

## **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 July 28, 2011
  - 4.2. Routine Human Resource Activities for August 25, 2011
  - 4.3. Minnesota Organization on Fetal Alcohol Syndrome (MOFAS) Grant
5. **SHARE THE SUCCESS & RECOGNITIONS - None**
6. **SUPERINTENDENT'S REPORT - (20 minutes)** *(Information)*
  - 6.1. School Start-Up Program Report
7. **INSTRUCTIONAL REPORT - (15 minutes)**
  - 7.1. Advancement Via Individual Determination, (AVID) Program Implementation
8. **ADMINISTRATIVE SERVICES REPORT - (30 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. NEC Change Order for Gymnasium Doors & Hardware *(Action)*
    - 8.2.3. Best Value Bid Award for the NEC Demountable Wall System *(Action)*
    - 8.2.4. Best Value Bid Award for the NEC Technology *(Action)*
    - 8.2.5. District Service Center (DSC) Redesign and Furniture Project *(Information)*
  - 8.3. Human Resource Report - **(45 minutes)** *(Information)*
    - 8.3.1. **Closed Session - Negotiations**
9. **BOARD BUSINESS - (20 minutes)** *(Information)*
  - 9.1. Policy Review & Revision - None
    - 9.1.1. Board Bucket Policies
  - 9.2. Board Reports *(Information)*
    - 9.2.1. Chair Report
      - 9.2.1.1. The Two Rivers of Public Education
    - 9.2.2. AMSD Report (Ann Bremer)
  - 9.3. **District News** *(Information)*
    - 9.3.1. School Board Planning Calendar
    - 9.3.2. School Board Calendar of Events - August 25, 2011
  - 9.4. Once Around the Table
10. **ADJOURNMENT**



**DISTRICT 287 REGULAR BOARD MEETING**  
**Intermediate District 287**  
**July 28, 2011**  
**MINUTES**

**1. CALL TO ORDER**

Chair Ann Bremer called the regular meeting to order at 6:30 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Laura Ronbeck
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
283	St. Louis Park	Pam Rykken
277	Westonka	Ann Bremer

Absent: 284/Peterson

Guests: Delores Popescu, Chris Dykes, Adilene Dominguez, and Dominic Lembo

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

287 Staff Members: Terry Guthrie, Bruce Mulder, David VanDenBoom, and Julie Tuorila

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Michèle Kunz, 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 June 23, 2011, special Board meeting minutes from July 19, 2011, North Vista Lease Renewal, Miscellaneous Change order for North Education Center, and approval of the Routine Human Resource Activities for July 28, 2011. *Motion by Ann Bremer, seconded by Don Draayer, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS**

Superintendent Lewandowski recognized the South Education Center (SEC) "Porcupine Sliders" team that took first prize in First Lady Michelle Obama's Healthy Recipe Contest. SEC Family and Consumer Science Education teacher Terry Guthrie thanked the Board, administrators, and staff who have given support throughout all stages of the recipe submission and contest that culminated in final competition at the Annual American Culinary Association Conference in Dallas. Delores Popescu spoke on behalf of the four student team that also included Chris Dykes, Adilene Dominguez, and Dominic Lembo. Board Chair Bremer presented certificates to the students on behalf of the Board and expressed the Board's pride in their achievement.

**6. SUPERINTENDENT'S REPORT**

Superintendent Lewandowski introduced Valerie Dosland, the district lobbyist. Valerie referenced a summary of the Omnibus Education Bill passed in the Special Session of the Minnesota Legislature. Valerie discussed some of negotiations in the session and gave an overview of items of particular interest to intermediate districts including: 1) no changes to special education funding, 2) two policy changes in Career Tech, and 3) language allowing districts to use prone restraint with student under certain conditions until 2012.

Board member Draayer gave a brief overview on the Vocational Outreach Service (VOS) open house held on Thursday, July 28, 2011. The open house showcased the work of special education students in the summer work program.

Sandy and Tom Shultz, Director of Facilities announced that District 287 staff and members of emergency teams in the community near Edgewood Education Center will join forces to conduct a full scale Emergency Training Exercise on August 17. Tom also gave an update on safety features added to district buildings with the assistance of Community Oriented Policing Services (COPS) Grant funding.

Superintendent Lewandowski presented a farewell email message from Kristine Martin, Director of Research, Planning and Development for Hennepin County. Kristine has accepted a position at the Wilder Foundation as the Vice President, Center for Communities.

## **7. INSTRUCTIONAL REPORT - None**

## **8. ADMINISTRATIVE SERVICE REPORTS**

### **Financial Report**

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for June 2011. *Motion by Nancy Rowley, seconded by Carol Bomben, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

### **Facilities Report**

Board Facilities Chair Robb, reported on North Education Center (NEC) building progress. Board Facilities Chair Robb briefly updated the Board on the considerable construction progress of the North Education Center (NEC).

Board Facilities Chair Robb presented and recommended approval of the North Education Center Energy Recovery Unit Change Order. *A motion was made by Peyton Robb, seconded by Ann Bremer, to approve the North Education Center Energy Recovery Unit Change Order as presented. All in favor. Motion carried unanimously.*

### **Human Resources Report**

Sandy presented to the Board a memorandum on the district's health insurance plan.

## **9. BOARD BUSINESS**

### **Policy Review & Revision - None**

### **Chair Report**

Board Chair Bremer recommended approval of the Annual Organizational Memberships. *A motion was made by Ann Bremer, seconded by Linda Johnson, to approve the Annual Organizational Memberships as presented. All in favor. Motion carried unanimously.*

Board Chair Bremer led the Board in an evaluation discussion of their work over the previous year, adding to information that had been gathered in an online survey.

### **AMSD Report - None**

### **Once Around the Table**

## **10. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:33 PM.*

The next general meeting will be held on August 25, 2011, at 6:30 PM in the DSC Board Room.

Submitted by  
Wauneen Mgeni  
Secretary to the Board

Signed: Chair \_\_\_\_\_ Clerk \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287  
SCHOOL BOARD – August 25, 2011**

**LICENSED STAFF**

**1. New Hires:**

**A. Regular**

- MELISSA A. ALGER, Vision Instructor at the District Service Center, **refill for Joya Bromeland**, effective August 23, 2011, MA, Step 4 – 1.0 FTE.
- NINA M. BAUERNFEIND, Math Instructor at South Education Center, **refill for Lindsey Jelle**, effective August 23, 2011, BA, Step 3 – 1.0 FTE.
- DANIELLE BERRY, Math Instructor at Headway Academy, **additional position**, effective August 23, 2011, BA+45, Step 1 – 1.0 FTE.
- DAVID BRODEK, Social Studies Instructor at Shady Oak, **additional position due to increased enrollment**, MA, Step 9 – 1.0 FTE.
- TODD L. BUBOLTZ, EBD Instructor at South Education Center, **refill for Gene Steenhoek**, effective August 23, 2011, BA+45, Step 1 – 1.0 FTE.
- JODI CHERWENKA, EBD Instructor at Bren Road Education Center, **refill for Patricia Baranek-Weber**, effective August 23, 2011, BA+45, Step 3 – 1.0 FTE.
- EILEEN J. DEVINE, Reading Specialist at the District Service Center, **additional position**, MA+15, Step 10 – 1.0 FTE.
- RAYMOND V. DEVLIN, Social Studies Instructor at Edgewood Education Center, **additional position due to increased enrollment**, effective August 23, 2011, MA, Step 9 – 1.0 FTE.
- STEPHANIE FLATER, Audiologist at the District Service Center, **refill for R. Mueller**, effective August 23, 2011, PhD, Step 1 - .4 FTE.
- ANNA M. FRANSKE, School Nurse at Bren Road Education Center, **refill for Adri Melander**, effective August 23, 2011, MA, Step 3 – 1.0 FTE.
- DAVID D. HANSON, Work Experience Coordinator at City West Academy, **additional position due to increased enrollment**, effective August 23, 2011, BA+15, Step 10 – 1.0 FTE.
- TIMOTHY J. HOLZHUETER, EBD/Technology Instructor at Bren Road Education Center, **refill for Ken Pashina**, effective August 23, 2011, BA+60, Step 10 – 1.0 FTE.
- JANAAN HUBBARD, DCD Instructor at South Education Center, **refill for Marlene Hui**, effective August 23, 2011, MA, Step 10 – 1.0 FTE.
- MAREN LINDNER, EBD Instructor at South Education Center, **refill for Brian Burns**, effective August 23, 2011, BA+45, Step 1 – 1.0 FTE.
- JAY P. MELCHIOR, EBD Instructor at Bren Road Education Center, **refill for Matt Smith**, effective August 23, 2011, BA+45, Step 1 – 1.0 FTE.

- VELIA E. MELROSE, Math Instructor at West Academy, **additional position**, effective August 23, 2011, MA+45, Step 1 – 1.0 FTE.
- TAMMY M. MEZZENGA, EBD Instructor at Prairie Care – Richfield, **additional position**, effective August 23, 2011, BA+15, Step 2 – 1.0 FTE.
- LISA MINGO, EBD Instructor at South Education Center, **additional position due to increased enrollment**, effective August 23, 2011, BA+45, Step 2 – 1.0 FTE.
- CATHERINE MURRAY, Social Studies Instructor at Headway Academy, **additional position**, effective August 23, 2011, BA+15, Step 3 – 1.0 FTE.
- WILLIAM REHFUSS, English Instructor at West Academy, **refill for John Awsumb**, effective August 23, 2011, BA+45, Step 10 – 1.0 FTE.
- GENNY REIGSTAD, EBD Instructor at Sandburg Education Center, **refill for Chris Heitz**, effective August 23, 2011, MA+15, Step 10 – 1.0 FTE.
- SCOTT RICHARDSON, EBD Instructor at Bren Road Education Center, **refill for Harold White**, effective August 23, 2011, MA+60, Step 10 – 1.0 FTE.
- MICHELLE SHANLEY, Vision Instructor at the District Service Center, **refill for Judith Normandin**, BA+45, Step 10 – 1.0 FTE.
- PAUL STEVENS, Law Enforcement Instructor at South Education Center, **additional position due to increased enrollment**, effective August 23, 2011, BA, Step 7 - .33 FTE.
- SHERRI WESTRA, Chinese Instructor at Wayzata High School, **additional position due to increased enrollment**, effective August 23, 2011, MA+15, Step 2 - .4 FTE.
- ALLISON R. WITHAM, English Instructor at City West Academy, **additional position due to increased enrollment**, effective August 23, 2011, BA+45, Step 1 – 1.0 FTE.
- SARINA YOSPIN, Science Instructor at Headway Academy, **additional position**, effective August 23, 2011, BA+15, Step 4 – 1.0 FTE.

#### **B. Reinstatement of Licensure Waivers**

- EMILY AXTMANN, EBD Instructor at Sandburg Education Center, effective August 29, 2011, BA, Step 2 – 1.0 FTE.
- DEBORAH BRODY, EBD Instructor at Sandburg Education Center, effective August 29, 2011, BA, Step 1 – 1.0 FTE.
- ELLEN C. DUNKLE, EBD Instructor at Bren Road Education Center, effective August 29, 2011, MA, Step 5 – 1.0 FTE.
- KARI L. DUNNING, EBD Instructor at Bren Road Education Center, effective August 29, 2011, BA+15, Step 4 – 1.0 FTE.
- SHIOW-JEN LIANG-SUN, Chinese Instructor at Orono High School and Online, effective August 29, 2011, MA+60, Step 4 - .8 FTE.
- ANNE McGANNON, DCD Instructor at Sandburg Education Center, effective August 29, 2011, BA+15, Step 3 – 1.0 FTE.

- JOHN McNALLY, EBD Instructor at Bren Road Education Center, effective August 29, 2011, MA, Step 10 – 1.0 FTE.
- REBECCA MIJAL, EBD Instructor at Sandburg Education Center, effective August 29, 2011, BA+15, Step 1 – 1.0 FTE.
- CHANDRA SCHWAB, Chinese Instructor at Westonka High School and District Service Center, effective August 29, 2011.
- DEBRA M. SETTAMBRINO, EBD Instructor at Bren Road Education Center, effective August 29, 2011, BA+15, Step 3 – 1.0 FTE.
- CHRISTINA SHIDLA, EBD Instructor at Sandburg Education Center, effective August 29, 2011, BA, Step 2 – 1.0 FTE.
- SCOTT SWANSON, EBD/Math Instructor at Bren Road Education Center, effective August 29, 2011, BA, Step 1 – 1.0 FTE.

#### **Reinstatement**

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#### **C. Temporary:**

- ROSELYN BAIER, Curriculum development, effective July 1, 2011 through August 20, 2011.
- PAUL BENNETT, Curriculum development, effective July 1, 2011 through August 20, 2011.
- JANE CHAMPLIN, ELL Instructor at the District Service Center effective July 1, 2011 through July 31, 2011.
- DAVID D. COOK, Work Experience Coordinator at South Education Center effective August 1, 2011 through August 22, 2011.
- THOMAS ELCOCK, Curriculum development, effective July 1, 2011 through August 20, 2011.
- RAINBOW ESPINOSA, ELL Instructor at the District Service Center effective July 1, 2011 through July 31, 2011.
- JACLYN FROST, Curriculum development, effective July 1, 2011 through August 20, 2011.
- DAVID HANSON, Work Experience Coordinator at Edgewood Education Center effective July 22, 2011.
- DEBRA JOHNSON, Curriculum development, effective July 1, 2011 through August 20, 2011.
- GRETA PALMBERG, Curriculum development, effective July 1, 2011 through August 20, 2011.

- MARY PETERS, Curriculum development, effective July 1, 2011 through August 20, 2011.
- SCOTT RICHARDSON, Curriculum development, effective July 1, 2011 through August 20, 2011.
- NANCY SOLIDAY, Reading Specialist at Edgewood Education Center, effective July 20, 2011 through July 27, 2011.
- EVELYN SOUZA JOHNSON, Curriculum development, effective July 1, 2011 through August 20, 2011.
- SCOTT SWANSON, Curriculum development, effective June 1, 2011 through August 20, 2011.
- DAVID VANDenBOOM, ELL Instructor at North Vector Education Center effective July 1, 2011 through August 20, 2011.

**D. Other**

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**2. Extended Leaves of Absence:**

**A. Unpaid**

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**B. Military Leave**

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**3. Separations:**

**A. Dismissal**

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**B. Resignation**

- DENISE L. GOLDMAN, English Language Arts Instructor at South Education Center, effective August 1, 2011.

**C. Retirement (Regular/Disability)**

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**4. Other:**

- NANCY J. ASHER, DCD Instructor at South Education Center, rescind 1.0 Leave of Absence for the 2011-12 school year.

## NON-LICENSED STAFF:

### 1. New Hires:

#### A. Regular

- LOGAN REED, Education Assistant at Bren Road Education Center, **refill for B. Sandifer**, effective August 29, 2011 Step 7 Lane 1 - .875 FTE.
- JENNIFER L JOHNSON, Education Assistant at Bren Road Education Center, **refill for C. Davis**, effective August 29, 2011 Step 5 Lane 5 +BA - .875 FTE.
- VIVIAN JACOBSON, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 9 Lane 4 +90 credits - .875 FTE.
- SHALAH JACKSON, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 11 Lane 4 +90 credits - .875 FTE.
- ROBERT WARD, Education Assistant at South Education Center, **refill for M. Johnson**, effective August 29, 2011 Step 1 Lane 5 +BA - .875 FTE.
- ANN RODNING, Education Assistant at Bren Road Education Center, **refill for J. Gurley**, effective August 29, 2011 Step 11 Lane 4 +90 credits - .875 FTE.
- PARIS KYLES, Education Assistant at Bren Road Education Center, **refill for G. Bradley**, effective August 29, 2011 Step 4 Lane 4 +90 credits - .875 FTE.
- RYAN HENDERSON, Education Assistant at Bren Road Education Center, **refill for F. Schnitzler**, effective August 29, 2011 Step 5 Lane 5 +BA - .875 FTE.
- DANIEL THEWIS, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 3 Lane 5 +BA - .875 FTE.
- ANITA LEONARD, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 6 Lane 3 +30 credits - .875 FTE.
- CHRISTINE ADAMS, Education Assistant at Northwest Tech Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 11 Lane 5 +BA - .875 FTE.
- HOLLY DOLPH, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 5 Lane 5 +BA - .875 FTE.
- CRISTAL SANCHEZ, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 1 Lane 1 - .875 FTE.

- RADOMIR GOSTOVIC, Assistant Cook at Bren Road Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Grade II Step 1 – 10 month - .5 FTE.
- MICHAEL ROBERTS, Education Assistant at Northwest Tech Center, **refill for D. Kurtzweg**, effective August 29, 2011 Step 11 Lane 5 +BA - .875 FTE.

**B. Temporary**

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**C. Substitutes**

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**2. Extended Leaves of Absence:**

**A. Unpaid**

- JAY MELCHIOR, Education Assistant at Bren Road Education Center, .875 FTE for the 2011-12 school year to accept an Instructor position.
- TAMMY MEZZENGA, Education Assistant at West Academy, .875 FTE for the 2011-12 school year to accept an Instructor position.
- NAOMI ECHANDI, Education Assistant at Sandburg Education Center, child care leave, .875 FTE for the 2011-12 school year.
- JOAN REYNOLDS, Education Assistant at Northwest Tech Center, .0625 FTE for the 2011-12 school year.

**3. Separations:**

**A. Dismissal**

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**B. Resignation**

- JESSICA KAST, Education Assistant (to accept Instructor position) at Sandburg Education Center, effective July 20, 2011.
- JODI CHERWENKA, Education Assistant (to accept Instructor position) at Northwest Tech Center, effective June 19, 2011.
- TODD BUBOLTZ, Education Assistant (to accept Instructor position) at Sandburg Education Center, effective August 3, 2011.
- JILLIAN BERG, Parent Child Specialist at SECA, effective August 19, 2011.
- MAREN LINDNER, Education Assistant (to accept Instructor position) at South Education Center, effective August 4, 2011.
- KAREN FIX, Education Assistant at Sandburg Education Center, effective August 10, 2011.

**C. Retirement (Regular/Disability)**

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**4. Other:**

**A.**

# ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT - AUGUST

## Summer School

### Special Education (FY11 wrap-up and FY12 start-up hours)

#### Licensed

#### ONLINE

Joseph Curran  
Dain Liepa  
Susie Peichel

Tom Franke  
Mike Matuska  
William Rauen

Julie Lentz  
Stephanie Owen-Lyons

#### Special Education

Matthew Ahlberg  
Mark Bastiansen  
Ray Devlin  
Kathleen Eide  
Kris Johnson  
Sue LauerBrown  
Kevin Moldenhauer  
Mary Peyton  
Toby Schroder

Michael Anderson  
Suzanne Bodelson  
Ellen Dunkle  
Lynn Fiscus  
Tim Johnson  
Melanie Leite-Carroll  
Kevyn Monier  
Michael Polys  
Debra Settambino

AnnMarie Bailey  
Beth Bruner-Shorten  
Joyce Eckes  
Bryon Fraser  
Mimi Klane  
Becky Moen  
Margaret Oliver  
Peter Rantanen  
Mindy Thompson

# Intermediate District 287

## *Responsive. Innovative. Solutions*

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### INTER-OFFICE MEMORANDUM

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DATE: August 19, 2011

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

RE: **Recommendation for Board Acceptance of Minnesota Organization on Fetal Alcohol Syndrome Grant.**

The Minnesota Organization on Fetal Alcohol Syndrome (MOFAS) has awarded a not-to-exceed grant of \$17,350.00 to the SAFE (Students Addressing Fetal Alcohol Spectrum Disorder through Education) Program at Sandberg Education Center. The core activity funded by this project will be to set up to pilot PLATO online learning capability within the SAFE Program. The grant award period is 7/25/11 – 6/30/12.

## Top Things Board Members Should Know About Intermediate District 287's School Start-up for 2011-2012

Superintendent Lewandowski has again charged staff to focus on four primary areas this upcoming school year. Here are just a few of the highlights of work underway to support efforts in (1) Instruction, (2) innovation, (3) technology, and (4) performance.

### Instruction

Many groups of teachers and administrators have participated in training that will enhance our instruction in 2011-2012: (1) Over 60 staff attended the July three-day seminar "Professional Learning Communities (PLCs) at Work." Expanding the group with deep knowledge of PLCs will allow the district to continue improving our PLC structure and outcomes. (2) The administrative staff participated in a two-day retreat in July to study how the concept of "self-efficacy" can be explored and promoted among staff and students so that we all have the skills to fulfill the challenges expressed by our strategic plan. (3) Staff from North Vista Education Center (NVEC) and South Education Center Alternative (SECA) attended a week long AVID training in Illinois. AVID stands for Advancement via Individual Determination and is a program to prepare underrepresented populations for college. AVID will begin at NVEC this fall and will be in its second year at SECA.



District 287 will be operating four new Care and Treatment programs starting September 2011. On behalf of Wayzata and Eden Prairie we will operate West Academy which will be housed at Bren Rd. On behalf of Osseo and Richfield we will operate PrairieCare with two locations in Maple Grove and Edina. We will also operate Headway Academy located in Hopkins. Headway Academy is a day treatment program providing mental health services to students from all over the metro area. The other programs vary in their focus from residential programs for chemical health issues to partial hospitalization programs for mental illness.

The district is taking many steps to make our Area Learning Center programs lighthouses that will apply best practice in dropout prevention and can be used as models for the Hennepin County graduation initiative. Many work groups throughout the spring and summer have been planning how the district will transform significant elements of intake, instruction, and community engagement. Planning has been particularly urgent because of the agreement with Minneapolis Public Schools to enroll up to 60 additional students in the ALC Plus Program. In this agreement, Minneapolis is sending much needed revenue to support start up costs. For all students in the ALC Plus Program, Hennepin County will fund mental health, chemical health, case coordination, transportation, and systems navigation services for youth referred by County agencies.

### Innovation

The role of the site-based Innovation coaches has been expanded to include instructional technology. A majority of the innovation coach projects incorporate technology and the innovation coach structure is sufficiently flexible to accommodate new areas of focus to more efficiently and effectively exploit the "adjacent possible."

The Itinerant Area will be offering a new service to our member districts. The Pre-referral and Behavior Consultation Team will provide assessment, consultation, environmental evaluation and staff training to address students with Autism Spectrum Disorder and challenging behaviors. This service is intended to provide support to our member district staff so that out of district placements can be reduced and students can remain in the least restrictive environment.

The Hennepin County/Schools Shared Social Work Project is underway. Four social workers, two employed by the County and two employed by Intermediate District 287 (LCTS funds), will conduct their County-wide services from the second floor of the District Service Center. This project, designed to build capacity and eliminate system barriers so that school district and County professionals can readily navigate each others'

student support services, is co-managed by the County and our District. A comprehensive work plan has been designed; one of the first tasks will be to disseminate a needs assessment to County and school district social workers. Hennepin County Commissioners and school superintendents have agreed to support the project for at least three years, at which time outcomes will be evaluated to determine its future.

### Technology

Over 20 staff have created the foundation for the 287 Curriculum Hub. This Moodle-based repository of electronic instructional resources provides the foundation of a district-approved and accessible curriculum while also offering direct instructional resources for students. Several courses were assembled over the summer in the core curriculum and transition areas. These resources will be shared and refined through curriculum groups throughout the year.

We have increased our investment in instructional technology and in using technology to become more efficient. With 108 new Smart Boards, giving us coverage in all of our classrooms, our teachers will have one more avenue to actively engage students. We have also installed a school wide paging system at Bren Road and upgraded the IT infrastructure at Bren Road. Epsilon and NWTC sites had fiber installed this summer and Shady Oak now has triple the bandwidth. Thanks to expanded electronic card access and new security camera's Phase North, NWTC and Bren Road are now safer than ever.

Students in the SUN programs will use Smart Boards in a whole new way! Several curriculum units were developed over the summer and focus on language acquisition and comprehension. These units allow teachers to individualize lessons based on different learning styles, give immediate feedback to student responses and allow for physical movement during instruction and learning.

The PREP Center is now offering on-line courses that are required for Minnesota Department of Education teacher license renewal. Three of the four courses, Reading; Accommodations and Modifications; and Positive Behavior Interventions and Supports, are now supported by the Moodle platform. An additional course, Early Warning Signs of Children's Mental Health Disorders, will be launched this Fall. The Moodle platform allows for dynamic and interactive on-line instruction.

### Performance

On May 1, 2011, District 287 submitted all of the documentation verifying the completion of our 22 Corrective Action Plans. After review by MDE, the District was given the "Complete" status. The monitoring process is extremely challenging and time consuming; however, it does provide an opportunity to evaluate our systems and review our student records. The outcome is better services for students and their families. Our next monitoring visit will be in 2014 and we will begin the "gearing up" work next summer.

We have developed a new, more automated and user-friendly Employee Dependability Procedure to better address chronic absenteeism and tardiness among a small group of employees. To be implemented at the start of the 2011-12 school year.

We have implemented the first ever "Full Scale Emergency Exercise" at Edgewood in cooperation with first responders from the Brooklyn Park police and fire departments, SWAT team, North Memorial Hospital staff and the members of the media. We are in the process of sorting out what we have learned from this event.

The General Counsel/Hr Director is once again meeting with all instructional supervisors to review ongoing employee performance challenges and develop plans for addressing those issues. This year non-instructional supervisors will also participate in this planning process.





## The Road to College:

Rigor, Readiness, and Retention

# The Mission of AVID



***AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.***

# What is AVID?

- A structured, college preparatory system working directly with schools and districts
- A direct support structure for first-generation college goers, grades 4-16
- A schoolwide approach to curriculum and rigor adopted by more than 4,500 schools in 47 states and 16 countries
- A professional development program providing training throughout the world

# The AVID College Readiness System



**ACRS**



**Postsecondary**



## **AVID's Mission**

*AVID's mission is to close the achievement gap by preparing **all** students for college readiness and success in a global society.*

# The AVID Elective Student Profile

## Students With Academic Potential

- Average to high test scores
- 2.0-3.5 GPA
- College potential with support
- Desire and determination

## Meets One or More of the Following Criteria

- First to attend college
- Historically underserved in four-year colleges
- Low income
- Special circumstances

# The 11 Essentials

What is necessary for successful implementation:

1. AVID student selection
2. Voluntary participation
3. AVID elective class offered during the school day
4. Rigorous course of study
5. Strong, relevant writing and reading curriculum

## The 11 Essentials (continued)

6. Inquiry to promote critical thinking
7. Collaboration as a basis of instruction
8. Trained tutors
9. Data collection and analysis
10. District and school commitment
11. Active interdisciplinary site team

# AVID students volunteered at Bridging and Feed My Starving Children.



# AVID students raised \$500 for Feed My Starving Children



## Writing

- Writing Process: Prewrite through Final Draft
- Respond, Revise
- Edit, Final Draft
- Class and Textbook Cornell Notes
- Quickwrites
- Learning Logs and Journals

## Inquiry

- Skilled Questioning
- Socratic Seminars
- Quickwrites/Discussions
- Critical Thinking Activities
- Writing Questions
- Open-Minded Activities

## Collaboration

- Group Projects
- Study Groups
- Jigsaw Activities
- Read-Arounds
- Response/Edit/Revision Groups
- Collaboration Activities
- Tutorial

## Reading

- SQ5R (Survey, Question, Read, Record, Recite, Review, Reflect)
- KWL (What I Know; What to Learn; Learned)
- Reciprocal Teaching
- “Think-alouds”
- Text Structure
- Critical Reading

# A Sample Week in the AVID Elective

## Daily or Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Combination for Block Schedule		Combination for block schedule		

### AVID Curriculum Includes:

- Writing Curriculum
- College and Careers
- Strategies for Success
- Critical Reading

### AVID Tutorials Include:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars



# AVID: 30 Years of Success

Over 30 years, AVID has become one of the most successful college-preparatory programs for low-income, underserved students, and today reaches more than 400,000 students in approximately 4,500 schools in 47 states and 16 other countries/territories.

*Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college.*

# Why AVID Works

- Places AVID students in rigorous curriculum and gives them the support to achieve
- Provides the explicit “hidden curriculum” of schools
- Provides a team of students for positive peer identification, and
- Redefines the teacher’s role as that of student advocate.

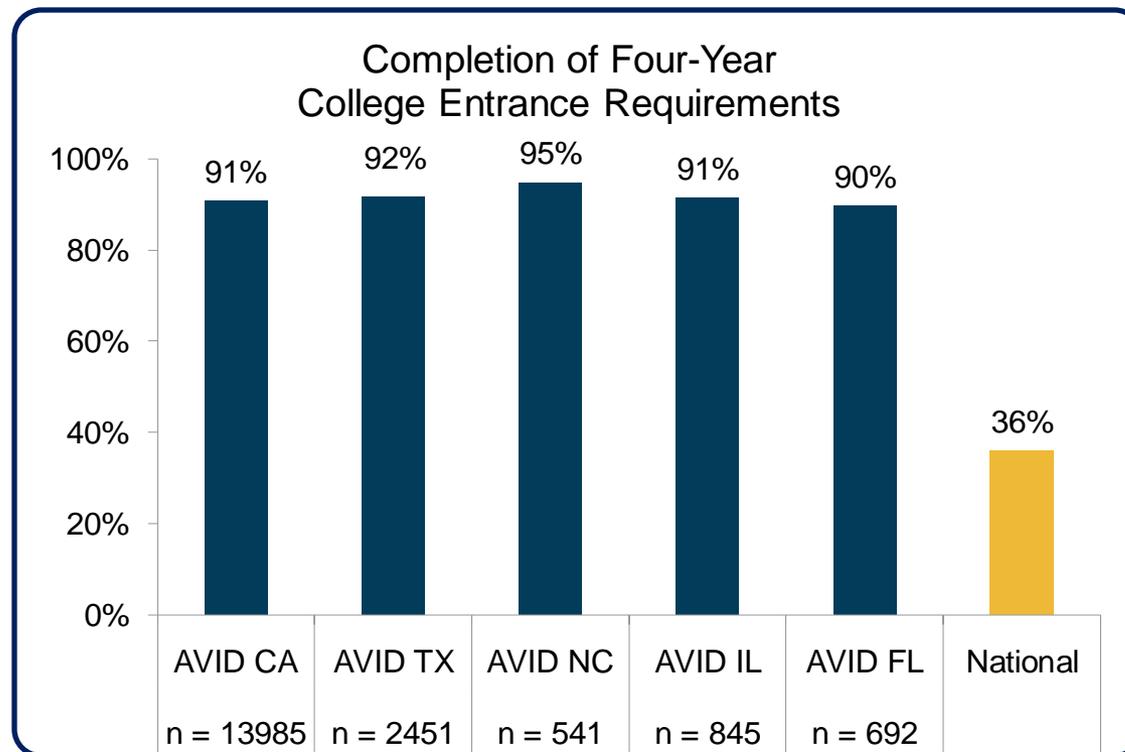
# College Tours



# Completion of Four-Year College Entrance Requirements



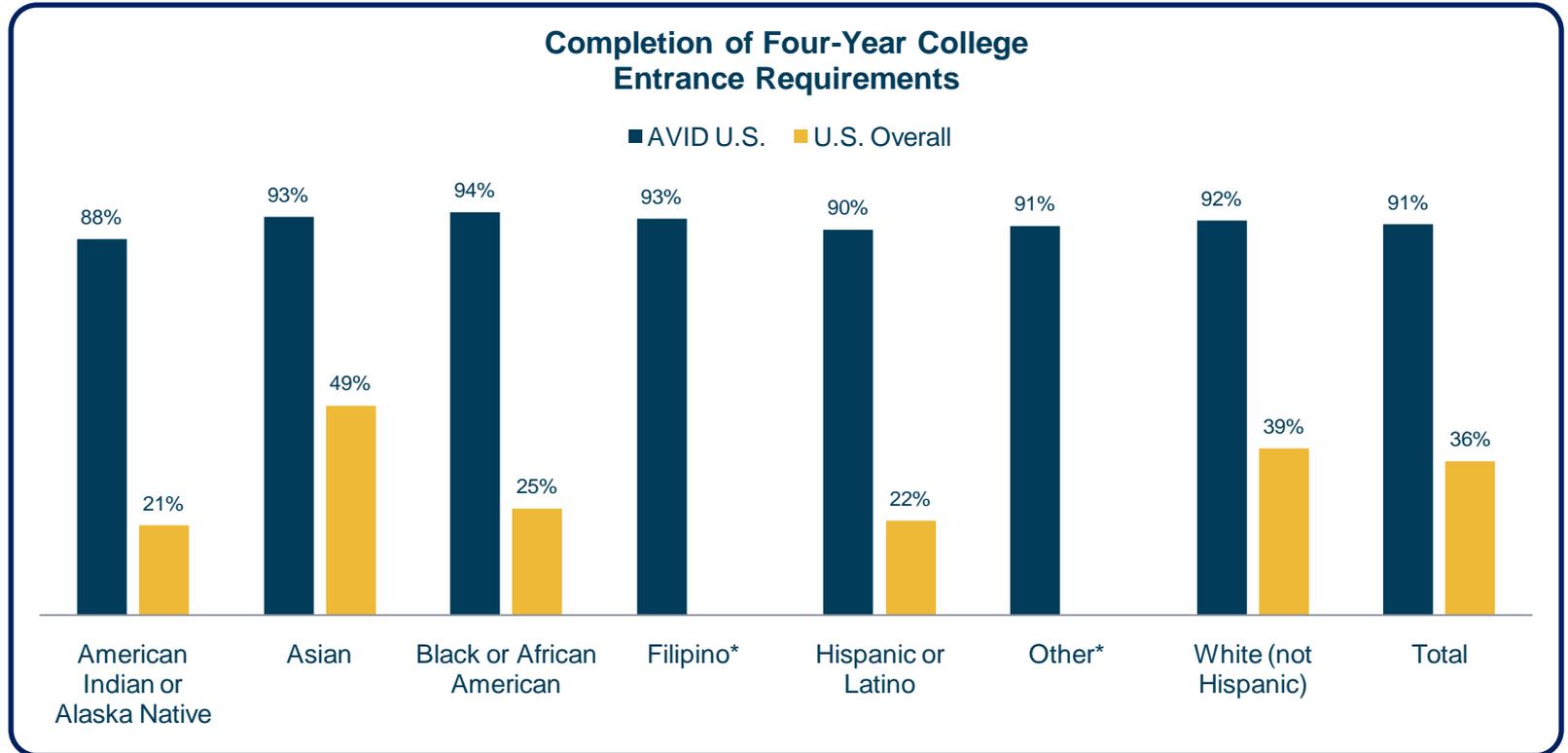
AVID students complete university entrance requirements at a much higher rate than their non-AVID peers.



AVID Center. AVID Senior Data Collection 2009-2010.

Manhattan Institute, Education Working Paper 3. 2003. Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." (The most recent national data available.)

# AVID Closes the Achievement Gap for ALL Students



AVID Center. AVID Senior Data Collection. Study of 22,210 AVID Seniors, [Electronic Database]. (2009 - 2010).

Manhattan Institute, Education Working Paper 3. 2003. Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." (The most recent national data available.) \*Filipino and Other not classified in Manhattan Institute study.

# AVID SEC & North Vista Team



District 287  
South Education Center & North Vista

[www.avid.org](http://www.avid.org)

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

Regular Meeting – August 25, 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 July Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds totals \$25,880,902, or 31.2% of the Original Revenue Budget of \$83,032,508. 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, 70% in FY11, and 60% in FY12. 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 \$4,861,985, or 4.3% of the Revised Expenditure Budget of \$114,163,680.

The numbers as of the end of the prior fiscal year at June 30<sup>th</sup> are very preliminary at this point. They reflect the normal month end which is basically on a cash basis without accrual entries. Numerous receivables and payables are calculated after year-end, and the numbers will continue to change up to and through the audit process later this fall.

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: \_\_\_\_\_

REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report  
 STATEMENT OF REVENUE  
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 07/01/11 TO 07/31/11

RUN: FRI 081911 08:22 PAGE 1

ACCT STATUS: All Account Statuses  
 ZERO BALANCES: Suppress Zero Balances

ACCOUNT RANGES: 01 TO 99-999  
 INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11  
 FISCAL YEAR 201107

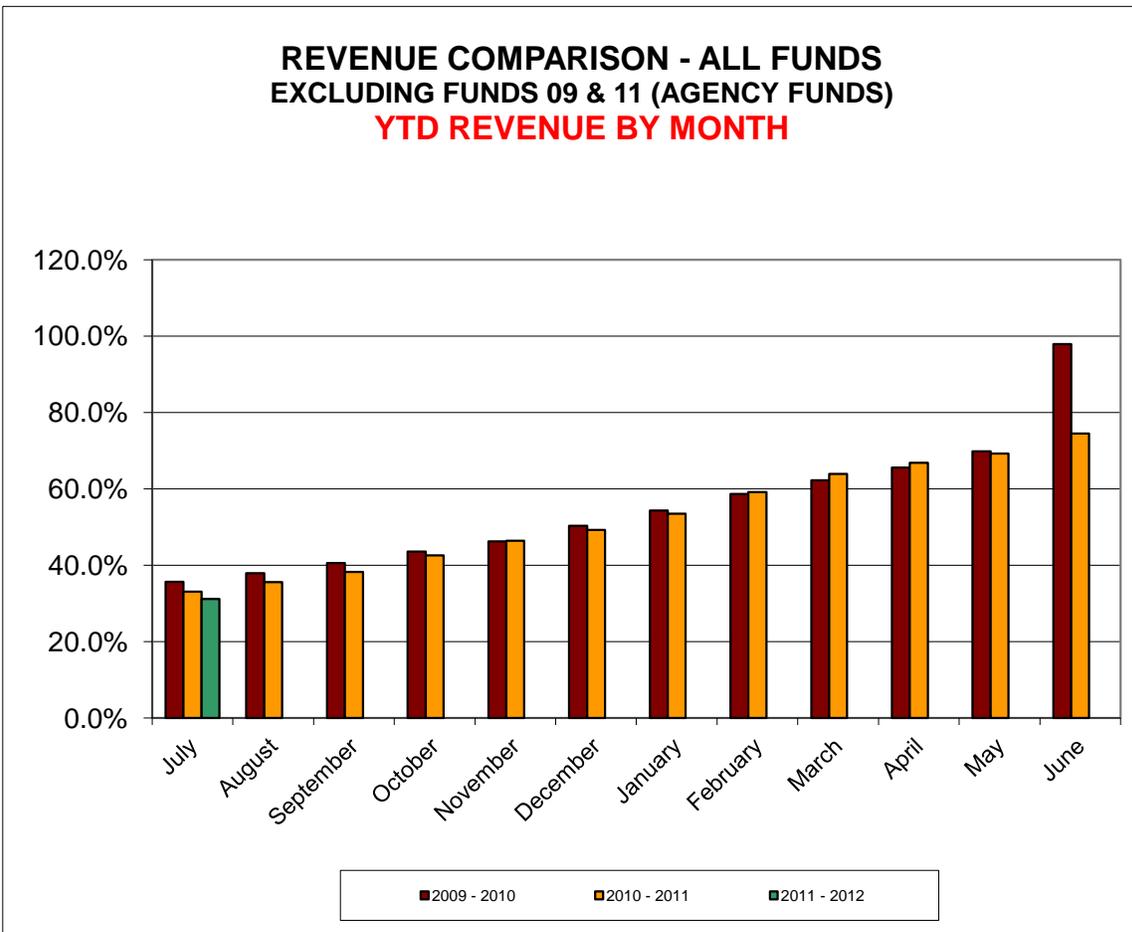
FD	PRIOR YEAR ACTUAL	REVISED BUDGET	07/01/11 TO 07/31/11	RECEIVED THRU 07/31/11	REMAINING ON 07/31/11	PERCENT REMAINING
01 GENERAL FUND	11,038,190.44	18,012,404	8,268,630.35	8,268,630.35	9,743,773.65	54.09 %
02 FOOD SERVICE FUND	266,229.05	320,845	0.00	0.00	320,845.00	100.00 %
04 COMMUNITY SERVICE FUND	240,410.95	288,199	4,241.84	4,241.84	283,957.16	98.52 %
06 BUILDING CONSTRUCTION FUND	33,993,002.67	0	7,205.66	7,205.66	7,205.66-	0.00 %
07 DEBT SERVICE FUND	46,506.35	5,520,000	1,124,249.93	1,124,249.93	4,395,750.07	79.63 %
08 TRUST FUND	446,797.00	0	13,966.24	13,966.24	13,966.24-	0.00 %
10 BREN ROAD	51,336.48	0	0.00	0.00	0.00	0.00 %
12 ALC-ACADEMIC	7,938,913.69	9,126,525	5,509,623.00	5,509,623.00	3,616,902.00	39.63 %
13 CAREER & TECH	1,551,797.78	1,860,719	1,113,556.00	1,113,556.00	747,163.00	40.15 %
14 SPECIAL EDUCATION	34,524,101.03	47,870,516	9,828,661.59	9,828,661.59	38,041,854.41	79.46 %
20 INTERNAL SERVICE FUND	531,348.04	0	10,725.10	10,725.10	10,725.10-	0.00 %
30 KEYSTONE ITD	68,349.00	0	0.00	0.00	0.00	0.00 %
41 DONATIONS	611.17	0	0.00	0.00	0.00	0.00 %
51 STUDENT CLUBS	27,665.39	33,300	42.30	42.30	33,257.70	99.87 %
*** REPORT TOTALS:	90,725,259.04	83,032,508	25,880,902.01	25,880,902.01	57,151,605.99	68.83 %

# DISTRICT 287

## REVENUE COMPARISON - ALL FUNDS EXCL. 09 & 11 (AGENCY FUNDS)

Month	2009 - 2010		2010 - 2011		2011 - 2012	
	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	26,328,904	35.7%	24,850,317	33.1%	25,880,902	31.2%
August	1,643,203	37.9%	1,917,864	35.6%		
September	1,997,224	40.6%	1,976,441	38.2%		
October	2,207,558	43.6%	3,267,074	42.6%		
November	1,982,827	46.3%	2,880,502	46.4%		
December	3,006,224	50.3%	2,114,810	49.2%		
January	2,910,074	54.3%	3,197,405	53.5%		
February	3,203,938	58.6%	4,262,556	59.1%		
March	2,630,766	62.2%	3,559,420	63.9%		
April	2,518,014	65.6%	2,208,715	66.8%		
May	3,090,652	69.8%	1,840,429	69.3%		
June	20,735,897	97.9%	3,929,518	74.5% <sup>1</sup>		
<b>TOTAL</b>	<b>72,255,282</b>	<b>97.9%</b>	<b>56,005,052</b>	<b>74.5%</b>	<b>25,880,902</b>	<b>31.2%</b>
<b>BUDGET</b>	<b>73,818,687</b>		<b>75,178,488</b>		<b>83,032,508</b>	

<sup>1</sup> Pre-audit



REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept  
 STATEMENT OF EXPENDITURES  
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 07/01/11 TO 07/31/11

RUN: FRI 081911 08:22 PAGE 1

ACCT STATUS: All Account Statuses  
 ZERO BALANCES: Suppress Zero Balances

ACCOUNT RANGES: 01 TO 99-999  
 INCLUDE/EXCLUDES: EXL FD 09 09

FD 01	PRIOR YEAR ACTUAL	REVISED BUDGET	FISCAL YEAR 201107				REMAINING ON 07/31/11	PERCENT REMAINING
			07/01/11 07/31/11	EXPENDED THRU 07/31/11	ENCUMBERED THRU 07/31/11			
01 GENERAL FUND	16,935,912.93	18,025,999	1,200,191.71	1,200,191.71	2,383,899.66	14,441,907.63	80.11 %	
02 FOOD SERVICE	324,797.68	320,845	9,768.50	9,768.50	0.09	311,076.41	96.95 %	
04 COMMUNITY SERVICE FUND	242,900.39	288,199	16,498.70	16,498.70	30,929.62	240,770.68	83.54 %	
06 BUILDING CONSTRUCTION FUND	6,414,045.83	31,519,525	0.00	0.00	23,506,010.99	8,013,514.01	25.42 %	
07 DEBT SERVICE FUND	1,501,117.32	5,520,000	2,007,602.12	2,007,602.12		3,512,397.88	63.63 %	
08 TRUST FUND	405,345.78	0	13,966.24	13,966.24		13,966.24-	0.00 %	
12 ALC-ACADEMIC	8,384,392.47	9,126,525	608,018.40	608,018.40	140,091.64	8,378,414.96	91.80 %	
13 CAREER & TECH	1,714,323.09	1,861,719	32,337.59	32,337.59	63,910.39	1,765,471.02	94.83 %	
14 SPECIAL EDUCATION	43,257,126.83	47,467,568	938,985.06	938,985.06	268,830.46	46,259,752.48	97.45 %	
20 INTERNAL SERVICE FUND	448,361.17	0	34,862.94	34,862.94		34,862.94-	0.00 %	
30 KEYSTONE IDT	35,000.00	0	0.00	0.00		0.00	0.00 %	
51 STUDENT CLUBS	37,219.06	33,300	246.61-	246.61-	200.00	33,346.61	100.13 %	
*** REPORT TOTALS:	79,700,542.55	114,163,680	4,861,984.65	4,861,984.65	26,393,872.85	82,907,822.50	72.62 %	

# DISTRICT 287

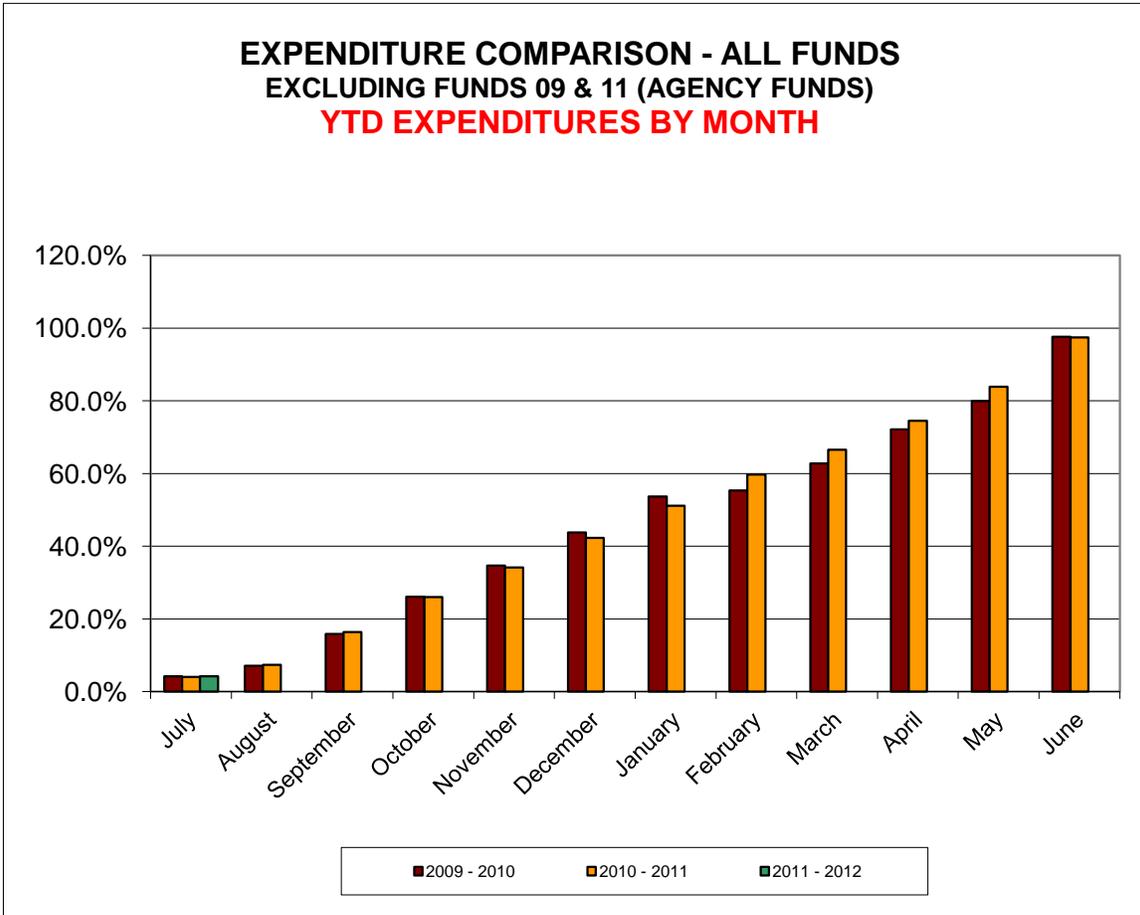
## EXPENDITURE COMPARISON - ALL FUNDS EXCL. 09 & 11 (AGENCY FUNDS)

Month	2009 - 2010		2010 - 2011		2011 - 2012	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	3,100,407	4.3%	2,997,044	4.0%	4,861,985	4.3%
August	2,090,194	7.1%	2,470,164	7.4%		
September	6,381,272	15.9%	6,695,052	16.4% <sup>2</sup>		
October	7,468,578	26.1%	7,071,964	26.0%		
November	6,212,868	34.7%	6,026,323	34.1%		
December	6,626,034	43.8%	6,049,172	42.3%		
January	7,212,163	53.7%	6,554,858	51.2%		
February	1,226,463	55.4% <sup>1</sup>	6,315,161	59.7%		
March	5,379,804	62.8%	5,037,604	66.5%		
April	6,840,093	72.1%	5,900,120	74.5%		
May	5,634,133	79.9%	6,923,777	83.8%		
June	12,871,609	97.6%	10,076,907	97.4% <sup>3</sup>		
<b>TOTAL</b>	<b>71,043,619</b>	<b>97.6%</b>	<b>72,118,146</b>	<b>97.4%</b>	<b>4,861,985</b>	<b>4.3%</b>
<b>BUDGET</b>	<b>72,817,617</b>		<b>74,008,146</b>		<b>114,163,680</b>	

<sup>1</sup> Insurance Costing correction from 7/1/08-2/28/09

<sup>2</sup> Includes \$1,132,399.50 payment for purchase of Hosterman land

<sup>3</sup> Pre-audit



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*Partner in Education*

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DATE: **August 17, 2011**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- |   |                                 |
|---|---------------------------------|
| 1. Claim payments for: <b>July 2011</b>   | Totaling <b>\$ 5,181,947.11</b> |
| a) Check #'s <b>483990 - 484345, 70008850 - 70008993</b><br>and Electronic Wire Transfers out - #'s <b>2244 - 2254, 3061, 80000167- 80000181</b>            |                                 |
| 2. Payroll for: July 2011   | Totaling <b>\$ 1,319,240.33</b> |
| a) Check #'s <b>675355 - 675380</b><br>b) Direct Deposit #'s <b>193165 - 193340, 193517 - 194601</b><br>and Electronic Wire Transfers out - #'s <b>4073</b> |                                 |
| 3. Receipts for: July 2011  | Totaling <b>\$ 9,439,450.78</b> |
| a) Receipt #'s <b>129087 - 129180 * includes Aid Anticip. Cert. deposit of \$5,900,000.00</b>   |                                 |
| 4. Investments at end of month  | Totaling <b>\$ -</b>            |

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

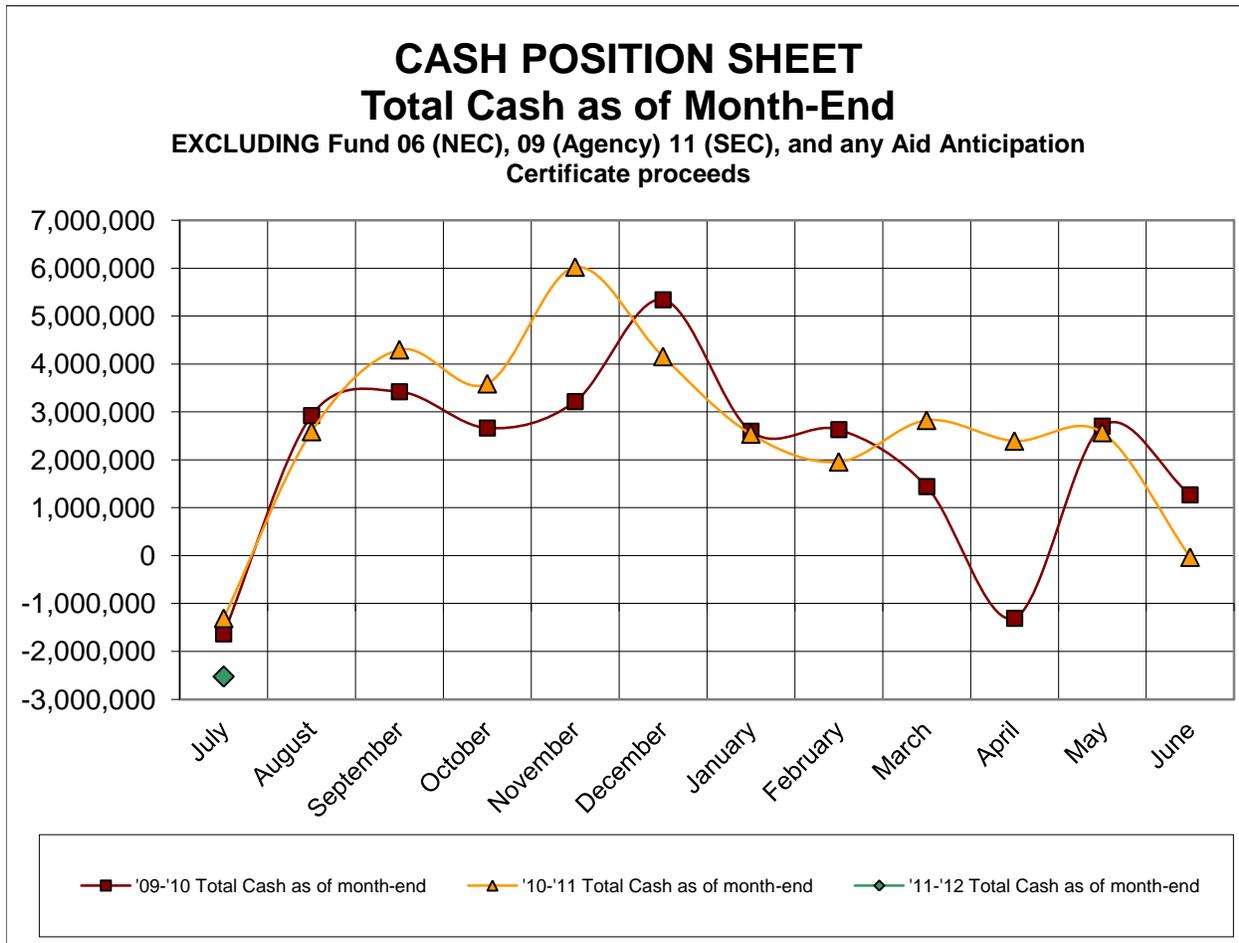
- EXCLUDING Fund 06 (NEC Construction), 09 (Agency) and 11 (SEC Construction)

<u>Date</u>	<u>'09-'10 Total Cash as of month-end</u>	<u>'10-'11 Total Cash as of month-end</u>	<u>'11-'12 Total Cash as of month-end</u>
July	-1,635,886	-1,311,376	-2,523,529
August	2,924,129	2,589,499	
September	3,420,767	4,297,117	
October	2,663,437 <sup>1</sup>	3,587,135 <sup>2</sup>	
November	3,215,281 <sup>1</sup>	6,023,170 <sup>2</sup>	
December	5,343,251 <sup>1</sup>	4,155,869 <sup>2</sup>	
January	2,595,593 <sup>1</sup>	2,536,880 <sup>2</sup>	
February	2,630,541 <sup>1</sup>	1,956,153 <sup>2</sup>	
March	1,441,697 <sup>1</sup>	2,824,310 <sup>2</sup>	
April	-1,306,262 <sup>1</sup>	2,391,598 <sup>2</sup>	
May	2,705,205 <sup>1</sup>	2,569,311 <sup>2</sup>	
June	1,270,575 <sup>1</sup>	-33,370 <sup>2</sup>	

<sup>1</sup> excludes Aid Anticipation Certif. proceeds of \$4,902,195.65 in Oct. 2009, paid back in Sept. 2010

<sup>2</sup> excludes Aid Anticipation Certif. proceeds of \$3,601,990.60 in Oct. 2010

<sup>3</sup> excludes Aid Anticipation Certif. proceeds of \$5,900,000.00 in July 2011



**INTERMEDIATE DISTRICT 287**

**JULY 2011 ACTIVITY**

**WIRE TRANSFERS IN:**

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
07/14/11	PERPICH CTR ARTS	MSDLAF	5372864	641.03	INV#68291 EMPLOYEE LOAN AGREEMENT AUTISM SPED
07/14/11	EDUCATIONAL AID	MSDLAF	9571	86,114.80	01S211 GENERAL ED AID
	EDUCATIONAL AID	MSDLAF	9571	2,273,665.25	01S360 SPECIAL EDUCATION AID
07/19/11	DHS-MMS	MSDLAF	16198	393,413.76	THIRD PARTY IEP SEVICES
07/27/11	MNSCU	MSDLAF	5379664	4,313.20	INV#68280 PO#42961 CAREER PATHWAY PROJECT
	DEPT OF EDUCATION	MSDLAF	5379664	17,871.54	INV#68282 ALTERNATIVE TO SUSPENSION

**MTD TOTALS** 2,776,019.58

**WIRE TRANSFERS OUT:**

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
7/10/11(6/30/11)	MSDLAF	MN DEPT OF REV	80000169	28,900.27	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000168	110,076.39	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	US BANK	80000171	55,367.41	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	EBC	80000167	41,783.46	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000170	8,180.84	EMPLOYEE & EMPLOYER 403B
7/13/2011(6/30)	MSDLAF	BANK CARD FEES	2244	116.41	MERCHANT CARD FEES JUNE11
7/13/2011(6/30)	MSDLAF	BANK OF MONTREAL	2245	55,002.35	P-CARDS JUNE11
07/15/11	MSDLAF	WELLS FARGO	2246	3,926.62	WELLS FARGO BROKERAGE SVS LLC
	MSDLAF	ING	2247	20,361.57	MN STATE RETIREMENT SYSTEM
	MSDLAF	EBC	2248	43,264.03	EMPLOYEE & EMPLOYER 403B
	MSDLAF	MN DEPT OF REV	80000174	34,599.23	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000173	130,274.36	FEDERAL TAXES
	MSDLAF	US BANK	80000176	60,565.97	FEDERAL TAXES
	MSDLAF	EBC	80000172	9,842.59	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000175	3,129.17	EMPLOYEE & EMPLOYER 403B
7/15/11(6/30)	MSDLAF	US BANK		113,719.99	DIRECT DEPOSIT PAYROLL
07/15/11	MSDLAF	US BANK		456,392.91	DIRECT DEPOSIT PAYROLL
	MSDLAF	WELLS FARGO	2249	154,522.34	WELLS FARGO BROKERAGE SVS LLC
	MSDLAF	CHS	2250	23,949.06	CORP. HEALTH SYSTEMS JULY11(6/30/11)
	MSDLAF	CHS	2250	13,966.24	CORP. HEALTH SYSTEMS JULY11
	MSDLAF	US BANK	2251	107.02	ARP FEES VOUCHER MAY11
	MSDLAF	EBC	2252	305,527.00	EDUCATORS BENEFIT CONSULTANT - WIRE
	MSDLAF	ING	2253	214,261.74	MN STATE RETIREMENT SYSTEM
	MSDLAF	US BANK TRUST NA	2254	728,829.85	US BANK LEASE PURCHASE PAYMENT NEC
7/29/2011(6/30)	MSDLAF	US BANK		113,767.98	DIRECT DEPOSIT PAYROLL
07/29/11	MSDLAF	US BANK		614,084.87	DIRECT DEPOSIT PAYROLL
	MSDLAF	MN DEPT OF REV	80000179	39,476.14	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000178	148,462.35	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	US BANK	80000181	75,145.19	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	EBC	80000177	10,887.42	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000180	3,583.53	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	3061	4.98	ARP FEES RECEIPT ACCT MAY11
	MSDLAF	US BANK	4073	121.52	ARP FEES PAYROLL ACCT MAY11

**MTD TOTALS** 3,622,200.80



# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

**GROUP:** Facilities Committee

**DATE:** August 16, 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:** Colleen Baumtrog, Janet Johnson, Linda Johnson, Michèle Kunz, Sandy Lewandowski, Tom Shultz, Rick Wessling (TSP), Jeff Walker (J.E. Dunn), Patrick McEvoy (J.E. Dunn)

**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
<p>1. <a href="#">J.E. Dunn Construction Update</a></p>	<ul style="list-style-type: none"> <li>Committee members will receive construction update</li> </ul>	<p>20 minutes Jeff Walker</p>	<p>Jeff W distributed 3-week construction schedule and provided update. Everything is on schedule. Highlights include:</p> <ul style="list-style-type: none"> <li>Wells on-going; underground work started last week</li> <li>KMH set steel in area B1 and B2</li> <li>SOG rough-ins in area C will be done today</li> <li>Doboszenski will finish installing drainage fill in area C today</li> <li>Thermal trenching at NW well field began yesterday</li> <li>Gresser will pour mechanical slab at area C roof the same time as SOG to stabilize for vibrations from rooftop unit</li> <li>GSM to set roof top unit at area A tomorrow</li> </ul>
<p>2. <a href="#">Weekly Risk Report, WRR</a></p>	<ul style="list-style-type: none"> <li>Committee members will understand the most recent Weekly Risk Report (WRR)</li> <li>Committee will be asked to recommend a change order for Board approval</li> </ul>	<p>30 minutes Jeff Walker Site Supt.  Jeff Callinan Project Manager</p>	<ul style="list-style-type: none"> <li>Risk #16 – Voids in geothermal well field – Hole #194 is complete; hole #200 was grouted and is now also complete; waiting to hear from State on hole #204 <b>Note:</b> Now that this is complete, we need to get a final figure with breakdown from J. E. Dunn.</li> <li>Risk #17 – MN State Government shut-down – risk closed out. State is back working (includes inspectors) without impact.</li> </ul> <p>It was noted that as stated in the Purchase Agreement, Robbinsdale District 281 is responsible for any hazardous materials found on-site. This was mentioned as oil has been found in the soil most likely from spills/leaks from Hosterman.</p> <p>Change Order #10 in the amount of \$10,417 to enlarge 3 door frames into the gymnasium to allow tricycles to pass through without opening both doors was discussed.</p> <p><b>As only 2 Board Committee members were present, it was decided to recommend approval of the Change Order from the full Board at the August 25 meeting.</b></p>

<p>3. Demountable Wall Update</p>	<ul style="list-style-type: none"> <li>Committee members will understand contract and recommend for Board approval.</li> </ul>	<p>5 minutes Tom Shultz</p>	<p>The mock-up of the demountable wall system was installed at SEC and inspected by program staff. Big improvements were noted over the previous system. A pallet of colors is available; the walls can also be painted.</p> <p><b>The 2 Board Committee members present recommend the full Board award the Demountable Wall System Best Value Contract to Henricksen for \$1,957,414.87 at the August 25 meeting.</b></p>
<p>4. Technology Contract</p>	<ul style="list-style-type: none"> <li>Committee members will understand contract and recommend for Board approval.</li> </ul>	<p>5 minutes Tom Shultz</p>	<p>The final pre-award meeting for the Technology contractor for the NEC was held August 8. The original budget presented by TSP for this portion of the construction was \$1,760,655. <i>All systems Installation, Inc.</i> was determined to be the Best Value contractor, and was also the low bid at \$1,586,751.90.</p> <p>Tom S noted that District 287 has worked with 2 of the subcontractors previously with good results.</p> <p>He further noted that <i>Construction Today Monthly</i> has contacted him regarding the NEC project. They will be interviewing several people involved in the project to do a feature article on the NEC in October.</p> <p><b>The 2 Board Committee members were present, it was decided to recommend the full Board award the Technology Best Value Contract to All Systems Installation, Inc. for \$1,562,722.48 at the August 25 meeting.</b></p>
<p>5. NEC Finance Report</p>	<ul style="list-style-type: none"> <li>The group will discuss the monthly NEC Finance Report and approve of its use each month.</li> </ul>	<p>30 minutes Janet Johnson</p>	<p>Janet J provided the Finance Report which included the current demountable wall and technology figures. Janet will get the geothermal well figure for the August 25 Board meeting. Note that this will not be the actual Change Order.</p>
<p>6. DSC Redesign Proposal</p>	<ul style="list-style-type: none"> <li>Committee members will understand the preliminary proposal to redesign space and purchase furniture out of the "Assigned – General Fund Property Account" for the DSC and endorse the administrations's request to proceed to develop a project plan and budget which will be brought back to the Committee and full Board for approval.</li> </ul>	<p>45 minutes Tom Shultz Janet Johnson</p>	<p>Sandy L gave an overview of the current design of the District Service Center which serves 3 major purposes:</p> <ul style="list-style-type: none"> <li>Administrative Services</li> <li>Itinerant Services</li> <li>Conference Center</li> </ul> <p>Information was provided as part of the process to seek Board approval to proceed with the development of a project plan for the redesign of office space and the replacement of furniture to maximize work efficiency and technology tools.</p> <p>The budget amount has not yet been determined and no vendors have been selected. The funds would come from the <i>Assigned – General Fund Property Account</i> that has a current balance of \$708,706. These funds can only be used for capital projects at the DSC and requires School Board approval.</p> <p>It is estimated that the project would not deplete the entire balance of funds.</p> <p>This was presented as information only at this point. It was recommended to have a building tour for Board members at a later date.</p>

**HANDOUTS:**

1. **Weekly Risk Detail**
2. **Weekly Risk Summary**
3. **Demountable Wall Contract Award Memo**
4. **Technology Contract Award Memo**
5. **NEC Monthly Finance Report**
6. **NEC Change Order Memo**
7. **DSC Redesign Memo**

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

**Regular Meeting – August 25, 2011**

**AGENDA SECTION: Administrative Services / Facilities Report**

**ITEM: Approval of Change Order for NEC**

**PRESENTED BY: Peyton Robb, Board Facilities Committee Chair**

**1. Background Information**

At the August 16 Board Facilities Committee meeting, Change Order #10 was presented for approval by the Committee (which is within the Levels of Authority that was previously Board approved). As only 2 Board Committee members were present at that meeting, this agenda item was not voted on. Therefore, it is being presented with the recommendation for Board approval. This Change Order is to enlarge 3 door frames into the gymnasium which allow the tricycles to pass through without opening both doors.

**Total     \$ 10,417.00**

**2. Fiscal Impact/Funding Source: Consistent with the financing plan using Taxable Certificates of Participation, Series 2010E (Qualified School Construction Bonds – Direct Pay) and Tax Exempt Certificates of Participation, Series 2011A.**

**3. RECOMMENDED ACTION: Recommendation for Board approval for the NEC construction change order in the amount of \$10,417.**

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

# Intermediate District 287

## *Responsive. Innovative. Solutions*

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### INTER-OFFICE MEMORANDUM

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DATE: August 16, 2011

TO: Sandra Lewandowski, Superintendent

FROM: Thomas Shultz, Director of Facilities

RE: **Recommendation of Construction Change Order Approval  
for North Education Center**

At the August 16 Board Facilities Committee meeting, Change Order #10 was presented for approval by the Committee (which is within the Levels of Authority that was previously Board approved). As only 2 Board Committee members were present at that meeting, this agenda item was not voted on. Therefore, it is being presented with the recommendation for Board approval.

This Change Order is to enlarge 3 door frames into the gymnasium which allow the tricycles to pass through without opening both doors.

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

Regular Meeting – August 25, 2011

**AGENDA SECTION:** Administrative Services / Facilities Report

**ITEM:** Award of Demountable Wall Contract for NEC

**PRESENTED BY:** Thomas Shultz, Director of Facilities

**1. Background Information**

Henricksen PSG was determined to be the Best Value contractor via the Best Value process utilized by Intermediate District 287 for the demountable wall system for the North Education Center. The two Board Facilities Committee members present at the meeting held August 16, 2011 recommend the Board approve and award the Demountable Wall Contract to Henricksen PSG to provide the material and install this system.

**Total**      \$ 1,957,414.87

**2. Fiscal Impact/Funding Source:** Consistent with the financing plan using Taxable Certificates of Participation, Series 2010E (Qualified School Construction Bonds – Direct Pay) and Tax Exempt Certificates of Participation, Series 2011A.

**3. RECOMMENDED ACTION:** Recommendation for Board to award demountable wall contract to Henricksen PSG for the amount of \$1,957,414.87.

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

# Intermediate District 287

## *Responsive. Innovative. Solutions*

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### INTER-OFFICE MEMORANDUM

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DATE: August 16, 2011

TO: Sandra Lewandowski, Superintendent

FROM: Thomas Shultz, Director of Facilities

RE: **Recommendation for Demountable Wall System Best Value Contract Award for North Education Center**

The final pre-award meeting for the demountable wall system for the North Education Center was held on Tuesday, July 19. *Henricksen* provided all required documentation per the RFP. All Risks and Value Adds were discussed and decisions were made relating to all items.

*Henricksen* has been determined to be the Best Value contractor via the Best Value process utilized by District 287. Recommendation for award to *Henricksen* as Best Value Contractor, and approval of the contract to *Henricksen* at a price of \$1,957,414.87 for the demountable wall portion of the North Education Center is requested.

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

**Regular Meeting – August 25, 2011**

**AGENDA SECTION: Administrative Services / Facilities Report**

**ITEM: Award of Technology Contract for NEC**

**PRESENTED BY: Thomas Shultz, Director of Facilities**

**1. Background Information**

All Systems Installation, Inc. was determined to be the Best Value contractor via the Best Value process utilized by Intermediate District 287 for the technology portion of the North Education Center, and this contractor also happens to be lowest bidder. The two Board Facilities Committee members present at the meeting held August 16, 2011 recommend the Board approve and award the Technology Contract to All Systems Installation, Inc. to provide the material and install this system.

**Total     \$ 1,562,722.48**

**2. Fiscal Impact/Funding Source: Consistent with the financing plan using Taxable Certificates of Participation, Series 2010E (Qualified School Construction Bonds – Direct Pay) and Tax Exempt Certificates of Participation, Series 2011A.**

**3. RECOMMENDED ACTION: Recommendation for Board to award Technology Contract to All Systems Installation, Inc. for the amount of \$1,562,722.48.**

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

# Intermediate District 287

## *Responsive. Innovative. Solutions*

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### INTER-OFFICE MEMORANDUM

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DATE: August 16, 2011

TO: Sandra Lewandowski, Superintendent

FROM: Thomas Shultz, Director of Facilities

RE: **Recommendation of Technology Best Value Contract Award  
For North Education Center**

The final pre-award meeting for Technology Contractor for the North Education Center was held on Monday, August 8. *All Systems Installation, Inc.* provided all required documentation per the RFP. All Risks and Value Adds were discussed and decisions were made relating to all items.

*All Systems Installation, Inc.* has been determined to be the Best Value contractor via the Best Value process utilized by District 287, and was also the low bid at \$1,562,722.48. Recommendation for award to *All Systems Installation, Inc.* as Best Value Contractor, and approval of the contract to *All Systems Installation, Inc.* for the technology portion of the North Education Center is requested.

The top three contractors that were interviewed as part of the Best Value process were:

All Systems Installation, Inc.	\$1,562,722.48
Gephart Electric Co., Inc.	\$1,574,217.00
Parsons Corporation	\$1,640,834.00

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## District 287 School Board Information DSC Redesign & Furniture Project

Administration is seeking Board approval to proceed with the development of a project plan for the redesign of office space and the replacement of office furniture at the District Service Center or DSC.

### **Background Information**

The Mission and Strategic Plan of District 287 has changed in recent years and our work to be the “premier provider of innovate specialized services” has brought about significant changes throughout the organization. Among the changes that continue to occur are in the area of facilities and work space. Five years ago 287 had 22 sites and today only ten, which have been designed and furnished to reflect our Mission and Strategic Plan. Our work at the DSC has changed since the purchase of our current furniture and the basic configuration of office space that took place more than 25 years ago. One example of this change is that Hennepin Technical College moved out of the space on 2<sup>nd</sup> & 3<sup>rd</sup> floors. Another example is the work of Itinerant staff. Over the past several years, the method of service delivery for Itinerant staff has changed significantly. Yet, their work space has remained unchanged for more than 25 years and it no longer supports the new and more efficient service delivery model. In short, our method to address new positions and the need for new or different work space at the DSC has been piece meal at best, and non-existent at worst. The district has stepped back from this project over the last few years to focus on the approval and completion of the North Education Center (NEC) building project. The DSC staff need a more modern, efficient, and in some cases, more mobile work space.

### **Project Goal & Budget**

The goal of this project is to have DSC office space that is consistent with the leadership model of collaboration, reflect our strategic mission of providing innovative & responsive solutions, support our high performing and healthy staff as well as maximizing work efficiency utilizing the furniture and technology tools that we all use. The budget amount has not yet been determined. If approved, the budget would come from the “Assigned – General Fund Property Account” which has a fund balance of \$708,706. This account can only be used for capital projects at the DSC and the use of funds from this account requires School Board approval. The selection of furniture for the DSC in conjunction with the NEC will allow for greater discounts for both sites. It is an optimum time to coordinate purchases of furniture collectively, for both sites.

### **Project Managers**

Director of Facilities, Tom Shultz and Purchasing Manager, Pat Harris, will be working together and leading this project. The Strategic Innovation Team or SIT, will be guiding & monitoring the project as it is developed.

### **Description of Project**

Phase I of the project will include the development of criteria that will help a project team determine standards and a general layout of offices that will best meet the overall needs of District 287. The project team will include representatives from key areas of first and second floors at the DSC.

Phase II will include the redesign of Itinerant Services, Finance Services, and Student Information Systems.

Phase III will include the redesign of the first floor departments on the south side of the DSC, using the standards and product line established in Phase I.

**Intermediate District 287**  
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## **DRAFT REVISION POLICY/ FIRST READ**

### **DISTRICT POLICY**

**POLICY SERIES: Financial Planning & Operations**

**SUBJECT: Goals - Finance**

**BOARD APPROVED: May 2007**

**REVISION DATE:**

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## **FPO100 Goals - Finance**

### **I. PURPOSE**

The purpose of this policy is to ensure that the Board's priorities for the District are effectively implemented through the annual revenue and expenditures budgets.

### **II. GENERAL STATEMENT OF POLICY**

The achievement of the District's purposes can best be reached through sound fiscal management. The Board recognizes that quality education is central to the purpose of the District and that fiscal management is a valuable tool to use in achieving this purpose.

### **III. BOARD GOALS**

In the District's fiscal management, the Board seeks to meet the following goals:

1. Engage in thorough advanced financial planning, with broad-based staff and community involvement;
2. Develop an annual operating budget that effectively implements the Board's goals and priorities for the District;
3. Develop budgets and guide expenditures in order to receive the greatest educational return for the dollars expended;
4. Establish levels of funding that will provide high quality educational opportunities;
5. Maintain maximum efficiency in all aspects of accounting, reporting, purchasing and contracting;
6. Use the best available techniques of long-range planning, budget development and administration;
7. Limit borrowing to those instances in which extreme circumstances cause cash liquidity problems;

8. Purchase competitively without prejudice and seek maximum value for each dollar expended;
9. Conform to standard business and accounting practices with respect to receipting, safeguarding and depositing funds, both cash and checks, collected within District programs.
10. Provide for an annual audit of the books and records of the school district to provide guidance and a record of the financial position of the District; and
11. Maintain adequate insurance coverage for the most economical cost.

Monday, August 8, 2011

To: Fellow School Board Members

Re: My Motivation to Write Article

Note: The School Administrator is the house organ for 20,000 members of the American Association of School Administrators (AASA)

**Point of Departure:** I was prompted to write this article this past winter as I read publicity arising out the boundary line changes and associated controversy in Eden Prairie.

In my opinion, public school education plays a critical role in strengthening the three essential cords for survival of a democracy:

- 1) Opening doors for *all* youth to learn essential skills, knowledge and attitudes – *promoting individualism;*
- 2) Bringing a “melting pot” of pupils together – *stretching the understanding of community in a diverse society;* and
- 3) Teaching how a democratic society works most successfully -- *protecting both individualism and community from inherent excesses.*

It seems to me that there is a basic human desire *to cluster within interest groups* (types of enclaves). High degrees of comfort are found in situations that bring like-minded people together, that reinforce past experiences, and that appear to serve self interests -- at least in the short run.

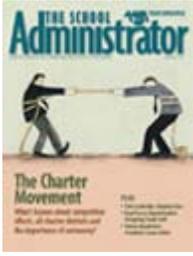
At the same time there is a clear need for citizens within a complex, interdependent, democratic society *to embrace the principle of the greater good of all*. This ideal has been articulated in several foundational documents in the history of our democratic government.

**I believe school controversial issues – bonds, operating levies, boundary line controversies, etc. -- are a manifestation of these tugs of heart and varying points of perspective, a drama that is usually played out within local communities.**

**Simultaneously, the struggles within the State of Minnesota and at the national level over with taxes, entitlements, and balanced budgets give this ever-existent tension between “I” and “We” a panorama viewing.**

Sincerely,

Don Draayer



The School Administrator

August 2011 Number 7, Vol. 68/ The Charter Movement| 32-37  
Feature

## The Two Rivers of Public Education

Why our representative democracy relies on both individualism and community to be delivered through its public schools by DONALD DRAAYER

America is blessed with two river systems that feed and nourish the country by their periodic flooding. One mighty river is *individualism* (the entrepreneurial drive to advance and make a difference). The other river is *community* (wherein communal interests strengthen the whole community over the parts). Monitoring and regulating these two watersheds is *representative democracy*.

These three strands protect and strengthen the American economic, social and political structure. They tie together the fundamentals at the core of our country.

When tax-supported public schools were first established in the mid-1800s, the avowed purpose was universal education. But education to what ends? The shorthand answer is this: Protect, strengthen and advance the three strands within the democratic chord in times of great change.

Now, 150 years later, in the first decade of the 21st century, many are asking whether public schools continue to benefit our nation's needs and purposes. Here is my answer: "Yes, absolutely yes!"

### Supporting Individualism

Public schools' support for development of individualism, the I strand in American life, is accomplished in five significant ways:

**DIRECT INSTRUCTION OF BASIC SKILLS.** The initial focus of the public school is on teaching the four R's: reading, writing, arithmetic and relationships — the basic learning tools that open the student to communication and the world of knowledge.



Don Draayer, long retired from the superintendency in Minnetonka, Minn., views public schooling as the optimum institution for promoting democracy.

**A BROAD, IN-DEPTH CURRICULUM.** How large must a school be to offer breadth and depth in curriculum to advance development of the I strand without incurring excessive per-pupil costs? The most commonly cited number for secondary schools is around 1,000 students. This number can be larger when two corollary conditions are present: (1) The student body is composed of highly motivated students whose personality, self-confidence and earlier learning track prepare them for success in a larger student body, and (2) alternative learning programs, charter schools and online courses are available for students who, for whatever reason, do not fit well within larger school settings.

**QUALITY TEACHING.** Quality teaching has three components: knowledge of subject matter; mastery of how individuals and groups of students best learn and the ability to apply that knowledge in a classroom; and exhibition of the intangible element of human relationship wherein a student senses the teacher really cares.

The first two components are matters of the mind and can be learned. The third element relates more to matters of the heart — interpersonal skills, generosity of spirit and enthusiasm for learning that enlists individual students to commit fully to the learning journey.

**REPORTING OF ACHIEVEMENT.** The I strand in the lives of students is reinforced by practices relating to grading, testing, positive recognition and promotion. Students quickly learn their individual efforts in all aspects of school performance are duly recorded and reported to parents, next year's teachers, college registrars and future employers.

**PUBLIC SCHOOL POLITICS.** Students learn from their elders more often than we acknowledge. When public school issues such as board elections, referenda and boundary-line changes are discussed in the home or community, students listen, talk and formulate their own views.

In most cases, the adult discussion boils down to four questions: What can I afford to pay? How will my home or residence value be affected? How will the quality of education for my child and other children change? How will the local community, state and nation be improved or harmed?

The I strand feature in the first two questions is plain to see. The We strand surfaces in the third question and moves to the front and center in the fourth question. Like good stage theater, the I and We struggle with one another throughout the script. However, citizens write the end of the story, which is representative democracy in action.

Citizens show that they still believe the public schools serve and benefit the I strand of children's education. The majority of parents choose the mainstream public school option for their children.

Significantly, more parents elect to move children in and out of various public school settings based on their judgment of what best serves the individual child at that time. Public school choice is an operational reality for growing numbers of parents.

### **Community Strand**

The community strand represents the We in human development. When the Pilgrims landed at Plymouth Rock in 1620, they didn't rush to shore to build their individual cabins. They first spent three days forming and writing the Mayflower Compact, which included primary ends for the colony as well as the means of representative governance.

One of those stated ends was to act in accord with the general good of the colony. This was rephrased later in the U.S. Constitution as the general welfare clause. The clear intent in these historical documents was to guarantee the general good of the citizenry would be one of the mainstays within American society.

Early proponents of public schools in the mid-1800s drew heavily upon the community's We strand. At that time, immigrants were arriving by the boatloads. They brought sharp differences in language, race, color, religion, customs and systems of governance.

Assimilation of all residents into the fabric of American life and its political framework became a national priority. Public education was given the commission of uniting diverse peoples, beginning with the mix of all youth in public schools.

The melting pot imperatives of the 19th century are equally, if not more, apparent in the 21st century. Today, waves of new immigrants continue to bring significant cultural and religious differences into American life.

As has been true through the years, newcomers to America often congregate in neighborhoods; worship in their own temples, mosques, churches or synagogues; and shop in their own specialty stores, all of which delay their assimilation into the American culture.

Americans have become widely separated from one another by age, income strata, residence location and job specialization. Rural America has become less prosperous. Urban centers have become the home to more immigrants and to those falling on hard times. Outer-ring suburbs tend to draw people with higher incomes. Retirees are moving to age-restricted residences.

The workplace was the farm or small-town business where everyone had a common vocabulary and understood the work world of everyone else. Today, Americans have little understanding of the work lives of the people next door. Thus, in-depth, meaningful, interpersonal contacts among people who hold different beliefs, practice different customs or travel in different circles are more limited than they used to be. Broad civic engagement and the mutual trust that energizes and unites people within a democratic society are more difficult to achieve in the 21st century.

This is where public education continues to play an essential role. Public schools in their best form enroll students from the broad span of community life and help them learn how to bridge differences in language, race, cultural traditions, income level, religion and country of origin.

Public schools, better than any alternative education system, support the community's We strand in our body politic — the general welfare of all. More precisely, public schools help students, when they are most malleable, gain an understanding of basic humanity and civility that bind the human race together. Public school students carry these understandings and attitudes consciously and unconsciously into and through their adult lives.

### **Democracy Strand**

Public schools also serve the purposes of representative government, the third of the three foundational strands within a democratic republic. Any type of educational system can teach *about* representative democracy, but book learning alone has one severe limitation: It often introduces the idea in the mind without developing a personal attachment to it. Locally based, tax-supported public school education does both!

Public schools provide the context in which representative democracy is not only taught but also caught through personal experience.

Representative democracy becomes alive and real to American citizens through the election of public school board members from a slate of locally known candidates who are neighbors and friends. Public schools hold public hearings for citizens on issues such as taxes, referenda and boundary-line changes. Students observe these adult proceedings and absorb the lessons. As youth mature, they move naturally and comfortably into the framework of representative democracy.

Furthermore, public schools encourage ongoing, personal communication between the home and school about the learning progress of individual children and children at large. The flow of information includes issues and challenges for the school system as a whole. Such openness, interaction and flow of information provide vitality within representative democracy.

The public school system in America begs the question: Who's the boss? Every state constitution gives ultimate power for public schools to the state legislature. But who elects legislators? In truth, public schools constitute a network of partners who are beholden to one another in a circular order with no one really on top or bottom.

Founders of our republic instituted representative democracy for this very reason: They were fearful of power, concentrated authority and most everything that might keep the common man from distinguishing himself during his own lifetime. They set term limits for most elected officials, which put citizens at large in

charge of the nation's destiny and made sure every two, four, or six years elected officials would again be accountable to the electorate.

When public schools were formed, meritocracy — not aristocracy or wealth or power or social class or income or happenstance of birth — was intentionally built into the system. In effect, public schools were charged to give full support to broad-based, representative government, which is the third important strand in the democratic chord.

Although public education does not provide exclusive exposure to representative democracy, it does provide for the best hands-on knowledge about and face-to-face, local experience with representative democracy for this reason: parental self-interest. Love for their own children prompts close attention to and participation in local public school education, which also engages other family members, friends and neighbors who are part of the child's caring community.

### **Interplay of Strands**

The individualism strand contributes to the prosperity and material rewards that many individual Americans enjoy today. The community strand in American life has reached high points beyond which earlier generations could only dream.

In a simplified sense, the I strand earns the money, a portion of which is collected as taxes, and the We strand spends the tax money on what is believed to be the common good. These two strands need one another and shield each other from destructive tendencies.

In the extreme, the I of individualism can lead to anarchy wherein cooperation for the common good is lost through too much self-interest by individuals who band together for purely selfish reasons.

In such cases, the political, economic and social system can break down, and fear, hunger and despair can grip the minds and hearts of citizens. What arises is the temptation to turn power over to a single leader who promises freedom from want and need but destroys liberty, who promises peace and safety but usually resorts to war and destruction and who promises generalized good but invariably falls into the trap of ego-inflated, personal self-interest.

In the extreme, the We of community can lead to excessive entitlements, the costs for which can exceed what income and taxes the individual can sustain. Two dangers accompany this downward journey. The first is financial bankruptcy, which occurs when money borrowed exceeds what can be paid back, when public confidence is lost, and when international trade and banking are suspended.

The second is attitudinal bankruptcy — a gradual attitudinal transformation away from self-initiative and hard work to that which concludes that the government owes me and will take care of my needs. The most common companion political structure in this situation is socialism, which historically has led to economic stagnation.

What mediates these two underlying strands in our republic — the I and the We — is representative democracy with its checks and balances, term limits and the power of one vote per American citizen. This allows voters to gauge the temper and needs of the time and to move their elected and appointed leaders in the direction of the individualism strand or the community strand, as warranted by the judgments of the citizenry at the voting booth.

Public education is uniquely positioned to prepare the present and future generations of youth for this ongoing deliberation and conflict resolution.

### **Stabilizing Democracy**

Public schools encourage the development of individual abilities, interests and knowledge. They prepare students to dream, think, plan and act, thereby feeding the human instinct to achieve and make a difference in this world. They also reveal the dangers of elitism, hubris, excess and greed, which can destroy community.

Public schools reveal and teach the importance of community in the lives of individuals. The lives of children from different backgrounds are woven into a greater community life where people may not always display great love but will listen and show respect. Public schools highlight how selflessness, generosity, forgiveness and service weigh heavily in the quality of human life and teach that excesses can harm individual rights and needs, overspend the nation's budget on entitlements, erode the entrepreneurial spirit of individuals and literally destroy the benefits of community in the process.

In closing, three strands — individualism, community, and representative democracy — constitute key strengths underlying our democratic society. No institution other than the public school is a better match to serve and strengthen these three strands within the democratic chord. In so doing, the public school also serves as a relatively quiet but powerful stabilizing influence in our nation, generation after generation.

**Don Draayer, the 1990 National Superintendent of the Year, serves on the school board of Intermediate School District 287 in Plymouth, Minn. E-mail: [dondraayer@comcast.net](mailto:dondraayer@comcast.net)**

August 2011  
vol 8 ♦ no 9

## Learning Beyond the Classroom in Hopkins

### AMSD Calendar

**August 12, 2011**

**Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul**  
Guest speaker:  
Dr. Bill Morris

**August 26, 2011**

**Executive/Legislative Committee Meeting, 7:30 a.m., TIES Building, St. Paul**

**September 9, 2011**

**Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul**

**September 30, 2011**

**Executive/Legislative Committee Meeting, 7:30 a.m., TIES Building, St. Paul**

Samantha Franko spent a portion of her senior year mapping her chromosomes in a lab at HCMC (Hennepin County Medical Center). Senior Elizabeth (Biz) Washko, on the other hand, fed sharks and sea turtles, and wrote material for interactive exhibits at Sea Life Minnesota. The two students are both part of ProPEL (Professionals Providing Experience for Life), a 36-week program that allows students to explore a career path before entering college.

In the spring of 2011, 19 students had unique mentorships through ProPEL, which is led by Hopkins High School teachers Jesse Theirl and Kirsten Slinde. The first part of the year is focused on teaching students how to do “work,” which includes team-building exercises, résumé writing, stress management, interview skills, and other skills that help prepare them for life outside high school. Students choose a career path that they would like to explore and establish their mentorships by identifying and contacting prospective mentors.

Slinde said the most rewarding part of the experience is seeing the excitement in the students. “Some of the students say this is the best experience they have had in high school,” she said.

*Continued on page 2*



Samantha Franko with advisor Kristen Slinde at her HCMC mentorship.

### From the Chair:

**T**he unprecedented size of the education payment shift used to balance the state budget cast a long shadow over the recently completed special legislative session. The State of Minnesota now owes our public schools almost \$3 billion - \$2.2 billion due to the school aid payment shift and another \$660 million due to the property tax recognition shift. While the use of the shift helped prevent direct cuts to education, it will mean school districts throughout the state will be forced to engage in short-term borrowing and incur millions of dollars in borrowing costs.

The shift overshadowed some otherwise helpful provisions that were included in the Omnibus E-12 Education Bill. Several AMSD priorities were included in the bill that offer much needed relief from state mandates. In addition, the bill maintains funding commitments to special education and the integration revenue program. The bill wisely did not include proposals to implement a voucher system or expand tax credits for private school tuition – initiatives that lacked accountability and have not proven successful in increasing student achievement in other states.

It has been an honor and a privilege to serve as AMSD chair for the past year. I am constantly impressed by AMSD board members’ dedication and commitment to our students. Important work remains in front of us. Critical task forces on integration and teacher evaluation will be appointed and charged with developing recommendations over the interim. It is imperative that AMSD members remain engaged in these efforts and I have no doubt that they will do so.

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

### AMSD’s Mission

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



Association of  
Metropolitan School Districts

# Hopkins mentorship program allows students to test drive a career before college

Continued from page 1

## A passion for genetics

The ProPEL experience confirmed Franko's passion for genetics. She plans to attend the University of Minnesota College of Sciences in the fall.



Elizabeth Washko feeds a sea turtle at Sea Life Minnesota.

"I love genetics and have been interested in science since my ninth-grade biology class," said Franko. "I just want to figure it out—it's like a puzzle. I can now see this as something that I want to do for the rest of my life."

This is the first year HCMC has taken on a high-school intern, and it took effort to get Franko in the door. Privacy laws prevent unauthorized personnel from working with patient information. Four people had to sign off on Franko's mentorship before she was authorized to be in the lab, and she could only work with her own DNA. Dr. Fink, Franko's mentor, has been impressed with Franko's ability and interest in the subject. He attributes her success in part to the number of AP (Advanced Placement) classes that she has taken.

Samantha is ahead of where a lot of high-school students may be, and her knowledge base is very strong," said Fink. "She is very bright and motivated, and I have been impressed. I am teaching her the same stuff that I teach residents."

## Team work and sea turtles

Washko's ProPEL experience is quite different from Franko's, but she has the same positive feelings about the program. Washko said her favorite part of the job is waking up at 6 a.m. and heading to her Saturday morning shift at Sea Life Minnesota, where she starts her day cutting up fish and feeding them to the sharks and the sea turtles who live in the aquariums. She would not have it any other way. "I enjoy working with the animals," said Washko. "I have learned what they eat and how they behave. I would say this has been an immersion experience for me."

Washko's mentor, Trish Ruf, is more than satisfied with the ProPEL experience.

She attributes Washko's success to her ability to take initiative from day one. "She seemed to have a really good sense for reality when she came in and was excited to do any of those jobs," said Ruf. "She is ready to go and an active team member."

Ruf was particularly impressed with Washko's willingness to do any task, whether it be wiping down tanks, explaining exhibits to customers, or feeding the animals. Ruf looks for these traits when making hiring decisions and offered Washko a part-time summer job as a result of her ProPEL performance.

Washko is still firming up her post-graduation plans, which will most likely lead her out of Minnesota—at least for a while. She is looking to pursue a degree in wild-life management at a handful of out-of-state colleges, and is also considering joining the US Coast Guard to pursue marine science.

## Other ProPEL mentorships

This year, the following companies are participating in ProPEL mentorships: Center Drug in Hopkins, Octagon, University Minnesota, Bio Fuels Lab, Hopkins Center for the Arts, Minnesota Timberwolves, Event Marketing Department at Mall of America, Caplan & Tamburino Law Firm, Gatewood Elementary, Minneapolis Regional Chamber of Commerce, Citizens Café, The Bureau of Alcohol, Tobacco, Firearms and Explosives, 3M, KARE 11, HGA Architects and Engineers, Gillette Children's Specialty Healthcare, Rogue Set Media (Film Production), and Children's Hospitals and Clinics of Minnesota (Radiology).



Elizabeth Washko feeding sharks in the aquarium at Sea Life Minnesota.

*This month's member spotlight was submitted by Jolene Goldade, Public Relations/Communications Coordinator, Hopkins Public Schools.*

### Another Education Payment Shift Part of Budget Agreement

After the regular 2011 legislative session adjourned without a budget agreement between Governor Dayton and the legislature, educators were left to wonder when a resolution would appear. Many capitol insiders speculated a shutdown was inevitable. Sure enough, after a month of budget negotiations, the June 30 deadline passed without a budget agreement and many state government services were shut down. Thanks to favorable court rulings, school districts continued to receive general education aid, property tax credits, debt service equalization and state and federal aids supporting special education. However, the Minnesota Department of Education was virtually shuttered. This meant that teacher licenses could not be renewed and state assessments could not be given. In addition, school districts with summer construction projects were faced with not being able to have the required safety inspections performed which threatened to bring some projects to a halt.

Finally, the path to ending the shutdown was opened when, on July 14, Governor Dayton announced he would accept an offer legislative leaders had made on June 30 with some contingencies. This set the wheels in motion for what was to be a long weekend of negotiations on budget bills and policy issues. Behind closed doors and without public input, the budget bills were assembled by agency staff, legislators and the Governor's office over the weekend and into the beginning of the week.

On Tuesday, July 19, 2011, the Governor announced he was calling legislators into special session. Advocates all stood by waiting for the bills to become public. One by one they were made available on the legislature's website. The K-12 Education bill, the last to arrive, made its appearance on the website around 1:30am and the bill was passed a short time later. In total, the legislature passed 12 budget bills to put an end to the shutdown. The shutdown lasted 20 days; the longest shutdown in national history.

While the increased delay in education aid payments was a major disappointment, the final education bill included several AMSD priorities and initiatives.

Specific provisions in the bill include:

- Education shift increased to 60/40
- \$50 per year increase on the formula
- Special education growth factors remain at current law levels
- January 15th deadline and penalty are repealed
- Safe schools maintenance of effort requirement is repealed
- 2% staff development set aside is waived for 2 years
- Integration aid continues but program, as it currently exists, is phased out after this biennium
- An integration aid replacement task force is created to develop recommendations for re-purposing integrations funds
- Inter-district transportation is funded at \$14.9 million in FY 12 and \$16.6 million in FY 13
- Magnet school grants are repealed
- Home school mandate relief was included
- Early graduation scholarships are included

#### AMSD Initiatives Adopted

- January 15th deadline and penalty are repealed.
- Safe schools maintenance of effort requirement is repealed.
- 2% staff development set aside is waived for 2 years.
- Fund transfer flexibility.
- Simplified ballot language for renewal of capital project levies.

*Continued on page 4*

**Education bill includes AMSD priorities**

*Continued from page 3*

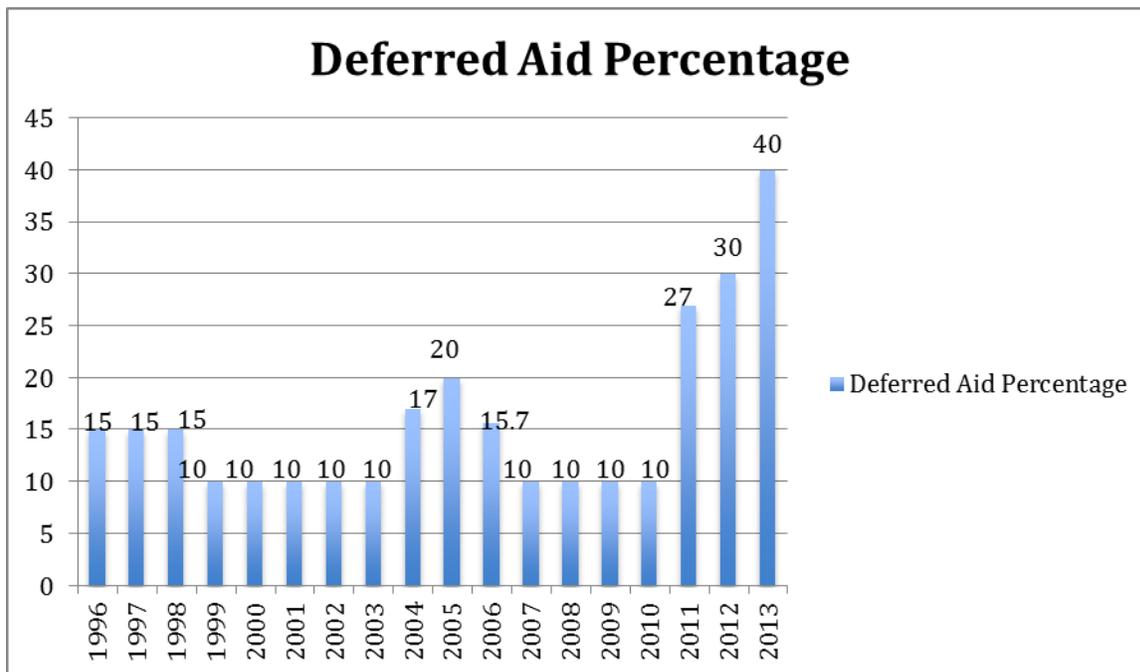
- Expanded use of operating capital revenue – leasing vehicles and costs associated with closing a school facility
- New requirements for evaluation of probationary teachers
- Principal evaluation process established
- Literacy incentive aid established
- Tiered licensure advisory task force established
- Funding for early childhood literacy programs
- Prone restraint allowed under specified conditions until August 1, 2012
- School district not obligated to serve non-resident student in Care and Treatment facility who does not have an IEP
- Streamlined health and safety process
- Simplified ballot language for renewal of an existing capital projects levy
- Fund transfer flexibility

**Supporting Public Education:**

- No vouchers or expansion of private school tax credit.
- Special education and integration funding maintained.

Perhaps the most troubling aspect of the final budget agreement is the reliance on \$1.4 billion in one-time money to close the budget gap. As you can see from Figure 1, the reliance on school aid payment deferrals as a one-time budget fix continues to be a tool in the policy maker’s tool box. The unfortunate reality is that this “tool” simply kicks the proverbial can down the road instead of solving the budget with reliable and sustainable funding streams.

**Figure 1: Deferred Aid Payment Percentage Since 1996**



Source: Tim Strom, *Minnesota School Finance: A Guide for Legislators* (St. Paul: Minnesota House of Representatives Research Department) 110.

**AMSD Members:** Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville-Eagan-Savage, Columbia Heights, East Metro Integration District 6067, Eastern Carver County Schools, 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, North St. Paul/Maplewood/Oakdale, Northeast Metro District 916 (Associate Member), Northwest Suburban Integration District (Associate Member), Orono, Osseo Area Schools, Richfield, Robbinsdale, Rosemount-Apple Valley-Eagan, Roseville, Shakopee, South St. Paul, South Washington County, Spring Lake Park, St. Anthony/New Brighton, St. Cloud Area, 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 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month
<b>JULY 28, 2011</b> <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
<b>AUGUST 25, 2011</b> <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 Board Bucket Policies Furniture Project	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) Negotiations
<b>SEPTEMBER 8, 2011</b> Superintendent Goals Bloomington – Closed Session	<b>SEPTEMBER 22, 2011</b> 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
<b>OCTOBER 13, 2011</b> Prior Year Agenda Review Restraints and Seclusion – Instructional Report Resolution for Sale of Bonds for NEC Cash Flow Borrowing	<b>OCTOBER 27, 2011</b> Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report
<b>NOVEMBER 10, 2011</b> <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
<b>DECEMBER 8, 2011</b> <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**

# School Board Planning Calendar 2012

## \*\*TENTATIVE DATES\*\*

1 <sup>st</sup> Meeting of the Month		2 <sup>nd</sup> Meeting of the Month	
<b>JANUARY 12, 2012</b> <b><i>Organizational Meeting</i></b> Oath of Office Election of Board Officers Bloomington Withdrawal Update FY10 Audit		<b>JANUARY 26, 2012 (Start Time 6:30 PM)</b> Financial Report December NEC Facility Committee Report Legislative Initiatives Strategic Plan Review & Measurement Report - Steve will be here.	
<b>FEBRUARY 9, 2012</b> Superintendent Mid-Year Evaluation Procedure NEC Vote Transportation Presentation		<b>FEBRUARY 23, 2012</b> 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	
<b>MARCH 8, 2012</b> Communication with Local Boards		<b>MARCH 22, 2012</b> Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update	
<b>APRIL 26, 2012</b> <b><i>(Only one Board meeting this month!)</i></b>			
Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update		NEC Facility Committee Report Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2011-2012	
<b>MAY 10, 2012</b> PBIS Data Update Diversity & Recruitment Report		<b>MAY 24, 2012</b> Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution PLC Data Report Highlights Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs North Education Center (NEC) Facility Community Report	
<b>JUNE 14, 2012</b> Superintendents Evaluation	Financial Report May PLC Data Report 2010-11 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety	<b>JUNE 28, 2012</b> Final ULA Resolution for Licensed Staff Board Evaluation Health & Safety Assessment 99 Report Superintendent & School Board Evaluation to plan for Board Retreat outcomes	

**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**  
**August 25, 2011**  
**SCHOOL BOARD CALENDAR**

## August 2011

25	Thursday	General Board Meeting	6:30PM	Board Rm
29	Monday	Welcome Back: North Education Center	9:00AM	Gym
29	Monday	Welcome Back: South Education Center	1:00PM	Gym
30	Tuesday	Welcome Back: Bren Road Education Center	9:00AM	Gym
30	Tuesday	Welcome Back: Northwest Tech Center	1:00PM	Gym
31	Wednesday	Welcome Back: Edgewood Education Center	9:00AM	Gym

## September 2011

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

## October 2011

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

## November 2011

10	Thursday	General Board Meeting	6:30PM	Board Rm
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## December 2011

08	Thursday	General Board Meeting	6:30PM	Board Rm
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\*\*TENTATIVE DATES\*\*

## January 2012

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

## February 2012

09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm

## March 2012

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

## April 2012

26	Thursday	General Board Meeting	6:30PM	Board Rm
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## May 2012

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

## June 2012

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

- ◆ 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