

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 October 27, 2011
 - 4.2. Routine Human Resource Activities for November 10, 2011
 - 4.3. Math and Science Teacher Partnership Grant
5. **SHARE THE SUCCESS & RECOGNITIONS (5 minutes)** **(Information)**
 - 5.1. School Board Recognition of Departing Board Member Don Draayer
6. **SUPERINTENDENT'S REPORT** *(Information)*
 - 6.1. Achieving Graduation for All Minnesota Youth: A Collaborative Effort
 - 6.2. Superintendent Communication
7. **INSTRUCTIONAL REPORT - None**
8. **ADMINISTRATIVE SERVICES REPORT - (15 minutes)**
 - 8.1. Financial Report
 - 8.1.1. Approval of Routine Monthly Finance Report *(Action)*
 - 8.1.2. FY11 Unaudited Fund Balance Report *(Information)*
 - 8.1.3. Equity Transfer from the General Fund to Food Service & Community Education Funds *(Action)*
 - 8.2. Facilities Report
 - 8.2.1. Special Board Facilities Committee Report *(Information)*
 - 8.2.2. Right of Entry Agreement to Access District 281 Property for a storm sewer at the North Education Center *(Action)*
 - 8.2.3. 2011 Xcel Energy Efficiency Partner
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (15 minutes)** *(Information)*
 - 9.1. Policy Review & Revision *(Information)*
 - 9.1.1. Policy Development, Adoption, Implementation and Review *(Information)*
 - 9.2. Board Reports *(Information)*
 - 9.2.1. Chair Report
 - 9.2.1.1. Formation of Officer Election Process
 - 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 - November 10, 2011
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
October 27, 2011
MINUTES

1. CALL TO ORDER

Chair Ann Bremer called the regular meeting to order at 6:38 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

272	Eden Prairie	Carol Bomben
270	Hopkins	Laura Ronbeck
276	Minnetonka	Don Draayer
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent: 286/Thielsen, 273/Robb, 278/Kunz, and 283/Rykken

Guests:

287 Administrations: Sandra Lewandowski, Jane Holmberg, Janet Johnson, and Wauneen Mgeni

287 Staff Members: David VanDenBoom, Mitzi Curtis, Laura Moore, Bruce Mulder, and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Carter Peterson, 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 October 13, 2011, North Education Center Change Order Memo, and approval of the Routine Human Resource Activities for October 27, 2011. *Motion by Ann Bremer, seconded by Linda Johnson, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski presented to the Board an overview of the regional graduation effort that she used to provide at the October 14, 2011 Hennepin County Commissions and Superintendents meeting convened by District 287. Over 80 key leaders representing Hennepin County, the school districts in Hennepin County and TIES met to advance the goal of increasing the six-year graduation rate from 68% to 80% by 2015. All groups identified and proposed possible solutions to systems barriers that contribute to the dropout problem. Sandy will follow-up to propose a framework for next steps. The Board recognized these efforts as the highest order of work that can be done by the collaborative, subordinating their local interests for the good of the region.

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

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

Janet briefly updated the Board on the district receiving MDE tuition payments related to the 2010 appeal that is helping to assure the district has positive cash flow. The Board recommended making a collective statement to MDE to assure the software systems calculate tuition in a more understandable way for districts.

Facilities Report

Board Facilities member Johnson, reported on North Education Center (NEC) building progress. Board member Johnson updated the Board on drew attention to: 1) a new fact sheet about the North Education Center construction and 2) the Long Term Facilities Space Needs document that discusses enrollment growth and potential space needs beginning 2013-2014.

Human Resources Report – None

9. BOARD BUSINESS

Policy Review & Revision - None

Chair Report

Board Chair Bremer briefly reported on the “Get on the Bus” tour held on October 25, 2011. Board members were able to see the new Care & Treatment programs at Headway & West Academy as well as the special education programs at Bren Road.

AMSD Report - None

Once Around the Table

Don Draayer	Minnetonka has 8 people running for 4 School Board seats. Don informed the Board of a new children’s book he wrote called “ The Adventures of BIG DOG: Troubles and Triumph ”.
Laura Ronbeck	Hopkins has 5 people running for 4 School Board seats.
Carol Bomben	Wished good luck to all the candidates that are running for Board seats. Eden Prairie approved Jon McBroom to serve as Interim Superintendent.
Ann Bremer	Westonka has 8 people running for 4 School Board seats and has two Bonds Questions on the ballot.
Nancy Rowley	Richfield has 15 people running for 3 School Board seats and has one referendum on the ballot.

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:06 PM.

The next general meeting will be held on November 10, 2011, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____
Date _____ Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – November 10, 2011**

LICENSED STAFF

1. New Hires:

A. Regular

-

B. Reinstatement of Licensure Waivers

-

C. Temporary:

- TRAVIS BUSCH, Independent Study Math Instructor at Brooklyn Center High School, effective October 26, 2011 through June 30, 2012.
- BENJAMIN DREWELow, Substitute EBD/DCD Instructor at Sandburg Education Center, effective October 26, 2011 through December 22, 2011.
- BENJAMIN SAMUELSON, Independent Study Work Experience Coordinator at Brooklyn Center High School, effective from October 11, 2011 through June 30, 2012.
- BENJAMIN J. VENNES, Independent Study Social Studies Instructor at Brooklyn Center High School, effective October 26, 2011 through June 30, 2012.

D. Other:

-

2. Extended Leaves of Absence:

A. Unpaid

-

B. Military Leave

-

3. Separations:

A. Dismissal

-

B. Resignation

-

C. Retirement (Regular/Disability)

4. Substitutes:

- CAROL FRIESEN

NON-LICENSED STAFF:

1. New Hires:

A. Regular

- JEFFREY SIEGEL, Education Assistant at Sandburg Education Center, **refill for K. Fix**, effective October 31, 2011 Step 8 Lane 5 +BA - .875 FTE.

B. Temporary

- DEREK AXELL, Facility Maintenance Worker/Driver at the District Service Center, effective October 18, 2011 through November 23, 2011.

C. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

-

3. Separations:

A. Dismissal

-

B. Resignation

- MICHAEL ROBERTS, Education Assistant at Northwest Tech Center, effective October 31, 2011.

C. Retirement (Regular/Disability)

-

4. Other:

- A.** RECOMMEND the Board's approval to credit, Annette Schumm, Education Assistant at South Education Center, with five (5) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balance by one (1) day.

Michael Berns
Lynn Walsh

Jan Hanson

Amy Koch

Patty Sanner

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

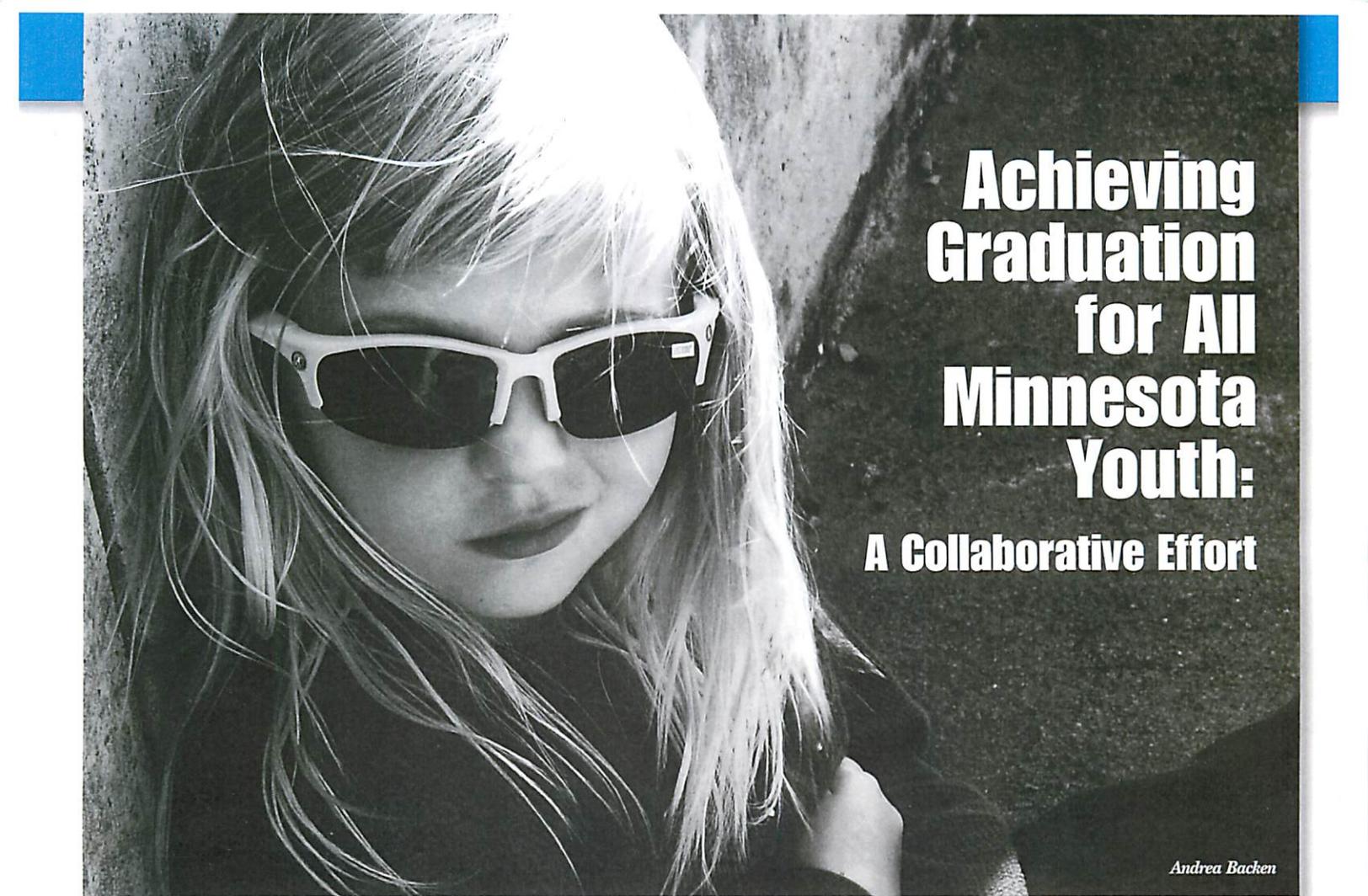
DATE: November 10, 2011

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

RE: Recommendation for Board Acceptance of the Math and Science Teacher Partnership Grant.

District 287 has been awarded \$651,993.00 from the Minnesota Department of Education – Title II, Part B of the Elementary and Secondary Education Act (ESEA) to continue last year’s work with the Region 11 Math & Science Teacher Academy. Intermediate District 287 is the fiscal host for the partnership that will offer high quality professional development in Grades 3-5 Algebra and High School STEM (Science, Technology, Engineering, and Math). As with last year, the regional education agency sponsors – the Grants and Research Office (GRO) of Intermediate Districts 287 and 916 and the Metro Education Cooperative Service Unit (ECSU) will coordinate training and communicate with districts. The higher education partners-the University of Minnesota (U of M), Hamline University, and Normandale Community College-will provide content expertise and training corps members. SciMath MN will disseminate grant products and work with business partners to support the centers. This grant runs from August 8, 2011 through June 30, 2012.



Achieving Graduation for All Minnesota Youth: A Collaborative Effort

Andrea Backen



The intent of this journey is not just to raise graduation rates, but to engage

children and youth in school and learning, thus ensuring they graduate with the knowledge and skills necessary to successfully meet the challenges life brings. Minnesota has the knowledge it needs to attain and sustain this goal; one that aims for all Minnesota students to graduate from high school ready for postsecondary school, college and careers.

*Cammy Lehr
and Sally Wherry*

A critical focus of the Dayton administration's Seven-Point Plan for Achieving Excellence in Education is to close the achievement gap, which is reflected in our graduation rates. Using the Minnesota Four-Year graduation cohort rate, Minnesota's (2009–2010) high school graduation rate was 75.9 percent (see <http://education.state.mn.us/ReportCard2005/index.do>). Although this is unacceptably low, it masks even more critical graduation rates for various student groups:

• American Indian	45.3%
• Hispanic	49.2%
• Black	46.9%
• Limited English Proficient	49.2%
• Special Education	53.5%
• Free or Reduced-Price Lunch	56.1%

Clearly, Minnesota's graduation rates reflect intolerable gaps, similar to trends highlighted in the achievement gap. Research suggests that there is not one best solution to addressing the dropout problem, but it is agreed that the bottom line in dropout prevention is to *engage* students in school and in learning. This begins with providing relevant and rigorous instruction that creates a cultural and contextual connection with students, building positive relationships and establishing a welcoming school climate. Additional supports to engage students and promote school completion identified by the

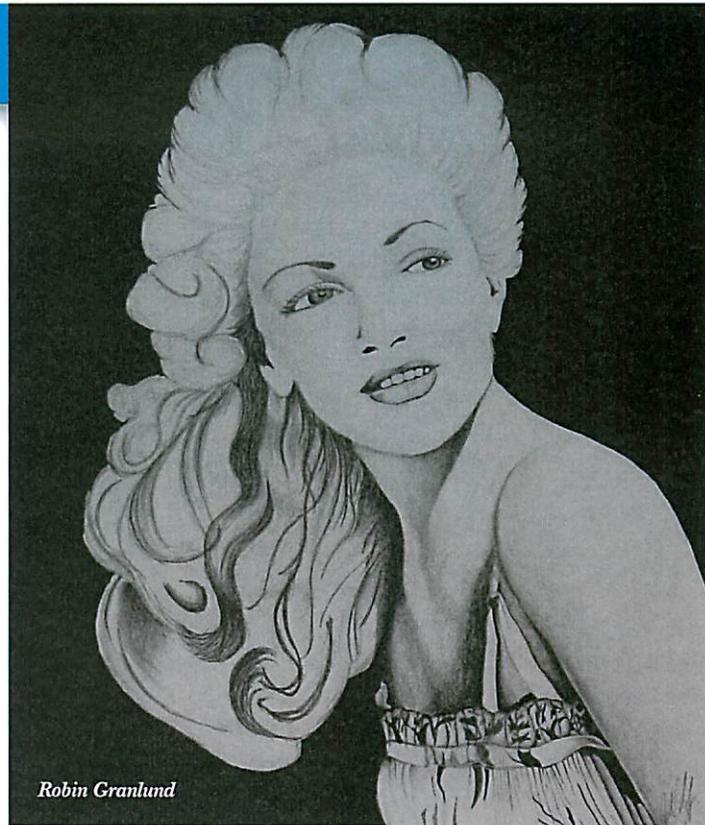
National Dropout Prevention Center include strategies such as mentoring, service learning, family engagement, school-community collaboration and tutoring (see <http://ndpc-web.clemson.edu/effective-strategies>).

General MDE Initiatives to Support Graduation

The Minnesota Department of Education (MDE) has developed multiple strategies and key initiatives to close the achievement gap and ensure all Minnesota students are college- and career-ready. For example, to support the goal that all children enter kindergarten ready to learn as well as reading proficiently by third grade, MDE has recently developed a *Comprehensive B-12 Literacy Plan*. This initiative builds upon the college- and career-ready literacy expectations for 21st-century learners and works to ensure a seamless delivery system for B-12 literacy instruction. MDE is also developing an implementation plan for aligning and fully implementing the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* and the *2010 Minnesota Academic Standards in English Language Arts (ELA) K-12* (which include the *Common Core Standards*), as well as the *World-Class Instructional Design and Assessment (WIDA)* standards. Additionally, MDE is implementing several middle and high school-related initiatives, including a *College Access Challenge Grant* that provides training to counselors, the *Career and Technical Education* initiative that provides support and assistance to high school students, helping them gain academic and technical skills, and *Systematic High School and Middle-Level School Redesign*, a multi-year initiative developed to assist high school and middle-level school redesign by providing research-based information and resources.

State Strategies to Achieve Graduation for All

In January 2010, the National Governors Association Center for Best Practices (NGA Center) selected Minnesota as one of six states to receive \$50,000 to plan and develop state dropout prevention and recovery policies through the *State Strategies to Achieve Graduation for All* initiative. This grant builds on much of the work that has already been started in Minnesota – including foundational work of the MDE's Dropout Prevention, Retention and Graduation Initiative (2005-2010), Alternative Schools and Choice Options, College and Career Readiness Policy Institute, the Minnesota Career Information System (MCIS) and more. The grant from the NGA Center also allowed for the creation of a state leadership team, with representatives from education, community organizations, higher education, and government agencies. A five-year plan to address issues to improve the graduation rate and facilitate postsecondary success for all students in Minnesota was developed. Priorities include focusing on these actions:



- **Closing the Gap:** *Collaborating to effectively increase graduation rates and decrease dropout rates for all students, and especially for student groups with dropout rates greater than the state average.* MDE sponsored a Graduation for All Conference earlier this year that highlighted this issue and featured several programs that are effectively supporting students at greater risk of not graduating. For example, the TORCH program in Northfield, Minnesota, specifically targets improving the graduation and postsecondary participation rates of Latino students, low-income students, and youth who would be first-generation college attendees. Since TORCH's inception, the graduation rate for Latino students in Northfield has increased from 36 percent to nearly 90 percent, and many of these students have plans to attend postsecondary education institutions (<http://northfieldtorch.org/about/>).
- **Data-Driven Decision Making:** *Using data to provide effective supports to students who are disengaging from school and learning.* MDE is exploring the development of a cohesive data system, utilizing consistent indicators across the state and local levels, to identify student progress toward graduation as well as identify students who may require additional supports to complete school successfully. The system would (a) provide a screening tool to identify students early on (e.g., beginning in middle school) who may be off-track for graduation from high school and college and career readiness; and (b) facilitate student success by using the data to match appropriate supports to student needs. These supports would include systemic responses as well as individual supports.
- **Recovery and Re-Engagement:** *Developing and implementing effective programs to identify and encourage youth who have already dropped out of school to reenter school and complete secondary*



education. Minnesota Four-Year cohort data from 2009–2010 alone shows that 3,539 students dropped out of school, and nearly 4,000 students were categorized as *status unknown*. These are the youth who must be targeted through re-entry programs, to re-engage them in working toward school completion. Not only will re-engagement efforts increase their likelihood of graduating with a diploma, but research suggests it also will increase their chances for healthy development in relation to school, work, and community involvement. MDE staff are working to support projects that re-engage students and provide alternative options for completing school. Current efforts include a project driven by District 287, a consortium of 12 west metro school districts. District 287 has convened county commissioners and school superintendents to improve the county's overall high school graduation rate. The focus is on implementing best practices that re-engage and provide successful experiences for students attending in Area Learning Centers.

- **Individualized Student Planning for the Future:** *Providing effective and accessible programming and resources for schools, families and students to facilitate high school completion and postsecondary success.* Working with students through connecting interests, coursework and future plans, whether two- or four-year college or a career, can greatly increase student engagement, by enhancing their understanding of the relevance of their education. ACT's College and Career Readiness System (EXPLORE and PLAN) funding was renewed during the 2011 legislative session allowing districts to be reimbursed for student exams. MDE offers technical assistance to administrators and counselors to utilize the ACT student data for academic and career planning.
- **Collaboration: Working Together:** *Embedding Minnesota's goal of graduation for all and action steps into any child- or youth-focused program or initiative.* MDE has worked with many representatives from education, community organizations, businesses, parent organizations and government agencies to build partnerships and facilitate communication across various stakeholders invested in addressing the problem of dropout. MDE has developed a listserv of active participants from summits, workshops, initiatives and forums that can be used to disseminate information, create a united message and work toward a common goal. A recent collaboration resulted in a grant awarded to Twin Cities Public Television, Inc. (TPT) administered by the National Center of Media Engagement (NCME). TPT will produce and disseminate multimedia content for youth by youth highlighting causes, ramifications, and solutions to prevent and re-engage youth who drop out.

MDE Dropout Prevention Resources

In 2005, MDE received a four-year School Dropout Prevention grant from the U.S. Department of Education to develop a comprehensive dropout prevention model for implementation at high school and middle school levels. Seven districts in Minnesota with dropout rates higher than the state average participated in the initiative, piloted materials and provided feedback. Multiple tools and resource materials were developed during the initial grant and more continue to be developed. Products include:

- A resource page for youth with videos of youth messages www.expectmoreMNgrad.com
- Video illustrating the process: *Journey to High School Completion*
- Monograph on *Youth Voices on Graduation and Dropout*
- *Steering Committee Report – Recommendations for Dropout Prevention*
- *Dropout Prevention PowerPoint* summarizing key research on dropout prevention
- *Dropout Prevention Programming Guide – Process Templates and Checklists*
- *Graduation Triangles: Comprehensive Systems of Support* from each participating district

To access these tools, go to the MDE Web site at http://education.state.mn.us/MDE/Academic_Excellence/Implement_Effect_Practic/Dropout_Prevent_Reten_Grad_Init/index.html.

The MDE Web site also includes links to other state and national organizations focused on dropout prevention.

Urgency of Addressing the Problem

Research suggests each student who does not graduate with a diploma costs Minnesota approximately \$260,000 in lost revenue over the course of his or her lifetime (The Alliance for Excellent Education, 2009). The consequences of systemic failure to ensure graduation for all of our youth is significant for society and the youth who leave school early. Young people who do not achieve this milestone are less likely to be employed, earn less over the course of their lifetime, are less likely to pursue postsecondary education and are less likely to be contributing members of their community. By working together and sharing a commitment that all Minnesota youth graduate from high school prepared for successful futures – *we can make a difference.*

Cammy Lehr is Chair of the Minnesota Department of Education Dropout Prevention, Retention, and Graduation Initiative Grant Project.

Regional Effort to Raise Graduation Rates:

I appreciate the participation of Hennepin County school districts at our October 14th forum. Over 80 leaders representing Hennepin County, school districts and TIES attended. The meeting concluded with a sense of urgency to develop an action plan for local dropout prevention efforts and system barriers in the region.

Recommended next steps and requests of superintendents are outlined on the next page.

Recommended Next Steps (From Google docs exercise and feedback)	Requests of Superintendents
<p>1. Convene two system barrier teams to address:</p> <ul style="list-style-type: none"> Graduation Requirements/Funding Attached to Time. Student Data and lack of portability. <p>District 287 will provide facilitation and organization for the work groups to participate in a day-long meeting in December to address concerns and draft action steps.</p> <p>Recommendations presented for approval at January 20 superintendent meeting.</p> <p>Desired Outcome: Use regional experts to recommend solutions.</p>	<ul style="list-style-type: none"> Two superintendent volunteers to convene either the grad requirement or the student data work groups and present the recommendations and action steps for approval on January 20th. School districts, Hennepin County and TIES submit names of individuals who agree to be part of a work group. Individuals who participate should be key leaders in your district.
<p>2. District 287 will provide two professional development opportunities for key leaders: (superintendents, principals, central office administrators)</p> <ul style="list-style-type: none"> Current Evidence Based Research in Dropout Prevention (MDE Governors Grant) Current Evidence Based Alternatives to Suspension Research (MDE Alternative to Suspension Grant) <p>Desired Outcome: Provide evidence based research to key leaders to better inform prevention efforts.</p>	<ul style="list-style-type: none"> Send key leaders from your district to professional development sessions in evidence-based dropout prevention and/or alternative to suspension.
<p>3. Regional Transportation Work Group develops solutions for Area Learning Center students regarding limited transportation.</p> <p>Participating districts will continue to communicate their regional work.</p> <p>Desired Outcome: Determine potential solution to transportation needs of pregnant and parenting teens.</p>	<ul style="list-style-type: none"> No action needed.
<p>4. 15-Day Drop: District 287 and local district staff would contact students immediately after the 15-day drop period.</p> <p>The reengagement effort would first determine if the student can be re-engaged at their local high school or local district alternative center. If not, an effort will be made to re-engage the student in one of the many alternative programs in the region.</p> <p>District 287 will convene the pilot-planning group with the volunteer districts and Hennepin County.</p> <p>Desired Outcome: Craft an operational strategy to re-engage students who are dropping out of school.</p>	<ul style="list-style-type: none"> Volunteer your district to pilot reengagement efforts for students who are at the 15-day drop point.
<p>5. Convene a meeting with external stakeholders in combination with January 20 superintendent meeting.</p> <p>Desired outcome: communicate efforts and determine the level of potential external stakeholder investment in the regional graduation rate project.</p> <p><i>(See list of suggested stakeholder groups on attached action document.)</i></p>	<ul style="list-style-type: none"> Be prepared to personally invite leaders of an external stakeholder group to the January 20 superintendent meeting.

Regional Transportation

Past Decision	Action	Recommended Next Steps
June 2011: Interested districts send representative to Fall meeting.	Meeting occurred October 18 with 8 districts: Hopkins, Osseo, Robbinsdale, St. Louis Park, 287, Wayzata and Minneapolis	<ul style="list-style-type: none"> • Develop tool to share data; invite all west metro districts to share data • Meetings of spec ed/spec services and business directors; transportation directors • Reconvene in December • Future Planning meetings will be convened by participating districts. District 287 has completed its role in facilitation but will continue as a participant in the group. <p><i>(Detailed memo attached)</i></p>

Tipping Point/White Paper:

Discussion	Actions and Potential Solution	Recommended Next Steps
Fundamental changes in students' needs are driving costs in public education.	Several superintendents attended a luncheon to discuss solutions. Begin a lobbying effort to raise awareness of this issue with legislation. Consider a possible lobbying effort to increase the safe schools levy to cover safety costs related to extreme behavioral needs of students in 287 programs.	<ul style="list-style-type: none"> • Legislative forum on this topic will be planned for January. (Date is still pending) • Additional info to come.

Date: October 20, 2011

To: Participating School District Superintendents

From: Derrick Agate, Hopkins School District
Michelle Axell, Intermediate District 287
Thomas Berlin, Hopkins School District
Dale J. Carlstrom, Osseo Area Schools
Chuck Corliss, St. Louis Park Area Schools & Wayzata Public Schools
Rus George, Richfield Public Schools
Kristin Johnson, Robbinsdale Area Schools
Carolyn Oakes, Minneapolis Public Schools
Kerry Turrentine, Richfield Public Schools

Re: Regional Transportation Design Team Update: October 18, 2011

We are writing to provide an update regarding the recent regional transportation committee meeting where representatives from eight member districts, Hopkins, Osseo, Richfield, Robbinsdale, St. Louis Park, Dist. 287, Wayzata, and Minneapolis Schools met to share ideas for the promotion of regional collaboration for wide area transportation needs. The following is the agreed purpose for the Regional Transportation Design Team:

Create safe and efficient regional transportation opportunities through collaboration among the participating members.

The team identified a strategy to begin this work that taps the collective expertise of transportation experts and other stakeholders. Our next steps for the short term are:

- Develop a data collection tool for sharing a common data set;
- Conduct communication meetings with school district leaders from special education, special services, and business administration with the purpose of developing a common understanding and shared vision for a regional transportation model;
- Conduct a meeting of all West Metro transportation directors to begin a grass roots conversation about creating efficiencies in the transportation of students outside their resident districts (10/27/11);
- Invite all West Metro districts to share common data to help identify mutually beneficial solutions; and
- Using the data collected, meet with West Metro transportation directors and routers to identify opportunities for expanding and developing transportation sharing (11/17/11).

The Regional Transportation Design Team will reconvene in December to consolidate their findings and develop a plan for communication. They will begin the work of identifying obstacles and developing strategies for resolving concerns. The team will develop an implementation time-line.

cc: West Metro Business Directors, Special Education Directors, Transportation Directors and Superintendents

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

Regular Meeting – November 10, 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 October Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds excluding Fund 06, Building Construction, total \$31,042,399, or 37.4% of the Original Revenue Budget of \$83,032,508. The District’s monthly revenue will continue to be based upon the cash payments we receive from MDE Special Education Uniform Tuition system and other state aids. During FY12, we are receiving cash payments at 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 excluding Fund 06, Building Construction, total \$20,098,290, or 24.3% of the Original Expenditure Budget of \$82,644,155.

While we continue to have issues with the MDE Special Education Uniform Tuition billing system, the significant increase in cash recently is due to MDE’s recognition of the impact of their aid entitlement calculations and delayed appeal responses on District 287’s cash flow.

The numbers for the prior fiscal year at June 30th are still preliminary. The numbers will continue to change through the end of the audit process.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

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

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report
 STATEMENT OF REVENUE
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 10/01/11 TO 10/31/11

RUN: THU 110311 10:34 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

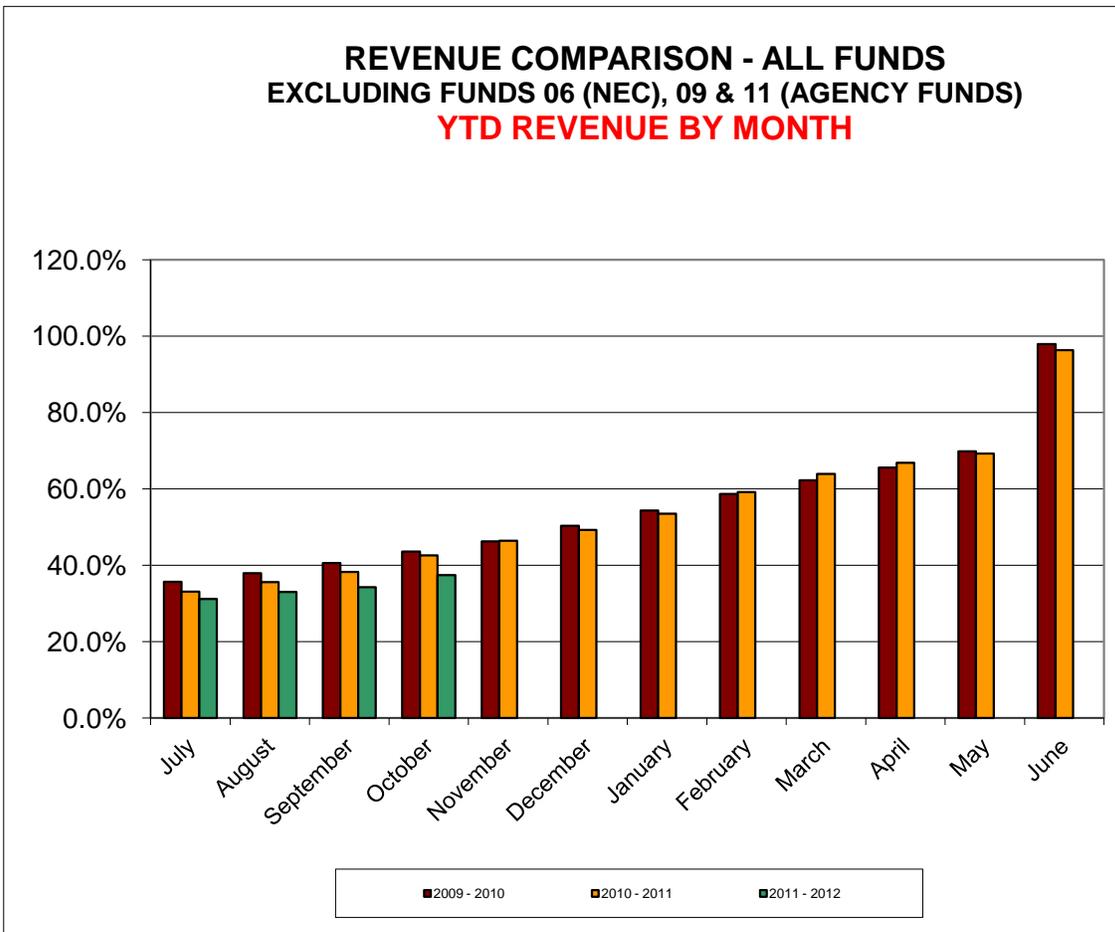
FD	PRIOR YEAR ACTUAL	REVISED BUDGET	10/01/11 TO 10/31/11	RECEIVED THRU 10/31/11	REMAINING ON 10/31/11	PERCENT REMAINING
01 GENERAL FUND	23,037,509.70	18,012,404	61,619.82	8,592,567.38	9,419,836.62	52.29 %
02 FOOD SERVICE FUND	326,907.87	320,845	5,376.20	16,418.58	304,426.42	94.88 %
04 COMMUNITY SERVICE FUND	245,925.96	288,199	7,870.41	26,402.02	261,796.98	90.83 %
06 BUILDING CONSTRUCTION FUND	33,993,002.67	0	12,880.43	20,086.09	20,086.09-	0.00 %
07 DEBT SERVICE FUND	1,505,683.26	5,520,000	0.00	1,143,909.49	4,376,090.51	79.27 %
08 TRUST FUND	443,237.92	0	50,830.15	126,993.46	126,993.46-	0.00 %
10 SCHOLARSHIP FUND	51,361.84	0	0.00	0.00	0.00	0.00 %
12 ALC-ACADEMIC	8,740,579.53	9,126,525	114,365.64	5,745,471.63	3,381,053.37	37.04 %
13 CAREER & TECH	1,816,221.93	1,860,719	75.00	1,142,100.41	718,618.59	38.62 %
14 SPECIAL EDUCATION	44,947,233.21	47,870,516	2,282,051.46	14,152,707.38	33,717,808.62	70.43 %
20 INTERNAL SERVICE FUND	571,635.69	0	82,111.43	92,836.53	92,836.53-	0.00 %
30 KEYSTONE ITD	68,349.00	0	0.00	0.00	0.00	0.00 %
41 DONATIONS	633.58	0	55.38	110.76	110.76-	0.00 %
51 STUDENT CLUBS	27,711.28	33,300	2,230.12	2,881.73	30,418.27	91.34 %
*** REPORT TOTALS:	115,775,993.44	83,032,508	2,619,466.04	31,062,485.46	51,970,022.54	62.58 %

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%	1,014,685	34.2%
October	2,207,558	43.6%	3,267,074	42.6%	2,606,586	37.4%
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%	20,306,135	96.3% ¹		
TOTAL	72,255,282	97.9%	72,381,668	96.3%	31,042,399	37.4%
BUDGET	73,818,687		75,178,488		83,032,508	

¹ Pre-audit



REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept
 STATEMENT OF EXPENDITURES
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 10/01/11 TO 10/31/11

RUN: THU 110311 10:34 PAGE 1

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

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

FD 01	PRIOR YEAR ACTUAL	REVISED BUDGET	FISCAL YEAR 201107				REMAINING ON 10/31/11	PERCENT REMAINING
			10/01/11 10/31/11	EXPENDED THRU 10/31/11	ENCUMBERED THRU 10/31/11			
01 GENERAL FUND	17,083,389.76	18,025,999	1,097,981.55	5,063,095.74	2,141,319.15	10,821,584.11	60.03 %	
02 FOOD SERVICE	326,907.87	320,845	29,419.97	69,952.11	169,145.28	81,747.61	25.47 %	
04 COMMUNITY SERVICE FUND	245,925.96	288,199	20,716.98	59,691.26	24,200.21	204,307.53	70.89 %	
06 BUILDING CONSTRUCTION FUND	6,584,441.98	31,519,525	40,250.95	5,148,003.04	18,187,611.80	8,183,910.16	25.96 %	
07 DEBT SERVICE FUND	1,501,117.32	5,520,000	0.00	2,237,659.62		3,282,340.38	59.46 %	
08 TRUST FUND	440,950.06	0	51,035.34	127,198.66		127,198.66-	0.00 %	
10 SCHOLARSHIP FUND	0.00	0	0.00	5,329.78		5,329.78-	0.00 %	
12 ALC-ACADEMIC	8,597,462.06	9,126,525	790,142.39	2,279,015.17	810,375.76	6,037,134.07	66.14 %	
13 CAREER & TECH	1,727,372.86	1,861,719	135,462.88	462,634.84	29,760.65	1,369,323.51	73.55 %	
14 SPECIAL EDUCATION	43,586,629.61	47,467,568	3,926,352.97	9,695,032.82	902,592.16	36,869,943.02	77.67 %	
20 INTERNAL SERVICE FUND	448,361.17	0	60,211.52	95,074.46		95,074.46-	0.00 %	
30 KEYSTONE IDT	68,349.00	0	0.00	0.00		0.00	0.00 %	
51 STUDENT CLUBS	37,219.06	33,300	3,349.35	3,605.69	200.00	29,494.31	88.57 %	
*** REPORT TOTALS:	80,648,126.71	114,163,680	6,154,923.90	25,246,293.19	22,265,205.01	66,652,181.80	58.38 %	

DISTRICT 287

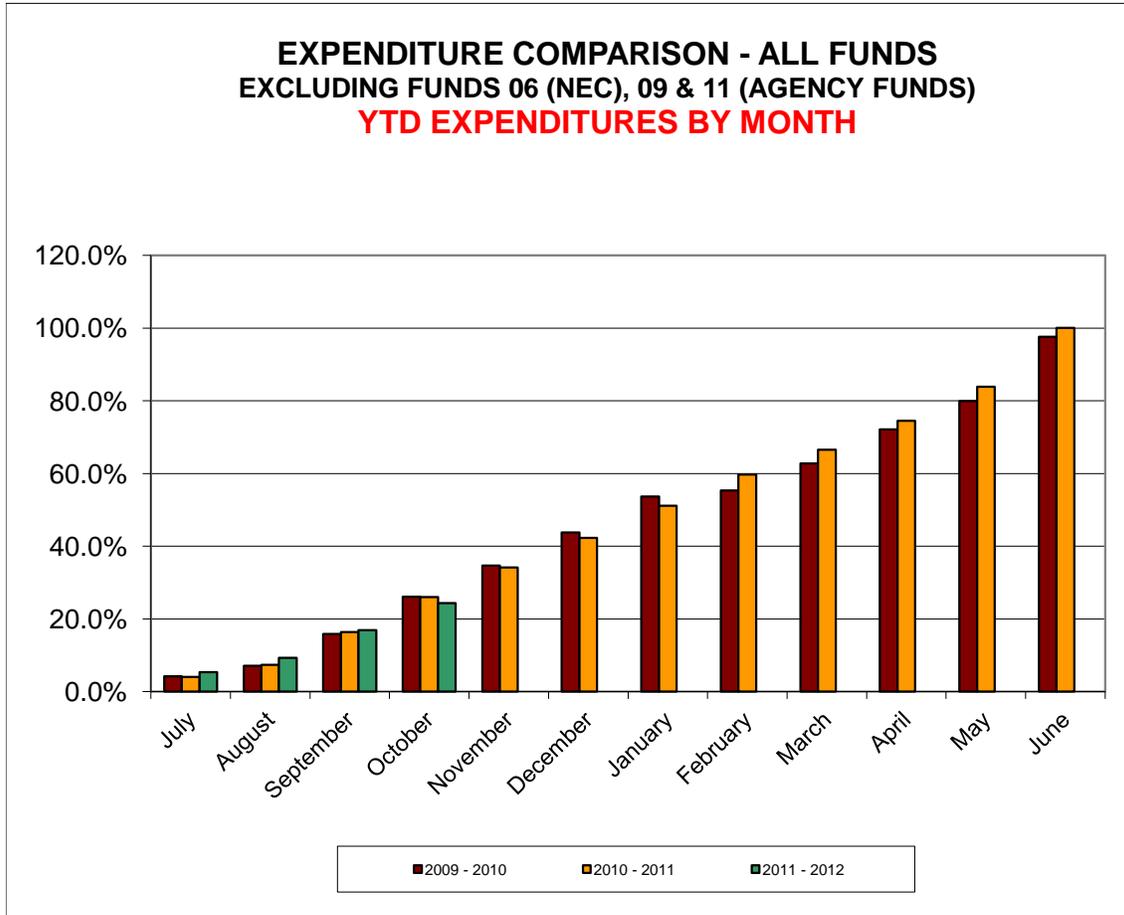
EXPENDITURE COMPARISON - ALL FUNDS EXCL. 06 (NEC), 09 & 11 (AGENCY FUNDS)

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	6,314,818	16.9%
October	7,468,578	26.1%	7,071,964	26.0%	6,114,673	24.3%
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%	12,029,106	100.1% ³		
TOTAL	71,043,619	97.6%	74,070,345	100.1%	20,098,290	24.3%
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: **November 3, 2011**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- | | |
|--|--|
| 1. Claim payments for: October 2011 | Totaling <u><u>\$ 3,512,416.82</u></u> |
| a) Check #'s 485084 - 485513, 70009161 - 70009287
and Electronic Wire Transfers out - #'s 2270 - 2274, 3064, 80000202- 80000211 | |
| 2. Payroll for: October 2011 | Totaling <u><u>\$ 2,328,983.77</u></u> |
| a) Check #'s 675420 - 675426
b) Direct Deposit #'s 197267 - 199110
and Electronic Wire Transfers out - #'s 4076 | |
| 3. Receipts for: October 2011 | Totaling <u><u>\$ 8,892,934.03</u></u> |
| a) Receipt #'s 129409 - 129598 | |
| 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

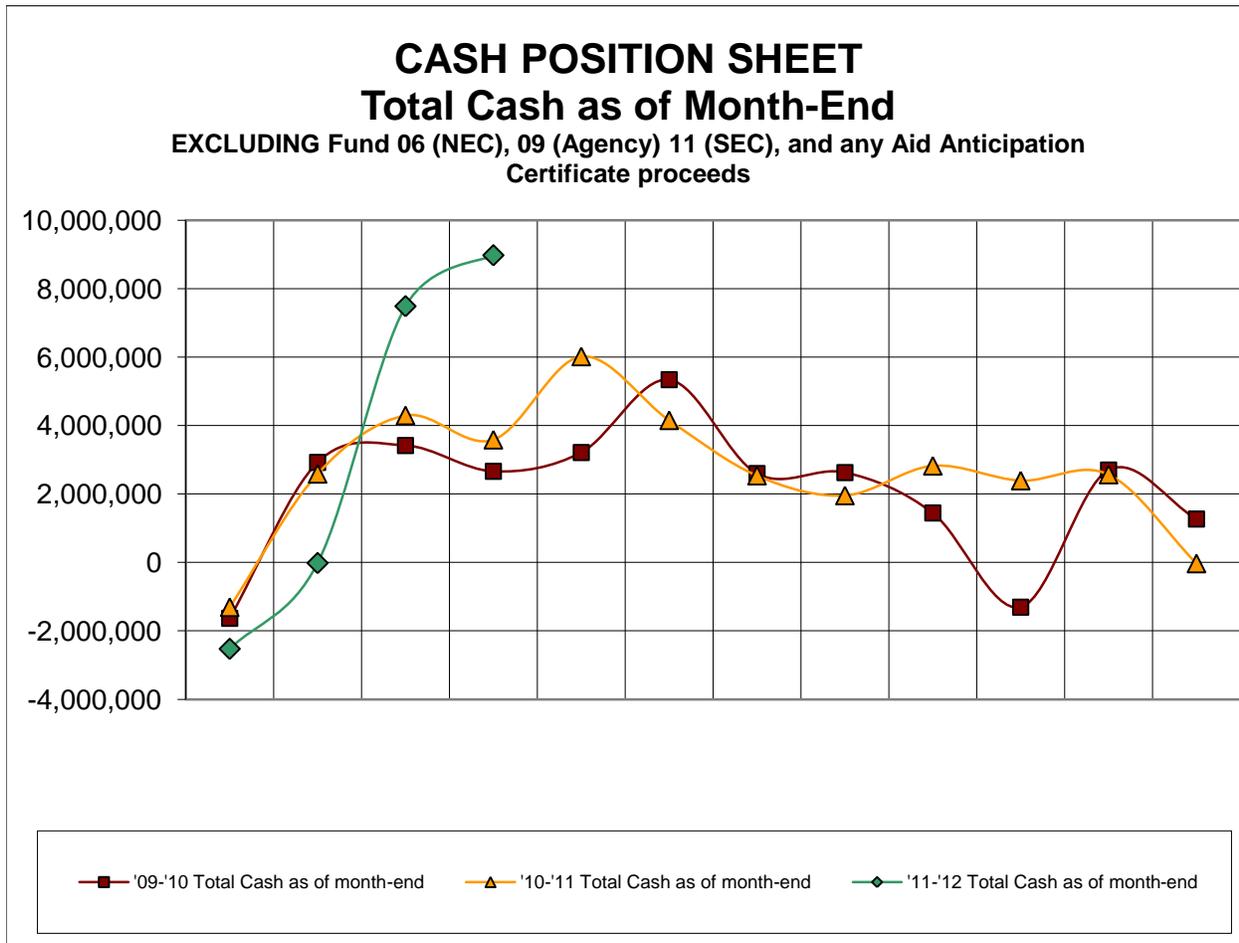
- EXCLUDING Fund 06 (NEC Construction), 09 (Agency) and 11 (SEC Construction)

<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	7,492,933
October	2,663,437 ¹	3,587,135 ²	8,982,957 ³
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

OCTOBER 2011 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
10/07/11	MN ART BOARD	MSDLAF	130481	12,229.00	F396 SEC ART COMMUNICATIONS FY12
10/13/11	EDUCATION DEPT OF	MSDLAF	145119	924.64	INV#68383 ALTERNATIVE TO SUSPENSION
	EDUC-STATE AID	MSDLAF	145119	20,876.31	01S211 GENERAL ED AID FY12
	EDUC-STATE AID	MSDLAF	145119	2,170,185.80	01S360 SPED ED AID FY12
	EDUC-FINS	MSDLAF	145119	91.56	
10/27/11	EDUC-STATE AID	MSDLAF	171379	157,148.75	01S211 GENERAL ED AID FY1011
	EDUC-STATE AID	MSDLAF	171379	1,225,545.06	01S360 SPED ED AID FY1011
	EDUC-STATE AID	MSDLAF	171379	31,314.47	01S211 GENERAL ED AID FY12

MTD TOTALS	<u>3,618,315.59</u>			
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WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
10/14/11	MSDLAF	MN DEPT OF REV	8000206	70,984.44	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	8000203	129,181.13	FEDERAL TAXES
	MSDLAF	US BANK	8000205	264,644.93	FEDERAL TAXES
	MSDLAF	EBC	8000202	18,001.42	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	8000204	50,994.37	EMPLOYEE & EMPLOYER 403B
10/14/11	MSDLAF	US BANK		1,162,213.55	DIRECT DEPOSIT PAYROLL
10/17/11	MSDLAF	BANK CARD SERVICES	2270	244.08	MERCHANT CARD FEES SEPT11
	MSDLAF	BANK OF MONTREAL	2271	69,609.49	P-CARDS SEPT2011
	MSDLAF	CHS	2272	5,544.17	CHS FLEX PAYMENTS (6/30)OCT11
	MSDLAF	US BANK	2273	99.25	ARP FEE VOUCHER ACCT AUG11
	MSDLAF	CHS	2274	51,035.34	CHS FLEX PAYMENTS OCT11
	MSDLAF	EBC	8000207	18,022.26	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	8000208	129,555.26	FEDERAL TAXES
	MSDLAF	EBC	8000209	52,766.87	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	8000210	266,660.20	FEDERAL TAXES
	MSDLAF	MN DEPT OF REV	8000211	71,362.55	STATE WITHHOLDING TAXES
	MSDLAF	US BANK		1,160,728.75	DIRECT DEPOSIT PAYROLL
	MSDLAF	US BANK	3064	5.61	ARP FEES RECEIPT ACCT AUG11
	MSDLAF	US BANK	4076	89.64	ARP FEES PAYROLL ACCT AUG11

MTD TOTALS	<u>3,521,743.31</u>			
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INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – November 10, 2011

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: Recommendation for Board Acceptance of the
Unaudited Fund Balance Report for FY11

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

The unaudited fund balance for FY11 will be presented for Board information. The report shows that the Unassigned General Fund Balance at June 30, 2011 was \$4,871,408 or 7.09%.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: No action is necessary this report is for information only.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287
UNAUDITED FUND BALANCES JUNE 30, 2011
FY11

PROGRAM	BEGINNING FUND BALANCE 7/1/2010	FY11 REVENUE			FY11 EXPENDITURES			FY11 FUND BALANCE			FY11 TRANSFERS PROPOSED	ADJ. FUND BALANCE 6/30/2011	
		REVISED BUDGET	UNAUDITED ACTUAL REVENUE	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET	UNAUDITED ACTUAL EXPENDITURES	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET FD BAL 6/30/2011	UNAUDITED ACTUAL 6/30/2011	FUND BALANCE CHANGE			
GENERAL FUND UNASSIGNED (FORMERLY UNRESERVED - UNDESIGNATED)													
DISTRICTWIDE ADMIN / OPS	\$ 27,952	\$ 17,462,550	\$ 16,088,323	\$ (1,374,227)	\$ 17,450,343	\$ 16,035,769	\$ (1,414,574)	\$ 40,159	\$ 80,506	\$ 52,554	\$ (52,554)	\$ 27,952	
ALC/ACADEMIC EDUCATION	\$ (786,083)	\$ 7,992,451	\$ 8,198,527	\$ 206,076	\$ 7,969,350	\$ 8,185,974	\$ 216,624	\$ (762,982)	\$ (773,530)	\$ 12,553	\$ (141,105)	\$ (914,635)	
CAREER & TECH	\$ 286,616	\$ 1,896,252	\$ 1,816,222	\$ (80,030)	\$ 1,910,589	\$ 1,727,373	\$ (183,216)	\$ 272,279	\$ 375,465	\$ 88,849	\$ (39,952)	\$ 335,513	
SPECIAL EDUC	\$ 4,352,960	\$ 44,567,026	\$ 44,140,980	\$ (426,046)	\$ 43,383,872	\$ 42,779,826	\$ (604,046)	\$ 5,536,114	\$ 5,714,114	\$ 1,361,154	\$ (291,535)	\$ 5,422,579	
TOTAL UNASSIGNED	\$ 3,881,445	\$ 71,918,279	\$ 70,244,051	\$ (1,674,228)	\$ 70,714,154	\$ 68,728,942	\$ (1,985,212)	\$ 5,085,570	\$ 5,396,554	\$ 1,515,109	\$ (525,146)	\$ 4,871,408	7.09%
GENERAL FUND ASSIGNED (FORMERLY UNRESERVED - DESIGNATED):													
Property Acct (DSC)	\$ 783,706	\$ -	\$ -	\$ -	\$ 75,000	\$ 11,845	\$ (63,155)	\$ 708,706	\$ 771,861	\$ (11,845)	\$ -	\$ 771,861	
Sep/Severance	\$ 3,100,950	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,100,950	\$ 3,100,950	\$ -	\$ 435,041	\$ 3,535,991	
Student Clubs	\$ 41,489	\$ 28,800	\$ 27,711	\$ (1,089)	\$ 28,800	\$ 37,219	\$ 8,419	\$ 41,489	\$ 31,981	\$ (9,508)	\$ -	\$ 31,981	
North Education Center	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000	\$ 1,000,000	\$ -	\$ 90,105	\$ 1,090,105	
* MDE Tuition Appeal	\$ -	\$ -	\$ 5,711,435	\$ 5,711,435	\$ -	\$ -	\$ -	\$ -	\$ 5,711,435	\$ 5,711,435	\$ -	\$ 5,711,435	
TOTAL ASSIGNED	\$ 4,926,145	\$ 28,800	\$ 5,739,146	\$ 5,710,346	\$ 103,800	\$ 49,064	\$ (54,736)	\$ 4,851,145	\$ 10,616,227	\$ 5,690,082	\$ 525,146	\$ 11,141,373	
GENERAL FUND RESTRICTED (FORMERLY RESERVED)													
for Health & Safety	\$ 1,236	\$ 81,300	\$ 47,870	\$ (33,430)	\$ 81,300	\$ 47,870	\$ (33,430)	\$ 1,236	\$ 1,236	\$ (0)	\$ -	\$ 1,236	
for Safe Schools	\$ 130,292	\$ 1,188,954	\$ 1,189,882	\$ 928	\$ 1,193,008	\$ 987,906	\$ (205,102)	\$ 126,238	\$ 332,268	\$ 201,976	\$ -	\$ 332,268	
for Compensatory	\$ 10,742	\$ 1,326,855	\$ 1,348,940	\$ 22,085	\$ 1,326,855	\$ 1,218,292	\$ (108,563)	\$ -	\$ 141,390	\$ 130,648	\$ -	\$ 141,390	
TOTAL RESTRICTED	\$ 142,270	\$ 2,597,109	\$ 2,586,692	\$ (10,417)	\$ 2,601,163	\$ 2,254,067	\$ (347,096)	\$ 127,474	\$ 474,895	\$ 332,625	\$ -	\$ 474,895	
TOTAL GENERAL FUND	\$ 8,949,860	\$ 74,544,188	\$ 78,569,889	\$ 4,025,701	\$ 73,419,117	\$ 71,032,073	\$ (2,387,044)	\$ 10,064,189	\$ 16,487,676	\$ 7,537,816	\$ (0)	\$ 16,487,676	
NONMAJOR FUNDS RESTRICTED:													
Food Services	\$ -	\$ 298,472	\$ 326,908	\$ 28,436	\$ 298,472	\$ 326,908	\$ 28,436	\$ -	\$ -	\$ -	\$ -	\$ -	
Community Serv	\$ 3	\$ 335,828	\$ 245,926	\$ (89,902)	\$ 290,557	\$ 245,926	\$ (44,631)	\$ 45,274	\$ 3	\$ -	\$ -	\$ 3	
Building Fund	\$ (353,761)	\$ -	\$ 33,993,003	\$ 33,993,003	\$ 12,150	\$ 6,584,442	\$ 6,572,292	\$ (365,911)	\$ 27,054,800	\$ 27,408,561	\$ -	\$ 27,054,800	
Debt Service (07)	\$ -	\$ -	\$ 1,505,683	\$ 1,505,683	\$ -	\$ 1,501,117	\$ 1,501,117	\$ -	\$ 4,566	\$ 4,566	\$ -	\$ 4,566	
TOTAL NONMAJOR FUNDS	\$ (353,758)	\$ 634,300	\$ 36,071,520	\$ 35,437,220	\$ 601,179	\$ 8,658,393	\$ 8,057,214	\$ (320,637)	\$ 27,059,369	\$ 27,413,127	\$ -	\$ 27,059,369	
TOTAL GOVERNMENTAL FUNDS	\$ 8,596,102	\$ 75,178,488	\$ 114,641,409	\$ 39,462,921	\$ 74,020,296	\$ 79,690,466	\$ 5,670,170	\$ 9,743,552	\$ 43,547,045	\$ 34,950,943	\$ (0)	\$ 43,547,044	

1) The District continues to be conservative in it's approach to recognizing the level of revenue through the MDE Special Education Uniform Tuition Billing system. In FY10 the appeal generated and additional 2.87 Million over the previous FY10 estimate. In FY11 the estimated appeal amount generates an additional 5.38 Million with approximately 2.6 million intended to offset operational/infrastructure costs .

* Since we still do not have final, confirmed numbers from MDE, these balances are reflected as "Assigned". BDAC will be closely involved in decisions regarding the ultimate disposition of this unanticipated level of revenue from MDE.

2) Deficits in the ALC/Academic areas were primarily caused by deficit in the On-Line Learning program. Revenue for On-Line Learning is based on student completion and the rate is fixed through MDE.

3) The variance between budget to actual in the district-wide operating fund(01) was due to the reporting of revenue and expenditures in the Debt Service fund (07) as required by accounting standards.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – November 10, 2011

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: Recommendation for Board Approval of an Equity Transfer for FY11 – Food Service

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

Recommendation for approval of an Equity Transfer from General Fund to Food Service Fund in the amount of \$57,738.37 for FY11. In the event of a negative fund balance at year end in the Food Services Fund, districts are required to transfer dollars from the General Fund to bring the Food Service Fund to zero. The District 287 Board has approved similar transfers for prior fiscal years. The District continues to study its Food Service options. The fundamental issue appears to be that we do not have the critical mass of students that allow a food service program to operate at a breakeven level.

For FY11 the District used a portion of its Federal Education Jobs Fund Program allocation to cover salaries and benefits in the Food Service fund. This resulted in a decrease in the amount of the transfer for FY11. Federal Education Jobs Fund dollars are being used again in FY12. We are optimistic that with that assistance the need for this type of transfer will again be reduced.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION:

The Board approves an Equity Transfer from the General Fund to Food Service Fund in the amount of \$57,738.37 for FY11.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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

Regular Meeting – November 10, 2011

AGENDA SECTION: ADMINISTRATIVE SERVICES

**ITEM: Recommendation for Board Approval of an
Equity Transfer for FY11 – Community Education**

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

Recommendation for approval of an Equity Transfer from General Fund to Community Education Fund in the amount of \$5,860.01 for FY11. In the event of a negative fund balance at year end in the Community Education Fund, districts may transfer dollars from the General Fund to bring the Community Education Fund to zero. The Community Education Fund at District 287 represents the operating results of the Conference Center and PREP Center at the District Service Center. When Hennepin Technical College moved its Customized Training services out of the District Service Center in the summer of 2009 it had a significant impact on District 287’s Conference Center operations. The District has developed a new business model to operate these functions on a break even basis.

For FY11 the District used a portion of its Federal Education Jobs Fund Program allocation to cover salaries and benefits in the Community Education Fund as we implemented the new business model. This resulted in a significant decrease in the amount of the transfer for FY11. This equity transfer is to offset the remaining deficit.

Federal Education Jobs Fund dollars are being used again in FY12. We are hopeful that will provide the support to successfully implement the new business model and minimize the need for future transfers.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION:

The Board approves an Equity Transfer from the General Fund to Community Education Fund in the amount of \$5,860.01 for FY11.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GROUP: Special Facilities
Committee

DATE: November 10, 2011

TIME: 6:00 – 6:30 PM

LOCATION: DSC Board Room

PROTOCOLS:

Decisions will be made via consensus on the agenda items.

CONVENER: Tom Shultz

FACILITATOR: Peyton Robb

ATTENDING:

LONG TERM PURPOSE

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

AGENDA ITEMS	OUTCOMES	TIME BUDGETED	ACTION
1. Right of Entry Agreement	<ul style="list-style-type: none">Committee members will recommend approval to the full Board a Right of Entry Agreement for access to District #281 property so that work on a storm sewer pipe may commence immediately. <p>A Storm Sewer Easement Agreement will be developed within 60 days. This Agreement will be brought to the Committee and the full Board and is expected to include a \$20,000 fee.</p>	15 minutes Tom Shultz	

HANDOUTS:

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

Regular Meeting – November 10, 2011

AGENDA SECTION: Administrative Services / Facilities Report

ITEM: Approval of Right of Entry Agreement

PRESENTED BY: Thomas Shultz

1. Background Information

A Right of Entry Agreement is needed so that INT 287 can immediately access ISD 281 property to install a storm sewer pipe at the NEC construction site. This Agreement allows INT 287 to proceed with the installation of the storm sewer line within the proposed easement. It is with the understanding that the conditions for the easement have been agreed to between INT 287 and ISD 281 and that waiting for the Storm Sewer Easement Agreement to be completed will cause a hardship due to weather conditions.

This Right of Entry Agreement specifies that a Storm Sewer Easement Agreement will contain all the terms and conditions permitting INT 287 to be granted an easement on ISD 281 property and that said Easement Agreement will be developed within 60 days. The Storm Sewer Easement Agreement will be brought to the Facilities Committee and the full Board and is expected to include a \$20,000 fee.

2. Fiscal Impact/Funding Source: \$100 for Right of Entry Agreement

3. RECOMMENDED ACTION: Recommendation for Board approval of the Right of Entry Agreement with Robbinsdale ISD 281 for \$100.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____



414 Nicollet Mall
Minneapolis, Minnesota 55401-1993

Thomas Shultz, Intermediate District 287:

Thank you again for your achievements and allowing us to recognize your company as a 2011 Xcel Energy Efficiency Partner.

As noted on the Efficiency Partner application, we actively identified opportunities to showcase our Efficiency Partners in several ways throughout the year. Recently, a great opportunity emerged to partner with *Minnesota Monthly* magazine and we wanted to share the advertisement with you, located opposite page 73.

Please take a look at the enclosed complementary copy.

Invitations to participate in the 2012 program will be sent out to qualifying customers early next year. For more information on the awards, visit www.xcelenergy.com/efficiencypartners.

Sincerely,

Ryan Schunk
Marketing Assistant
Xcel Energy

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THE TWIN CITIES

Minnesota Monthly

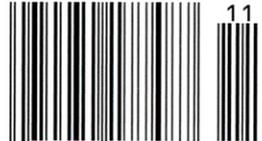
* What's the Twin Cities' best candy store? Where can you get the best cupcake? Answers start on p.52.

262
WINNERS

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11

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November 1, 2011

Community and Visitors Policy Series

The following is a list of current Intermediate District 287 Board policies that contain some aspect of the Board's vision for Community and Visitors in the District:

1000 (CV100)	Goals
1200 (CV120)	Participation by the Public
1312 (CV140)	Public Complaints
1210 (CV160)	Visitors to the District

In preparation for creating the current policies, I reviewed the following sources of requirements and information: Minnesota Statutes; Minnesota Rules; MSBA/MASA model policies; community-related policies developed by member districts; interested District employees; and Intermediate District 287 policies and procedures. In light of this research, I have the following recommendations:

1. Convert the Participation by the Public policy into a procedure.

The Board's vision underlying the current Participation by the Public policy (1200 or CV120) is articulated generally in the Board Officers and Operations goals policy (BOO100), that states:

In order to achieve this mission, the Board has developed the following goals for its governance of the District:

...

To ensure regular and open communication among the Board and the member districts, students, families, and communities served by District programs and services ...

To constructively engage District staff and administration, member districts, outside entities and organizations and the public in discussions about the District's current and future programs and services.

There is no reason to duplicate this language in another policy.

One aspect of the Participation by the Public policy that is not captured through the Board Officers and Operations goals policy is encouraging communication from the public to District administration and staff. As a practical matter, the public communicates

more frequently with District administrators than they communicate with the Board. To capture this aspect of the Board's vision, I recommend adding it to the District Administration and Organization goals policy (2000 or DAO100). The current District Administration and Organization goals policy states, in part:

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

Create an atmosphere which is conducive to learning and based on respect and consideration for individual students and their differences;

Demonstrate strong and effective leadership in implementing Board policies and achieving District goals ...

The recommended addition would state the following:

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

...

Demonstrate an awareness of and responsiveness to member districts' and community members' expressed ideas and concerns related to the District and its schools.

Reasonable parameters need to be set around public participation in the District's affairs. I would recommend that procedures be developed to set these parameters and to support the aforementioned policies.

2. Convert the Public Complaints policy into a procedure.

The current Public Complaints policy (1312 or CV140) does not express the Board's vision, beliefs or ideas. It merely explains the procedure for the filing of public complaints. Therefore, I recommend that this policy be converted into a procedure.

This recommendation is supported by the placement of the District's other complaint mechanisms. The other complaint mechanisms are generally found in procedures or collective bargaining agreements. For example, there is a complaint procedure found within the Nondiscrimination and Equal Opportunity bucket (ERR1440). Union grievance procedures are found within employees' collective bargaining agreements. Only one complaint mechanism may be found within a policy (VP140), and it only constitutes a portion, not the whole, of the District's Harassment and Violence policy.

3. Convert the Visitors to the District policy into a procedure.

The current Visitors to the District policy (1210 or CV160) contains only a brief sentence about the Board's vision. The rest of the policy details some parameters around visits to District programs, services and sites, which is more fitting for a procedure. A procedure

setting parameters around visits to the District needs to be developed, and it should articulate that visits are encouraged.

4. Eliminate the Goals policy.

The Board's vision expressed in the current Goals policy (1000 or CV100) is articulated in the Communications and Records Goals policy (CR100), that states:

The superintendent and the staff are encouraged to use all available District sponsored media, such as radio, electronic and print communications, internet web site, and television, to keep the goals, programs, achievements, and needs of the District before the public.

There is no reason to retain the current Community and Visitors Goals policy when it is duplicated entirely in another policy.

5. Retain a bucket that contains procedures relevant to the community and visitors.

My recommendations discussed in the above sections eliminate the entire bucket of Community and Visitors policies. Eliminating the bucket of policies does not eliminate the need for procedures that set parameters around public participation, visits, or other aspects of the District's relationship with the community. Specific procedures are absolutely necessary to assist District administrators in treating community members fairly and reasonably, and to provide notice to community members of the parameters of their involvement in District affairs. It is important to ensure that the community is aware of and has easy access to relevant procedures, so I recommend that a bucket containing procedures relevant to the community and visitors be retained.



AMSD Friend of Education Award: 2011 Recommendation from the AMSD Executive and Legislative Committees

Summary of the Process

AMSD's Legislative Committee began discussions about potential candidates for the 2011 Friend of Education Award at the July 15, 2011 meeting. At the meeting members reviewed past honorees as well as background information about the history of the award. Committee members were asked to bring potential nominees forward at the next meeting.

At the August 26, 2011 legislative committee meeting, members brought forward the names of several nominees. Representatives from the legislature, the executive branch as well as leaders outside of government were brought forward. After discussion, committee members decided that it would be helpful to develop criteria for the award to help guide the selection process. Chair Langseth and Member Tim Culver volunteered to work with staff to develop the award criteria.

At the September 30, 2011 meeting, the committee was presented with the award criteria developed by the subcommittee. The criteria included evaluation in the areas of leadership, advocacy and support of the AMSD legislative platform. It was agreed that it was not necessary for a candidate to have excelled in each of the areas to be considered for the award. The committee was then presented with a list of three potential candidates developed by staff. The list included Governor Mark Dayton, Senator Gen Olson and Representative Connie Doepke. Another option that was raised was to forego presenting the award this year. However, members of the committee felt it was important to give out an award in 2011, despite challenging times and partisan gridlock. After discussion and a review of the contributions made by the three candidates, the legislative committee unanimously approved awarding the Friend of Education Award to Governor Mark Dayton, Senator Gen Olson and Representative Connie Doepke.

Summary of Honorees

Governor Mark Dayton

Governor Dayton was selected for the AMSD Friend of Education award because of his ability to work cooperatively on education reform and because of his leadership in ending the state government shutdown while insisting that an increase of \$50 per pupil per year be a part of the final budget package. Governor Dayton was instrumental in working with legislators from both parties and interest groups to pass the alternative teacher licensure bill early in the session. The Governor also kept his campaign promise to invest in education every year he was governor. Despite a projected \$6.2 budget shortfall, the Governor's proposed budget included an increase in funding for education. Specifically, the Governor proposed to expand

funding for full-day kindergarten – a long-time AMSD priority. Governor Dayton also vocally opposed proposed cuts to integration, compensatory and special education funding. These proposed cuts would have been very harmful to AMSD school districts.

The Governor also showed leadership and commitment to education by establishing the Working Group on Education Funding and reauthorizing the Early Childhood Council and Children’s Cabinet. He also approved the Early Childhood Quality Rating System via executive order which was necessary to make Minnesota eligible to apply for Race to the Top-Early Childhood Funding. In addition, the Governor exhibited leadership and advocacy by recognizing and promoting business and district partnerships and including an innovation fund in his budget proposal. Finally, Governor Dayton was accessible to AMSD board members and lobbyists and spoke to the AMSD Board of Directors at the annual legislative session preview.

Senator Gen Olson, Chair, Senate Education Committee

Senator Gen Olson was selected for the AMSD Friend of Education award because of her history of working in a bipartisan and cooperative manner on education initiatives. A former teacher and consultant to the Minnesota Department of Education, Senator Olson has served in the legislature for 28 years and has been on the education committee the entire time. In 2011, Olson became chair of the Senate Education Committee and demonstrated a thoughtful approach to tackling issues and worked cooperatively with members of both parties on several initiatives. Senator Olson has worked tirelessly on literacy initiatives over the years and this session focused on an innovative literacy funding proposal that will provide new funding for all school districts. In addition to her literacy work, Olson was an advocate for several AMSD initiatives including being the chief author of the alternative teacher licensure bill and coauthoring bills such as full service zones and the safe schools maintenance of effort repeal. As the chair of the Senate Education Committee, Senator Olson carried the omnibus education bill which carried several AMSD initiatives including the safe schools maintenance of effort repeal, January 15 contract deadline repeal, allowing the use of prone restraint under certain conditions, third party billing reform, capital project levy renewal ballot language simplification and fund transfer flexibility. Finally, Sen. Olson was very accessible to AMSD members and lobbyists during the session and spoke to the AMSD Board of Directors several times over the past year.

Representative Connie Doepke, Vice Chair, House Education Reform Committee

Representative Connie Doepke was selected for the AMSD Friend of Education award because of her advocacy for public education and her strong support of key AMSD’s legislative priorities. Rep. Doepke worked both publicly and behind the scenes to advance AMSD priorities. Representative Doepke served 8 years on the Wayzata school board and has a keen interest and background in metro school issues. Not only does she have a reputation for seeking out input from her own local school officials, but she also actively sought out AMSD’s position on key legislation.

During the 2011 session, she was the chief author of several AMSD priorities including safe schools maintenance of effort repeal and the simplification of the required ballot language for renewal of a capital project levy. In addition, she co-authored the education policy omnibus bill which included several education mandate relief provisions, fund transfer flexibility and the alternative pathways to licensure bill. Finally, Rep. Doepke spoke to the AMSD Board of Directors during the legislative session and she also was a presenter at AMSD's last advocacy workshop.

Association of Metropolitan School Districts Legislative Platform-DRAFT 2012

"Today, however, more than ever before, our national security depends upon the quality of our educational system. Because of the merger of globalization and the IT revolution, raising math, science, reading, and creativity levels in American schools is the key determinant of economic growth, and economic growth is the key to national power and influence as well as individual well-being."

- *That Used To Be Us: How America Fell Behind In The World It Invented And How We Can Come Back*, by Thomas Friedman and Michael Mandelbaum

Innovation

There is widespread agreement that Minnesota needs to reform its education funding and delivery system to meet the needs of today's students. The current system was designed for a different time and a different mission. We must embrace new systems and take advantage of emerging technologies to personalize instruction and provide expanded learning opportunities so every student graduates from high school ready to enter a post-secondary training program. The new system must engage our youngest learners so they enter kindergarten prepared to learn.

The Governor and Legislature should create incentives for school districts to form local partnerships to spur innovation and creativity that will enhance learning opportunities for all students.

- Provide incentives and remove barriers to innovation and collaboration between and among school districts, charter schools, businesses, nonprofit organizations and other units of local government.
- Establish a digital learning division within the Department of Education that is responsible for supporting and overseeing school technology, online learning and blended learning programs. Provide incentives for school districts to form online learning consortia to avoid duplication and to expand digital learning opportunities for students and professional development for staff.
- Establish a new, equalized early learning levy to allow school districts to develop and expand school-based early childhood education programs and full-day kindergarten.

Stability

State policymakers have made concerted efforts to protect education funding during the recent economic crisis. This commitment, along with assistance provided by the federal government, has helped reduce the number of layoffs and program cuts that would have otherwise been necessary. Despite these efforts, AMSD member districts made over

\$100 million in budget adjustments in the 2011-12 school year including over 600 staff layoffs.

State policymakers and educators must work together to provide a predictable and stable funding system that will encourage greater creativity, innovation, flexibility and partnerships across school districts and local units of government.

- Eliminate the special education cross-subsidy by providing sufficient state funding or establishing an equalized local levy to cover unreimbursed special education costs.
- Reform the special education tuition billing system to increase stability and create greater efficiencies.
- Reduce special education paperwork and better align state and federal special education mandates to allow staff more time with students.
- Ensure integrated and equitable learning opportunities for our students by reforming the desegregation rule and the integration revenue program in a manner that is consistent with the framework developed by the 2010 Statewide Task Force on School Integration.
- Amend the continuing contract law to ensure school districts are able to retain their most effective teachers.
- Allow school districts to levy for the mandated increase in employer contributions to state pension funds.

Local Control

Every school district faces unique needs and challenges depending on a variety of factors including demographics, geography, district size and community expectations. We can no longer allow gridlock and logjams to dominate our social and political environment. By unleashing and supporting local control, we can incent locally elected school boards to implement innovative and creative solutions to accelerate student achievement.

- Permit locally elected school boards to structure their school calendar to reduce summer learning loss, expand instructional time and provide opportunities for school districts to collaborate in delivering professional development for their staff. Expansion of the Extended Time Program would allow school districts to extend the school day, week and/or year to increase learning time for students.
- Allow school boards and administrators to allocate staff development revenue to effectively implement the new teacher and principal evaluation system and the new literacy programs.
- Level the playing field between local units of government by allowing school boards to renew an existing operating referendum by a majority vote of the school board.

- Increase the safe schools levy to ensure school districts are able to hire the necessary support staff and provide proper staff training to ensure a safe learning environment for students and staff.
- Allow appropriately trained staff to use approved restraint procedures in limited cases to ensure student and staff safety

AMSD Board of Directors Meeting

Friday, November 4, 2011

This month's table discussion topic is technology in our schools.

- Please identify the barriers that exist to implementing emerging technologies in your classrooms.
- What legislative initiatives might AMSD pursue in this area?
- Please use the space below to list your ideas

November 2011
vol 9 ♦ no 2

AMSD Calendar

November 18, 2011
Executive/Legislative Committee Meeting,
7:30 a.m., TIES Building,
St. Paul

December 2, 2011
Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul

December 16, 2011
Executive/Legislative Committee Meeting,
7:30 a.m., TIES Building,
St. Paul

January 6, 2012
Legislative Session Preview
8:00 AM—10:00 AM
TIES Building, St. Paul

January 17, 2012
AMSD Winter Conference
8:00 AM—1:30 PM
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

PBIS Goes District-wide in Robbinsdale Area Schools

Too much of a good thing is bad? When it comes to student engagement in learning and student achievement, Robbinsdale Area Schools doesn't think so. That's why the district has fully embraced Positive Behavioral Interventions and Supports (PBIS), a research-based framework of school wide interventions designed to keep students in class.

Because of the framework's firm grounding in research, and the possibilities it provides for students and staff to be proactive when it comes to expectations and behavior, Robbinsdale Area Schools decided to implement PBIS in every one of its

schools, creating a district implementation plan that provides opportunity for sharing ideas, strategies, and solutions. This district-wide implementation has caught the attention of other educational leaders and fits well with Robbinsdale's goals and expectations of high academic achievement and learning environments characterized by mutual respect and personal responsibility.

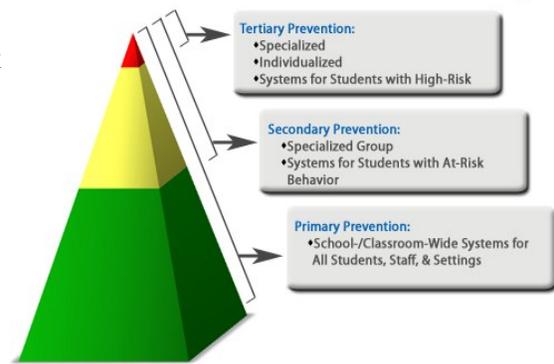
Helping the District Continue to Do What it Already Does Well

PBIS has been a way for Robbinsdale Area Schools to organize what the district's schools already do well. It provides a common language for every staff member and helps schools to be very intentional about helping students learn expectations and positive behaviors, which in turn increases student engagement, responsibility, and a sense of belonging. Research shows time and again that increased engagement and a sense of belonging helps to improve student achievement for all students.

PBIS is not a curriculum or a program. It's a framework designed to guide implementation of academic and behavioral practices which will improve outcomes – both academic and behavioral – for all students. It uses four components: data, which guide decision-making; outcomes, which

Continued on page 2

Continuum of School-Wide Instructional & Positive Behavior Support



From the Chair

Over one-third of AMSD member school districts have a referendum question on the ballot today. As this month's research article highlights, passage of these referenda is critical to help prevent even more devastating budget reductions and staff layoffs.

Some people have questioned the need for these referenda, but the results of the AMSD budget survey make it abundantly clear that school districts continue to face daunting budget challenges. While state policymakers made a tremendous effort to protect education while solving a historic budget shortfall last session, state funding continues to lag behind inflation. The unfortunate reality is that our school districts rely on referendum revenue to provide the basic programming our students need to meet state and federal requirements.

I hope those voters who have a school referendum question on the ballot today have taken the time to learn about the referendum and why it is on the ballot. Most importantly, I encourage citizens to get to the polls and vote! We wish all districts the best of luck in this election!

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

Robbinsdale Area Schools PBIS Program Designed to Keep Students in Class

Continued from page 1

are measurable and evaluated by data; practices, which are supported by evaluation; and systems, which support implementation.



A System That Works

Robbinsdale Area Schools was intrigued by the systems component of PBIS, and leaders knew that the district could use that systems approach to implement the framework across the district, which it began in school year 2009-2010. There are PBIS coordinators at each school, and each year groups of schools participate in the Minnesota PBIS training. The coordinators have formed a district-wide Professional Learning Community (PLC) dedicated to the implementation of PBIS, so the schools and the staff can learn from each other, analyze data, and offer ideas. The 13-member PLC meets monthly to share their stories and ideas, and will look at data quarterly in order to identify trends.

Each school has a PBIS team, which is organized by the school's PBIS coordinator. This team takes the lead in training the building staff. All staff participate in the training: nurses, custodial staff, lunchroom staff, teachers and educational assistants all learn the culture of expectations, and how PBIS relates to each school's and the district's core values. Each school has adopted three to five positively

stated expectations which align with the district's mission and vision. These expectations are taught, practiced and positively reinforced throughout the school year. For example, Northport Elementary School in Brooklyn Center is BEAR country (Belong, Empathize, Achieve and Respect); that message is everywhere in the school and the students take that message to heart. At Noble Elementary in Golden Valley, the Lions have adopted a "PAWS-itive Hero" award when students stand up for others and do what is right. "The kids at this school are awesome," states Lori Sundberg, the principal of Noble who has just started her eighth year at the school. "But we believe in catching kids early enough to nip some behaviors in the bud." Robbinsdale Middle School CAREs (Courteous and respectful – Accepting – Responsible – Excited for learning) and the students are embracing this message fully, participating in activities to help the expectations become engrained in everyday life. (Visit their door contest at <http://rms.rdale.org/>)

Robbinsdale Area Schools is utilizing SWIS – the Schoolwide Information System – a web-based information system designed to help each school's PBIS team use office referral data to monitor patterns of behavior across the school, make informed decisions regarding interventions, and identify trends that may have previously been unclear. In order to effectively utilize SWIS, Robbinsdale Area Schools created a district-wide referral form that is used in all schools. It has been tweaked slightly to reflect the natural differences in elementary and secondary schools – for example, the elementary schools have "recess" listed as one of the locations – but otherwise, the form is the same. "One of the best things about this form is the category of 'Possible Motivation'," explained Gayle Walkowiak, Executive Director of Teaching and Learning. "People behave a certain way at a certain time for a reason. This category provides the opportunity to reflect on what that reason could be." Once information on the common referrals is entered into SWIS, a "Big Five" report can be generated monthly. "Big Five" stands for Date, Location, Behavior, Time of Day and Number of Students. The PBIS team shares this information with staff, and the coordinators bring information to their district PLC. No one works in isolation. The staff is working proactively and collectively to help students learn positive behaviors that will benefit them throughout their lives.



Schools and Families Working Together

Positive behavior transcends school. Students benefit the greatest from strong connections between school and family. Robbinsdale Area Schools revamped their Student Behavior Handbook for the 2011-2012 school year to reflect the district-wide implementation of PBIS. Included in the handbook is a section on Shared Responsibilities, in order to increase respect, responsibility and engagement. Outlined in that section are roles each important stakeholder must play for success, including students, parents/families, teachers, non-teaching staff, and administrators. The handbook carefully outlines student rights and opportunities, and with those rights and opportunities, the responsibilities that go hand-in-hand.

Also included in the Student Behavior Handbook are two sample Behavior Expectation Matrices: one for elementary students and one for secondary students. "This handbook is a perfect example of how the district is embracing PBIS," said Lori Simon, Executive Director of Educational Services, and the person responsible for development of the handbook. "We start with positive behaviors and the expectation that students, staff and families will exhibit those positive behaviors. Of course, consequences are outlined for behavior infractions. But if we take a proactive approach and teach, model and reinforce the expectations explicitly, we are showing respect to all of the stakeholders and that we do, in fact, believe in them."

This month's member spotlight was submitted by Tia Clausen, Marketing/Communications Program Director, Robbinsdale Area Schools.

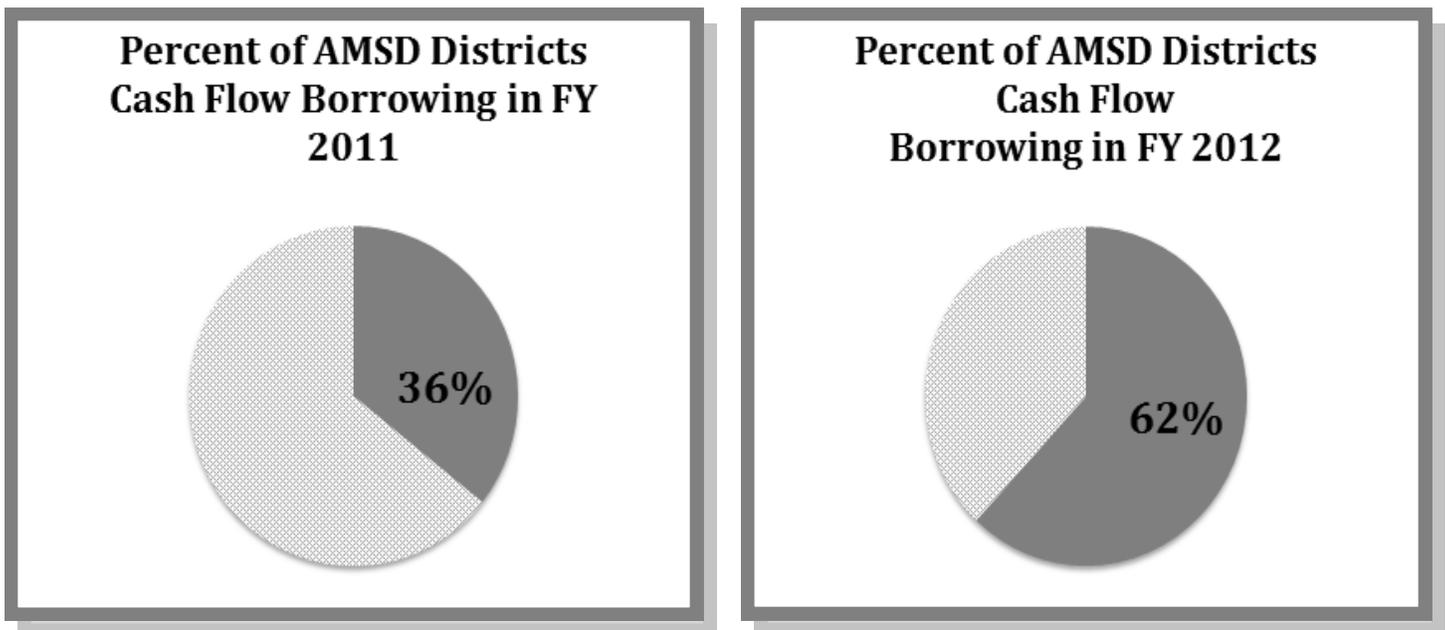
Annual AMSD Budget Survey Reinforces Need to Reform the Funding System

The Association of Metropolitan School Districts completed its annual budget survey of member districts in October. The survey, containing data from 42 AMSD districts (36 metro school districts, three intermediate districts and three integration districts), sheds light on the financial decisions metropolitan districts are currently making to survive in an extremely challenging environment.

The AMSD budget survey results continue to reinforce the need for the Legislature to move beyond short-term band aid solutions, to finding long-term answers to solve budget deficits. Despite some level of protection from the Governor and Legislature during the July 2011 Special Session, districts continue to face significant budget challenges. The \$50 increase per pupil on the formula does not address inflation, or even begin to address increasing special education costs.

Most revealing from the survey is that 26 of AMSD's 42 member districts will be forced to engage in short-term borrowing during the current school year in order to meet financial obligations. This is a significant jump from the 15 districts that were required to borrow last year. As shown in Figure 1, a total of 36% of AMSD districts engaged in short-term borrowing in FY 2011. This number will increase to 62% in FY 2012.

Figure 1: Percent of AMSD Districts Cash Flow Borrowing in FY 2011 & FY2012



Continued on page 4

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.

School Districts Depend on Referendum Revenue

Continued from page 3

According to the survey, AMSD member districts are expected to borrow approximately \$382 million with interest costs close to \$3 million (about the equivalent of 60 teaching positions).

The increase in the number of districts borrowing is a reflection of the education bill approved during the July special session, which increased the education aid payment shift to an unprecedented 60/40 payment schedule. With 40 percent of state aid delayed to the following fiscal year, speculation that a majority of school districts would be forced to engage in short-term borrowing to meet financial obligations has proven to be correct according to survey results.

In addition to borrowing, the survey shows that AMSD districts are also making significant cuts to manage budget conditions. Table 1 below shows that AMSD school districts collectively reduced budget reserves by almost \$55 million and made an additional \$61 million in budget reductions for the 2011-12 school year. The budget reductions included over 600 staff reductions, of which 437 were licensed staff.

Table 1: AMSD Budget Survey Results 2011-2012

		FY 2012 Staff Reductions				
FY 2012 Budget Reserve Reductions*	FY 2012 Budget Reductions	Licensed (FTEs)	Non-licensed (FTEs)	Staff Reductions (FTEs)	Amount of borrowing	Cost of Borrowing
\$54,683,444	\$61,239,977	437.27	170.455	607.725	\$381,609,026	\$2,996,872

*Budget Reserve Reductions numbers are reductions to unassigned, assigned, and committed general fund balances

In addition, 15 AMSD member school districts are seeking approval of a referendum question on the ballot this fall. Of these districts, 10 districts are attempting to renew their operating referendum just to hang on to existing funds. Voter-approved referenda has become a critical component of education funding in Minnesota as school districts rely on this revenue to provide core programming for their students.

The State must step forward and commit to its share of education funding and stop relying on one-time budget solutions. Until then districts will continue to depend on voter-approved funding for the basics and spend money to cover short-term borrowing interest costs that should be better used to meet the educational needs of students.

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
NOVEMBER 10, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding Community & Visitors Bucket (CV) First Read	Prior Year Unaudited Fund Balance Report Food Service Resolution
DECEMBER 8, 2011 <i>(Only one Board meeting this month!)</i>	
Financial Report November NEC Facility Committee Report Moodle Hub Community & Visitors Bucket (CV) Second Read	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
November 10, 2011
SCHOOL BOARD CALENDAR

November 2011

01	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm 316
03	Thursday	Epsilon Family Night	5:00PM	Epsilon
10	Thursday	General Board Meeting	6:30PM	Board Rm
22	Tuesday	Get on the Bus (ALC's)	8:30AM	DSC

December 2011

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

January 2012

10	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm 316
12	Thursday	General Board Meeting (MSBA Leadership Conf.)	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

February 2012

07	Tuesday	Get on the Bus (TBN)	8:30AM	DSC
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
20	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm 316
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