded Cost: \$25,987,230

Potential Cost Increases: \$0
 Potential Final Cost: \$25,987,230

Actual Cost Increases: \$0

Actual Final Cost: \$25,987,230

Percent Increase in Cost: 0.0%

Contractor Change Order Rate: 0.0%
 Non-Contractor Change Order Rate: 0.0%

Schedule Analysis

Notice to Proceed Date: 3/24/2011
 Original Completion Date: 8/24/2012

Potential Project Delays: 0
 Potential Completion Date: 8/24/2012

Actual Project Delays: 0

Actual Completion Date: 08/24/12

Percent Delayed: 0.0%

Contractor Delay Rate: 0.0%
 Non Contractor Delay Rate: 0.0%

Project Schedule Analysis	Total Number of Risks	Potential Schedule Impacts	Potential Cost Impacts	Actual Schedule Impacts	Actual Cost Impacts
1) NO RISKS	7	0	\$ -	0	\$ -
2) CLIENT ISSUE / IMPACT	1	0	\$ -	0	\$ -
3) CONTRACTOR ISSUE / IMPACT	0	0	\$ -	0	\$ -
4) DESIGN ISSUE / IMPACT	1	0	\$ -	0	\$ -
5) UNFORESEEN IMPACT	0	0	\$ -	0	\$ -
	2	0	\$0	0	\$0

CONSTRUCTION SCHEDULE

No	Critical Activities / Milestones	Completion Date - Original Estimate	Completion Date - Current Forecasted	Percent Complete	Risk #'s That Impacted Schedule
1	Notice to Proceed	03/24/11	03/24/11	100%	
2	Procurement - Long Lead Items				
3	Permits	04/27/11	04/27/11	95%	
4	Structural Steel	07/29/11	07/29/11	90%	
5	Footings Submittals	05/11/11	05/11/11	100%	
6	Steel Joist Submittals	07/15/11	07/15/11	90%	
7	Metal Decking Submittals	06/30/11	06/30/11	90%	
8	Construction				
9	Mobilize	04/11/11	04/11/11	100%	
10	Structure				
11	Area A	08/02/11	08/02/11	0%	
12	Area B1	08/26/11	08/26/11	0%	
13	Area B2	09/16/11	09/16/11	0%	
14	Area C	09/26/11	09/26/11	0%	
15	Landscaping				
16	Geothermal Wells	08/05/11	08/05/11	0%	
17	North Area	06/18/12	06/18/12	0%	
18	South Area	07/30/12	07/30/12	0%	
19	Exterior Enclosures				
20	Area A	10/12/11	10/12/11	0%	
21	Area B1	11/23/11	11/23/11	0%	
22	Area B2	12/27/11	12/27/11	0%	
23	Area C	06/25/12	06/25/12	0%	
24	Elevators & Stairs	04/27/12	04/27/12	0%	

NO	DATE ENTERED	RISK CATEGORY	RISK DETAILS	PLANNED RESOLUTION DATE	ACTUAL DATE RESOLVED	IMPACT TO OVERALL PROJECT DURATION (In Days)	IMPACT TO OVERALL PROJECT COST	CHANGE ORDER NUMBER	PM SATISFACTION RATING
Example	1/15/09	Please identify the party responsible for the risk from the drop down menu	Please describe the details of the risk: 1. What is the risk / why was it unexpected? 2. What will be done / what is plan to minimize this risk? 3. Who is responsible for resolving the issue? 4. What is an estimated impact of the risk? 5. Any updates to this risk (if applicable)	2/15/09	2/1/09	15	\$10,000	1	5
1	3/25/11	1) NO RISKS							
2	3/31/11	2) CLIENT ISSUE / IMPACT	1. Doboszanski may not complete Phase I to allow us to start on time (not our contract). 2. We have some limited flexibility if they can complete Area A by 4/15/11 3. Doboszanski and Intermediate District #287 4. Estimated time schedule delay of TBD days. 5.	4/15/11	4/15/11	0	\$0	0	5
3	3/31/11	4) DESIGN ISSUE / IMPACT	1. TSP to provide a coordinated 'construction set' of drawings prior to 4-15-11 2. Keep open dialogue with the design team to help resolve any potential issues. 3. TSP 4. Estimated time schedule delay of TBD days. 5. Plans Received. Are being reviewed and will follow up with appropriate pricing.	4/18/11	4/19/11	0	TBD		5
4	4/8/11	1) NO RISKS	No risks identified this week.						5
5	4/15/11	1) NO RISKS	No risks identified this week.						5
6	4/22/11	1) NO RISKS	No risks identified this week.						5
7	4/29/11	1) NO RISKS	No risks identified this week.						5
8	5/6/11	1) NO RISKS	No risks identified this week.						5
9	5/13/11	1) NO RISKS	No risks identified this week.						

APPROVED CONTRACTOR CHANGE ORDERS

No	Change Order Description	Date Approved	Risk #'s That Caused Change Order	Impact to Cost	Impact to Schedule
1	Change Order 1	5/5/08	2,5,9	\$25,000.00	15
2					
3					
4					
5					
6					
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Example

Uncontrollable Risks/ RMP

From Pre-award document list any uncontrollable risks below with solution to resolve uncontrollable risk.

PROJECT NOTES

Include any notes that occur during project with risk.

CONTACT INFORMATION	
Client P.M.	Tom Shultz
	P-763-550-7120/C-952-239-9210
	twshultz@District287.org
Contractor PM Contact:	Jeff Callinan
	952-830-9000
	jeff.callinan@jedunn.com
Superintendent:	Jeff Walker
	612-290-6957
	jeff.walker@jedunn.com
Contractor Assistant PM:	Drew Muntefering
	952-830-9000
	drew.munterfering@jedunn.com
Designer Contact:	Mark Kusnierek
	952-474-3291
	KusnierekMA@teamtsp.com
PBSRG Contact:	Anthony Perrenoud
	480-965-8196
	aperreno@exchange.asu.edu

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

Regular Meeting – May 26, 2010

AGENDA SECTION: Administrative Services / Facilities Report

**ITEM: Rescind Action Item from February 24, 2011
For Pre-Award Process of the Demountable
Wall System with Prevolve and approve
Pre-Award Process with Henricksen**

PRESENTED BY: Thomas Shultz, Director of Facilities

1. Background Information

In the evaluation portion of the pre-award process for the demountable wall system for the NEC, a test wall was constructed at the SEC for District 287 to evaluate for compatibility and usability with our staff and students. Numerous educators, administrators and Board members inspected the test wall and the wall system was found unacceptable to meet our needs. On that basis, the Facilities Committee recommends the Board rescind the Pre-Award phase from Prevolve and approve the Pre-Award process to begin with Henricksen PSG.

Board approval is requested to proceed with the Pre-Award Process with the next acceptable Best Value Proposal, Henricksen PSG.

Total (estimate) \$ 1,957,414.87

- 2. Fiscal Impact/Funding Source:** Could require approximately \$600,000 of contingency funds.
- 3. RECOMMENDED ACTION:** Recommendation that the Board rescind the Best Value Pre-Award phase from Prevolve, approve for the Pre-Award process to begin with Henricksen PSG, and direct Administration to proceed developing contracts for the demountable wall system at the North Education Center.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

CONNECTIONS

News and Updates from the Association of Metropolitan School Districts

May 2011
vol 8 • no 8

In Spring Lake Park, System of Interventions produces impressive results

The Spring Lake Park School District's hybrid System of Interventions program provides academic and behavior support to students most in need. It has been refined over time and is now producing impressive results.

AMSD Calendar

May 6, 2011

Board of Directors

Meeting, 7:00 a.m., TIES Building, St. Paul

Guest Speakers:

Tom Nelson, Co-Chair, Education Finance Working Group

Rose Hermodson,

Asst. Commissioner, MDE

May 13, 2011

Legislative Committee

Meeting, 7:30 a.m., TIES Building, St. Paul

May 27, 2011

Board of Directors

Meeting, 7:00 a.m., TIES Building, St. Paul

June 17, 2011

Executive Committee

Meeting, 7:30 a.m., TIES Building, St. Paul

July 15, 2011

Executive Committee

Meeting, 7:30 a.m., TIES Building, St. Paul

AMSD's Mission

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



**Association of
Metropolitan School Districts**

Tier I

Core instruction for all students

Universal Screening in essential academic areas to determine each student's level of proficiency (3 times per year)

Large scale whole group change to classroom instruction

Tier II

Prevention/ Proactive supplemental instruction

Some students Rapids Response

High efficiency

Formatively measured skill acquisition

Flexible short term group

Tier III

Standard treatment protocol intervention matches identified student need

Small group of students (up to 6)

High intensity of service

Frequently weekly formative assessment – inform instruction

Longer intensity (8-12 weeks)

In addition to Core Curriculum

Tier IV

Problem solving model with specific scripted intervention

Individual student intervention 91-3 in a group) very high intensity

Frequent weekly assessment

Longer duration (8-12 weeks)

Flexible grouping

In addition to Tier I-III systems

Tier V

Evaluation for special Education services

In academics, instruction is matched to student needs, progress is frequently monitored, instruction adjusted, and child response data is applied to all important educational decisions.

Continued on page 4

From the Chair:

Governor Dayton and legislative leaders should be commended for making education a top priority in their respective budget proposals. They understand that our public schools have made painful budget reductions over the last several years and they are working hard to mitigate the cuts that school districts will need to make for the 2011-12 school year.

The Governor's proposal to expand access to full-day kindergarten would help close the achievement gap. In addition, the Governor's proposal recognizes the impact the special education cross-subsidy has on Minnesota's school districts by retaining the growth factors in the special education funding formulas.

The legislative proposals offer important mandate relief and increased flexibility for school boards and administrators. In addition, the House and Senate propose to reform the collective bargaining process to make sure students aren't penalized when there is an impasse in negotiations.

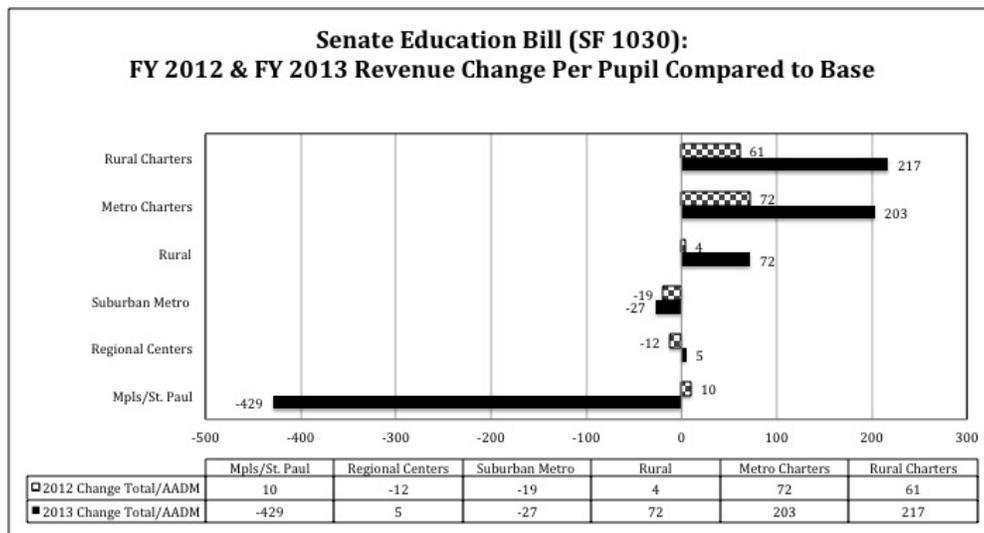
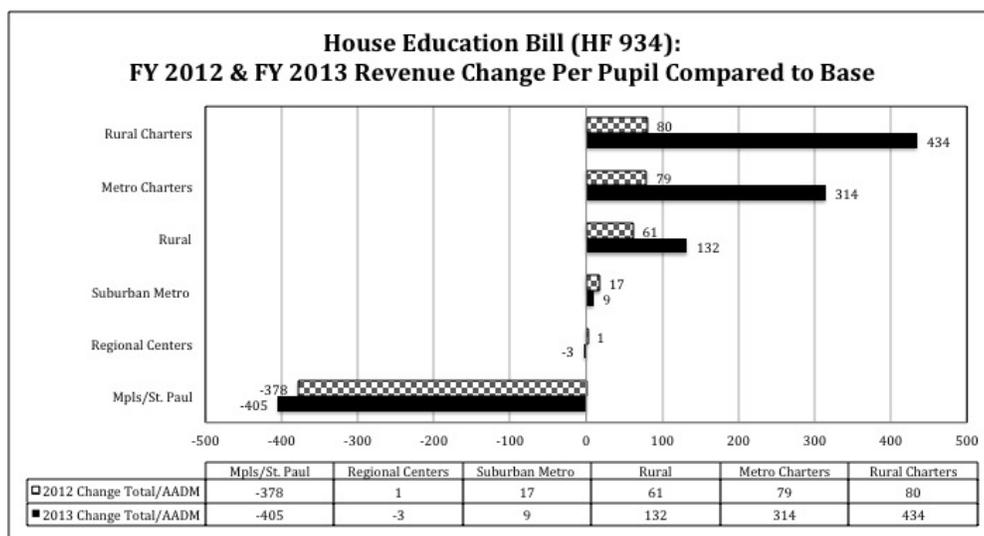
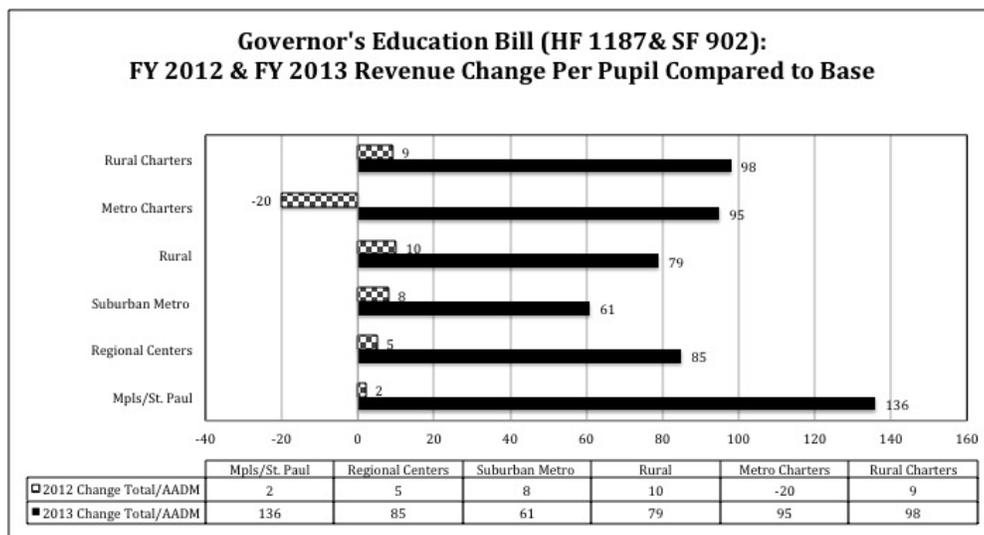
It is important that the final education bill distributes the available resources in an equitable fashion. As the charts on the following page show, metropolitan school districts and rural regional centers fare considerably worse than charter schools or rural school districts under the House and Senate proposals. Metropolitan legislators need to insist that the final package is more equitable.

The elements to develop a sound compromise are on the table. Here's hoping our state policymakers get the job done!

Patsy Green, school board member from Robbinsdale Area Schools, is chair of AMSD.

FY 2012 & FY 2013 Revenue Change Per Pupil Compared to Base

Prepared by the Association of Metropolitan School Districts
April 25, 2011



Sources: Minnesota Department of Education: Governor's Bill Data Runs; Minnesota House Research and Fiscal Offices: HF 934 Data Runs; Minnesota Senate Research and Fiscal Offices: SF 1030 Data Runs.

No Evidence to Support School Vouchers

The public debate over school vouchers has ebbed and flowed over the years. The debate intensified in 2002 when the United States Supreme Court upheld the Cleveland school voucher program. Vouchers, according to the ruling, do not violate the U.S. Constitution’s prohibition against a government establishment of religion. This ruling paved the way for states to determine the role of vouchers within their states based on the state’s constitution. The Minnesota constitution clearly prohibits the state from directing public money to sectarian schools. Article XIII, Section 2 of the Minnesota Constitution reads as follows:

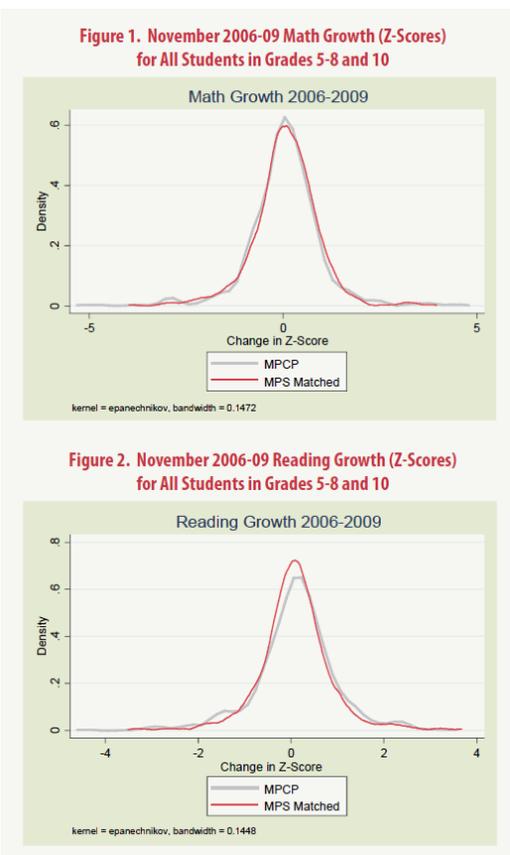
“PROHIBITION AS TO AIDING SECTARIAN SCHOOL. In no case shall any public money or property be appropriated or used for the support of schools wherein the distinctive doctrines, creeds or tenets of any particular Christian or other religious sect are promulgated or taught.”

Despite the clarity of the state constitution and the lack of credible research showing vouchers increase student achievement; legislation establishing vouchers has advanced at the State Capitol. The House Omnibus Education Finance Bill, HF 934, includes a provision allowing students who attend low performing schools in the cities of the First Class and whose family income does not exceed 175% of the poverty level, to be eligible to receive a voucher to attend a nonpublic school.

SF 27, the Omnibus Tax bill, contains a section that adds nonpublic school tuition payments to the list of eligible expenses for which low-income Minnesota taxpayers may claim a tax credit. The tax credit comes at a cost of almost \$11 million over the next biennium.

Proponents argue that vouchers increase student achievement despite the lack of research or evidence to support such a claim. In fact, a recent report on the voucher program in Milwaukee (Milwaukee Parental Choice Program-MPCP) revealed that there was no “statistically significant difference in math and reading achievement growth” between the MPCP students and public school students.¹ In Figure 1, you can see two figures from the MPCP report, depicting the research.²

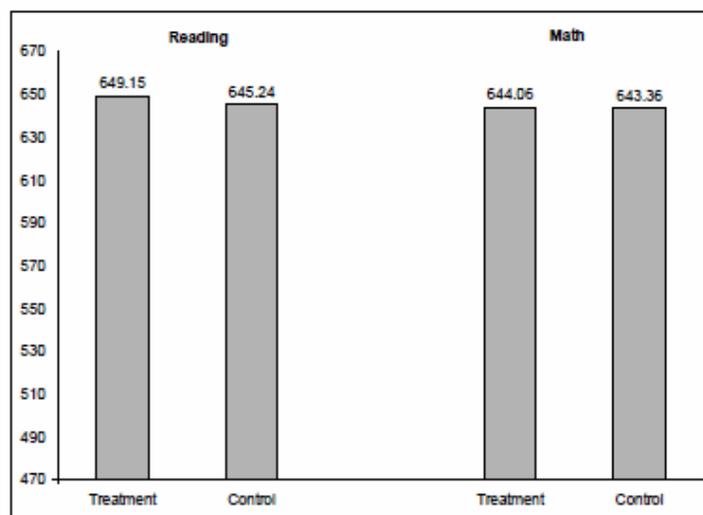
Figure 1: MPCP and Public School Student Achievement



Source: John F. Witte and Deven Carlson, MPCP Longitudinal Educational Growth Study Fourth Year Report.

Figure 2: OSP and Public School Student Achievement

Figure ES-2. Achievement (SAT-9 Scale Score Points) After At Least Four Years



NOTES: Results are for cohort 1 five years after random assignment and cohort 2 four years after random assignment. The possible range of SAT-9 scale scores varies by grade level. The value at which the x-axis intersects the y-axis in this figure (470) represents the minimum average reading score possible given the grade composition of the control group sample in the final year. The minimum average math score possible for the control group sample was 502. The maximum possible reading score and math score was 835 and 832, respectively. Valid N for reading = 1,328; math = 1,330. Separate reading and math sample weights used.

Source: U.S. Department of Education, *Evaluation of the DC Opportunity Scholarship Program*.

¹John F. Witte and Deven Carlson, MPCP Longitudinal Educational Growth Study Fourth Year Report (Fayetteville: University of Arkansas, 2011) ii.

²Witte 10.

continued on page 4

This report isn't alone in its critique of the proclaimed effectiveness of vouchers; the U.S. Department of Education released a report in June 2010 evaluating the Washington, D.C. voucher program (DC Opportunity Scholarship Program-OSP) and found that "there is no conclusive evidence that the OSP affected student achievement."³ In Figure 2, from the OSP report, the achievement between the OSP and public school students are highlighted, showing no statistically significant differences.⁴ These recent studies are consistent with previous studies that show when you compare student achievement of students from similar demographic backgrounds; traditional public school students perform as well or better than their charter and private school counterparts.⁵

While it may be true that vouchers expand parental choice, credible studies conducted by unbiased researchers have consistently shown that vouchers do not enhance student achievement. In a time of scarce resources, Minnesota's students would be best served if state policymakers focused their attention on fulfilling their constitutional obligation to provide a general and uniform system of public education.

³U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. *Evaluation of the DC Opportunity Scholarship Program*. (Alexandria: State of Virginia, 2010) xv-xvi.

⁴U.S. Department of Education xx.

⁵Examples of previous studies include the following:

-National Center for Education Statistics, "A Closer Look at Charter Schools Using Hierarchical Linear Modeling," August 2006. Available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006460>

-National Center for Education Statistics, "Comparing Private Schools and Public Schools Using Hierarchical Linear Modeling," July 2006. Available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006461>

-Bifulco and Ladd, "The Impacts of Charter Schools on Student Achievement: Evidence from North Carolina," forthcoming in *Education Finance and Policy*. Available at <http://www.educationnext.org/unabridged/20054/60.pdf>

-Roy and Mishel, "Advantage None: Re-Examining Hoxby's Finding of Charter School Benefits," Economic Policy Institute Briefing Paper. Available at <http://www.epi.org/content.cfm/bp158>

-Lubienski and Lubienski, "Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics Data," Columbia University. Available at http://www.ncspe.org/publications_files/OP111.pdf

Spring Lake Park sees success with System of Interventions

Continued from page 1

Social, emotional, and behavioral interventions support accurate and sustained implementation through outcome-based and data-guided decision-making.

"Research journals are full of empirical and anecdotal evidence that education as an institution is resistant to change," said Denise Waalen, Director of Educational Services. "Change, however, was exactly what happened to our system as we responded to the need for providing immediate response and support for students who struggle in academic or social areas in our Spring Lake Park Schools.

By challenging our mental mindset and traditional systems that previously required students to demonstrate significant discrepancy in their level of achievement and performance; we have experienced significant success with our students.

"In the Spring Lake Park School District," Carolyne Zieske, Coordinator of Equity, English Language Learners, and Federal Funds said, "monitoring and bench-marking" takes place at least four times per year. For some kids it is done weekly."

It's hard to not notice the success of the comprehensive System of Interventions program

"In reading alone, which is the number one need for interventions," said Tom Ambrasas, Director of Special Education, "there are numerous signs of measurable improvement for district students."

He listed the following:

- Early intervention support helped referrals to Special Education decrease 81 percent in a year-and-a-half.
- The number of students who exited the program, who were no longer considered at-risk, increased 26 percent in one year.
- In one year, students receiving reading interventions who became grade-level readers or advanced two levels on MCA-II Reading went from 15 to 25 percent.
- The number of students needing to access reading intervention support decreased from 502 in 2008-09 to 418 in 2009-10 to 387 in the first half of 2011-11.

"The improvements in our data support the efforts our teachers have made and provide additional reasons for the energy and enthusiasm centered on the System of Interventions to continue," concluded Waalen. "Our efforts have evolved over the past several years—from initial implementation and planning to expanding—so that the notable success our students have experienced this year will continue in the years to come. The System of Interventions is just one more example of what continuous improvement means in Spring Lake Park."

This month's member spotlight was submitted by Jim Elert, Communications Coordinator, Spring Lake Park Schools.

AMSD Members: Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville, Columbia Heights, East Metro Integration District 6067, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Intermediate District 917 (Associate Member), Inver Grove Heights, Mahtomedi, Minneapolis, MSU Mankato Center for Engaged Leadership (Associate Member), Minnetonka, Mounds View, Intermediate School North St. Paul/Maplewood/Oakdale, Northeast Metro District 916 (Associate Member), Northwest Suburban Integration District (Associate Member), Orono, Osseo Area Schools, Richfield, Robbinsdale, Roseville, Rosemount-Apple Valley-Eagan, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Cloud, St. Louis Park, St. Paul, Stillwater, TIES (Associate Member), Wayzata, West Metro Education Program, West St. Paul, and White Bear Lake.

School Board Planning Calendar 2011

1 st Meeting of the Month		2 nd Meeting of the Month	
<p>JANUARY 13, 2011 Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference JANUARY 27, 2011 (Start Time 6:30 PM) <i>Organizational Meeting</i></p>			
<p>Oath of Office Bloomington Withdrawal Update Financial Report December Legislative Initiatives</p>		<p>Election of Board Officers FY10 Audit NEC Facility Committee Report Strategic Plan Review & Measurement Report - Steve will be here.</p>	
<p>FEBRUARY 10, 2011 Superintendent Mid-Year Evaluation Procedure NEC Vote Transportation Presentation</p>		<p>FEBRUARY 24, 2011 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY11 Budget Revision & FY12 Budget Assumptions Program Withdrawal Report ALC Plus Update Diversity Report</p>	
<p>MARCH 10, 2011 Communication with Local Boards</p>		<p>MARCH 24, 2011 Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update Proposed District 287 School Calendar 2011-2012 Spotlight DVD Presentation</p>	
<p>APRIL 28, 2011 <i>(Only one Board meeting this month!)</i></p>			
<p>NEC Facility Committee Report Financial Report March</p>		<p>Superintendent & Board Evaluation Update Long Range Facilities Planning Presentation</p>	
<p>MAY 12, 2011 Diversity & Recruitment Report</p>		<p>MAY 26, 2011 Clerical Layoffs Financial Report April Non- Tenured Non-Renewals & Probationary Non-Licensed North Education Center (NEC) Facility Community Report Restraint & Seclusion Report Staff Reduction ULA Resolution</p>	
<p>JUNE 9, 2011 Superintendents Evaluation</p>	<p>Financial Report May PLC Data Report 2010-2011 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety</p>	<p>JUNE 23, 2011 Final ULA Resolution for Licensed Staff Board Evaluation Health & Safety Assessment 99 Report Superintendent & School Board Evaluation to plan for Board Retreat outcomes Literacy Professional Learning Community (PLC) Data Report Highlights</p>	

INFORMATIONAL ITEMS TO REMEMBER:

**** Pay Equity Report - (every three years - due in January 2012)
 Board TLC**

**Board role in setting/supporting goals
 Community use of Facilities Bucket**

School Board Planning Calendar 2011

1 st Meeting of the Month	2 nd Meeting of the Month
JULY 28, 2011 <i>(Only one Board meeting this month!)</i>	
C-Train Update Health and Medical Bucket NEC Facility Committee Report	Financial Report June Legislative Session Review & Implications for District Operations
AUGUST 25, 2011 <i>(Only one Board meeting this month!)</i>	
Administrative Services PLC Financial Report July Report on Crisis Planning (Michelle Axell – 10 minutes) Determine NEC Size & Cost Option	Approval of Cash Flow Borrowing Resolution NEC Facility Committee Report School Start Up Program Report “Top Things Board Members Should Know About Our 2010-2011 Start-Up” (Colleen, Laura, and Jane)
SEPTEMBER 8, 2011 Superintendent Goals Bloomington – Closed Session	SEPTEMBER 22, 2011 Financial Report August Resolution to Borrow PLC’s Results/Goals MDE Final Special Education Monitoring Report NEC Facility Committee Report Resolution to Authorize Financing for NEC Report on Crisis Planning
OCTOBER 13, 2011 Prior Year Agenda Review Restraints and Seclusion – Instructional Report Resolution for Sale of Bonds for NEC Cash Flow Borrowing	OCTOBER 27, 2011 Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report
NOVEMBER 10, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding C-Train Report (Written Report) Food Service Resolution	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Resolution for Settlement of Bonds for NEC Facilities Management Update
DECEMBER 8, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Digital Copy Certificate (Written Report)	Prior Year Audit Review NEC Facility Committee Report Legislative Initiatives

INFORMATIONAL ITEMS TO REMEMBER:

**** Pay Equity Report - (every three years - due in January 2012)**
Board TLC

Board role in setting/supporting goals
Community use of Facilities Bucket

**INTERMEDIATE DISTRICT 287
May 26, 2011
SCHOOL BOARD CALENDAR**

May 2011

20	Friday	South Education Center Prom	7:00PM	SEC Gym
25	Wednesday	North Vista Graduation	7:00PM	North Vista Ed Ctr
26	Thursday	General Board Meeting	6:30PM	Board Rm

June 2011

02	Thursday	PHASE, Intersect & Sun Transition Graduation	12:00 PM	SEC Gym
03	Friday	FOCUS Graduation	9:30 AM	SEC Gym
03	Friday	Prairie Center Alternative Graduation	10:00 AM	EP Community Ctr
07	Tuesday	South Education Center Alternative Graduation	5:00 PM	SEC Gym
08	Wednesday	Sandburg Education Center Graduation	9:45 AM	Sandburg Cafeteria
08	Wednesday	City West Academy Graduation	10:00 AM	Shady Oak
08	Wednesday	VECTOR & InVEST Graduation	12:30 PM	Henn Tech College
08	Wednesday	Bren Road Graduation	4:00 PM	Bren Road
09	Thursday	Edgewood Graduation	9:00AM	Edgewood
09	Thursday	General Board Meeting	6:30 PM	Board Rm
10	Friday	Richfield Trans Plus Graduation	9:00 AM	SEC Gym
10	Friday	Epsilon Graduation	1:30 PM	Henn Cty Home Sch
14	Tuesday	Board Facilities Committee Meeting	8:30 AM	Board Rm
23	Thursday	General Board Meeting	6:30 PM	Board

Rm

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- ◆ Board Facilities Committee Meeting - Third Tuesday of the Month
 - ◆ Board Facilities Committee Meeting - Second Tuesday of the Month
 - ◆ General Board Meeting – Date Change
 - ◆ New Event

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Graduation & Special Events Schedule

<p style="text-align: center;">North Vista Graduation Wednesday, May 25, 2011 7:00 PM @ North vista Education Center 3510 France Ave North, Robbinsdale, 55422</p>	
<p><u>LAURA RONBECK</u> <u>ANN BREMER</u> _____</p>	<p><u>DON DRAAYER</u> _____ _____</p>
<p style="text-align: center;">Phase/Intersect Graduation Thursday, June 2, 2011 12:00 PM @ South Education Center Gym 7450 Penn Avenue South, Richfield, 55423</p>	
<p><u>DON DRAAYER</u> _____ _____</p>	<p><u>PEYTON ROBB</u> _____ _____</p>
<p style="text-align: center;">FOCUS Graduation Friday, June 3, 2011 9:30 AM @ South Education Center Gym 7450 Penn Avenue South, Richfield, 55423</p>	
<p><u>PEYTON ROBB</u> _____ _____</p>	<p>_____ _____ _____</p>
<p style="text-align: center;">Prairie Center Alternative Graduation Friday, June 3, 2011 10:00 AM @ Eden Prairie Community Center 16700 Valley View Road, Eden Prairie, 55346-4243</p>	
<p><u>DON DRAAYER</u> _____ _____</p>	<p><u>CAROL BOMBEN</u> _____ _____</p>
<p style="text-align: center;">VECTOR Invest South Graduation Friday, June 3, 2011 12:00 PM @ South Education Center 7450 Penn Avenue South, Richfield 55423</p>	
<p><u>CARTER PETERSON</u> _____ _____</p>	<p><u>PEYTON ROBB</u> _____ _____</p>

SEC Alternative Graduation

Tuesday, June 7, 2011

5:00 PM @ South Education Center Gym
7450 Penn Avenue South, Richfield, 55423

MICHÈLE KUNZ

NANCY ROWLEY

ANN BREMER

Sandburg Education Center Graduation

Wednesday, June 8, 2011

9:45 AM @ Sandburg Cafeteria
2400 Sandburg Lane, Golden Valley, 55427

MICHÈLE KUNZ

LINDA JOHNSON

ANN BREMER

City West Academy Graduation

Wednesday, June 8, 2011

10:00 AM @ City West Academy – Shady Oak
6754 Shady Oak Road, Eden Prairie, 55344

DON DRAAYER

CAROL BOMBEN

LAURA RONBECK

**Venture Secondary/InVEST High School Seniors
Graduation**

Wednesday, June 8, 2011

10:00 AM @ Northwest Technology Center
708 Northland Drive Suite 100, Brooklyn Park, 55428

CARTER PETERSON

PAM RYKKEN

VECTOR & InVEST Graduation

Wednesday, June 8, 2011

12:30 PM @ Hennepin Technical College Auditorium
9000 Brooklyn Boulevard, Brooklyn Park,

ANN BREMER

CARTER PETERSON

PAM RYKKEN

Bren Road Graduation

Wednesday, June 8, 2011

4:00 PM @ Bren Road
11140 Bren Road West, Minnetonka, 55343

DON DRAAYER

CAROL BOMBEN

ANN BREMER

Edgewood Graduation Thursday, June 9, 2011 9:00 AM @ Edgewood Education Center 6601 Xylon Avenue North, Brooklyn Park, 55428	
<u>LINDA JOHNSON</u>	
_____	_____
_____	_____
Richfield Transition Plus Graduation Friday, June 10, 2011 9:00 AM @ South Education Center Gym 7450 Penn Avenue South, Richfield, 55423	
<u>DON DRAAYER</u>	
_____	_____
_____	_____
Epsilon Graduation Friday, June 10, 2011 1:30 PM @ Hennepin County Home School 14300 County Road 62, Minnetonka, 55345	
<u>DON DRAAYER</u>	<u>LAURA RONBECK</u>
_____	_____
_____	_____

◆ New Event