

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 September 8, 2011
 - 4.2. Routine Human Resource Activities for September 22, 2011
 - 4.3. Vocational Evaluation & Training (VET) Northland Lease Amendment
 - 4.4. NEC Change Orders
5. **SHARE THE SUCCESS & RECOGNITIONS - None**
6. **SUPERINTENDENT'S REPORT - (20 minutes)** *(Information)*
 - 6.1. Annual Report on Crisis Management Plan
 - 6.2. Superintendent Communication
 - 6.3. Letter to First Lady Obama
 - 6.4. Get on the Bus & Local 2209 Breakfast Schedule 2011-2012
7. **INSTRUCTIONAL REPORT - (15 minutes)**
 - 7.1. Care & Treatment
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. Change Order #17 Related to Additional Wells *(Action)*
 - 8.2.3. Change Order #18 Related to Wires for Transformers *(Action)*
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (20 minutes)** *(Information)*
 - 9.1. Policy Review & Revision
 - 9.1.1. Board Bucket Policies
 - 9.1.1.1. Proposed Policy Rollout for the School Year
 - 9.2. Board Reports *(Information)*
 - 9.2.1. Chair Report
 - 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 - September 22, 2011
 - 9.3.3. Local 2209 Uniflyer
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING

Intermediate District 287

June 8, 2011

MINUTES

1. CALL TO ORDER

Chair Ann Bremer called the regular meeting to order at 6:31 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
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
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 270/Ronbeck

Guests:

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

287 Staff Members: Bruce Mulder, Sandra Gaulke, and David VanDenBoom

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 August 25, 2011; Hennepin County Day Care Contract Amendment and Hennepin county Teen outreach Program Agreement, and Recommendation for Board Acceptance of Minnesota State Arts learning Grant. *Motion by Ann Bremer, seconded by Carter Peterson, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski briefly updated the Board on the excitement surrounding the new school year. 100 new staff participated in the New Staff Academy and all staff attended one of six welcome-back events held in several district locations. Sandy also reported that the first day back for students was one of the best she had experienced.

Sandy briefly gave an overview on the suggested 2011-2012 Superintendent Goals with the recommendation to prioritize five main goals: 1) strategies will be developed to improve trust and transparency in District 287's fiscal structure as it relates to tuition billing, including the MDE Special Education Tuition Billing System, and its impact on all billing processes including the core fee and non-member access fees; 2) the School Board will be provided data to finalize the financing and construction of the North Education Center (NEC) with confidence our cost commitment to member districts will be realized; 3) Develop a model ALC program that leads to a meaningful diploma for students and includes, new assumptions about what high school should be, new practices to keep students in school, and increased school engagement via a personalized/electronic learning plan; 4) facilitate a regional process to raise graduation rates from 68% to 80% with an outcome to develop individual district action plans or a plan to contribute to the collective goal of raising graduation rates in Hennepin County; and 5) a fair, collaborative and well communicated conclusion will be realized with Bloomington Public Schools as a result of their withdrawal from Intermediate District 287. *Motion by Ann Bremer, seconded by Carol Bomben, to approve the 2011-2012 Superintendent Goals as presented. All in favor. Motion carried unanimously.*

Sandy announced to the Board that Intermediate District 287 received \$500.00 from Books for Schools Award from Target. Intermediate District 287 was nominated by a former North Vista Education Center student.

7. INSTRUCTIONAL REPORT

Dr. Char Myklebust, Executive Director of Mental health/Partnerships and Dr. Jane Holmberg, Executive director of Teaching and Learning, presented to the Board an overview on how Hennepin County Regional Graduation goal has guided district leadership to begin implementing significant changes in Area Learning Center (ALC) programs, particularly ALC Plus. Work began this summer to examine the indicators of a successful regional model to address the dropout crisis. The district created a plan based on these indicators that had been drafted at the March “Innovation Incubator” meeting of stakeholders from across the County. The plan resulted in a vision statement that in effect has created a checklist for important program components and expresses the sentiment that “Everyone is getting a meaningful diploma.” In order to implement all areas of the vision, the district is using the resources available through Hennepin County to create additional supports and is creating a Personalized Learning Plan (PLP) for each student that is based on their strengths. The electronic PLP tool, a TIES product, will not only provide individual information for students, it also will provide program-level data for leaders.

8. ADMINISTRATIVE SERVICE REPORTS - None

9. BOARD BUSINESS

Policy Review & Revision

Ms Anne Becker, General Counsel/Human Resources Director presented and recommended approval of the Financial Planning and Operation, FPO100 Policy. *Motion by Carter Peterson, seconded by Nancy Rowley, to approve the Financial Planning and Operation, FPO100 Policy as presented. All in favor. Motion carried unanimously.*

Chair Report

Chair Bremer announced to the Board that Board member Bomber and Chair Bremer will join the Board Facilities Committee.

AMSD Report - None

Once Around the Table

Board member Rykken announced St. Louis Park district changed Food Service providers; they will have more cooked dishes and fresh foods, less pre-package foods.

Board member Kunz announced Orono district is renewing a technology levy, and the district received a \$50,000 grant from STEMS.

Board member Johnson announced Robbinsdale district had a “Great Start of School”. The district has also moved to Goggle docs.

Board member Henke announced Osseo district deployed 3600 new PC’s throughout the district over the summer.

Board member Thielsen announced Brooklyn Center district started a new program with Kindergartners to balance their classes. Also, the district has changed their busing schedule.

Board member Bomben announced Eden Prairie district will not be running a referendum. Also, the district has flipped their start schedule this year. Today was the kickoff of the district’s new Global Learning Center.

Board Chair Bremer announced Westonka district had a “Great Start of School”. One of our district programs called “Westonka Summer Institute”; we had enough students to send students on two trips. One group went to Peru and the other group went to Costa Rica, it’s a 10 day trip and the students raise the money to pay for it their selves.

Board member Rowley announced Richfield district has installed artificial turf. Richfield is entering the second year of the STEM program and it’s our 5th year of Dual Language. Richfield will be running a referendum.

Board member Robb announced Edina district has two referendums, also the district refinanced the 2004 Bonds and will save \$500,000 per year.

Board member Draayer briefly talked about “Quality of Education”.

Laura Keller-Gautsch announced we had over 100 new students start this fall in our Care & Treatment programs.

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:57 PM.

The next general meeting will be held on September 22, 2011, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Vice-Chair _____ Clerk _____
Date _____ Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – September 22, 2011**

LICENSED STAFF

1. New Hires:

A. Regular

- ERICA J. BAUER, EBD Instructor at SECA, **additional position**, effective August 23, 2011, MA, Step 4 – 1.0 FTE.
- JUSTIN R. POHL, EBD Instructor at SECA, **additional position**, effective August 23, 2011, BA+45, Step 10 – 1.0 FTE.
- SARAH E. SIRNA, Reading Specialist at the District Service Center, **additional position**, effective August 23, 2011, MA+15, Step 8 – 1.0 FTE.
- ANDREW H. VOLK, Math Instructor at Shady Oak, **additional position due to increased enrollment**, effective August 23, 2011, BA, Step 2 – 1.0 FTE
- SHERRI C. WESTRA, Chinese Instructor at Wayzata High School, **additional position due to increased enrollment**, effective August 23, 2011, MA+15, Step 2 - .4 FTE.
- BRIAN WHEAT, Science Instructor at South Education Center, **additional position due to increased enrollment**, effective August 23, 2011, MA+15, Step 5 – 1.0 FTE.
- MELISSA WINSHIP, School Counselor at SECA, **additional position due to increased enrollment**, effective August 23, 2011, MA, Step 1 – 1.0 FTE.

B. Reinstatement of Licensure Waivers

- GREG BAKER, AUTO Body Instructor at SECA effective August 29, 2011, BA, Step 7 – 1.0 FTE.
- BRIAN BURNS, EBD Instructor at South Education Center effective August 29, 2011, BA+30, Step 1 – 1.0 FTE.
- LUKE B. CARLSON, Reading Instructor at SECA effective August 29, 2011, BA, Step 7 – 1.0 FTE.
- JANET DUNNOM, Law Enforcement Instructor at Eden Prairie Campus effective August 29, 2011, BA, Step 6 - .72 FTE.
- CONNIE HALL, Medical Careers Instructor at Eden Prairie Campus effective August 29, 2011, Step 12 – 1.0 FTE.
- SARAH KNOX-NGUYEN, Food Service Assistant Instructor at Brooklyn Park Campus, effective August 29, 2011, BA, Step 6 - .4 FTE.
- ANDREW R. WARD, Social Studies Instructor at Hennepin County Home School effective August 29, 2011, BA+45, Step 7 – 1.0 FTE.

Reinstatement

- DAVID COOK, Work Experience Coordinator at South Education Center, recall from ULA, effective August 29, 2011, BA, Step 10 - .4 FTE.

C. Temporary:

- MICHELLE COMMANDER, Curriculum development, effective July 1, 2011 through August 29, 2011.
- THOMAS ELCOCK, Curriculum development, effective July 1, 2011 through August 29, 2011.
- DEBRA K. JOHNSON, Curriculum development, effective July 1, 2011 through August 29, 2011.
- JENNIFER JOHNSON, DHH Instructor at the District Service Center, effective July 1, 2011 through August 26, 2011.
- KAREN KETTLER, DHH Instructor at Northwest Tech Center, effective September 6, 2011 through June 8, 2012.
- AMANDA KLUTMAN, EBD Instructor at Bren Road Education Center, effective August 22, 2011 through August 26, 2011.
- CHAR MYKLEBUST, Online Licensure Instructor at the District Service Center, effective July 1, 2011 through August 11, 2011.
- LINDA OBERG, SEL Coordinator at South Education Center, effective August 15, 2011 through August 26, 2011.
- MARY PETERS, Staff Training planning for Algebra, effective August 1, 2011 through May 31, 2012.
- CHRISTINA SHIDLA, Staff Training planning for Algebra, effective August 1, 2011 through May 31, 2012.
- BETH STRUVE, Physical Therapist at the District Service Center, effective June 10, 2011 through June 30, 2011.
- AMY TUKUA, Curriculum development, effective July 1, 2011 through August 29, 2011.

D. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

-

3. **Separations:**

A. **Dismissal**

-

B. **Resignation**

-

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

-

4. **Other:**

-

NON-LICENSED STAFF:

1. **New Hires:**

A. **Regular**

- KENNA SHEARMAN, Education Assistant at Prairie Care – Maple Grove, **additional position due to increased enrollment**, effective August 29, 2011 Step 7 Lane 1 - .875 FTE.
- SARAH EKELUND, Education Assistant at Sandburg Education Center, **refill for N. Echandi**, effective August 29, 2011 Step 7 Lane 5 +BA - .875 FTE.
- CARLOS MYLES, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 11 Lane 4 +90 credits - .875 FTE.
- EMILY SCHMIDT, Parent Child Specialist at Sandburg Education Center Alternative, **refill for J. Berg**, effective August 29, 2011 Step 7 - 1.0 FTE.
- NICHELLE DILLON, Education Assistant at Northwest Tech Center, **refill for J. Cherwenka**, effective August 29, 2011 Step 2 Lane 5 +BA - .875 FTE.
- GINGER ROHLEDER, Education Assistant at Northland Business Center, **refill for S. Troutman (transfer)**, effective August 29, 2011 Step 8 Lane 3 +30 credits - .875 FTE.
- DEBRA GORMLEY, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 11 Lane 5 +BA - .875 FTE.
- DIAN JOHNSON, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 10 Lane 5 +BA - .875 FTE.

- KRISTEN FIELDS, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 3 Lane 5 +BA - .875 FTE.
- SUSAN STRADTMANN, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 11 Lane 4 +90 credits - .875 FTE.
- LAWRENCE PARRETT, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 8 Lane 2 +15 credits - .875 FTE.
- BEAU HILLESHEIM, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 8 Lane 2 +15 credits - .875 FTE.
- TESSA FLORES-CASTILLO, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 2 Lane 5 +BA - .875 FTE.
- COREY RAMSEY, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 11 Lane 5 +BA - .875 FTE.
- ERIC MCCABE, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 5 Lane 5 +BA - .875 FTE.
- CHRISTINA SCHOLBERG, Education Assistant at Edgewood Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 8 Lane 5 +BA - .875 FTE.
- ELIZABETH STETTNER, Clerical at the District Service Center, **new position**, effective August 29, 2011 Grade IV Step 2 – 12 month.
- TIKKIA OSBORNE, Parent Child Specialist at Sandburg Education Center Alternative, **refill for L. Rehm**, effective August 29, 2011 Step 9 - 1.0 FTE.
- VENA JONES, Education Assistant at South Education Center, **refill for M. Lindner**, effective August 29, 2011 Step 5 Lane 5 +BA - .875 FTE.
- KAREN MACHACEK, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 11 Lane 4 +90 credits - .875 FTE.
- JOSEPH KANE, Education Assistant at West Academy, **additional position due to increased enrollment**, effective August 29, 2011 Step 5 Lane 5 +BA - .875 FTE.
- DAVID LEGARDE, Education Assistant at Bren Road Education Center, **refill for J. Melchior**, effective August 29, 2011 Step 10 Lane 5 +BA - .875 FTE.
- KRYSTA RAYFORD, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 4 Lane 5 +BA - .875 FTE.

- ANNE HARTMAN, Education Assistant at West Academy, **additional position due to increased enrollment**, effective August 31, 2011 Step 7 Lane 5 +BA - .875 FTE.
- LAUREN ROMANOFKY, Clerical at the District Service Center, **refill for K. Peterson**, effective September 7, 2011 Grade III Step 2 – 1.0 FTE one year position.
- KPETEH WORLOMA, Education Assistant at Sandburg Education Center, **refill for T. Bublotz**, effective August 29, 2011 Step 6 Lane 5 +BA - .875 FTE.
- SALADIN WRIGHT, Education Assistant at Bren Road Education Center, **refill for T. Mezzenga**, effective August 29, 2011 Step 5 Lane 5 +BA - .875 FTE.
- CARI CORDOVA-SANDSTROM, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 8 Lane 3 +30 credits - .35 FTE.
- KISHA CORNELIOUS, Parent Child Specialist at North Vista, **refill for J. Aronson**, effective September 6, 2011 Step 10 - 1.0 FTE.
- MARGARET SCANNELL, Education Assistant at Bren Road Education Center, **additional position due to increased enrollment**, effective August 29, 2011 Step 3 Lane 5 +BA - .875 FTE.

B. Temporary

- CARI-ANN GARCIA LUNA, Education Assistant at South Education Center Alternative, effective August 29, 2011 through August 30, 2011.
- JOAN CUNDIFF, DI Coordinator at the District Service Center, effective September 1, 2011 through June 30, 2012.

C. Substitutes

- Dave Madsen Rachel Eisenmann Laury Force

2. Extended Leaves of Absence:

A. Unpaid

-

3. Separations:

A. Dismissal

-

B. Resignation

- ROXANNE ATWOOD, Education Assistant at Edgewood Education Center, effective July 26, 2011.
- DONNA BOESE, Clerical at Northwest Tech Center, effective October 31, 2011.
- JEFF DAAK, Education Assistant at City West Academy, effective August 1, 2011.

- JOETTE SADOWKSY NOVOTNY, Interpreter with Itinerant Services, on lay-off accepted position elsewhere, effective August 26, 2011.
- JODIE MECKLE, Payroll Specialist at the District Service Center, effective September 15, 2011.

C. Retirement (Regular/Disability)

- EVELYN LEUPKE, Clerical at Northwest Tech Center, effective November 30, 2011.
- JANE COMBS, Education Assistant at Northwest Tech Center, effective December 31, 2011.

4. Other:

A.

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: September 20, 2011

To: Sandra Lewandowski, Superintendent

From: Thomas Shultz, Director of Facilities

RE: Recommendation for Board Approval of VET Northland Lease Amendment

The current lease with Timberland Partners for the VET Northland program located at 8601 73rd Avenue North, Brooklyn Park, MN 55428 will terminate 7/31/12. We have received a *Sixth Amendment to Lease*, which is actually a lease renewal. It is recommended to the Board Facilities Committee that ISD 287 renew this lease for an additional 3 years, and present to the formal Board for approval as a Consent Agenda item at the September 22, 2011 Board meeting.

The new lease term would run from 8/1/12 to 7/31/15 for approximately 5,448 sq. ft. of space. The 3-year lease term will be as follows:

Term	Monthly Base Rent	Base Rent in Term
8/1/12 to 7/31/13	\$2,475.00	\$29,700.00
8/1/13 to 7/31/14	\$2,550.00	\$30,600.00
8/1/14 to 7/31/15	\$2,600.00	\$31,200.00

There is a one-time early renewal bonus of \$5,000 that can be used either to offset the rent or to improve the premises. This credit will be applied if signed Lease Amendment is received by landlord no later than October 15, 2011. Operating expenses for calendar year 2011 are \$3.50/sq. ft. or \$1,589 per month and are subject to change throughout the term of the agreement.

It should be noted that the first year of the renewal (8/1/12 – 7/31/13) is actually a small reduction of our current base rent of \$2,550. Operating expenses are currently at the calendar year 2011 amount noted above (\$1,589).

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: September 22, 2011

To: Sandra Lewandowski, Superintendent

From: Thomas Shultz, Director of Facilities

RE: NEC Change Orders

The following is a list of Change Orders (COs) for the North Education Center construction project that reflects known changes to date. According to the Board-approved decision making process, *Levels of Authority*, those items that are less than \$10,000 may be approved by District Administration (CO #11, 15, 16). Change Orders that cost between \$10,000 and \$25,000 may be approved by the Facilities Committee and presented to the full Board for approval on the Consent Agenda (CO #12, 13, 14). Those items that will cost over \$25,000 (CO #17 and #18) require formal full Board approval.

The total cost is \$148,532. Board approval is requested.

Administration Decision

Change Order #11	Credit from CO #7 (\$38,189)	-\$6,923
Change Order #15	Cost to reroute duct as a large section of duct work and a large steel beam attempting to occupy the same space.	\$5,476
Change Order #16	Health Department requirements in the Jitter Bug Café space (including increased lighting levels and a backflow preventer in the water system.	\$3,358

Facilities Committee Decision

Change Order #12	Additional ventilation including the addition of 3 VAVs for due to a large amount of exterior glass in three conference rooms	\$24,795
Change Order #13	Allowance 5, 6 and 7 for storm sewer and sanitary sewer code requirements	\$14,738
Change Order #14	Fire code requirements of 4 pull stations, 4 strobes, 4 horn strobes, 2 beam detectors, 8 tamper switches, 4 flow switches and 11 duct smoke detectors.	\$11,058

Full Board Decision

Change Order #17	Due to 15 additional wells that had fluid loss in the drilling process beyond the original 3 that were first reported/known.	\$63,789
Change Order #18	Due to a miscalculation of wire size required for the transformers to be used on site.	\$32,241

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Annual Board Review: Crisis Management Plan

Crisis Plans & Emergency Response

Emergency "Go-Kits"

All school sites have enhanced their school emergency preparedness by supplying classrooms and key areas throughout the building with emergency "go-kits". "Go-kits" are emergency supply kits that are portable and contain a stockpile of essential emergency supplies. Examples of items included in the kits are first aid supplies, flashlight, toilet paper, bottled water, and whistle. Thank you to ATTAIN students for building the 250 classroom buckets and 20 administrative backpacks this past summer.

ICC Restoration & Cleaning Services

It is the intent of the District to contract with an emergency response company for services needed for the first stages of recovery in a major facilities emergency. The agreement costs potential users of the service nothing to have in place but rather provides an expedient method of responding to an emergency when not having a contract could result in a delayed response. The ability to respond and recover with an agreement in place will be extremely valuable to the District.

Edgewood Large Scale Exercise – Improvement Plan

The large scale exercise held on August 17 tested the District's crisis plan with a focus on response. The exercise taught the District ways to build our ability to keep staff and students safe in cooperation with our community partners. Based on feedback from the response planning team, observers & evaluators, and participants, opportunities for improvement both short and longer term are being identified.

- *Know your role:* Educate staff on what a class/school is to do in an emergency
- *Practice as you play; Play as you practice:* Importance of treating drills like the real thing
- *Frequency and mode:* Establish clear communication actions and tools
- *Do stuff:* Develop a task checklist for district-wide & building response teams
- *Think Unified Command:* Engage in yearly discussions with community partners

Safety

Facilities & Equipment

All 287 owned buildings are on the same card access system along with camera and computer monitoring systems. Expanded card access and cameras have been added to the Northwest Tech Center and Edgewood Education Center sites were funded 50% by COPS grants. Nextel phones are in full operation at all five major school sites.

Student Transportation

287 is fully compliant with MN Statutes regarding student transportation. Electronic training modules and onsite annual training sessions were completed during staff workshop week. Transportation Departments of students who attend 287 schools were emailed letters as part of the continued effort in safe transportation during the drop-off and pick-up of students each day.

School Resources & Support Staff

School resource officers as well as social emotional learning coordinators are in place at all five major school sites. The District-wide safe schools coordinator continues to provide oversight and monitoring of the safe schools levy funds.

Staff Focus

- Professional Learning
 - Staff members continue to be trained in Crisis Prevention and Intervention (CPI), Professional Crisis Management (PCM), Positive Behavior Interventions and Supports (PBIS) as well as staff have additional learning opportunities through the After School Professional Learning Series. Topics include positive behavioral interventions and social emotional learning.
- Health & Safety committees
 - As part of an overall effort to increase safety and lower our injury rate, the H&S committees will be asked to further investigate injuries and work with staff to look for ways to prevent similar injuries in the future.
- Floor Monitor Program
 - This program will be examined and enhanced during the school year FY12. Front desk staff will be attending a *Safety and Security Begins at the Front Desk* Audio Conference in October.
- Training modules
 - Two training modules; basic body mechanics and basic student transfer methods; are being developed to provide all 287 employees with a basic understanding of proper body mechanics and lifting techniques.

Health & Wellness

Awards

NEC@Sandburg was a recipient of the 2011 Wellness by Design award. Site specific wellness activities along with the District-wide six-week Healthy Bingo program has more and more staff members walking laps during lunch time, and replacing chips and cookies at staff gathering and meetings with vegetables, fruit, and hummus.

Grants

287 has been awarded with \$2000 that will support Food@Work and Active@Work action plans. These plans will enhance the supportive, social environment within the District which promotes, motivates and focuses on the wellbeing of its employees.

Commitment

The District is committed to building a comprehensive wellness program which can actually enhance the District by making employees healthier, happier, and much more productive. Superintendent Sandy Lewandowski led us on a walk this summer around Parker's Lake at the kick-off event for the Lean & Green campaign.

September 9, 2011

District Service Center
1820 Xenium Lane North
Plymouth, MN 55441-3708

To: Hennepin County Superintendents

www.district287.org

From: Sandy Lewandowski

**RE: Back to School Update**

I hope that the first week of students has resulted in a terrific start to the 2011-12 school year. I am writing to update you on several items.

October 14th Superintendent Meeting/Regional Graduation Initiative: The meeting will be an extended timeframe from 8:00 a.m.-1:00 p.m. at the District 287 Service Center. The focus will be on the regional goal of increasing the graduation rate in Hennepin County. As I mentioned earlier this summer, you are invited to bring a team to include a high school principal, a technology/data leader, communications director, and an ALC leader. If you have additional staff you feel might be helpful to have in attendance, please let me know. **I am asking you to confirm the names of your team participants by Friday, Sept 30th to ensure that we can make the proper preparations for this important planning session. Confirmations can be sent to my assistant, Wauneen at wbdmgeni@district287.org.**

I am excited to share that Susan Hintz has been engaged to facilitate the planning on October 14th. Susan now works with Transformation Systems, the company that has assisted us with strategic planning. Susan's knowledge of our region and her outstanding facilitation skills make her a terrific choice for this important topic. Together we have drafted a purpose statement and four outcomes for the day. In order to ensure we have superintendent participation in the design of the meeting, Susan will be calling several of you to solicit feedback about the proposed purpose and outcomes. We will modify them based on that feedback.

October 14th Meeting purpose: Teams of leaders in Hennepin County work collaboratively to increase the regional high school graduation rate from 68% to 80%.

Draft outcomes for the session are as follows:

- deepen the understanding of each team's efforts to ensure students graduate from high school (current reality);
- consider the negative effect of variances across the county that impede students' ability to graduate; and
- outline an action plan, by teams, to raise the county-wide graduation rate, either by increasing an individual system's graduation rate, or by contributing to the collective goal by changing current practices that inhibit the likelihood of students' perseverance and ability to graduate; and
- declare actions we are willing to take, as leaders, in order to achieve the collective graduation rate target for Hennepin County students.

We will also be inviting teams from MDE, TIES, NWSISD (Northwest Suburban Integration School District), WMEP (West Metro Education Program) and Hennepin County to participate. The meeting will conclude with an opportunity to share progress toward the outcomes. Hennepin County Commissioners will be joining us for lunch from 11:30 a.m. - 1:00 p.m. to hear the progress reports. I will also be extending an invitation to Commissioner Brenda Cassellius for the luncheon report.

Shared Social Worker Pilot: The summer has resulted in the start of the shared social worker pilot project. I have attached a copy of a brochure as information. In order to ensure a successful implementation of this pilot, I want to note the following "roll out" steps:

- An explanation of the shared social work pilot will be on the Special Education Director advisory agenda on Sept 22nd.
- The Directors of Special Education will be asked to identify a point person in each district who will disseminate information to social workers and who will help schedule informational meetings at each district.
- A Survey Monkey will be sent to all county and school social workers to identify the major systems issues when attempting to coordinate social work services for students.
- Members of the Shared Social Worker team will visit school districts and County departments to discuss the project and to inform others about the nature of their work and how to access support.

Regional Transportation Discussion: The date for the regional transportation discussion has been set for Oct 5th. The following districts will be participating: Hopkins, Minneapolis, Osseo, Richfield, Robbinsdale, St. Louis Park and Wayzata. My understanding is that several business directors have had summer discussions about the potential of this planning. Please check with your business director to determine if you would like to send a representative to the discussion on Oct 5th. I would be happy to add them to the list of participants. The role of 287 will be to convene the meeting, provide background information and a meeting facilitator.

September 30th Lunch & Discussion: Over the course of the summer, I had an opportunity to talk with several of you. A common theme was the challenging economic environment. A second frequent theme I heard was the cost of providing special education without proper funding. Finally, some of you wondered how 287 was addressing the need for cost containment.

As a result of those conversations, our district has drafted a paper entitled "The Tipping Point." It is attached for your review. I will also be sharing this paper with my school board. In addition, I have attached a recent summary document from Hanover Research that looks across the United States at funding models currently in use.

In the spirit of having a common discussion, I would like to invite you to a lunch on Friday, September 30th from 11:00 a.m. – 1:00 p.m. to discuss this topic and offer input to the thinking in this paper. I suspect all school districts will continue to face economic pressure. My hope is that our collective thinking on this topic might provide strategies for future consideration. Please RSVP your attendance to Wauneen at wbdmgeni@district287.org.

Regional Approach to Improve Hennepin County Graduation Rate

Compiled by Intermediate District 287

September 2011 Update

We have a crisis: 3,800 students drop out annually in Hennepin County. (Source: MDE)

We have a goal: Increase six-year grad rate from 68% to 80% by 2015. District school boards have passed resolutions supporting the goal.

We have a plan: Improve prevention strategies and design effective recovery efforts and pathways to graduation.

All our kids are all our kids. The ongoing discussion between Hennepin County Commissioners and Superintendents, which began in Fall 2009, has resulted in a commitment to shared data and solutions. The efforts build on the County's work with A-GRAD and the Superintendents' goal to work together to use limited resources more efficiently in our "new normal."

What we know about the 3,800 students who drop out. Using the four-year grad rate:

- 22% of white students drop out; 62% of students of color drop out
- 64% of students who qualify for free/reduced price lunch drop out
- 68% of students who are limited English proficient drop out
- Disproportionately high number receive special education services
- The four-year public schools grad rate is 66%; charter school grad rate is 30%

Questions we continue to address:

- Who are the students, by district, that leave?
- Which students are most at risk?
- Where should we invest our limited resources to have the greatest impact?

Sharing Data

During the 2010-11 school year, Corrections, Human Service, Community Agencies, District 287, Brooklyn Center, and Bloomington piloted a TIES system that provides real-time, integrated school and County service information about students. The system could be the basis for a more predictive analysis of students across the region. Four additional districts have chosen to join the data sharing effort in 2011-12.

Sharing Solutions

Shared Social Work Project: The Project's purpose is to build a bridge between the County and its school districts that results in better services for students and families. Shared funding between the County and District 287 provides four social work positions. Over the next three years, they will design sustainable, systems-level solutions to improve the coordination between County and school district social work activities. Intended results include increasing efficiencies in service acquisition and decreasing barriers between County and district resources.

ALC Plus: Dramatically increased school attendance for chronic truants is an early outcome in this model using "System Navigators" and County funded care coordination, behavior support, chemical health, and mental health supports in ALCs. In 2010-11 over half of the referrals were placed in programs within member districts. For 2011-12 the County is expanding its support to include another 40 students. In addition, Minneapolis Public Schools has contracted with District 287 to include up to 60 students in the ALC Plus model.

Indicators of a Successful Regional Model

In Spring 2011, District 287 brought its “innovation incubator” model to the discussion of cross-sector efforts to improve graduation rates. The innovation incubator is designed to spur new thinking and challenge existing assumptions about how we meet the needs of students. The discussion offered these insights:

- A successful education model must be distinctly different from current high schools. This work will take unprecedented coordination because it is a process as much as a place.
- Existing ALC funding and structure can support the new model.
- Six components of an effective regional model include:
 1. Re-engagement Center (intake)
 2. Individual/Continuous Learning Plan
 3. Shared data systems
 4. Instructional programming
 5. Wrap-around community and county resources
 6. Career and post-secondary pathways

A New, Rigorous and Highly Personalized ALC

In May 2011, District 287 brought together a group for its own “Out of the Incubator” session. Using the six components of an effective model, the group determined how to transform District 287 ALCs to better address student needs and improve the graduation rate.

District 287 has now incorporated these indicators within its six ALCs. A significant change includes an orientation week for students. During this discovery phase, a number of assessment-driven activities will help staff determine a student’s strengths and deficits. The assessments will inform a detailed online personalized learning plan, which can be shared from district to district in the event the student moves. All District 287-sponsored ALC program staff received training in the new personalized learning plan this summer.

The transformed ALCs are guided by the following vision statement:

We believe that facilitating the successful transition of every young person in Hennepin County to adulthood is a moral imperative and an economic necessity.

This will require that we disrupt our delivery systems and challenge our assumptions and attitudes. Therefore, as the Intermediate District 287, we will:

Transform our Area Learning Center (ALC) programs to reach the goal of increasing the six-year graduation rate in Hennepin County from 68 to 80 percent by 2015.

We will evaluate our efforts against the indicators of a successful regional model that have been identified by school, County and community leaders.

We will:

1. Personalize learning based on student strengths and interests.
2. Recognize that learning can happen beyond the classroom.
3. Understand that instructional technology is integral to our ability to personalize learning.
4. Develop literacy proficiency for all students.
5. Integrate social-emotional learning competence.
6. Provide credits sufficient for graduation.
7. Embed additional learning supports, including enhanced special education.

8. Address cultural disparities.
9. Provide clear connections to post-secondary education and productive adult opportunities.
10. Provide clear connections to jobs, providing skill based learning for real world competency
11. Provide clear connections to community and County supports.
12. Enhance parent involvement and/or informal supports for all students.
13. Inspire our students with passionate and supportive staff who deliver instructional excellence and hope for the future.

The phrase that embodies our vision is: **Everybody is getting a meaningful diploma.**

By examining and changing our practices to achieve this vision, we will provide an ALC model that will inform others' efforts across the County.

Applying Indicators of a Successful Model Throughout the Region

Commissioner of Education Dr. Brenda Cassellius has pledged support, including:

- Coordinating with MDE efforts and funding sources.
- Identifying barriers at either the practice or the statute level and working to change laws if needed. As 287 has begun this work, several areas for potential changes have been identified:
 - Standardizing credits needed to graduate among districts for students who are most at risk of not graduating
 - “Unhooking” seat time from funding
 - Considering a regional diploma.
- Teams of Superintendents, High School Principals, Technology/Data Directors, and ALC leaders will share successful dropout prevention strategies used in the region at a symposium on October 14. The teams will add to the potential practice or statute changes list from their vantage point.

For more information about efforts to increase Hennepin County's graduation rate, please visit www.district287.org > About 287 > Dropout Prevention.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

A TIPPING POINT

Fundamental Shifts in Students' Needs Require Collective Attention and Action

Since 2004, an increasing number of youth who exhibit severe and dangerous (e.g. biting, hitting, sexual aggression) behaviors are being served in the public schools. Combined with razor thin resources and a growing cross-subsidy, this issue requires our collective attention and action.

Trends

Several factors are driving this trend, including statewide cuts to health and human services. In Hennepin County alone, there was a one-third reduction in the number of youth placed in residential treatment, foster care and corrections between 2008 and 2009. Long-term residential mental health treatment placements funded by Hennepin County decreased by almost 40% during the same period.

The level of need for these services did not vanish by one-third in a single year. Rather, youth who previously received a much higher level of service from the County, and thus level of funding supported by the County, are now being served by the K-12 public school system.

The needs of these young people far exceed what public schools are currently designed or funded to meet. Ever since IDEA (Individuals with Disabilities Education Act) was passed in 1975 and not fully funded, public schools have handled a cross-subsidy that has mushroomed over time.

By attempting to provide yet another level of unfunded services for young people, services that transcend the typical perception of "special education," public schools are at a tipping point.

Cost Drivers

- The severity of students' needs and diminished level of County services are driving costs in the public schools.
 - For example, among about 500 special education staff, Intermediate District 287 has reported 128 staff injuries over a seven-month period as the result of a student interaction. This result in the need for increased staff training and higher workers comp insurance costs. Between FY08 and FY12, workers comp premiums have increased by 104%.
- This is placing District 287 in the untenable position of upholding both student and employee rights when those rights are in conflict with one another.
 - It is difficult to serve the students with their extensive special education rights while safeguarding employee rights to a safe work environment. For example, sometimes a student's behavior meets the legal definition for sexual harassment or assault, yet the student has the right to an education and the staff person has the right to a safe work environment.
- Member district special education teams are increasingly choosing multi-categorical programs, such as SUN (Students with Unique Needs) to address students' needs.
 - SUN serves students who have intense behavioral needs along with significant cognitive disabilities and other conditions such as autism, fetal alcohol spectrum disorders, anxiety and mental health needs.

- Almost 25 percent of District 287's special education students are currently enrolled in programs such as SUN. This group has more than doubled in the past five years.
 - Due to the number of highly trained staff needed to ensure safety for all involved, costs to provide services to students in multi-categorical programs with such severe behavioral disorders can easily exceed \$50,000 per student per school year regardless of whether the service is provided in a student's home district or an intermediate district. As a result, the cross-subsidy from general education to special education is growing right along with the level of students' needs.

Cost of Intermediate District 287 Services

Changes in member districts' cost for services over the past five years can be traced in large part to a growing frequency and intensity of significant student behaviors. Student needs have risen sharply, along with the services needed to support them.

These are huge challenges for public education and compound the issue of other unfunded mandates. In the face of these challenges, Intermediate District 287 has repeatedly contained costs. Yet, cost containment alone within the current special education funding structure is inadequate under the weight of an already existing huge cross-subsidy.

District 287's Efforts to Contain Costs, Capture Revenue

Intermediate District 287's budget, like many of its member school districts, has remained virtually flat for three years. The District has taken the following steps to maximize existing resources and increase efficiencies.

- Reduced expenses by 8.5 percent or \$6 million through a combination of cuts and increased efficiencies between 2008 and 2010.
- Negotiated teacher contracts that are in line with the mid-range of member districts' contracts (per Springsted Study currently underway).
- Increased class size in special education every year since 2004.
- Downsized from 17 to 11 owned or leased sites since 2008, reducing operational costs and increasing staffing efficiencies.
- Anticipate savings of an estimated \$30 million in interest on North Education Center through special bonding authority.
- Refinanced existing facilities debt, resulting in over \$300,000 savings per year starting in FY10.
- Completed more Application for Educational Benefits forms (free/reduced price meals), netting an additional \$655,300 in FY11.
- Captured more than \$1.2 million in Medical Assistance revenue in each of the last three years.

Collective Attention and Action

Intermediate District 287 and member districts have worked hard to make the most of limited resources. The current climate requires we explore innovative approaches to shared services that go beyond mere efficiencies.

We must initiate a discussion at the legislative level. The shift in severity of students' needs is driving costs in a dramatic way that impacts our overall ability to provide an adequate education for all of our students. The profound nature of our current challenge requires our collective attention and action.

Special Education Funding for Students with Highly Complex Needs

Prepared for Intermediate School District 287

In this report, Hanover provides an overview of Special Education funding structures of Intermediate School Districts within various states. The report begins by reviewing the literature on the increased proportion of high-expenditure students served by Special Education. The report then discusses state funding models, and the role of ESAs in funding special education. The report concludes with profiles of four ISDs, focusing on their methods of budget creation and their sources of funding.

Introduction

All students, regardless of disability, are entitled to a free and fair education, as required by federal law concerning the rights of students with disabilities. In order to comply with the IDEA laws specifying a free and appropriate education administered in the least-restrictive environment, school districts and intermediate school districts must hire special education teachers and aides, provide extra classrooms and specific transportation, and hire consulting specialists, among other things. The costs to educate special education students are far greater than the general population, yet there is a growing population of students even within special education programs that is requiring unusually high expenditures.¹ In a national study of expenditures for special education students in the 1999-2000 school year, the cost of students in the top 5 percent in special education schools was \$57,129 per student, while the highest one percent cost \$88,966 per student.²

Recently, the Minnesota Department of Education has prohibited the payment of state or federal special education aid to Minnesota school districts, including intermediate school districts. On July 1, 2011, a motion was filed on behalf of three intermediate school districts, including ISD 287, to keep funding flowing for special education services, citing federal IDEA regulations.³ On July 5, special education tuition was added to the list of critical services.⁴ These recent events illustrate the fact that uncertainty regarding the amount and disbursement of special education funding has become all too common.

In the following pages, Hanover provides information on how regional education agencies address the issue of funding programs that serve students with highly-complex needs. The report is divided into the following three sections:

- ❖ Section I: Review of the Literature
- ❖ Section II: Profiles of State Funding Models and the Role of ESAs
- ❖ Section III: Profiles of Intermediate School District Funding

¹ Chambers, Jay F, Yael Kidron, Angeline K. Spain. "Characteristics of High-Expenditure Students with Disabilities, 1999-2000". Special Education Expenditure Project. May 2004. p.1.
<http://csef.air.org/publications/seep/national/Rpt8.pdf>

² Ibid., p. 4.

³ "Summary of Position of Intermediate School Districts". State of Minnesota District Court. July 5, 2011.
http://www.mncourts.gov/Documents/2/Public/Civil/Position_of_Intermediate_Schools.pdf

⁴ "Judge's Ruling Helps Intermediates During Shutdown". 287 News. July 13,2011.
<http://www.district287.org/index.php?submenu=News&src=news&srctype=listter>

Key Findings

The following points summarize the key findings of this report:

- ❖ In special education literature and policy papers, the overall theme is that of limited resources and increasing need.
- ❖ Autism Spectrum Disorders are present among the largest-growing segment of special education students, and are among the most expensive to address.
- ❖ A growing number of states and school districts are utilizing a costing-out analysis, which is premised on the idea that the state must provide education in line with federal laws and that schools must achieve certain levels of proficiencies. The analysis determines the cost of achieving this.
- ❖ Variations among intermediate school districts, cooperatives, or education service agencies are largely due to legislation defining the ESA, its funding, and role in special education.
- ❖ Many states have been sued by school districts for failing to provide the constitutionally-defined level of education—most recently, these states include New Jersey (2011) and California (2010).
- ❖ The State of Montana attributes the decline in the number of emotionally and behaviorally disturbed students to positive behavioral supports within general education, and the implementation of “Comprehensive School and Community Treatment Services.”
- ❖ Maria Edelberg, Special Programs director at Delaware County Intermediate Unit, said there was no controversy over funding at DCIU because every “district is obligated to fund the program.” DCIU bills its member districts for services in a manner similar to ISD 287. Thus, if a member district is unable to provide a free and fair education within a least-restrictive environment, they must allocate resources for the ISD that must then fulfill that obligation.

Section I: Review of the Literature

This section defines key terms and themes in special education funding. Because ISD 287 has cited an increasing number of students with highly complex needs in its programs, we present an overview of high-expenditure students in Special Education programs. Four models that address the needs of the EBD or high-expenditure student population are listed within this section.

Secondly, we provide an overview of terms and themes present in special education funding discussions across the nation. Specifically, costing-out analyses are growing in popularity and therefore merit discussion within this review.

High-Expenditure Students in Special Education

The trend of greater incidents of students with highly complex needs or emotional and behavioral disorders (EBD) has been confirmed by research in special education funding. A 2003 study of the California SELPA (Special Education Local Plan Areas) found that, since 1997, students with autism increased from 0.8 to 2.7 percent of the total special education population.⁵ Furthermore, significant increases in the number of students with severe disabilities have also been observed.⁶ Education for autistic children is costly, and the number of children identified as autistic has increased 70 percent in the period from 2002 to 2009.⁷

Emotional and behavioral disorders are present in 60 to 75 percent of all students in the juvenile justice system.⁸ Cases of diagnosed EBDs can be linked to environmental circumstances—namely, child abuse.⁹ Handling EBD students can be challenging due to their violent outbursts and the potential danger they may pose to teachers or other students. However, the 1988 *Honig v. Doe* case ruled that schools may not expel students due to actions that are a manifestation of their handicap. Furthermore, a 2002 ruling concluded that services may not be terminated for a special education student. This presents all special education programs with a challenging task, as ISD 287 has noted in its white paper.

⁵ Anand, Priyanka, Leslie Brock, Jenifer Harr, Yael Kidron, and Tom Parrish. "Study of the Incidence Adjustment in the Special Education Funding Model". *American Institutes for Research*. September 1, 2003. p. i. <http://www.cde.ca.gov/fg/fr/se/documents/incdncefinrptrev.pdf>

⁶ *Ibid.*, ii.

⁷ Zwang, Jenna. "Seven keys to an effective autism education program". eSchool News. August 8, 2011. <http://www.eschoolnews.com/2011/08/08/seven-keys-to-an-effective-autism-education-program/>

⁸ "Mental Health Principles to Guide the 2002 Individuals with Disabilities Education Act Reauthorization". NASP Advocacy. http://www.nasponline.org/advocacy/MHPrin_IDEA.aspx

⁹ Brauner, Cheryl, Boydell, Cheryl, Bowers, Stephens. "Estimating the Prevalence of Early Childhood Serious Emotional/Behavioral Disorders: Challenges and Recommendations". National Center for Biotechnology Information. 2006. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1525276/>

The following programs provide examples of how organizations have sought to address populations of students with highly complex needs:

- ❖ One low-cost program was implemented for a small group of fifteen students who had all acted out significantly and were likely to do so again. They were paired with special education graduate students who were their tutors in one-on-one situations. This quiet, individualized attention was paired with a therapeutic camping program, the “Campbell Loughmiller” approach. These measures led to higher scores in reading, writing, and arithmetic, as well as visible differences in the physical appearance of the students.¹⁰
- ❖ The New Zealand government has instituted an inter-agency cooperation program to address populations of students with highly complex needs. The program coordinates services among health, education, youth, and family service providers.¹¹
- ❖ The Montana Office of Public Instruction and the Department of Health have collaborated on projects that have resulted in greater reimbursements for certain special education costs and expanded mental health services in schools. Increased funding through Medicaid has allowed districts to have on-site mental-health professionals to intervene quickly with emotionally disturbed children.¹²
- ❖ Thunder Bay Catholic School District, an 8,000 student district in Ontario, has determined that one in 134 students have Autism Spectrum Disorders. This has burdened the system significantly, and an ASD project director position was established in 2006 to handle the special needs population. The district has used technological products such as AutismPro to serve its ASD student population successfully.¹³

Cost-Driven Adequacy Funding Model

This model has gained attention among schools that have grown weary of reconciling lower funding with higher standards. Because state funding is typically based on what was spent the year before, with little connection to the true needs of the school, schools have found themselves in increasingly dire financial straits.¹⁴ In the cost-driven adequacy funding model, once the necessary amount of funding has been

¹⁰ Wright, Pete. “Kids with Behavior Problems: What Are Schools Required to Do?” *Wrights law*. January 6, 2009. http://www.wrightslaw.com/advoc/ltrs/behavior_obligate.htm

¹¹ “HCN”. <http://www.hcn.govt.nz/>

¹² *Ibid.*, 15.

¹³ McCrea, Bridget. “Bolstering Support for High Needs Students with Technology”. *The Journal*. February 25, 2010. <http://thejournal.com/articles/2010/02/25/bolstering-support-for-high-needs-students-with-technology.aspx>

¹⁴ “Costing Out”. *School Funding*. <http://www.schoolfunding.info/policy/CostingOut/costingout.php3>

calculated, the onus to deliver the funding lies with the state.¹⁵ These calculations can be carried out through several methodologies, including the cost function approach and the successful school district method, summarized below.

The “Cost Function” Approach

This approach relies heavily on large databases about students in various schools. This might involve regression analysis, which relies on choosing reasonable variables and justifying their inclusion in the model. Furthermore, interpretation of the results typically lies with the statistician.¹⁶ The model can predict outcomes based on differences among school districts, accounting for smaller district size or population of special education students.¹⁷

The “Successful School District” Method

This type of study is less expensive and can be undertaken more rapidly. However, due to smaller sample sizes and fewer data, the results may not represent the full range of educational needs and outcomes. The studies are, however, popular with policy-makers and the public, because the outcomes and costs they predict are tied to observable school districts elsewhere.¹⁸ This type of analysis has been undertaken in Mississippi, Illinois, Maryland, Kansas, Louisiana, Colorado, Missouri, and New York.¹⁹

¹⁵ “An Adequacy Model for Wisconsin School.” Institute for Wisconsin’s Future.
<http://www.excellentschools.org/resources/CostOutSummary.pdf>

¹⁶ Michael A. Rebell, “Professional Rigor, Public Engagement and Judicial Review: A Proposal for Enhancing the Validity of Education Adequacy Studies.” Access Resource Center. 2006.
http://www.schoolfunding.info/resource_center/research/professional_rigor.pdf

¹⁷ “Costing Out.” Op. cit.

¹⁸ Rebell, M. Op. cit.

¹⁹ “Costing Out.” Op. cit.

Section II: Profiles of State Funding Models and the Role of ESAs

In this section of the report, Hanover surveys eight states and their special education funding models. With the exception of one state (Maine), this section focuses on the Educational Service Agency's role and responsibility in funding special education.

Regarding funding for special education, the majority of states surveyed cite “inadequate funding overall, **inadequate funding specifically for students with high-cost needs**, the failure of the government to reach the 40 percent spending target, and the difficulties local school districts face in providing services to an increasing number of students” as the four principal challenges.²⁰

A number of ESAs surveyed said that they face a number of challenges providing special education programs. **The problem cited the most often is “getting state funds appropriated and/or federal funds granted to cover the costs of the specialized programs, services, and training provided by ESAs.”**²¹

The following table categorizes each state by its funding model. The funding models of states in bold font will be described in further detail in the remainder of this section.

State Special Education Funding Formulas

<i>Multiple Student Weights: funding allocated per special needs student varying by placement, disability, or needs</i>	<i>Census-based: fixed dollar amount per daily total enrollment</i>
<ul style="list-style-type: none"> ❖ Arizona ❖ Colorado ❖ Florida ❖ Georgia ❖ Indiana ❖ Iowa ❖ Kentucky ❖ New Mexico ❖ Ohio ❖ Oklahoma ❖ South Carolina ❖ Texas 	<ul style="list-style-type: none"> ❖ Alabama ❖ California ❖ Idaho ❖ Massachusetts ❖ Montana ❖ New Jersey ❖ Pennsylvania
<i>Single student weights: funding allocated per special education student</i>	<i>No separate special education funding: funding to support special education rolled into overall funding levels</i>
<ul style="list-style-type: none"> ❖ Louisiana ❖ Maine 	<ul style="list-style-type: none"> ❖ Arkansas ❖ Connecticut

²⁰ Parrish, Tom. “Analysis of and Policy Alternative for Special Education Funding in Illinois”. American Institutes for Research. p.3. http://www.isbe.state.il.us/SPEC-ED/pdfs/ilse_funding_report.pdf

²¹ Ahearn, Eileen. “Educational Service Agencies: Their Role in Special Education”. June 2006. p. 10. <http://projectforum.org/docs/EducationalServiceAgenciesTheirRoleinSpecialEducation.pdf>

<ul style="list-style-type: none"> ❖ New Hampshire ❖ New York ❖ North Carolina ❖ Oregon ❖ Washington 	<ul style="list-style-type: none"> ❖ Hawaii ❖ Missouri ❖ North Dakota ❖ Rhode Island ❖ West Virginia
Resource-based: <i>funding based on payment for a certain number of specific resources (i.e., teachers, classrooms)</i>	Combination
<ul style="list-style-type: none"> ❖ Delaware ❖ Kansas ❖ Mississippi ❖ Nevada ❖ Tennessee ❖ Virginia 	<ul style="list-style-type: none"> ❖ Alaska ❖ Illinois ❖ Maryland ❖ South Dakota ❖ Vermont
Percentage reimbursement: <i>funding based on percentage of allowable, actual expenditures</i>	Block grant: <i>funding based on prior year allocations, revenues, and/or enrollment</i>
<ul style="list-style-type: none"> ❖ Michigan ❖ Minnesota ❖ Nebraska ❖ Wisconsin ❖ Wyoming 	<ul style="list-style-type: none"> ❖ Utah

Source: Project Forum, National Assoc. of State Directors of Special Education

In each state profile below, we elaborate on the following aspects whenever possible:

- ❖ State funding model: how the state calculates its special education funding
- ❖ Legal definition of Regional Service Agency (RSA): the legal rights and obligations given to each ESA under state law
- ❖ High expenditure students: whether the state supplements expenditures over a given threshold of per-student payment
- ❖ Reallocation of funds during a deficit
- ❖ Other streams of funding

Minnesota

Minnesota has the **seventh-highest cost nationally** for special education.²²

State funding model

Minnesota funds special education in a percentage reimbursement scheme: the state reimburses districts for a percentage of their actual spending, but there are caps on the amount that can be reimbursed.

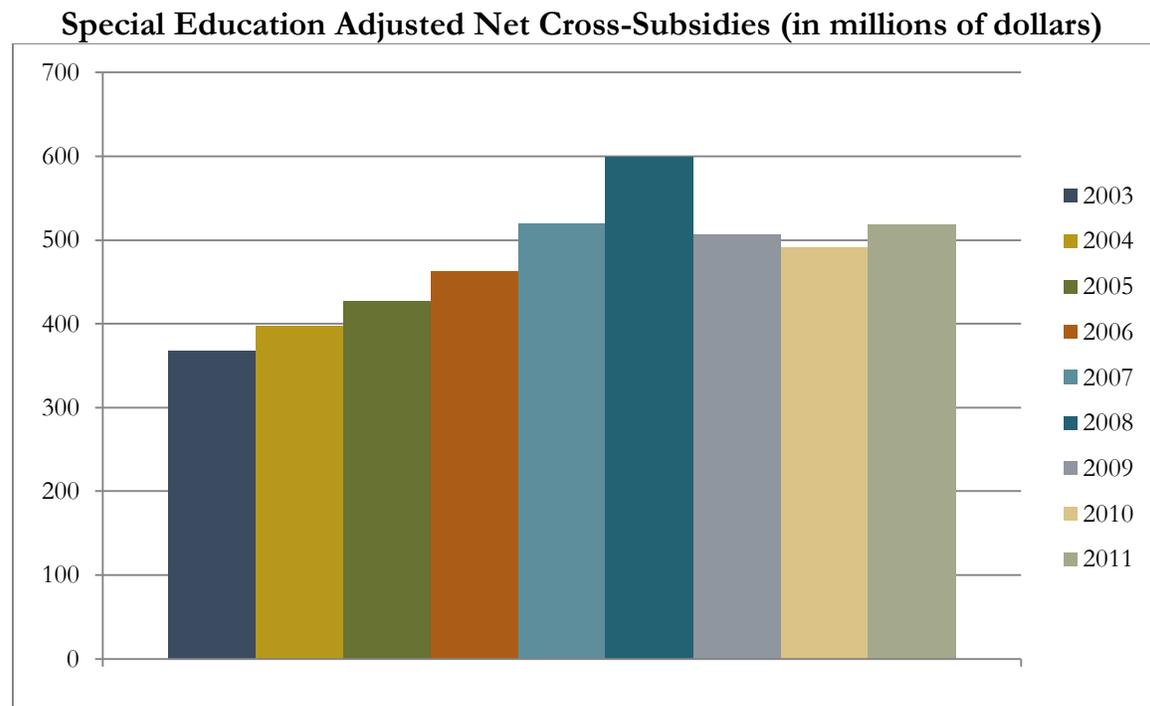
²² Analysis of and Policy Alternative for Special Education Funding in Illinois". Op. cit., 8.

Legal definition of RSAs

According to Section 123A.21 of the Minnesota Code, service cooperatives are composed of school districts, cities, counties, and governmental units that are not compelled to join.²³ Financial support comes from participating members first, then supplemented by private, state, and federal sources. **The ISD may assess fees as they are accrued for services to each member.**

Making up deficits

Faced with deficits, Minnesota school districts and ISDs are forced to cross-subsidize their special education expenditures with general education funds. The “Adjusted Net Cross-Subsidy” is the difference between special education expenditures and revenue, minus the general education funds allocated to each special education student.²⁴



Source: Minnesota Department of Education

²³ “Chapter 123A School Districts; forms for organizing Section 123A.21 Service Cooperatives”. 2007 Minnesota Code. http://law.justia.com/codes/minnesota/2007/120-129B/123A/123A_21.html

²⁴ Cassellius, Brenda. “Special Education Cross-Subsidies Fiscal Year 2010”. Minnesota Department of Education. January 2011. p. 4. http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Special_Education/Cross_Subsidy_Report/index.html

High-expenditure students

Minnesota's special education formula requires the resident district to cover 100 percent of unfunded special education costs.²⁵

Pennsylvania

Pennsylvania's funding system went through a significant change in 1991. Before that year, the state funded intermediate units directly and deducted the amount from the funding for the district. If a district operated its own program, it was reimbursed 100 percent by the state.

State funding model

This model became too costly to Pennsylvania; thus, legislation in 1991 changed funding and the flow of state aid completely. State aid for special education funding was capped at an annual limit. **This funding went directly to the district, which would contract with IUs or could operate programs themselves.**²⁶

The plan was intended to make districts more cost-conscious, but five years after the legislation was enacted, special education funding has still grown.

State aid has decreased over the years, shifting the burden onto local school districts.²⁷ A shift in providing special education means school districts rather than IUs are running programs.²⁸

California

In 1988, new legislation adjusted the state funding model. The State moved to a census-based formula for granting financial aid, but **found itself facing allegations of failing the education system.** Nine school districts and 60 children **sued the state in spring 2010**, arguing the state has failed in its obligation to support public schools. **“The problem is the state unbelievably has not determined the cost of the educational services it requires.”**³⁰

²⁵ Melcher, Tom. “Special Education Funding Reform”. Minnesota Department of Education. May 11, 2011. <http://education.state.mn.us/mdeprod/groups/Finance/documents/Presentation/021168.pdf>

²⁶ Hatmann, William T. “The Impact of Census-Based Special Education Funding in Pennsylvania”. Pennsylvania State University. p.3. <http://csef.air.org/publications/related/jse/HARTMAN.PDF>

²⁷ Ibid., 9.

²⁸ Ibid., 9.

³⁰ Tucker, Jill and Marisa Lagos. “Schools, students sue over funding”. *SFGate*. May 21, 2010. http://articles.sfgate.com/2010-05-21/news/20907727_1_education-funding-system-school-funding-school-districts

State funding model

California uses a census-based formula to calculate funding. Special education funding is determined using a per unit calculation of classes operated, with the assumption that 10 percent of the K-12 population would require special education assistance.³¹ The State Aid towards SELPAs is the calculated entitlement, less federal IDEA funds and any taxes allocated to special education.³² SELPA funding is typically not sufficient to cover costs, causing a reliance on significant local funding. Any increases in federal funding offsets state contributions.³³ Counties do allocate property taxes towards SELPA, but these, too, lessen the state aid contribution.

Legal definition of RSAs

In California, all school districts must belong to a SELPA (Special Education Local Plan Area). **The SELPA has the authority to determine how to distribute the special education funds among its Local Education Agencies (LEA).** It is the responsibility of the SELPA to allocate more funds to LEAs with high-expenditure students.

Other funding streams

Funding outside of the SELPA includes aid for children in foster care, infant funding, and low incidence funding.³⁴

High-expenditure students

There is a significant financial incentive in the California public school system to place foster care children living in group homes in nonpublic schools. School districts receive 100 percent reimbursement from the state for nonpublic school tuition, while special education services provided within the school are not funded additionally.³⁵ From 2000 to 2008, autistic student enrollment rose 279 percent, and traumatic brain injury rose 39 percent.

³¹ Barber, Vicki. "Special Education SELPA Funding, Past, Present, Future". El Dorado County School District. January 2010. slide 46.

http://www.edcoe.k12.ca.us/supts/whats_new/documents/spedtrainingjan2010revisedwmoe.pdf

³² Ibid., slide 20.

³³ Ibid., slide 22.

³⁴ Ibid., slide 55.

³⁵ "Educating California's Foster Youth". California Department of Education. 2003.p. 5.

<http://www.cde.ca.gov/fg/fr/se/documents/fosteryth.pdf>

Ohio

Ohio has recently passed legislation to address funding for special education. As of 2010, funding is calculated using a **six-weight funding model**. Furthermore, **the state has adopted an Evidence-Based Model to determine costs**.³⁶ However, the Ohio Coalition for Education of Children with Disabilities points out that the model calculates costs based on a 20:1 student to teacher ratio that is not adequate for higher needs students.

State funding model

A six-weight funding model determines the allocation for special education. The six categories are as follows, in order of increasing weight:

- ❖ Speech disabled
- ❖ Learning disabled/developmentally handicapped
- ❖ Severe behavioral handicapped/hearing impaired/visually impaired
- ❖ Orthopedically handicapped/ other major health
- ❖ Multiple handicaps
- ❖ Deaf and blind/autistics/traumatic brain injury

Furthermore, there is an “Education Challenge Factor” which accounts for populations with high proportions of impoverished or ESL students.³⁷

The State provides 90 percent of calculated cost, assuming federal funds will cover the remaining 10 percent.³⁸ ESCs are prohibited from participating in the state school-based Medicaid program.³⁹

Legal definition of RSAs

Under Ohio law, educational service centers are defined as school districts and also referred to in legislation defining “school board” or “board of education.”⁴⁰ The ESC receives funding directly from the State and, additionally, they are supported contractually by school districts.⁴¹

³⁶ Ibid., 5.

³⁷ “Special Education Funding in Ohio”. Op. cit., 9.

³⁸ “Special Education Funding in Ohio”. Op. cit., 10.

³⁹ “OESCA’s State Legislative Platform”. Ohio Educational Service Center Association. 2008-2009. p. 5.
http://www.oesca.org/pages/uploaded_files/FINAL_State%20Platform.pdf

⁴⁰ “OESCA’s State Legislative Platform”. Op. cit., 4.

⁴¹ “OESCA’s State Legislative Platform”. Op. cit., 5.

Relationship with school districts

School districts contract with ESCs for special education services, among others. A **loophole in federal IDEA law allows the school districts to reduce their local spending up to 50 percent in years when there is an increase in federal special education funding.**⁴² Furthermore, the Department of Education lowered the standards that school districts must meet in demonstrating that special education students are receiving education in a LRE (least restrictive environment).⁴³ Thus, 113 Ohio school districts diverted special education funds towards their operating budgets.

Maine

Maine has **among the highest special education rate among students in the nation**, and special education enrollment is increasing while general education enrollment has decreased. As of 2005, **Maine has adopted the cost-driven adequacy funding model**, discussed in the literature review.

State funding model

Maine has adopted a “Single Pupil-Weight Model” because it is able to accommodate small districts, high cost in-district students, and high-cost out-of-district students. The model gives a 1.25 incremental weight for students with disabilities, up to 15 percent of the population.⁴⁴ In order to provide Essential Programs and Services (EPS), the state share is calculated as the total allocation for EPS times 55 percent, while the local responsibility is 45 percent. The required local contribution for a specific community is calculated as the local community valuation times the statewide millage rate. The State contribution for a specific community is the total allocation for the specific community less the local contribution.⁴⁵

Legal definition of RSAs

There are no educational service agencies in the state of Maine.

⁴² “Special Education Funding in Ohio”. Op. cit., 9.

⁴³ Ibid., 9.

⁴⁴ Silvermail, Dr. David L. “Overview of Maine’s K-12 School Funding Formula and Special Education Funding.” PowerPoint presentation to the Committee on Financing and Effectiveness of the Vermont Education System in the 21st Century and Vermont State Legislature. October 14, 2009. Slide 6.
http://education.vermont.gov/new/pdfdoc/laws/legislative_committee/agenda_items_09_1014/silvermail_maine_overview_k-12_funding_formula.pdf

⁴⁵ “Overview of Maine’s K-12 School Funding Formula and Special Education Funding.” Op. cit., slide 6.

Other funding streams

For children in foster care, federal funding is increased to assist transportation costs that allow a child to remain in their home or another stable school placement.⁴⁶

High-expenditure students

There are adjustments for high-cost students, defined as a placement costing at least **three times the EPS special education per-pupil rate**, giving districts allocations for estimated costs above the threshold.

Michigan

The loss of auto manufacturing jobs has **severely impacted Michigan's state budget**. The State of Michigan has proposed **significant budget cuts for K-12**, decreasing funding by 7.3 percent for the 2011-2012 fiscal year.⁴⁷ There has been a rise in the number of families living in poverty and the number of homeless students.⁴⁸ Of the school aid distributed, 11.6 percent funds special education and 0.5 percent fund ISDs.

State funding model

Intermediate School Districts must submit a budget to their constituent districts for approval. The relevant clauses of this act are reprinted below:

(b) ... **each constituent district shall review the proposed intermediate school district budget**, shall adopt a board resolution **expressing its support for or disapproval** of the proposed intermediate school district budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

(3) The **tax allocation board shall receive the budget from its county clerk and shall allocate a tax rate to the intermediate school district**. ... the secretary of the intermediate school board shall file a certified copy of the resolution of the intermediate school board certifying the taxes to be levied on the taxable property within the intermediate school district with the clerk of each city and township in which the district is situated.⁴⁹

⁴⁶ Lewis, Karina Jumenez. "Educational Stability for Children and Youth in Foster Care". Casey Family Services. 2009. <http://www.slideshare.net/KarinaJLewis/presentation-to-maine-crp-51409-linked-in-version>

⁴⁷ "Michigan Budget Community Teach-In". Genesee Intermediate School District. April 2011. <http://www.geneseeisd.org/DocumentView.aspx?DID=444>

⁴⁸ Ibid.

⁴⁹ "Enrolled House Bill No. 4338". State of Michigan 92nd Legislature Regular Session of 2004. July 21, 2004. <http://www.legislature.mi.gov/documents/2003-2004/publicact/pdf/2004-PA-0234.pdf>

According to a 1997 law, ISDs may levy a property tax to supplement funding for local districts. While ISDs have the authority to levy taxes, “their budgets must be approved by their constituent school districts.”⁵⁰

Legal definition of RSAs

Federal IDEA funds are delivered directly to the ISD to be used or distributed to the local district, depending on the special education arrangements. State funds are disbursed to ISDs or local districts depending on which entity incurs the cost.⁵¹ Larger ISDs typically collect most of their funding from local sources, while smaller ISDs are more reliant on state and federal sources.⁵²

Other funding streams

In the spring of 2011, the Michigan Department of Education instituted a bond program to allow schools to finance the renovation or equipping of their facilities. Eligible schools must be serving populations with high concentrations of low-income families.⁵³

High-expenditure students

Students that are beyond ability of the school district or ISD can be transferred to nonpublic schools, and the intermediate school district sends per-pupil funds to the institution.⁵⁴ In 2006-2007, the State transferred responsibility for education of juvenile detention centers to the K-12 system.⁵⁵

Montana

Since 1990, the base year for calculating expenditures, state expenditures have remained largely constant, **while local expenditures have increased at the greatest rate** since the base year.⁵⁶ By definition, local funds are expenditures that are above the specifically designated state aid—money drawn from the general fund budget that could have been available for other areas in education. According to the report, **this “has ... created an atmosphere of competition for dollars.”**⁵⁷

⁵⁰ “Public Education Governance in Michigan”. Citizens Research Council of Michigan. January 2010. p. vii
<http://www.masb.org/LinkClick.aspx?fileticket=BwzJpsI9e%2BI%3D&tabid=244>

⁵¹ Ibid., 26.

⁵² Ibid., 34.

⁵³ “Qualified Zone Academy Bond”. State of Michigan Department of Education. April 21, 2011.
http://www.michigan.gov/documents/mde/2011_QZAB_Announcement__351090_7.pdf

⁵⁴ “The AHSI Policy Perspective: State Policy Examples Compiled as of June”. Alternative High School Initiative. June 2008. p. 5.
http://www.doleta.gov/youth_services/pdf/AHSI_Policy_Perspective_State_Exs_June08.pdf

⁵⁵ Ibid.

⁵⁶ Ibid., 9.

⁵⁷ Ibid., 10.

In the 2009-2010 school year there were 17,213 special education students across Montana, a decrease from a high of 19,515 in 2004-2005.⁵⁸ However, because this decrease coincides with a general decrease in enrollment, the proportion of special education students has actually risen.⁵⁹

State funding model

If a school district provides on-site special education, then the school receives an “Instructional Block Grant” and a “Related Services Block Grant” from the State. If the district is a member of a co-op, **the co-op receives the “Related Services Block Grant” while the home district receives the “Instructional Block Grant”**. The co-op also receives a “Co-op Administrative and Travel payment.”⁶⁰ These grants are based on the average number of students enrolled in the school district.

Legal definition of RSAs

Montana serves its special education population through the school district or through special education cooperatives. The Office of Public Instruction pays out one tenth of the year’s entitlements to districts and cooperatives. The district must spend the state block grant plus \$1 of local money per \$3 of state money. In other words, local money is to be paid first, while state money supplements it, in a 3:1 ratio. Spending must be recorded and allocated among “allowable costs.” Any money not spent will result in a reversion the next year, reducing the amount a district can receive. In order to avoid reversion, **the school district can send any extra money to the special education cooperative as an “allowable cost.”**⁶¹ Thus, the local match (required in the 3:1, state to local ratio) is distributed to the co-op from the school district.⁶² Additionally, a “Quality Educator” grant—a \$3,000 dollar allocation per full time, qualified teacher—is distributed to cooperatives by the state.⁶³

Other funding streams

IDEA funds are provided to the Local Education Agency (LEA), but they must be used to pay excess costs only, and they cannot supplant state, local, or other federal funds.⁶⁴

⁵⁸ “Special Education Report to the 62nd Legislature”. Office of Public Instruction. January 2011. p.2
http://www.opi.mt.gov/pdf/SpecED/SEdata/SpecEd_Rpt_62nd_Legislature.pdf

⁵⁹ *Ibid.*, 3.

⁶⁰ “What is Special Ed ‘Reversion?’” Montana Office of Public Instruction.
<http://www.opi.mt.gov/pdf/SchoolFinance/SpecEd/Reversion.pdf>

⁶¹ *Ibid.*

⁶² “Special Education Cooperative Allowable Cost Funding”. Montana Office of Public Instruction. May 19, 2011. <http://www.opi.mt.gov/Pdf/SchoolFinance/Entitle/FY12PostSessionSpecEdCoopRpt.pdf>

⁶³ “Quality Educator”. Montana Office of Public Instruction. May 23, 2011.
http://www.opi.mt.gov/pdf/SchoolFinance/Entitle/FY12QEC_CoOp.pdf

⁶⁴ “IDEA Funds”. Montana Office of Public Instruction. June 24, 2009.
http://www.opi.mt.gov/PDF/SpecED/IDEA/Use_IDEAFunds.pdf

High-expenditure students

In recent years, there has been a **decreased count of children reported to have emotional disturbance** across the Montana. This is attributed to positive behavioral supports within general education, and the implementation of “Comprehensive School and Community Treatment Services” across the state.⁶⁵ However, consistent with the experience of ISD 287, Montana has seen a higher incidence of autism.

Illinois

The State of Illinois is above the national average in special education enrollment.⁶⁶ According to the personnel-based expenditure calculation, Illinois ranks in the top third of states by special education costs.⁶⁷

State funding model

The State reimbursement formula allocates \$9,000 per full-time certified worker (compared to \$3,000 in Montana), up to \$9,000 for homebound or hospital instruction, up to \$400 per child for readers for the blind, and up to \$3,500 per non-certified employee.⁶⁸ **All together, this funding accounts for 31.5 percent of the state special education funding. Further, the funding for children requiring special education accounts for 25 percent of funding.** This is calculated based on average daily attendance, with extra allocations to more impoverished districts.

Other funding streams

There is further funding for school districts that **are billed by special education cooperatives that operate under an extended school year.** Typically, districts spend significantly more on special education services than the State allocates.⁶⁹

High-expenditure students

Illinois reimburses school districts for special education students whose cost of education is more than four times the resident district’s per capita tuition rate.⁷⁰ The funding model also creates an incentive to send students to non-public facilities due to an allocation in the funding formula that subsidizes sending students to such non-public options.⁷¹

⁶⁵ Ibid., 2.

⁶⁶ “Analysis of and Policy Alternative for Special Education Funding in Illinois”. Op. cit., 6.

⁶⁷ Ibid., 8.

⁶⁸ Ibid., 9.

⁶⁹ Ibid., 17.

⁷⁰ Ibid., 10.

⁷¹ Ibid., 22.

Section III: Profiles of Intermediate School District Funding

Delaware County Intermediate Unit

DCIU is a regional education agency that serves 92,000 students,⁷² providing special education, autistic support, emotional support, and behavior support services.⁷³ DCIU also provides educational services to children in the juvenile detention system.

Budget creation

In its December 2010 Strategic Plan, DCIU announced its commitment to financial stewardship, **making quantifiable goals about saving money**, including:⁷⁴

- ❖ The Special Programs department will negotiate over-time and part-time contracts at 10 percent lower than the lowest hourly rate available to Delaware County School Districts.
- ❖ The Business Department will negotiate 45 percent off pricing for school and janitorial supplies.
- ❖ The Professional Development will **generate a net revenue of \$25,000 from sources other than the Delaware County School Districts.**⁷⁵

The resources and documents published by DCIU emphasize the **financial competitiveness of all its fiscal decisions**. The message DCIU sends is one of extremely careful financial management.

Sources of funding

All funding comes through the schools districts, which are billed by DCIU.

Interview with Maria Edelberg, Director of Special Programs

When asked about of the issue of funding for students with highly-complex needs, Ms. Edelberg said that there was little controversy between the IU and school districts over funding. Ultimately, **“the district is obligated to fund the program”** and **because DCIU provides the programs with great “cost efficiency,”** the districts pay for them. She noted that the districts in the IU are “good at inclusion” and **meet the needs of as many students as possible**. She characterized the

⁷² “About Us”. Delaware County Intermediate Unit. <http://www.dciu.org/922971615258/site/default.asp>

⁷³ “Student Programs Directory”. Delaware County Intermediate Unit. http://www.dciu.org/dciu25/site/Directory_List.asp?byType=46

⁷⁴ “DCIU Strategic Plan Update”. Delaware County Intermediate Unit. December 1, 2010. http://www.dciu.org/922971615258/lib/922971615258/DCIU_Strategic_Plan_Update_12-10.doc

⁷⁵ The document does not specify the means by which the Professional Development department will generate this additional revenue.

relationship between the IU and the school districts as very good, and did not suggest that there were any controversies over funding. Further, because DCIU service area is only 25 square miles, it is easy to send students within any schools to the IU. Lastly, Ms. Edelberg noted that many parents in Delaware County have the means and information to advocate effectively for their children, and in some cases parents choose to move their child out of the district.⁷⁷

Genesee Intermediate School District

The Genesee Intermediate School District is located in Michigan, serving 21 school districts and 10 charter schools in the county. The ISD has 13 roles, including “research[ing] and facilitate[ing] the development of innovative programs for special education and other special needs students.”⁷⁸ To that end, the ISD has four special education program locations as well as 30 classrooms under “Project CHOICE” (Children’s Options for Integration into Community Environments), which offers an alternative classroom setting for special education students.⁷⁹

Budget creation

In order to understand and reconcile the costs associated with the ESA, **Genesee creates a budget first through collecting feedback from superintendents and local districts.** GISD forms six committees, including a special education committee; committees review the ISD’s budget sections relevant to the committee’s focus area, and then specify what resources and services will help provide the greatest benefit to the local district. The final budget is presented to all constituent school districts, and, per Michigan Legislature Public Act 234 of 2004, the districts express their support for or disapproval of the proposed budget.⁸⁰

Sources of funding

In GISD’s 2011-2012 budget, revenue was generated from three sources:⁸¹

- ❖ Local Revenue (\$9.4 million)
- ❖ State Revenue (\$3.1 million)
- ❖ Federal Revenue (\$1.5 million)
- ❖ **Total Budget: \$14 million**

⁷⁷Phone interview with Maria Edelberg, Director of Special Education at Delaware County Intermediate Unit. August 15, 2011.

⁷⁸ “Key Concepts”. Genesee Intermediate School District. <http://www.geneseeisd.org/index.aspx?nid=91>

⁷⁹ “Special Education Services and Center Programs”. Genesee Intermediate School District. <http://www.geneseeisd.org/index.aspx?nid=71>

⁸⁰ “Budget Development Process”. Genesee Intermediate School District. <http://www.geneseeisd.org/index.aspx?NID=134>

⁸¹ “Resolution for Adoption by the Board of Education of the Genesee Intermediate School District 2011-2012 Initial Budget Adoption”. Genesee Intermediate School District. June 28, 2011. <http://www.geneseeisd.org/DocumentView.aspx?DID=448>

Hillsdale Intermediate School District

Located in Hillsdale County, Michigan, Hillsdale Intermediate School District serves 10 area school districts.⁸³ The Special Education Fund notes that its budget assumptions are based on the County Equalization Department news that **local tax revenue has decreased three percent**, and the ISDs do not recoup the loss from the State in state aid.⁸⁴

Sources of funding

Hillsdale ISD passed a tax levy of 4.1592 mills (0.4 percent), of which 3.0 mills are for Special Education fund, .8918 mills are the Vocational Education fund, and .2674 mills are for the General Education fund.⁸⁵

Under State Aid Revenue, the budget lists the following sources:⁸⁶

- ❖ Foundation Allowances for Section 52 Students
- ❖ Foundation Allowances for Non-Section 52 Students
- ❖ Added Costs
- ❖ **Court Placed Special Education Students**
- ❖ Millage Equalization

The Federal Revenue is from various federal grants:⁸⁷

- ❖ Early On
- ❖ Flow Through
- ❖ Medicaid Outreach (AOP)
- ❖ Preschool
- ❖ State Initiated (EOSD)
- ❖ Transition

On the balance sheet for its budget, Hillsdale indicates it expects revenue from the following sources:⁸⁸

⁸³ "Local Districts". Hillsdale County Intermediate School District.
<http://www.hillsdale-isd.org/18841021214941367/site/default.asp>

⁸⁴ "Special Education Fund Budget Assumptions." Hillsdale County Intermediate School District Proposed 2011-2012 Budget. July 1, 2011. P. 8.
http://www.hillsdale-isd.org/18841031016645510/lib/18841031016645510/_Files/Required_Website_Documentation/2011-2012_Board_Approved_Budget.pdf

⁸⁵ Ibid., 1.

⁸⁶ Ibid., 8.

⁸⁷ Ibid.

- ❖ Local Revenue (\$4.1 million)
- ❖ State Revenue (\$3.2 million)
- ❖ Federal Revenue (\$1.8 million)
- ❖ Incoming transfers from LEA and charter schools (\$56,000)
- ❖ **Total Budget: \$9.2 million**

Monroe County Intermediate School District

Monroe County ISD provides education services in Monroe County, Michigan, including nine public schools, two charter schools, and 15 private schools.⁸⁹ **The ISD handles special education and provides educational services to juvenile delinquents.** Its main campus only serves students with severe impairments, but **the ISD employs special education teachers and aides who work in the constituent schools.** They work in self-contained classrooms within the public school system, which are leased from the schools.

Sources of funding

MCISD's 2011-2012 budget anticipates funds from the following sources:⁹⁰

- ❖ Local Revenue (\$7.2 million)
- ❖ State Revenue (\$2.3 million)
- ❖ Federal Revenue (\$600,000)
- ❖ Incoming transfers and other transactions (\$2.9 million)
- ❖ **Total Budget: \$13 million**

Northwest Indiana Special Education Cooperative

The Northwest Indiana Special Education Cooperative provides programs and services to nine school districts.

Budget creation

NISEC's Board of Managers prepares, reviews, and approves the General Fund, Transportation Fund, School Bus Replacement Fund, Capital Projects Fund, and the Rainy Day Fund.⁹² Once passed, the budget is carried out by the Director.⁹³

⁸⁸ Ibid., 12.

⁸⁹ "What is an ISD?" Monroe County Intermediate School District.
<http://www.misd.k12.mi.us/about/whatis/>

⁹⁰ "General Appropriations Act of Monroe County Intermediate School District". Transparency Reporting.

⁹² "Budget Preparation". Northwest Indiana Special Education Cooperative.
<http://www.neola.com/northwestindiana-in/>

⁹³ "Budget Implementation". Northwest Indiana Education Cooperative Bylaws and Policies.
<http://www.neola.com/northwestindiana-in/>

Sources of funding

The sources of revenue for the Northwest Indiana Special Education Cooperative General Fund budget are:⁹⁵

- ❖ State Special Education Support – **support for students served by the Cooperative flows through the districts to the Cooperative.**
- ❖ County Supplemental Tax – a tax that is divided by average daily attendance of each corporation, resulting in a per student share of the tax. This is then multiplied by number of students served in the coop to determine special education distribution.
- ❖ Room Rental Assessment – established by NISEC’s Board of Managers.
- ❖ Miscellaneous Income – additional income that is applied to NISEC’s General Fund budget.

⁹⁵ “Funding Formula for General Fund Assessment”. Northwest Indiana Special Education Cooperative Administrative Guidelines. <http://www.neola.com/Northwestindiana-in/search/ag/ag6100.htm>

Project Evaluation Form

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www.district287.org/sharedsocialworkproject
www.hennepin.us/agrad

Who Can Access the Shared Social Work Project Team?

You can access the Project Team if you are a County or school district social worker, teacher or other staff person responsible for intake and screening, case coordination, planning and management for Hennepin County youth.

The Project Team does not deliver individual case management services.



Hennepin County School Districts

Shared Social Work Project

A Shared
Approach
to Helping
Youth Succeed
in School

A project of
Hennepin County and
Hennepin County School Districts

Supporting County and School Social Workers...

Together, Hennepin County and its public school districts are working hard to raise the high school graduation rate.

A key part of this effort is the Shared Social Work Project.

Its purpose is to build a bridge between the county and its school districts that results in better services for students (birth to 21) and their families.

Over the next three years, the Project Team will design sustainable, systems-level solutions to improve the coordination between county and school district social work activities.

The Project Team includes two Hennepin County Human Services and Public Health Department senior social workers and two licensed school social workers. They will help the people who provide direct services to students better navigate one another's systems.

Intended results include increasing efficiencies in service acquisition and decreasing barriers between county and district resources.



The Shared Social Work Project is coordinated by Intermediate District 287 and by Hennepin County Human Services and Public Health.

The Project aligns with A-GRAD (Accelerating Graduation by Reducing Achievement Disparities), Hennepin's commitment to setting policy and making investments to ensure youth graduate from high school.

Project Sponsors

Hennepin County Board of Commissioners
Public School Superintendents in Hennepin County
Hennepin County Human Services and Public Health Department
Intermediate District 287
Hennepin County Research, Planning and Development Department

The Shared Social Work Project Team Can Help:

- Identify educational assessment resources.
- Talk with contracted providers who may not be knowledgeable or experienced working with school districts and 18-to-21 year-old students.
- Get additional educational information about a student's needs so that a placement will provide the appropriate education supports.
- Access and navigate the county's Human Services and Public Health service areas.
- Get information about county and community-based resources, such as chemical health assessments and treatment information and resources.
- Help school staff better understand how Child Protection works.

The team also delivers consultation and answers on an individual, case-by-case basis.

...So They Can Support

Better Student Attendance
Better Student Achievement
Better Graduation Rates

September 13, 2011

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

First Lady Michelle Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500
VIA FAX: 202-456-2461

Sandra Lewandowski, Superintendent
District Service Center
1820 Xenium Lane North
Plymouth, MN 55441-3708

Telephone: 763.550.7100
www.district287.org

Dear Mrs. Obama,

I am writing on behalf of the *Recipes for Healthy Kids* grand prize-winning "Porcupine Sliders" team to respectfully request an invitation to meet you at the White House. Adilene, Chris, Dominic and Dolores are four high school students from SECA (South Education Center Alternative) in Richfield, Minnesota who are a self-described "Cinderella Story" thanks to their perseverance and hard work. It would not be an overstatement to say that the competition sponsored in conjunction with your *Let's Move* initiative has transformed the way these students see themselves and their future potential.

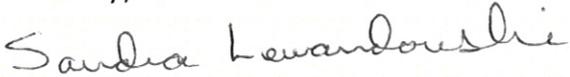
SECA is a small, alternative school for high school students who need to recover high school credits, work on basic skills, and who are pregnant or parenting. Meeting and thanking you in person for this invaluable experience would be a tremendous honor for these deserving young people.

Perhaps porcupine sliders – an extra lean turkey burger with brown rice and spinach – do not represent a traditional path toward school success. But that is precisely why this experience proved invaluable for our students. Many students do not fit the traditional model of school. The competition provided a challenge, goal, steps and measures so that our young people could apply classroom concepts in a meaningful and tangible way.

In an online video, the students describe how the competition allowed them to live up to the school's motto, "Be the Change You Want to See in this World." I invite you to enjoy their moving account of what this experience has meant for them: <http://tinyurl.com/3g2pgrz>.

Thank you in advance for considering my request. I can be reached at 763-550-7100 or SLLewandowski@District287.org to provide any additional details on the students and our school district.

Sincerely,


Sandra Lewandowski, Ed.S.
Superintendent

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2011-2012

Get on the Bus

Tuesday, October 25th
Bren Road
Headway & West Academy
(Care & Treatment Programs)
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, November 22nd
ALC's
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, February 7th
TBN
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Local 2209 Breakfast
7:00 AM

Tuesday, November 1st
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, January 10th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

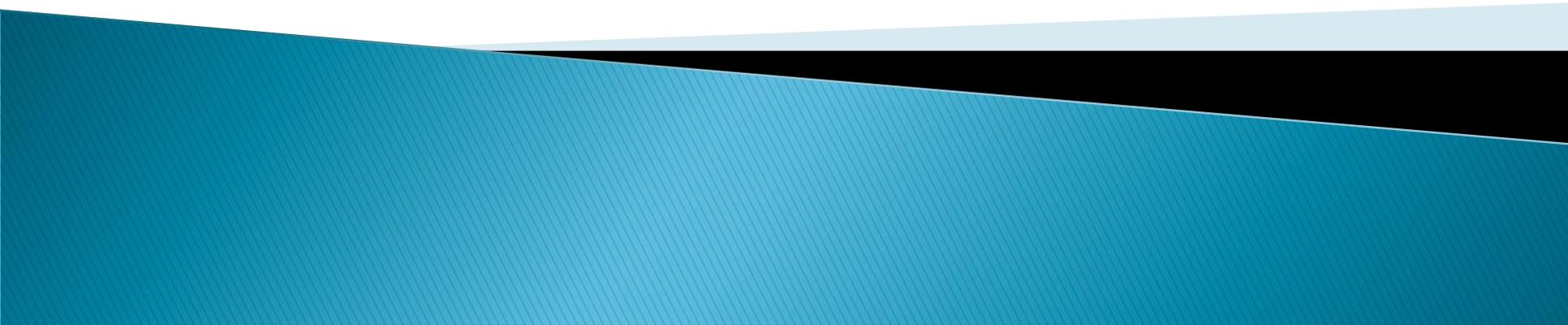
Tuesday, March 20th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

CARE & TREATMENT

School Board Presentation

September 22, 2011



Care & Treatment

Care & Treatment settings describes programs where children and adolescents receive treatment for mental illnesses, chemical dependency, or other conditions, or programs to which they have been court ordered.



Member Districts request 287 to provide services on their behalf

- Osseo
 - Eden Prairie
 - Wayzata
 - Hopkins
 - Richfield
 - SEDAC
- 

Osseo

MN Rule 3525.2325

- PrairieCare Maple Grove, grades K–12
Licensed through MDH as a hospital
Partial Hospital Program
Inpatient Hospital Program
Intensive Outpatient Program
- 

PrairieCare Maple Grove

- ▶ Staff

 - 3 licensed teachers

 - 2 educational assistants

- ▶ Student Enrollment

 - Partial Hospital Program: 16

 - Inpatient Hospital Program: 17

- ▶ Special Education %: 50%

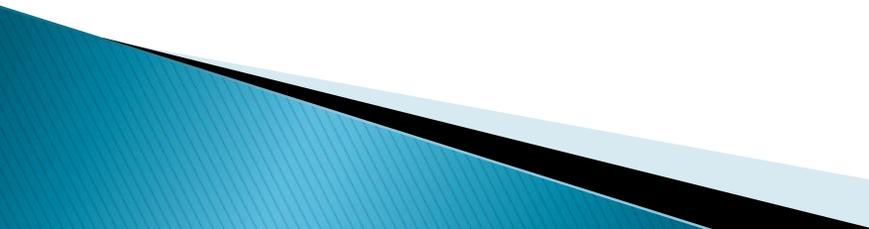
Eden Prairie & Wayzata

- ▶ MN Statute 125A.515
- ▶ On-Belay House, grades 7–12
adolescent alcohol & drug abuse
licensed through DHS
Females in Eden Prairie
Males in Wayzata
West Academy located at Bren Road
Education Center

West Academy

- ▶ Staff
 - 4 licensed teachers
 - 2 educational assistants
 - ▶ Student Enrollment
 - 23 students
 - ▶ Special Education %: 17%
- 

Hopkins

- ▶ MN Statute 125A.515
 - ▶ Epsilon, Hennepin County Home School
Ages 12–20
Licensed by Department of Corrections
 - ▶ Omegon, grades 7–12
Volunteers of America is licensed through
DHS to provide residential children's mental
health services
- 

Hennepin County Home School Epsilon

- ▶ Staff
 - 8 licensed teachers
 - 7 educational assistants
 - ▶ Student Enrollment
 - 55 students
 - ▶ Special Education %: 60%
- 

Omegon

- ▶ Staff
 - 2 licensed teachers
 - 1 educational assistant
 - ▶ Student Enrollment
 - 23 students
 - ▶ Special Education %: 50%
- 

Special Education Director's Advisory Committee

- ▶ MN Statute 125A.51
- ▶ Headway Academy, grades 7–12
 - Day Treatment programming provided with Headway Emotional Health Services
 - Located in Eisenhower Community Center
 - Licensed through DHS
 - Children's Therapeutic Support Services certified mental health provider

Headway Academy

- ▶ Staff
 - 4 licensed teachers
 - .5 educational assistant
 - ▶ Student Enrollment
 - 26 students
 - ▶ Special Education %: 50%
- 

Richfield

- ▶ MN Rule 3525.2325

- ▶ PrairieCare Edina, grades K-12

Located in city of Edina, Richfield School District

Licensed through MDH as a hospital

Partial Hospital Program

Intensive Outpatient Program

PrairieCare Edina

- ▶ Staff
 - 2 licensed teachers
 - 1 educational assistant
 - ▶ Student Enrollment
 - Partial Hospital Program: 20
 - ▶ Special Education %: 50%
- 

Site	Enrollment	Capacity	Sped percentage
Epsilon	55	84	60%
Omegon	23	24	50%
PrairieCare Maple Grove	32	42	50%
PrairieCare Edina	20	27	50%
West Academy	23	36	17%
Headway Academy	26	32	50%
TOTAL	179	245	

Future Expansions

- ▶ **PrairieCare Maple Grove**
breaking ground in spring 2012, campus
increase number of inpatient beds from
20 to 50

- ▶ **PrairieCare Edina**
moving to Physician's building behind
hospital in January 2012
increase number of students to 44

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

Regular Meeting – September 22, 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 August Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds totals \$27,421,128, or 33.0% of the Original Revenue Budget of \$83,032,508. Both amounts exclude Fund 06, Building Construction. 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 FY12, we are receiving payments based upon 60% of the entitlement. That compares to 90% in FY09, 73% in FY10, and 70% in FY11. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds, total \$7,668,799, or 9.3% of the Revised Expenditure Budget of \$82,644,155. Both amounts exclude Fund 06, Building Construction.

The numbers as of the end of the prior fiscal year at June 30th 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 901 REVENUE SUMMARY BY FUND - Board Report
 STATEMENT OF REVENUE
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 08/01/11 TO 08/31/11

RUN: WED 091411 08:26 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

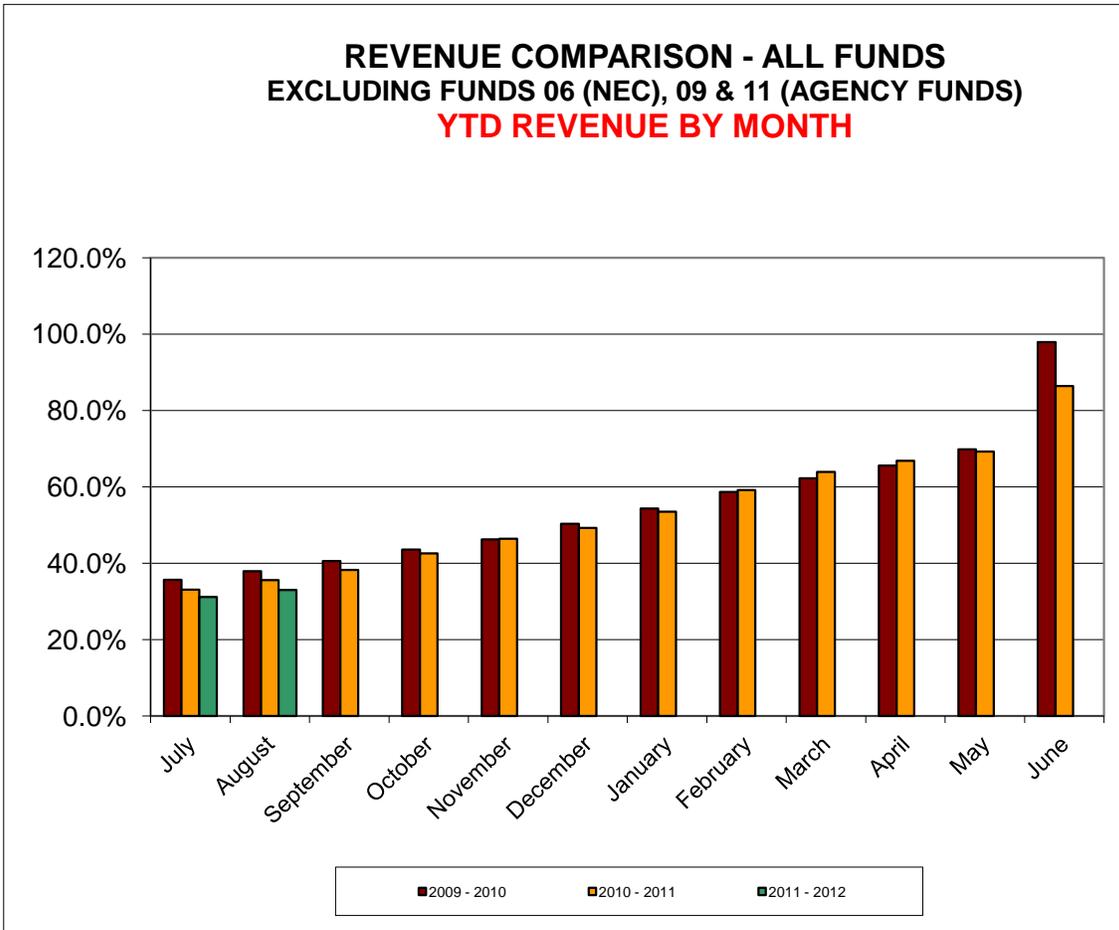
FD	PRIOR YEAR ACTUAL	REVISED BUDGET	08/01/11 TO 08/31/11	RECEIVED THRU 08/31/11	REMAINING ON 08/31/11	PERCENT REMAINING
01 GENERAL FUND	11,969,494.81	18,012,404	118,692.08	8,387,322.43	9,625,081.57	53.43 %
02 FOOD SERVICE FUND	268,330.49	320,845	3,494.97	3,494.97	317,350.03	98.91 %
04 COMMUNITY SERVICE FUND	240,065.95	288,199	4,862.74	9,104.58	279,094.42	96.84 %
06 BUILDING CONSTRUCTION FUND	33,993,002.67	0	0.00	7,205.66	7,205.66-	0.00 %
07 DEBT SERVICE FUND	46,506.35	5,520,000	19,659.56	1,143,909.49	4,376,090.51	79.27 %
08 TRUST FUND	446,797.00	0	28,633.13	42,599.37	42,599.37-	0.00 %
10 BREN ROAD	51,336.48	0	0.00	0.00	0.00	0.00 %
12 ALC-ACADEMIC	8,790,396.16	9,126,525	7,044.98	5,516,667.98	3,609,857.02	39.55 %
13 CAREER & TECH	1,563,543.17	1,860,719	0.00	1,113,556.00	747,163.00	40.15 %
14 SPECIAL EDUCATION	41,138,522.47	47,870,516	1,364,933.81	11,193,595.40	36,676,920.60	76.61 %
20 INTERNAL SERVICE FUND	528,232.56	0	0.00	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	55.38	55.38	55.38-	0.00 %
51 STUDENT CLUBS	27,676.19	33,300	55.35	97.65	33,202.35	99.70 %
*** REPORT TOTALS:	99,132,864.47	83,032,508	1,547,432.00	27,428,334.01	55,604,173.99	66.96 %

DISTRICT 287

REVENUE COMPARISON - ALL FUNDS EXCL. 06 (NEC), 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%	25,873,696	31.2%
August	1,643,203	37.9%	1,917,864	35.6%	1,547,432	33.0%
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%	12,878,038	86.4% ¹		
TOTAL	72,255,282	97.9%	64,953,572	86.4%	27,421,128	33.0%
BUDGET	73,818,687		75,178,488		83,032,508	

¹ Pre-audit



REPORT: EXPREV 905 EXPENDITURE SUMMARY BY FUND - Board Rept
 STATEMENT OF EXPENDITURES
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 08/01/11 TO 08/31/11

RUN: WED 091411 08:36 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

FD 01	PRIOR YEAR ACTUAL	REVISED BUDGET	FISCAL YEAR 201107				REMAINING ON 08/31/11	PERCENT REMAINING
			08/01/11 08/31/11	EXPENDED THRU 08/31/11	ENCUMBERED THRU 08/31/11			
01 GENERAL FUND	16,938,499.35	18,025,999	1,459,997.94	2,654,384.84	2,353,070.69	13,018,543.47	72.22 %	
02 FOOD SERVICE	326,907.87	320,845	13,852.47	23,026.87	118,071.18	179,746.95	56.02 %	
04 COMMUNITY SERVICE FUND	245,925.96	288,199	10,327.24	23,800.37	28,460.30	235,938.33	81.86 %	
06 BUILDING CONSTRUCTION FUND	6,414,045.83	31,519,525	1,999,158.95	1,999,158.95	21,506,852.04	8,013,514.01	25.42 %	
07 DEBT SERVICE FUND	1,501,117.32	5,520,000	230,057.50	2,237,659.62		3,282,340.38	59.46 %	
08 TRUST FUND	425,037.77	0	28,633.14	42,599.38		42,599.38-	0.00 %	
10 SCHOLARSHIP FUND	0.00	0	1,800.00	1,800.00		1,800.00-	0.00 %	
12 ALC-ACADEMIC	8,602,357.35	9,126,525	365,482.62	754,342.81	557,864.54	7,814,317.65	85.62 %	
13 CAREER & TECH	1,727,372.86	1,861,719	157,306.40	187,685.98	32,800.98	1,641,232.04	88.15 %	
14 SPECIAL EDUCATION	43,460,080.35	47,467,568	974,276.24	1,708,607.98	261,345.72	45,497,614.30	95.84 %	
20 INTERNAL SERVICE FUND	448,361.17	0	0.00	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	275.00	28.39	200.00	33,071.61	99.31 %	
*** REPORT TOTALS:	80,161,924.89	114,163,680	5,241,167.50	9,667,958.13	24,858,665.45	79,637,056.42	69.75 %	

DISTRICT 287

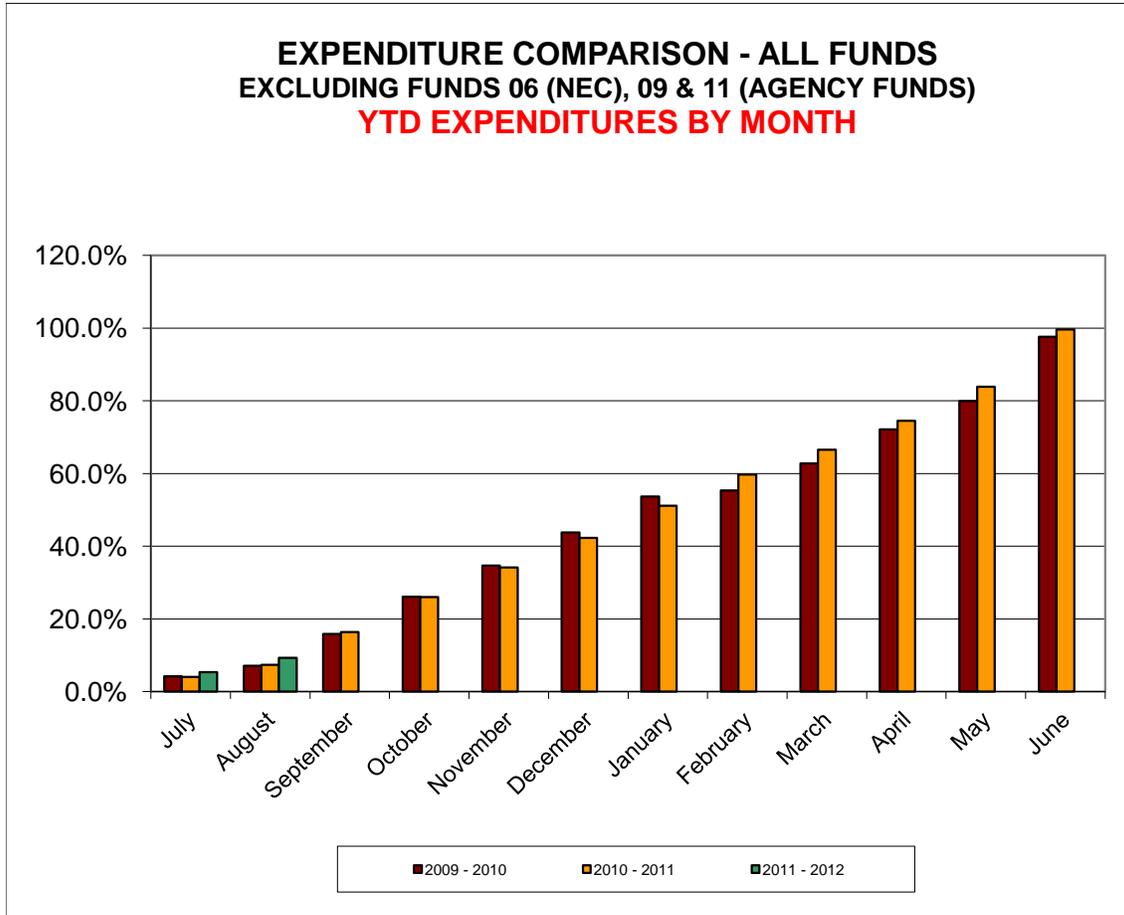
EXPENDITURE COMPARISON - ALL FUNDS EXCL. 06 (NEC), 09 & 11 (AGENCY FUNDS)

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%	4,426,791	5.4%
August	2,090,194	7.1%	2,470,164	7.4%	3,242,009	9.3%
September	6,381,272	15.9%	6,695,052	16.4% ²		
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% ¹	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%	11,706,640	99.6% ³		
TOTAL	71,043,619	97.6%	73,747,879	99.6%	7,668,799	9.3%
BUDGET	72,817,617		74,008,146		82,644,155	

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

² Includes \$1,132,399.50 payment for purchase of Hosterman land

³ Pre-audit



Partner in Education

DATE: **September 14, 2011**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- | | |
|---|--|
| 1. Claim payments for: August 2011 | Totaling <u><u>\$ 7,187,553.84</u></u> |
| a) Check #'s 484346 - 484638, 70008994 - 70009083
and Electronic Wire Transfers out - #'s 2255 - 2262, 3062, 80000182- 80000191 | |
| 2. Payroll for: August 2011 | Totaling <u><u>\$ 1,118,405.22</u></u> |
| a) Check #'s 675381 - 675408
b) Direct Deposit #'s 193341 - 193516, 194602 - 195504
and Electronic Wire Transfers out - #'s 4074 | |
| 3. Receipts for: August 2011 | Totaling <u><u>\$ 7,971,425.78</u></u> |
| a) Receipt #'s 129181 - 129265 | |
| 4. Investments at end of month | Totaling <u><u>\$ -</u></u> |

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

Intermediate District 287

Cash Position Sheet- Monthly Total Net Cash- All Accounts

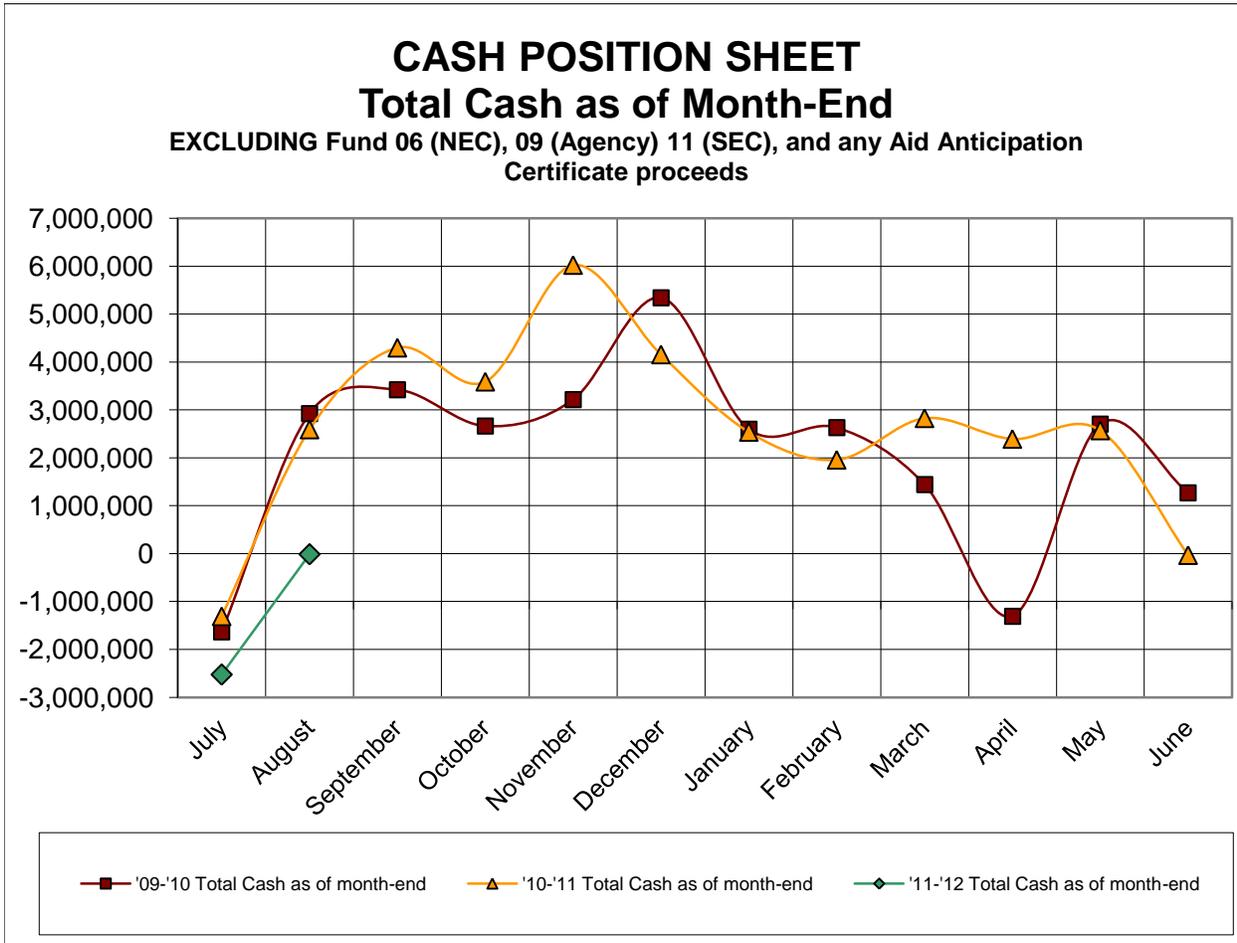
- EXCLUDING Fund 06 (NEC Construction), 09 (Agency) and 11 (SEC Construction)

<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	-15,086
September	3,420,767	4,297,117	
October	2,663,437 ¹	3,587,135 ²	
November	3,215,281 ¹	6,023,170 ²	
December	5,343,251 ¹	4,155,869 ²	
January	2,595,593 ¹	2,536,880 ²	
February	2,630,541 ¹	1,956,153 ²	
March	1,441,697 ¹	2,824,310 ²	
April	-1,306,262 ¹	2,391,598 ²	
May	2,705,205 ¹	2,569,311 ²	
June	1,270,575 ¹	-33,370 ²	

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

² excludes Aid Anticipation Certif. proceeds of \$3,601,990.60 in Oct. 2010, paid back in Sept. 2011

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



INTERMEDIATE DISTRICT 287
AUGUST 2011 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
08/01/11	US DEPT OF ED	MSDLAF	193177	40,674.84	INV#68385 ELEM MENTAL HEALTH PROJ FY11
08/02/11	ARTS BOARD	MSDLAF	5384445	12,229.00	ARTS LEARNING GRANT #3027 FY12
	ARTS BOARD	MSDLAF	5384445	16,250.00	ARTS LEARNING GRANT #606 FY12
	EDUC-FEDERAL AID	MSDLAF	33724	4,179.54	INV#68386 EDUCATION JOB FIN152
	EDUC-FEDERAL AID	MSDLAF	33724	6,972.97	INV#68387 EDUCATION JOB FIN152
	EDUC-FEDERAL AID	MSDLAF	33724	5,568.57	INV#68388 EDUCATION JOB FIN152
	EDUC-FEDERAL AID	MSDLAF	33724	17,209.29	INV#68389 EDUCATION JOB FIN152
	EDUC-FEDERAL AID	MSDLAF	33724	823.01	INV#68390 TITLE III
08/05/11	DEPT OF EDUCATION	MSDLAF	5387382	194,607.24	INV#68283 MATH & SCIENCE PARTNERSHIP GRANT
08/09/11	DEED-FISCAL	MSDLAF	5389206	40,128.05	INV#68377 D/HH VECTOR INTERPRETER
08/11/11	EDUCATION FNS	MSDLAF	25139	1,290.80	INV#68405 CHILD NUTRITION(MAY & JUNE)7/28/11
	EDUCATION FNS	MSDLAF	25139	5,825.48	INV#68405 CHILD NUTRITION(MAY & JUNE)7/28/11
	EDUCATION FNS	MSDLAF	25139	10,303.14	INV#68405 CHILD NUTRITION(MAY & JUNE)7/28/11
	DEPT OF EDUCATION	MSDLAF	5391539	142,586.46	INV#68378 ARAA ENHANCING EDUCATION THRU TECH
	DHS-MMIS	MSDLAF	28678	67.53	MA IEP SERVICES THIRD PARTY(7/29/11)
	EDUC-STATE AID	MSDLAF	42567	96,552.96	01S211 GEN ED AID FY12
	EDUC-STATE AID	MSDLAF	42567	1,234,275.42	01S360 SPEC EDUC FY12
8/15/2011	MN ST COLLEGE & UNIV	MSDLAF	5392204	10,145.73	INV#68396 CAREER PATHWAY PROJECT
	DEPT OF EDUCATION	MSDLAF	5392204	3,854.03	INV#68394 PATHWAYS TO EMPLOYMENT
	DEPT OF EDUCATION	MSDLAF	5392204	182,844.32	INV#68392 MATH & SCIENCE PARTNERSHIP
	DEPT OF EDUCATION	MSDLAF	5392204	161.10	INV#68405 CHILD NUTRITION(MAY & JUNE)
	DEPT OF EDUCATION	MSDLAF	5392204	553.20	INV#68405 CHILD NUTRITION(MAY & JUNE)
8/23/2011	CHILD NUTRITION	MSDLAF	67506	1,366.20	02F705 BREAKFAST JUL11 BREN
	CHILD NUTRITION	MSDLAF	67506	213.64	02F701 REG LUNCH JUL11 BREN
	CHILD NUTRITION	MSDLAF	67506	1,915.13	02F701 FREE & RED LUNCH JUL11 BREN
8/25/2011	ADMIN SURPLUS OPER	MSDLAF	59020	11,760.00	VEHICLE AUCTION #473 & #448
8/29/2011	EDUC STATE AID	MSDLAF	61937	157,148.75	01S211 GEN ED AID FY11
	EDUC STATE AID	MSDLAF	61937	186,322.35	01S211 ONLINE LEARNING -PUBLIC
	EDUC STATE AID	MSDLAF	61937	4,193,105.82	01S360 SPEC EDUC FY11
	EDUC STATE AID	MSDLAF	61937	26,095.40	01S211 GEN ED AID FY12
MTD TOTALS				6,605,029.97	

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
8/1/2011	MSDLAF	WELLS FARGO	2255	36,510.47	WELLS FARGO BROKERAGE SVS LLC
	MSDLAF	WELLS FARGO	2256	44,524.97	WELLS FARGO BROKERAGE SVS LLC
	MSDLAF	WELLS FARGO	2257	129,362.50	WELLS FARGO BROKERAGE SVS LLC
08/15/11	MSDLAF	EBC	2258	166.56	EBC ADJUSTMENT
	MSDLAF	BANK CARD FEES	2259	73.04	MERCHANT CARD FEES JULY11
	MSDLAF	BANK OF MONTREAL	2260	36,902.25	P-CARDS AUG2011
	MSDLAF	MN DEPT OF REV	80000184	36,568.78	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000183	137,396.27	FEDERAL TAXES
	MSDLAF	US BANK	80000186	70,738.57	FEDERAL TAXES
	MSDLAF	EBC	80000182	9,835.75	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000185	3,369.89	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK		114,128.60	DIRECT DEPOSIT PAYROLL(6/30/11)
	MSDLAF	US BANK		569,893.72	DIRECT DEPOSIT PAYROLL
08/29/11	MSDLAF	CHS	2261	19,691.99	CORP. HEALTH SYSTEMS AUG11(6/30/11)
	MSDLAF	CHS	2261	28,633.14	CORP. HEALTH SYSTEMS AUG11
08/31/11	MSDLAF	US BANK	2262	110.38	ARP FEES VOUCHER JUNE11
	MSDLAF	US BANK		113,543.60	DIRECT DEPOSIT PAYROLL(6/30/11)
	MSDLAF	US BANK		293,743.45	DIRECT DEPOSIT PAYROLL
	MSDLAF	MN DEPT OF REV	80000189	24,524.17	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000188	91,886.21	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	US BANK	80000191	43,890.16	FEDERAL TAXES (EMPLOYER & EMPLOYEE)
	MSDLAF	EBC	80000187	9,719.09	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000190	3,085.86	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	3062	18.61	ARP FEES RECEIPT ACCT JUNE11
	MSDLAF	US BANK	4074	70.38	ARP FEES PAYROLL ACCT JUNE11
MTD TOTALS				1,818,388.41	

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GROUP: Facilities Committee

DATE: September 20, 2011

TIME: 8:30 – 10:30 AM

LOCATION: NEC Job Site

PROTOCOLS:

Decisions will be made via consensus on the agenda items.

CONVENER: Tom Shultz

FACILITATOR: Peyton Robb

ATTENDING: Ann Bremer (Board Chair), Lea Dahl, 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
1. Tour of NEC Project	<ul style="list-style-type: none"> Committee members will view and understand level of project progress 	30 minutes Tom Shultz	The Committee had a very informative and extensive tour of the new NEC building. All is on schedule and progressing as anticipated.
2. J.E. Dunn Construction Update	<ul style="list-style-type: none"> Committee members will receive construction update 	20 minutes Jeff Walker	Jeff W distributed 3-week construction schedule and provided update. Everything is on schedule. Highlights include: <ul style="list-style-type: none"> Framing on-going Geo-Thermal wells wrapping up in about 3 weeks Storm drains scheduled for next week Curb, gutters on the N side scheduled for this fall Windows are scheduled after brick is completed Roof is pretty much completed on Area A. The next areas will be C, then B1
3. Weekly Risk Report, WRR	<ul style="list-style-type: none"> Committee members will understand the most recent Weekly Risk Report (WRR) 	15 minutes Jeff Walker Site Supt. Jeff Callinan Project Manager	<p><u>Risk #34</u> – In some of the terrazzo areas, there is underslab heating. The concrete subcontractor noted a concern with the concrete cracking above the heating tubes. It was recommended that wire mesh be added over the tubes in the concrete under the terrazzo to help control cracking. The mesh could be added for an approximate cost of \$1,500.</p> <p><u>Risk #33</u> – There are issues with on-site material being used for geo-thermal pipe bedding in the trenches and backfill because of the above average rainfall. A Civil Engineer has been consulted for direction on how to address the high moisture content on the backfill. (100% density is needed on final 3' lift under paving. 95% density is needed on the lower levels.) The cost has been estimated at</p>

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

			<p>\$10,000 - \$15,000 for labor and sand.</p> <p><u>Risk #31</u> – Contaminated soil is now a closed issue at no cost</p>
<p>4. Change Orders</p>	<ul style="list-style-type: none"> • Committee will be asked to recommend change orders for Board approval • C.O. #11 -\$6,923.00 Reduced Cost of C.O. 7 • C.O. #12 \$24,795 Add VAVs to Conf. Rooms • C.O. #13 \$14,738 Code revisions for plumbing • C.O. #14 \$11,058 Fire Alarm revisions per code • C.O. #15 \$5,476 Duct changes, beam conflict • C.O. #16 \$3,258 Coffee Shop revisions per code • C.O. #17 \$63,789 Geo Thermal Well Field voids issue • C.O. #18 \$32,241 Upsizing of transformer cable • Committee will determine if full Board will be asked to approve Change Orders in one motion or separate motions for each C.O. 	<p>30 Minutes</p> <p>Tom Shultz Mark Thiede Jeff Callinan</p>	<p>There was a short discussion relating to the project change orders:</p> <ul style="list-style-type: none"> • CO #11 – Credit received for previously approved CO#7 for fin tube radiation rooftop unit (interior vs. exterior) • CO #12 – VAV’s added to revise HVAC ducts and make control sequence revisions on the 2nd floor conference rooms(3). This was a redesign; no change to square footage. • CO #13 – Revised pricing received from mechanical contractor due to State of MN plumbing code regarding storm sewer, storm at roof drains and sanitary piping sizes • CO#14 – Updated pricing based on the fire alarm rough-in requirements included in the technology package. • CO #15 – Rerouting of duct work in Room B117 as a result of a conflict with a beam • CO#16 – Added light fixtures and back flow preventer per MN Health Dept. and MN Labor Dept. • CO#17 – Cost for additional work incurred due to voids found while drilling geothermal well fields, as well as extra drilling fluid required at holes where total loss was not experienced. • CO#18 – Transformer cable upsizing. Aluminum feeders were replaced with aluminum feeders where possible. However, if previously sized PVC conduit has already been installed and larger aluminum will not fit, copper was used to price the new wiring. <p>It was noted that this project is currently at .3 of 1% costs for change orders. The industry standard is 1.5% of total construction cost; TSP operates at .75% of total construction cost for designer change orders.</p> <p>A motion to recommend approval from the Board for COs #17 (\$63,789) and CO#18 (\$32,241) was made by Don Draayer and seconded by Michèle Kunz.</p> <p>COs #12, #13 and #14 will be presented to the full Board for approval on the Consent Agenda.</p>

5. NEC Finance Report	<ul style="list-style-type: none"> The group will discuss the monthly NEC Finance Report and approve of its use each month. 	30 minutes Tom Shultz	The Finance Report was briefly discussed. It was noted that the two larger COs, #17 (\$63,789) and #18 (\$32,241) have been included under <i>Contingency Use</i> . The balance as of 9/20/11 is \$372,312.
6. Emergency Preparedness Restoration	<ul style="list-style-type: none"> Committee members will understand scope of agreement with ICC Restoration & Cleaning Services 	10 minutes Tom Shultz	<p>Tom S led a discussion on the benefits of procuring a contract with a response service organization in case of a potential disaster. This would be district-wide and there would be no up front cost. Tom asked for approval from the Board Facilities Committee for ISD 287 to enter into an agreement with ICC Restoration & Cleaning Services.</p> <p>As a follow up, Tom will get current rates for such services. It was also noted that after \$5,000, recovery costs would be an insurance issue.</p>
7. Lease Renewal w/Timberland Partners for VET Northland	<ul style="list-style-type: none"> Committee members will understand 3-yr. lease renewal changes and recommend for approval on the consent agenda for the Sept 22nd Board meeting 	10 minutes Tom Shultz	<p>Tom S presented a 3-year lease renewal with Timberland Partners for 5,448 sq. ft. of space occupied by the VET Northland program. The new lease term runs from 8/1/12 to 7/31/15 and carries an average increase of 1% per year.</p> <p>It was noted that the first year would be at a 3% reduction of the current rate; the 2nd year would bring us back to our current 2011 rate; the 3rd year would have an increase of 3%.</p> <p>It was further noted that by signing this early renewal, we would receive a one-time \$5,000 credit that could be used to either offset rent or improve our program site.</p> <p>The Lease Renewal will be presented to the Board under the Consent Agenda.</p>

HANDOUTS:

1. [Weekly Risk Detail](#)
2. [Weekly Risk Summary](#)
3. [Change Order Memo](#)
4. [NEC Monthly Finance Report](#)
5. [Emergency Response Memo](#)
6. [Lease Renewal Memo](#)

NO	DATE ENTERED	RISK CATEGORY	RISK DETAILS	PLANNED RESOLUTION DATE	ACTUAL DATE RESOLVED	IMPACT TO OVERALL PROJECT DURATION	IMPACT TO OVERALL PROJECT COST	CHANGE ORDER NUMBER	PM SATISFACTION RATING
			<p>Please describe the details of the risk:</p> <ol style="list-style-type: none"> 1. What is the risk / why was it unexpected? 2. What will be done / what is plan to minimize this risk? 3. Who is responsible for resolving the issue? 4. What is an estimated impact of the risk? 5. Any updates to this risk (if applicable) 						
1	3/25/11	1) NO RISKS							
2	3/31/11	2) CLIENT ISSUE / IMPACT	<ol style="list-style-type: none"> 1. Doboszinski may not complete Phase I to allow us to start on time (not our contract). 2. We have some limited flexibility if they can complete Area A by 4/15/11 3. Doboszinski and Intermediate District #287 4. Estimated time schedule delay of TBD days. 5. 	4/15/11	4/15/11	0	\$0	0	10
3	3/31/11	4) DESIGN ISSUE / IMPACT	<ol style="list-style-type: none"> 1. TSP to provide a coordinated 'construction set' of drawings prior to 4-15-11 2. Keep open dialogue with the design team to help resolve any potential issues. 3. TSP 4. Estimated time schedule delay of TBD days. 5. Plans Received. Are being reviewed and will follow up with appropriate pricing. 5/20/11 - Pricing is being reviewed. Please see item 11 below. This item closed 	6/15/11	6/10/11	0	\$0		10
4	4/8/11	1) NO RISKS	No risks identified this week.						
5	4/15/11	1) NO RISKS	No risks identified this week.						
6	4/22/11	1) NO RISKS	No risks identified this week.						
7	4/29/11	1) NO RISKS	No risks identified this week.						
8	5/6/11	1) NO RISKS	No risks identified this week.						
9	5/13/11	1) NO RISKS	No risks identified this week.						
10	5/20/11	1) NO RISKS	This risk was moved to the RMP list per the direction of ASU						
11	5/27/11	2) CLIENT ISSUE / IMPACT	<p>Please describe the details of the risk:</p> <ol style="list-style-type: none"> 1. Pricing based on design details has come in higher than the Allowance used at time of contract. 2. JED is reviewing pricing supplied and details behind differences to ascertain correctness of price. Upon completion, pricing will be reviewed with design team. 3. The project team. 4. Unknown at this time. 5. The allowances came in over budget due to various items (material cost increases, changes in the scope of the item, errors in drawings, etc.). The issues and pricing are currently being worked through by the architect and JED to reduce cost overrun. Since the amount has not been determined, it does not meet criteria of risk set by program, so JED has removed it from the risk tab and added it to the RMP tab. They are being added (see below) as individual risks by Allowance number as they are complete in lieu of being lumped together here. This item will be closed. 	7/15/11	7/8/11 - moved to RMP tab as noted in risk details Closed 9/2/11	0	See individual items		1
12	6/10/11	1) NO RISKS	This risk was moved to the RMP list per the direction of ASU						

NO	DATE ENTERED	RISK CATEGORY	RISK DETAILS	PLANNED RESOLUTION DATE	ACTUAL DATE RESOLVED	IMPACT TO OVERALL PROJECT DURATION	IMPACT TO OVERALL PROJECT COST	CHANGE ORDER NUMBER	PM SATISFACTION RATING
13	6/10/11	1) NO RISKS	This risk was moved to the RMP list per the direction of ASU						
14	6/17/11	1) NO RISKS	No risks identified this week.						
15	6/24/11	1) NO RISKS	No risks identified this week.						
16	7/1/11	5) UNFORESEEN IMPACT	<p>Please describe the details of the risk:</p> <ol style="list-style-type: none"> 1. During drilling of the geothermal wells, the driller has encountered a void in the field in the SE corner. To date, they have lost a drill bit in one of the holes and drilling mud in two others in the field. We are working to identify the extent of the field. It was unexpected due to being an Unforeseen condition. 2. As noted, we are working to identify the extent of the field and will then request guidance from the engineer with regards to relocation of the holes that are affected. To minimize risk, we have held off drilling in the supposed area as part of trying to locate the extent of the void. 3. Currently, the ball is in the contractor's court until such time as the field is identified. 4. See the column to the right. 5. 7/22/11 Update. There are 4 holes to date with issues. One has been corrected. One is lost and we need the State back to move forward. The third one has been successfully grouted and redrilling will happen next week. The last hole will be grouted early next week. 7/29/11 Update: We are still waiting to here form the state on hole 204. Hole 194 is complete. Hole 200 is grouted - drilling to follow. 8/5/11 Update - Holes 200 and 194 are complete. Waiting to hear from MDH on hole 204. 8/12/11 Update. All work is complete and pricing is in for review. In addition to the issues with the three holes noted above, fluid loss due to voids was encountered during drilling of 15 additional holes. 	8/1/11	8/5/11	0	\$63,789	Pricing submitted for review	
17	7/8/11	5) UNFORESEEN IMPACT	<p>Please describe the details of the risk:</p> <ol style="list-style-type: none"> 1. The Minnesota State Government shut down over a budget impasse. The electrical inspection is being done by an independent contractor for the State of MN. He can not work until the State budget is settled an the Government opens for business. 2. We can proceed with the rough in for the SOG and SOD in area A. We can also continue with the block rough in areas B1 and B2. We can continue with all work up to the point where we begin to cover electrical. I would assume we can do roofing as long as there is no conduit running between the membrane and deck. Immediate impacts would be no underground (duct banks, direct bury, etc), no SOG or SOD work in any other areas. No drywall or ceilings can be done (which hopefully we have a budget before then). We have already talked to the inspectors and the City of New Hope. We do not have the choice to use an independent contractor - the current inspector is an independent contractor. The state has told the City that short of a referendum by the council (which we figure would take more time than the budget should), we cannot cover up electrical work until it is inspected by the state. Nothing more we can do to control or minimize the risk. 3. The Governor of Minnesota and State of Minnesota House and Senate 4. No way to estimate at this time. 5. 7.22 11 Update. Special session is ongoing with a deadline of 7/21/11 to get everything passed. Hopefully State will be open for business next week. 7/29/11 Update - The state is back in business and inspectors are back working 	7/25/11	7/25/11	0	0		10

NO	DATE ENTERED	RISK CATEGORY	RISK DETAILS	PLANNED RESOLUTION DATE	ACTUAL DATE RESOLVED	IMPACT TO OVERALL PROJECT DURATION	IMPACT TO OVERALL PROJECT COST	CHANGE ORDER NUMBER	PM SATISFACTION RATING
18	7/15/11	1) NO RISKS	No risks identified this week.						
19	7/22/11	4) DESIGN ISSUE / IMPACT	Please describe the details of the risk: 1. Allowance Item 1 and 2 were for changes to doors and hardware per Code official reviews. Costs were over the allowance due to differences in changes from allowance review and final code requirements 2. It will be built per code. / Plan to minimize risk was inclusion of alternate at time of contract.	7/18/11	7/18/11	0	\$7,788	3	10
20	7/22/11	2) CLIENT ISSUE / IMPACT	Please describe the details of the risk: 1. Allowance Item 4 was for the addition of a trustwater system in the kitchen, which was a change in the scope. Final costs came in under the allowance. 2. The pricing for the system was accepted by the owner and included in the contract.	7/18/11	7/18/11	0	-\$2,405	4	10
21	7/22/11	4) DESIGN ISSUE / IMPACT	Please describe the details of the risk: 1. Allowance Item 8 was for the addition of non-rated access panels in the kitchen exhaust system. The subcontractor was able to minimize the cost by including the doors as a no cost change in the contract.	7/18/11	7/18/11	0	-\$2,300	5	10
22	7/22/11	4) DESIGN ISSUE / IMPACT	Please describe the details of the risk: 1. Allowance Item 9 was for changes to the size and make up of ERU No. 3. During the allowance setting meeting, the pricing was provided to enlarge ERU No. 2. When the drawings were issued, ERU No. 3 was the one enlarged. This unit is an exterior unit and thus more expensive. 2. The owner accepted the pricing and a change order was issued.	7/18/11	7/18/11	0	\$38,189	7	10
23	7/22/11	2) CLIENT ISSUE / IMPACT	Please describe the details of the risk: 1. Allowance items 12, 13 and 14 were combined into one issue. Items 12 and 13 involved revisions to the ductwork of the air supply and exhaust and toilet exhaust systems due to code review comments. Allowance 14 was for the addition of a ionization system - a change in scope. The pricing for the three items came in under the budget set in the allowance. 2. The owner is proceeding with all of the changes.	7/18/11	7/18/11	0	-\$1,437	6	10
24	7/22/11	4) DESIGN ISSUE / IMPACT	Please describe the details of the risk: 1. ASI 2 was issued to change some storm water piping sizes due to code review comments. 2. Piping size was changed.	7/18/11	7/18/11	0	\$2,886	1	10
25	7/22/11	4) DESIGN ISSUE / IMPACT	Please describe the details of the risk: 1. ASI 8 was issue dot add door B212 to the door schedule. It was deleted sometime during the design process. 2. Door was added to the schedule.	7/18/11	7/18/11	0	\$2,145	2	10
26	7/29/11	1) NO RISKS	No risks identified this week.						
27	8/5/11	1) NO RISKS	No risks identified this week.						
28	8/12/11	4) DESIGN ISSUE / IMPACT	Please describe the details of the risk: 1. Proposal request 7 was issued to provide piping chases in the data/server rooms in lieu of letting pipe be exposed in the space. The pipes would have been exposed due to the room needed to move around a beam under the floor. 2. The pricing was accepted and the chases will be built.	8/9/11	8/9/11	0	\$1,621	8	10

NO	DATE ENTERED	RISK CATEGORY	RISK DETAILS	PLANNED RESOLUTION DATE	ACTUAL DATE RESOLVED	IMPACT TO OVERALL PROJECT DURATION	IMPACT TO OVERALL PROJECT COST	CHANGE ORDER NUMBER	PM SATISFACTION RATING
29	8/12/11	2) CLIENT ISSUE / IMPACT	Please describe the details of the risk: 1. PR 6 was issued to revise the door schedule and make owner requested changes. Unexpected due to change in scope. 2. Door types are changed. Costs minimized by close review of original door/hardware revisions	8/9/11	8/9/11	0	\$1,551	9	10
30	8/12/11	4) DESIGN ISSUE / IMPACT	Please describe the details of the risk: 1. Door sizes into the gym were incorporated in to the contract drawings at the wrong size. ASI 11 changed the door sizes. 2. Door frames were reordered the correct size. Original frames were already on site.	8/9/11	8/9/11	0	\$10,417	10	10
31	8/19/11	5) UNFORESEEN IMPACT	Please describe the details of the risk: 1. Contaminated soil was found in the area north of Area A where the geothermal well trenching is ongoing. 2. Braun was called in to test the material. The material was found to have some oil based contaminant, but not enough to be removed. It will be used under the paving. 3. The project team 4. At this time, for the JED contract, \$0. Braun's contract is with the owner. I am sure there will be a bill for the testing, but I won't see it. 5. Closed as a no cost issue for JED. Material will be used under parking to contain on site. I do not know if there are any costs for the owner from Braun for testing.	8/19/11	8/23/11	0	\$0	N/A	
32	8/26/11	1) NO RISKS	No risks identified this week.						
33	9/2/11	5) UNFORESEEN IMPACT	Please describe the details of the risk: 1. Due to the way above average rainfall this year on the site, we are having issues with the on site material being used for pipe bedding and backfill. This was unforeseen because the rain quantities are way above normal. There is also the inconsistency when dealing with soil (some have areas have had issues, others have not been a problem). 2. With regard to pipe bedding, we are bringing in offsite material. We have asked for direction from the civil engineer on (1) what do to with left over material (from use of offsite sand), (2) direction on how to address high moisture content on the back fill we need to reach to 100% density on in final 3' lift under paving and (3) direction on how to address high moisture content on the lower levels of back fill (up to final 3') we need to reach 95% density. 3. It will require a team review and decision. 4. To be determined after review with the engineer. 5. 9/9/11 - Over the past week, we have completed multiple areas without compaction issues. Sand is still required at the bottom of the trenching	9/9/11		0	No estimate at this time		

NO	DATE ENTERED	RISK CATEGORY	RISK DETAILS	PLANNED RESOLUTION DATE	ACTUAL DATE RESOLVED	IMPACT TO OVERALL PROJECT DURATION	IMPACT TO OVERALL PROJECT COST	CHANGE ORDER NUMBER	PM SATISFACTION RATING
34	9/9/11	4) DESIGN ISSUE / IMPACT	<p>Please describe the details of the risk:</p> <ol style="list-style-type: none"> 1. The terrazzo for the project is thin set directly on the concrete. In some of the terrazzo areas, there is underslab heating. The concrete subcontractor noted in the coordination meeting a concern with the concrete cracking in the future above the heating tubes. If the slab under the terrazzo cracks, the crack will be transmitted through the terrazzo. 2. Wire mesh will be added over the tubes under the terrazzo to help control cracking. 3. The project team reviewed it the coordination meeting. The designers reviewed the concern and added the mesh. 4. (A) Cost of the mesh (TBD) and (B) future cracking 5. New risk 	9/19/11		0	No estimate at this time		

Intermediate District 287

Weekly Risk Report

September 2, 2011

Project Name: North Education Center	Risk Rating: <u>1.0</u>
Project ID: 12/1/2010	Percent Complete: <u>52%</u>
Contractor: JE Dunn	Overall PM Risk Satisfaction: <u>9.4</u>
Project Type: General Construction	Risks: <u>18</u>
Award Method: RFP - PIPS Best Value	Risks Unresolved: <u>3</u>
	Risks resolved but no Change Order: <u>3</u>

Cost Analysis

Schedule Analysis

Allocated Funds: <u>\$27,100,000</u>	Notice to Proceed Date: <u>3/24/2011</u>
Awarded Cost: <u>\$25,987,230</u>	Original Completion Date: <u>8/24/2012</u>
Potential Cost Increases: <u>\$122,244</u>	Potential Project Delays: <u>0</u>
Potential Final Cost: <u>\$26,231,718</u>	Potential Completion Date: <u>8/24/2012</u>
Actual Cost Increases: <u>\$122,244</u>	Actual Project Delays: <u>0</u>
<u>Actual Final Cost: \$26,109,474</u>	<u>Actual Completion Date: 08/24/12</u>
Percent Increase in Cost: <u>0.5%</u>	Percent Delayed: <u>0.0%</u>
Contractor Change Order Rate: <u>0.0%</u>	Contractor Delay Rate: <u>0.0%</u>
Non-Contractor Change Order Rate: <u>0.5%</u>	Non Contractor Delay Rate: <u>0.0%</u>

Project Schedule Analysis	Total Number of Risks	Potential Schedule Impacts	Potential Cost Impacts	Actual Schedule Impacts	Actual Cost Impacts
1) NO RISKS	16	0	\$ -	0	\$ -
2) CLIENT ISSUE / IMPACT	5	0	\$ -	0	\$ (2,291)
3) CONTRACTOR ISSUE / IMPACT	0	0	\$ -	0	\$ -
4) DESIGN ISSUE / IMPACT	9	0	\$ -	0	\$ 60,746
5) UNFORESEEN IMPACT	4	0	\$ -	0	\$ 63,789
	18	0	\$0	0	\$122,244

Intermediate District 287

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INTER-OFFICE MEMORANDUM

Date: September 20, 2011

To: Board Facilities Committee

From: Thomas Shultz, Director of Facilities

RE: NEC Change Orders

The following is a list of Change Orders (Cos) for the North Education Center construction project that reflects known changes to date. According to the Board-approved decision making process, *Levels of Authority*, those items that are less than \$10,000 may be approved by District Administration (CO #11, 15, 16). Change Orders that cost between \$10,000 and \$25,000 may be approved by the Facilities Committee and presented to the full Board for approval on the Consent Agenda (CO #12, 13, 14). Those items that will cost over \$25,000 (CO #12, #17 and #18) require formal full Board approval (CO # 17 and 18). The total cost is \$148,532. Board approval is requested.

Administration Decision

Change Order #11	Credit from CO #7 (\$38,189)	-\$6,923
Change Order #15	Cost to reroute duct as a large section of duct work and a large steel beam attempting to occupy the same space.	\$5,476
Change Order #16	Health Department requirements in the Jitter Bug Café space (including increased lighting levels and a backflow preventer in the water system.	\$3,358

Facilities Committee Decision

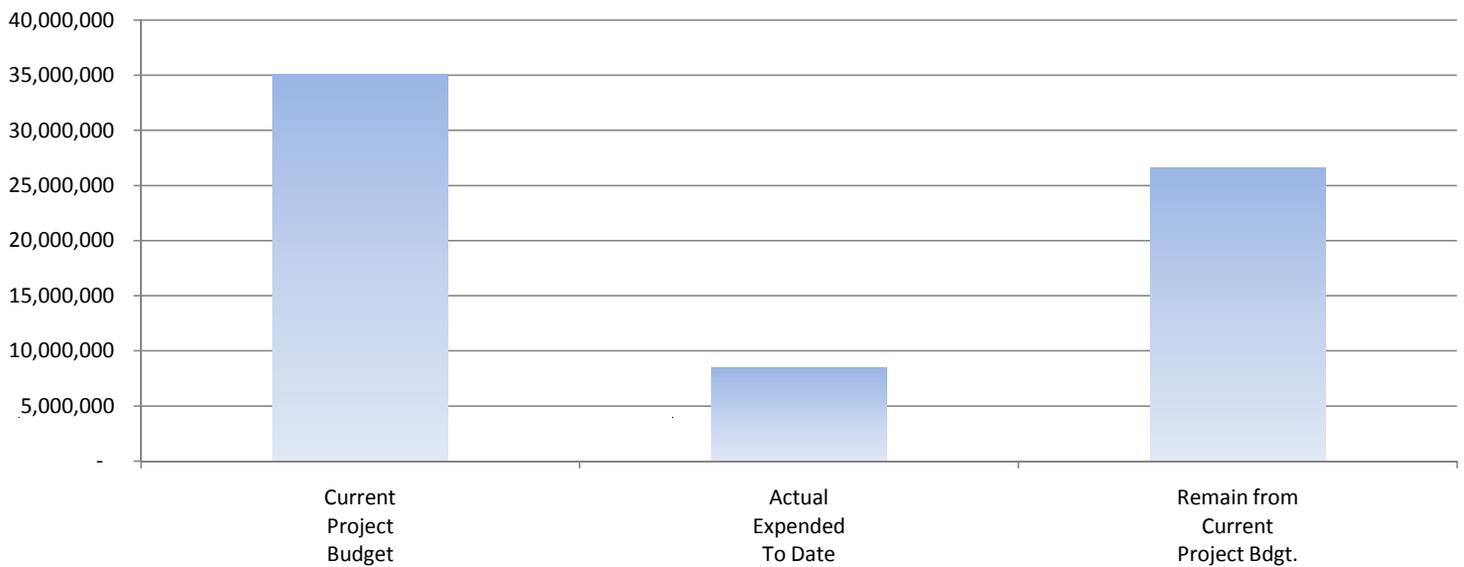
Change Order #12	Additional ventilation including the addition of 3 VAVs for due to a large amount of exterior glass in three conference rooms	\$24,795
Change Order #13	Allowance 5, 6 and 7 for storm sewer and sanitary sewer code requirements	\$14,738
Change Order #14	Fire code requirements of 4 pull stations, 4 strobes, 4 horn strobes, 2 beam detectors, 8 tamper switches, 4 flow switches and 11 duct smoke detectors.	\$11,058

Full Board Decision

Change Order #17	Due to 15 additional wells that had fluid loss in the drilling process beyond the original 3 that were first reported/known.	\$63,789
Change Order #18	Due to a miscalculation of wire size required for the transformers to be used on site.	\$32,241

ISD 287						
NEC Project- Finance Report:				(thru 8/31/11)		
Crs	Category	Original Project Budget	Approved Contingency Use	Current Project Budget	Actual Expended To Date	Remain from Current Project Bdg.
500	Land Purchase	1,175,000	-	1,175,000	1,182,400	(7,400)
500	Construction Cost	27,475,252	776,869	28,252,121	5,579,778	22,672,343
501	Design & Consultant Fees	2,208,411	-	2,208,411	1,546,824	661,587
502	Owner Administrative Costs	311,066	-	311,066	189,038	122,028
503	Furnishings, Fixtures & Equipment	2,572,239	-	2,572,239	-	2,572,239
500	Construction Contingency	1,357,613	(776,869)	580,744	n/a	580,744
		35,099,581	-	35,099,581	8,498,040	26,601,541

NEC Project- Finance Report
Project work through **8/31/11**



Contingency Use:

Description	Amt.	To	Aprvl. Date	Approved By
Beginning Balance	1,357,613			
- Tree removal for site prep	\$ 3,150	Doboszinski & Sons	9/23/2010	Admin
- Site fencing	11,800	Hansen Bros. Fence	4/19/2011	Committee
- Soil correction- Phase I	36,570	Doboszinski & Sons	4/28/2011	Comm/Board
- Hydrant removal- east side	2,486	Doboszinski & Sons	4/28/2011	Admin
- AIA Chg Ordr 1- sewer pipe size	2,886	JE Dunn	7/19/2011	Admin
- AIA Chg Ordr 2- door revisions	2,145	JE Dunn	7/19/2011	Admin
- AIA Chg Ordr 3- allow. items 1 & 2	7,788	JE Dunn	7/19/2011	Admin
- AIA Chg Ordr 4- electr. revisions	(2,405)	JE Dunn	7/19/2011	Admin
- AIA Chg Ordr 5- kitchen exhaust	(2,300)	JE Dunn	7/19/2011	Admin
- AIA Chg Ordr 6- ductwork revisions	(1,437)	JE Dunn	7/19/2011	Admin
- AIA Chg Ordr 7- changes in ERU #2	38,189	JE Dunn	7/28/2011	Comm/Board
- AIA Chg Ordr 8- pipe chase/cablig	1,621	JE Dunn	8/10/2011	Admin
- AIA Chg Ordr 9- door change	1,551	JE Dunn	8/10/2011	Admin
- Demountable wall upgrade	664,409	Hendricksen PSG	8/25/2011	Comm/Board
- AIA Chg Ordr 10- enlarge frames	10,417	JE Dunn	8/25/2011	Committee

	Total approved to-date	776,869				
- AIA Chg Order 11- Fin tube radiation/pumps		(6,923)	JE Dunn		Pending	
- AIA Chg Order 12- VAV/HVAC ducts		24,795	JE Dunn		Pending	
- AIA Chg Order 13- Sanitary/Storm Sewer		14,738	JE Dunn		Pending	
- AIA Chg Order 14- Fire Alarm requirements		11,058	JE Dunn		Pending	
- AIA Chg Order 15- HVAC Duct Revisions		5,476	JE Dunn		Pending	
- AIA Chg Order 16- MN Health Dept. revisions		3,258	JE Dunn		Pending	
- AIA Chg Order 17- Voids at geothermal wells		63,789	JE Dunn		Pending	
- AIA Chg Order 18- Upsize transformer cable		32,241	JE Dunn		Pending	
- HVAC		60,000	Jaytech		Pending	
	Total pending to-date	208,432				
9/20/11 - Balance		\$ 372,312				

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: September 20, 2011

To: Board Facilities Committee

From: Thomas Shultz, Director of Facilities

RE: Emergency Preparedness Restoration

This summer of 2011 has provided numerous opportunities for many organizations in the Twin Cities Metro area, across the upper Midwest and across mid-America to test their ability to respond to emergency circumstances. Most organizations, such as Intermediate District 287, do not have the in-house resources to fully respond to a major building emergency, i.e. fire, storm damage or major mechanical failure. This being the case, some companies in related types of industries have developed plans to provide response services to organizations such as Intermediate District 287. Agreements with such response service organizations cost the potential users nothing to have in place. While not having such a service contract could potentially result in a delayed response, having a contractual agreement could provide an expedient method of responding to an emergency.

ICC Restoration and Cleaning Services approached me regarding providing just such services for ISD 287. During my career in Facilities Management, there have been opportunities to make use of these services mentioned. I have been involved when there was a contracted company in place, and also when there was not such a service in place. The ability to respond and recover with this type of service agreement in place was extremely valuable to my organization at the time, and will prove to be equally valuable to Intermediate District 287 should the need ever arise.

I am asking for the Board Facilities Committee to recommend that District 287 enter into an agreement with ICC Restoration & Cleaning Services.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – September 22, 2011

AGENDA SECTION: Administrative Services / Facilities Report

ITEM: Approval of Change Orders for NEC

PRESENTED BY: Thomas Shultz

1. Background Information

Change Order #17 – An additional 15 geothermal wells had fluid loss in the drilling process beyond the original three (3) that were first reported/known.

These were voids found while drilling the geothermal well fields previously noted as an unforeseen condition. Costs are for additional work at drill #204, #200 and #194 as well as extra drilling fluid required at holes where total loss was not experienced.

Total \$ 63,789.00

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. This amount will be deducted from the contingency.

3. RECOMMENDED ACTION: Recommendation for Board approval for two (2) NEC construction change orders for the total amount of \$96,030.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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

Regular Meeting – September 22, 2011

AGENDA SECTION: Administrative Services / Facilities Report

ITEM: Approval of Change Orders for NEC

PRESENTED BY: Thomas Shultz

1. Background Information

Change Order #18 – There was a miscalculation of wire size required for the transformers to be used on-site, i.e. upsizing. Aluminum feeders were replaced with aluminum feeders where possible. However, if previously sized PVC conduit has already been installed and larger aluminum will not fit, copper was used to price the new wiring.

Total \$ 32,241.00

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. This amount will be deducted from the contingency.

3. RECOMMENDED ACTION: Recommendation for Board approval for two (2) NEC construction change orders for the total amount of \$96,030.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

POLICY SCHEDULE PLANNER

2011-2012

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

PROJECT PHASE	SIT DATE	FIRST READ	SECOND READ
Revision: Financial Goals Policy	08.17.08	08.25.11	09.08.11
Revision: Community & Visitors Bucket	10.19.11	10.27.11	11.10.11
Revision: Communication & Records Bucket	02.01.12	02.09.12	02.23.12
Revision: Curriculum & Instruction Bucket	02.29.12	03.08.12	03.22.12
Revision: Safety Planning Bucket	05.02.12	05.10.12	05.24.12
Revision: Financial Planning/Operations Bucket Revision: Facilities Use & Planning Bucket	06.06.12	06.14.12	06.28.12
Revision: Violence Prevention Bucket Revision: Student Rights/Responsibilities Bucket	07.18.12	07.26.12	08.23.11
Revision: Board Officers/Operations Bucket Revision: Nondiscrimination/Equal Opportunity Bucket	09.05.12	09.13.12	09.27.12
Revision: District Administration / Organization Bucket Revision: Employee rights & Responsibilities Bucket	10.03.12	10.11.12	10.25.12

August 2011

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September 2011

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October 2011

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November 2011

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December 2011

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January 2012

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February 2012

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April 2012

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May 2012

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June 2012

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July 2012

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29	30	31				

September 2011
vol 8 ♦ no 11

AMSD Calendar

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

October 7, 2011

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

October 28, 2011

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

November 4, 2011

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

AMSD's Mission

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



Association of
Metropolitan School Districts

Intermediate District 287 Launches County-wide Effort to Ensure "Everyone Gets a Meaningful Diploma"

Intermediate District 287 will open a new, rigorous and highly personalized Area Learning Center (ALC) model this fall with a clear, singular vision: everybody is getting a meaningful diploma. The model is informed by the collective brainpower of 18 Hennepin County public school superintendents and their staffs; Hennepin County Commissioners and their department practitioners; and TIES, an education technology collaborative. All parties are working together to dramatically increase the County's high school graduation rate.

Scope of The Problem

According to data from the Minnesota Department of Education, an estimated 3,800 students drop out of Hennepin County schools annually. They are disproportionately low-income and students of color. Estimated earnings losses are \$1.1 billion over the students' lifetimes, and social services costs are estimated at \$430 million. Those numbers have sounded alarm bells for leaders concerned about both the social and economic implications for the region. Both County Commissioners and school district superintendents agreed that in order to fix the problem, they needed to blur boundaries and reinvent how school districts and government services work together to address dropouts.

Graduation Rate Issue Crosses Boundaries

In a series of discussions convened by District 287, leaders committed to share data and solutions to increase the County's six-year graduation rate from 68 to 80 percent by 2015. Since the joint dialogue began in Fall 2009, all school boards have passed resolutions supporting the work.

Continued on page 2

From the Chair:

This is such an exciting time of year! A new school year brings new opportunities and a new beginning. Parents, students and staff have gone through their checklists in preparation for the new school year.

Unfortunately, another item on that checklist for many parents and staff is preparing for a referendum campaign. Fourteen AMSD school districts will be conducting a referendum this fall. The Minnesota School Boards Association estimates over 130 school districts statewide will have at least one question on the ballot.

While the Governor and legislators went to great lengths to protect education funding last session, the fact remains that school funding has not kept pace with inflation over the past decade. The simple reality is that the operating referendum has become an essential component of our education funding system. Many school districts will be conducting an election simply trying to renew an existing referendum and hang on to current funding. Other districts will seek an increase in their referendum level in an attempt to make up for diminishing state support.

It is critical that voters educate themselves about the details of their local referendum. School officials are always happy to answer questions and provide data to their citizens because they know that an informed voter is very likely to be a "yes" voter. As Bill Morris noted at the last AMSD Board meeting, 60 percent of Minnesotans feel that school districts are not being funded correctly. It is now up to school board members, staff and parents to educate your communities about the need for additional funding for education. We wish you the very best!

Pam Langseth, school board member from Minnetonka Public Schools, is chair of AMSD.

Intermediate District 287 to open Area Learning Center model this fall

Continued from page 1

The work builds on A-GRAD (Accelerating Graduation by Reducing Achievement Disparities), Hennepin County's commitment to setting policy and making investments to ensure youth graduate from high school.

"Our hope is that by examining and changing our practices to achieve our vision, we will provide a model that will inform others' efforts across the County," said Intermediate District 287 Superintendent Sandy Lewandowski.

While drop out rates vary from district to district, leaders are interested in tackling the issue jointly to make the most of limited resources and to make significant inroads on the issue.

"This issue crosses boundaries," noted Osseo Area Schools Superintendent Kate Maguire. "Many students attend high school in multiple districts, so it makes the most sense for us to work together to solve it. We have a shared interest in helping all students be successful."

New Model Tackles "Dropout By A Thousand Cuts"

District 287 has held three "Innovation Incubators" – working groups of cross-sector practitioners, including the Minnesota Department of Education, whose research and expertise helped to identify the essential components of a new ALC model. Practitioners agreed that a successful model would need to be distinctly different from current high schools and include:

1. Re-engagement Center
2. Individual/Continuous Learning Plan
3. Shared Data Systems
4. Personalized Instructional Programming
5. Wrap-Around Community and County Resources
6. Career and Post-Secondary Pathways

This summer, District 287 used the work done in these "incubator" meetings to transform the six ALCs they operate. A significant change includes an orientation week for students. During this discovery phase, a number of assessment-driven activities will help staff determine a student's strengths and deficits. The assessments will inform a detailed online personalized learning plan, which can be shared from district to district in the event the student moves. All District 287-sponsored ALC program staff received training in the new personalized learning plan this summer.

"We learned that when a student moves from district to district, the requirements for getting a diploma change with the geography," noted Lewandowski. The new online plan, supported by TIES software, will provide a host of detailed information, including the number of credits by district the student has and needs to receive a diploma.

"This is a group of young people who are highly mobile, at-risk and have no one to advocate for them," said Lewandowski. "They are attempting to navigate multiple systems and every one is slightly different. There are complex and multiple ways our systems overwhelm and shut out our kids. It's dropout by a thousand cuts."



Four students, pictured above, from SECA (South Education Center Alternative) in Richfield are an inspiring reminder of the importance of reaching all students. Team SECA achieved the highest rating among 350 entrants from around the country with their Porcupine Sliders recipe in First Lady Michelle Obama's Recipes for Healthy Kids contest. The competition required students to develop creative, nutritious, kid-approved recipes that schools could easily incorporate into school lunch program menus.

A small, alternative school, SECA provides education for high school students who need to recover high school credits, work on the development of basic skills, and who are pregnant or parenting.

"A recipe competition may not be a traditional path toward school success. But that is precisely the point," noted Intermediate District 287 Superintendent Sandy Lewandowski. "Many students do not fit the traditional model of school." The contest challenged students to learn about teamwork, collaboration, time management and public speaking.

Continued on page 3

Commissioner pledges support for 287's regional effort

Continued from page 2

Shared Data and Shared Solutions

In addition to the new ALC model, leaders are keeping a close eye on the outcomes of three pilots currently underway, including:

- **Shared Data:** Last year, Corrections, Human Service, Community Agencies, District 287, Brooklyn Center, and Bloomington piloted a TIES system that provides real-time, integrated school and County service information about students. The system could be the basis for a more predictive analysis of students across the region. Four additional districts have chosen to join the data sharing effort in 2011-12.
- **Shared Social Work Project:** The Project's purpose is to build a bridge between the County and its school districts that results in better services for students and families. Shared funding between the County and District 287 provides four social work positions. Over the next three years, they will design sustainable, systems-level solutions to improve the coordination between County and school district social work activities. Intended results include increasing efficiencies in service acquisition and decreasing barriers between County and district resources.
- **ALC Plus:** Dramatically increased school attendance for chronic truants is an early outcome in this model using "System Navigators" and County funded care coordination, behavior support, chemical health, and mental health supports in ALCs. In 2010-11 over half of the referrals were placed in programs within member districts. For 2011-12 the County is expanding its support to include another 40 students. In addition, Minneapolis Public Schools has contracted with District 287 to include up to 60 students in the ALC Plus model.

Attracting Support

Education Commissioner Brenda Cassellius has already pledged support for the regional effort. Possible steps could include: identifying barriers in practice or statute and working to amend laws; standardizing credits needed to graduate among districts for students who are most at risk; "unhooking" seat time from funding, and considering a regional diploma.

District 287 has begun to cultivate external partners in this work. Lewandowski expects continued conversations with community and business leaders who share an interest in increasing the County's graduation rate.

"Hennepin County and the schools have taken steps toward a regional effort by adopting supportive policies," said Commissioner Mike Opat, chair of the Hennepin County Board. "The next step is to continue to innovate together to demonstrate our shared commitment to higher graduation rates."

Lewandowski echoed his sentiments. "We can and must come together to help ensure all students graduate from high school, no matter where they live. It is a moral and economic imperative."

For more information about efforts to increase Hennepin County's graduation rate, please visit www.district287.org > About 287 > Dropout Prevention. For more information about A-GRAD, please visit www.hennepin.us/agrad

This month's member spotlight was submitted by Cheri Reese, Public Relations, Intermediate District 287

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, Lakeville Area, 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.

STEM on a Stick at the Minnesota State Fair

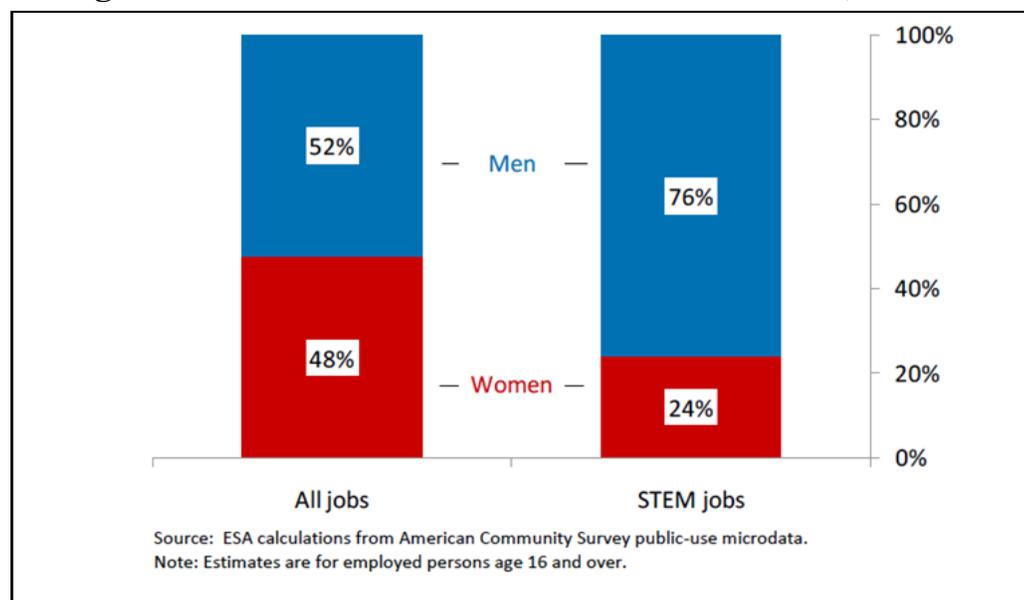
On Thursday, August 25, 2011 the front gates of the Minnesota State Fair opened for the first day of the fair. While many Minnesotans scurried to get their favorite food on a stick, there was another “stick” feature at the fair that had many students and parents buzzing--the Science, Technology, Engineering and Math (STEM) on a Stick Day. For the second year, STEM returned to the Minnesota State Fair to show students, teachers and parents how to engage in STEM.

Over 30 organizations, teams and schools set up hands-on activities and demonstrations. Visitors watched performances on the main stage which featured fun science experiments. A common theme among the booth participants was an overwhelming amount of pride for their group’s work, but also a striking enthusiasm for educating everyone on the different STEM programs. Ben Miller, a student from Eagan High School and member of the FIRST Robotics team said, “We’re here at the Minnesota State Fair to get people more interested and fired up about robotics!” Luke Davies, also an Eagan High School student noted that best part of robotics was being a programmer. Davies, an emerging leader on the robotics team, enjoys teaching others at the State Fair about science and technology and is currently recruiting other deaf students to participate in robotics.

STEM has become a buzzword of sorts and there is good reason for its popularity. According to the STEM Education Coalition and the US Department of Labor, 15 of the 20 fastest-growing occupations for 2014 will be STEM related. Thus, STEM backgrounds and training will continue to be key to our nation’s future economic growth. This reality lays the foundation for the push to support and grow STEM programs inside and outside the classroom in the United States. The message isn’t just coming from businesses and STEM organizations; President Obama has called for preparing 100,000 STEM teachers over the next decade.

The Georgetown University Center on Education and the Workforce, released a report in June 2010, entitled, “Help Wanted: Projections of Jobs and Education Requirements through 2018.” The report estimates that 6% of the jobs in 2018 in Minnesota will be STEM related.¹ The National Research Council released a report this summer highlighting proposed goals for STEM education in the United States as well as identifying successful STEM programs. The report identified 3 main goals for STEM: 1) Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields; 2) Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce; 3) Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.²

Figure 1: Gender Shares of Total and STEM Jobs, 2009



Continued on page 5

¹Anthony Carnevale, Nicole Smith and Jeff Strohl, Help Wanted: Projections of Jobs and Education Requirements through 2018 (Georgetown University Center on Education and the Workforce, Washington, D.C. 2010) 58.

²National Research Council, Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology Engineering and Mathematics (National Academies Press, Washington, D.C. 2011) 4-5.

STEM on a Stick at the Minnesota State Fair

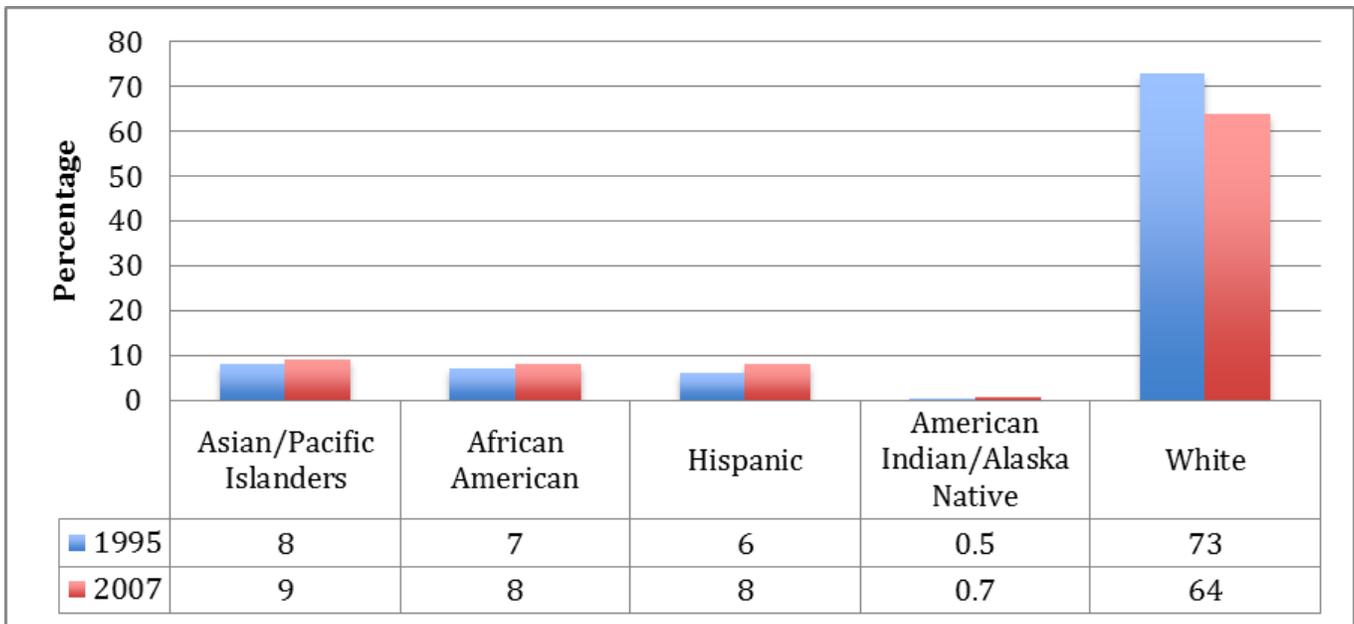
Continued from page 4

The second goal of the report highlights an emerging gap that observers are seeing in STEM participation and eventual career choice. The United States Department of Commerce issued a report last month, “Women in STEM: A Gender Gap to Innovation” and found that “although women fill close to half of all jobs in the U.S. economy, they hold less than 25 percent of STEM jobs (shown in Figure 2). This has been the case throughout the past decade, even as college-educated women have increased their share of the overall workforce.”³

In addition, the report found that women working in STEM jobs earned 33 percent more than comparable women in non-STEM jobs – considerably higher than the STEM premium for men. As a result, the gender wage gap is smaller in STEM jobs than in non-STEM jobs.⁴ At the STEM event at the State Fair, SciGirls, the Society of Women Engineers and St. Thomas Engineering students had a booth set up to get young women excited about STEM by making “squishy circuits.” Adine Thoreen, Outreach Specialist for SciGirls, shared that one of the challenges is the gap between young girls and boys in engineering, physics and earth sciences. “We’re trying to help the girls catch up,” noted Thoreen.

In addition to the gender disparity, there is a significant gap between the number of white students and the number of students of color receiving a STEM related degree. Irving Pressley McPhail, president and chief executive of National Action Council for Minorities in Engineering Inc. (NACME), calls this the “New American Dilemma.” McPhail noted in a commentary to the Washington Post on January 31, 2011, that African Americans, Latinos and Native Americans account for 34 percent of the U.S. population age 18 to 24 but earn only 12 percent of undergraduate degrees in engineering. Some progress has been made according to the Science and Engineering Indicators report of 2010. As shown in Figure 2, the percentage of students of color obtaining a Bachelor’s Degree in science and engineering fields has increased noticeably between 1995 and 2007.

Figure 2: Percentage of Science and Engineering Bachelor's Degrees by Ethnic Group



Source: Science and Engineering Indicators Report 2010. Total percent does not equal 100 due to “other” race categories.

Greater gains need to be made and, Ann Bernard, 4th grade teacher from District 196 believes STEM programs can play a role. “We are making connections with kids on a level that is important for their understanding of the world and what they are going to be doing as they get older,” she noted.

³U.S. Department of Commerce, “Women in STEM: A Gender Gap to Innovation Executive Summary,” [ESA Issue Brief #04-11](#) (August 2011): 1.

⁴U.S. Department of Commerce, 1.

School Board Planning Calendar 2011

1 st Meeting of the Month	2 nd Meeting of the Month
JULY 28, 2011 <i>(Only one Board meeting this month!)</i>	
C-Train Update Health and Medical Bucket NEC Facility Committee Report	Financial Report June Legislative Session Review & Implications for District Operations
AUGUST 25, 2011 <i>(Only one Board meeting this month!)</i>	
Administrative Services PLC Financial Report July Report on Crisis Planning (Michelle Axell – 10 minutes) Determine NEC Size & Cost Option 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 2011-2012 Start-Up” (Colleen, Laura, and Jane) Negotiations
SEPTEMBER 8, 2011 Superintendent Goals	SEPTEMBER 22, 2011 Financial Report August NEC Facility Committee Report Report on Crisis Planning
OCTOBER 13, 2011 CLP Presentation – Ben S. from TIES Deaf/Hard of Hearing – Mary Hartnett “What the Board Needs to Know About Regional Curriculum Orders and Resulting Savings”	OCTOBER 27, 2011 Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report Written NEC Update Service Animals Policy (NEO) Second Read Community & Visitors Bucket (CV) First Read
NOVEMBER 10, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding Food Service Resolution Community & Visitors Bucket (CV) Second Read	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Facilities Management Update
DECEMBER 8, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report November NEC Facility Committee Report Moodle Hub	Prior Year Audit Review Legislative Initiatives FY12 Budget Adjustment

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 st Meeting of the Month		2 nd Meeting of the Month	
JANUARY 12, 2012 (MSBA Leadership Conference) Organizational Meeting Oath of Office Election of Board Officers FY11 Audit		JANUARY 26, 2012 Financial Report December NEC Facility Committee Report Legislative Initiatives Strategic Plan Review & Measurement Report Pay Equity Report	
FEBRUARY 9, 2012 Superintendent Mid-Year Evaluation Update Communication & Records Bucket (CR) First Read		FEBRUARY 23, 2012 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY12 Budget Revision & FY13 Budget Assumptions Program Withdrawal Report Diversity Report Communication & Records Bucket (CR) Second Read	
MARCH 8, 2012 Curriculum & Instruction Bucket (CI) First Read New Itinerant Service Model		MARCH 22, 2012 Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update Curriculum & Instruction Bucket (CI) Second Read	
APRIL 26, 2012 (Only one Board meeting this month!)			
Spotlight DVD Presentation Financial Report March Proposed District 287 School Calendar 2012-2013		NEC Facility Committee Report Long Range Facilities Planning Presentation	
MAY 10, 2012 PBIS Data Update Diversity & Recruitment Report Safety Planning Bucket (SP) First Read		MAY 24, 2012 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 NEC Facility Community Report Safety Planning Bucket (SP) Second Read	
JUNE 14, 2012 Superintendents Evaluation Financial Planning & Operations Bucket (FPO) First Read Facilities Use & Planning (FUP) Bucket First Read	Financial Report May PLC Data Report 2012-13 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety Facilities Use & Planning (FUP) Bucket Second Read	JUNE 28, 2012 Final ULA Resolution for Licensed Staff Board Evaluation Health & Safety Assessment 99 Report Superintendent & School Board Evaluation to plan for Board Retreat outcomes Financial Planning & Operations Bucket (FPO) Second Read	

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
September 22, 2011
SCHOOL BOARD CALENDAR

September 2011					
22	Thursday	General Board Meeting		6:30PM	Board Rm

October 2011					
13	Thursday	North Education Center Open House		6:30PM	NEC
13	Thursday	Edgewood Education Center Open House		6:00PM	Edgewood
13	Thursday	General Board Meeting		6:30PM	Board Rm
27	Thursday	General Board Meeting		6:30PM	Board Rm

November 2011					
03	Thursday	Epsilon Family Night		5:00PM	Epsilon
10	Thursday	General Board Meeting		6:30PM	Board Rm

December 2011					
08	Thursday	General Board Meeting		6:30PM	Board Rm

TENTATIVE DATES					

January 2012					
12	Thursday	General Board Meeting	<i>(MSBA Leadership Conf.)</i>	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
25	Saturday	Destination Imagination West/Southwest Metro Regional Tournament		TBD	Maple Grove HS

March 2012					
08	Thursday	General Board Meeting		6:30PM	Board Rm
22	Thursday	General Board Meeting		6:30PM	Board Rm

April 2012					
12	Thursday	Epsilon Family Night		TBD	Epsilon
14	Saturday	Destination Imagination State Tournament		TBD	Champlin Park HS
25	Wednesday	Honors Mentor Connection Scholar's Forum		TBD	TBN
26	Thursday	General Board Meeting		6:30PM	Board Rm

May 2012					
10	Thursday	General Board Meeting		6:30PM	Board Rm
24	Thursday	General Board Meeting		6:30PM	Board Rm

June 2012					
01	Friday	Prairie Center Academy (PCA) Graduation		10:00AM	EP Cmmnty Center
04	Monday	North Vista Education Center Graduation		7:00PM	North Vista
05	Tuesday	City West Academy Graduation		10:00AM	Shady Oak
07	Thursday	Edgewood Education Center Graduation		TBD	Edgewood
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

UNIFLYER

SEPT/OCT 2011

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& Opportunities

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Who's my rep?

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Events Calendar

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Local 2209 President
Bruce Mulder

Welcome!

To all the returning Local 2209 members and all of the new Local 2209 members who signed up during their orientation - Welcome to the 2011-2012 school year. As members of Local 2209, we are part of a professional community of over 600 District 287 employees, 70,000 public education employees in Education Minnesota, 1,000,000 in the American Federation of Teachers (AFT), and 3,000,000 in the National Education Association (NEA).



District 287 employees turned out in good spirits to the Local 2209 "Spring Fling" in St Louis Park.

Through our membership in these organizations, we are connected to our fellow educators in our District, across Minnesota, and throughout the United States.

The thing that all Union members have in common is that we are all the practitioners in our profession. We are the ones who do the day-to-day work to ensure the highest quality education possible for the children and young people we see face-to-face every day in our schools. We are responsible for the daily activities that effectively implement the plans and policies of our schools. We all know and see Local 2209 members who are performing hundreds of little (and not-so-little) miracles every day with the students they serve in each of the District 287 programs. I think you'll find that every day you are working side-by-side with some of the most talented educators you could hope to meet.

Our Union, along with the Union organizations at the state and national levels, has the opportunity to advocate for the things practitioners need to ensure the best possible outcomes for our students: optimum working conditions that attract and retain the best and the brightest staff to public education, the opportunity to be the voice of the practitioner in public education policy decisions, and high-quality professional development.

Thank you for all you do to support our Union, our profession, and our fellow professionals through your Union membership. As Education Minnesota President Tom Doohar says, "In Solidarity!" Or, as Red Green says, "I'm pullin' for ya. We're all in this together."

Have a great year and visit our Facebook page and tell us about the great things you and your fellow members have been up to.

NEGOTIATING TEAMS
for District 287 and Local 2209 have commenced interspace bargaining for the 2011-13 contract. Meetings have been held on June 24, September 2, and September 14, with the next session scheduled for October. Remember to thank our negotiators for all their hard work!

**ON PAGE 2:
"LIKE" 2209
AND WIN \$25**

2011-12 General Membership Meetings Calendar

October 12, 2011

- Negotiations Update
- Facebook Drawing
- LCAT Committee

December 14, 2011

- Nominate Delegates to 2012 EdMN Representative Convention
- Negotiations Update

February 5, 2012

- Nominate Delegates to NEA & AFT Conventions
- Closing of nominations for Local 2209 President, Treasurer, Executive Officer A
- Negotiations Update

April 18, 2012

- Approval of 2209 Budget
- Finalize "Spring Fling" plans.
- Negotiations Update (if necessary).

General Membership Meetings are held at the Minnetonka Community Center 4600 Minnetonka Blvd, Minnetonka, MN 4:30-6:00pm Refreshments provided. Stay tuned to your e-mail and Uniflyers for updated agendas.



Thank you, Active Members!

This past Summer has been a busy one for 2209 membership. We sent members to the NEA Representative Assembly in Chicago, IL, the AFT Teach Conference in Washington, D.C., and we had 15 people attend Education Minnesota's Summer Seminar in St Joseph, MN. Thanks to our members, District 287 had more representatives at Summer Seminar than any other district.

Opportunities for involvement are ongoing! Please consider joining us for:

- Metro Area Council Meeting - September 27
- Education Minnesota Political Conference - November 19, 20

Contact Bruce Mulder if you'd like to attend: bhmulder@district287.org

The UNIFLYER is published by Local 2209 Communications Coordinator Ben Drewelow. Badrewelow@district287.org

UNION 101

Who do I talk to?

Your contact person for all 2209 business is your **Site Rep**. Have questions about your membership status, dues, or member benefits? Your site rep can help with this and much more!

New 287 sites – stay tuned, 2209 is working on a Site Rep for you.

- NEC @ Sandburg
Deb Barnes
debarnes@district287.org
- SEC – Itenerant Interpreters & World Language Staff
Sue Peterson
smpeterson@district287.org
- SEC – South Vista & WAVE
Patti Sanner
pjsanner@district287.org
- SEC – All other programs
Ann Verdigan
alverdigan@district287.org
- Northwest Tech
Cindi Woehnker
cawoehnker@district287.org
- Prairie Center Alternative & City West
Paul Bennett
pabennett@district287.org
- Edgewood & VET Northland
Cindy Brose
cmbrose@district287.org
- Henn. Tech. College – Eden Prairie
Jeff Goergen
jgoergen@district287.org
- North Vista
Eric Michelsen
ejmichelsen@district287.org
- Bren Road
Mary Neiman
mcneiman@district287.org
- Hennepin County Home School
Bonnie Rinker
bmrinker@district287.org
- District Service Center
2209 needs a rep for the DSC. Contact Lois Lillie if interested. lalillie@district287.org



2209

...but please, don't do it at work :-)

Members, I think I speak for us all when I say we truly appreciate one another for the wonderful work we do for students and families in District 287 programs. We are premier providers.

But we aren't just educators; we're coaches, athletes, musicians, volunteers, world travelers, writers, and more. 2209 has launched [Facebook \(Local 2209\)](#) and [Twitter \(EdMN2209\)](#) pages to share our members "greatness" and build community among one another.

By October 12, "LIKE" or "FOLLOW" 2209 and you'll be entered in a drawing to win 1 of 3 \$25 gas cards!

