Intermediate District 287
Responsive. Innovative. Solutions.

Board Book

Intermediate District 287

Regular Meeting

Thursday, June 27, 2013 6:30 PM

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS

GENERAL MEETING OF THE BOARD
Thursday, June 27, 2013
6:30 PM @ District Service Center Board Room
AGENDA

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
June 13, 2013
MINUTES

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

286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Regina Neville
270	Hopkins	Laura Ronbeck
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
283	St. Louis Park	Nancy Gores
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent:	276/Quam
Guests:	Bennet Johnson, and Sally Johnson
287 Administration:	Sandra Lewandowski, Colleen Baumtrog, Anne Becker, Mae Hawkins, Jane Holmberg, Dolly Lastine, Chad Maxa, Char Myklebust, and Wauneen Mgeni
287 Staff Members:	Alexia Poppy, Sherry Landrud, Mary Slinde, Donna Moe, Linda Rees, and Julie Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA
The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Laura Ronbeck, to approve the meeting agenda. All in favor. Motion carried unanimously*.

3. OPEN FORUM FOR COMMUNITY COMMENTS

4. APPROVAL OF CONSENT AGENDA
The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 23, 2013. *Motion by Ann Bremer, seconded by Sherry Tyrrell, to approve the Consent Agenda as presented. Motion carried.*

5. SHARE THE SUCCESS & RECOGNITIONS
Superintendent Lewandowski announced to the Board three recognitions received by the district:1) Finance & Commerce naming the North Education Center among the 'Top Projects" in Minnesota this past year, 2) The Minneapolis StarTribune designating the district in the Honorable Mention category of Sunday's upcoming "Top Work Places of 2013" article, and 3) The Minnesota Association of Government Communicators awarding Linda Rees the Award of Merit in the Internal Video Category for "Follow Me to NEC," produced to welcome staff to the 2012-2013 school year as the district celebrated the opening of the North Education Center.

6. SUPERINTENDENT'S REPORT
Superintendent Lewandowski introduced Bennet Johnson, a member of the Breck Advanced Math research Team. Bennet provided the Board an overview of the research he conducted in collaboration with District 287. Bennet worked with NEC staff to learn how iPads were benefiting students with autism. His findings included how iPads are a more cost-effective and flexible communication tool than previously used augmentative communication devices.

Sandy introduced Ms. Alexia Poppy, District 287 School Social Worker presented to the Board the dropout prevention pilot program. The pilot began in April 2012 and involves the Brooklyn Center, Hopkins, Osseo, and St. Louis Park school districts. The "Diploma On!" program follows-up with students who have dropped out to reduce barriers so they can enroll in programs that fit their needs.

Sandy briefly updated the Board on the recent Hennepin County Superintendents and Commission meeting. Sandy reported that three proposals addressing barriers to achieving the graduation goal were accepted at the May 31 Hennepin County Superintendent/Commissioners' meeting.

Sandy briefly updated the Board on a meeting held on Thursday, June 13 with the three intermediate district superintendents and Commissioners of Education and Health & Human Services focused on escalating safety needs and resulted in many potential solutions as well as the Commissioner of Health & Human Services committing to forming a high-level planning committee.

Sandy informed the Board that a recommendation would likely be brought to the Board at a subsequent meeting related to the district joining a liability and property insurance pool called Minnesota Insurance Scholastic Trust (MIST).

7. INSTRUCTIONAL REPORT
Dr. Jane Holmberg introduced to the Board, Ms. Sherry Landrud, Ms. Mary Slinde, and Ms. Donna Moe, District Literacy Leaders. They provided an overview of this year's literacy efforts that recognized how reading skills are 1) embedded in the core curriculum areas through the Common Core State Standards, and 2) addressed on Standards-based Individual Education Plans (IEPs). A presentation culminated with a showing of the annually produced "spotlight" video, which this year focuses on literacy in the variety of district, programs and emphasizes increasing rigor and academic expectations.

8. ADMINISTRATIVE SERVICE REPORTS
Financial Report - None
Facilities Report – None
Human Resources Report

9. BOARD BUSINESS
Policy Review & Revision - None

Chair Report
Board Chair Bremer summarized the outcomes of the superintendent's evaluation. Board member Bomben stated that it was "a very strong review of a very strong superintendent." Superintendent Review Summary 2012-2013

At the recommendation of Board Chair Bremer, *a resolution motion was made by Ann Bremer, seconded by Carol Bomben to waive the reading and approve the Addendum to Superintendent Lewandowski 2013-2016 Contract as provided by the printed documentation shared. The following voted in favor: Bremer, Gores, Thielsen, Henke, Bomben, Tyrrell, Kunz, Neville, Ronbeck, Rowley, and Peterson. There were no abstentions or no votes cast.*

At the recommendation of Board Chair Bremer, *a resolution motion was made by Ann Bremer, seconded by Carol Bomben to waive the reading and approve the resolution to Adopt Educators Benefit Consultants Health Reimbursement Arrangement as provided by the printed documentation shared. The following voted in favor: Bremer, Gores, Thielsen, Henke, Bomben, Tyrrell, Kunz, Neville, Ronbeck, Rowley, and Peterson. There were no abstentions or no votes cast.*

Closed Session - Negotiations
At the recommendation of Board Chair Bremer, *a motion was made by Ann Bremer, seconded by Sherry Tyrrell, the school Board may hold a closed meeting to consider strategy for labor negotiations. All in favor. Motion carried unanimously. All in favor. Motion carried unanimously.* The meeting was closed to the public at 8:43 PM.

Closed Session - Bloomington Public Schools
At the recommendation of Board Chair Bremer, *a motion was made by Ann Bremer, seconded by Sherry Tyrrell, the school Board may hold a closed meeting pursuant to Minn. Stat. §13D.5, subd.3(c) to develop a plan for evaluation of the district's real and personal property. All in favor. Motion carried unanimously.* The meeting was closed to the public at 8:43 PM. *A motion was made by Ann Bremer, seconded by Carter Peterson, to reopen the general meeting. All in favor. Motion carried unanimously.* The general meeting reopened at 9:40 PM.

At the recommendation of Board Chair Bremer, *a motion was made by Ann Bremer, seconded by Greg Thielsen, to approve the Administrative and Unaffiliated Guides as presented. All in favor. Motion carried unanimously.*

Board Chair Bremer and the Board acknowledge how great the District 287 Graduations were this year.

AMSD Report - None

Once Around the Table

10. ADJOURNMENT
Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:52 PM.

The next general meeting will be held on June 27, 2013, 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 – June 27, 2013

LICENSED STAFF

1. New Hires:

A. Regular

- MAUREEN M. BRAAM, School Psychologist at North Education Center, **refill for E. Carlson**, effective August 20, 2013, MA+30, Step 2 – 1.0 FTE.

- ERIC J. CARLSON, Assistant Supervisor/Administrative Intern at South Education Center, **refill for T. Allen**, effective July 1, 2013, Grade 9 – 1.0 FTE.

- KELLY L. GARITA, ELL Instructor at SECA, **new assignment**, effective August 26, 2013, MA+10, Step 11 – 1.0 FTE.

- CHRISTINA HOUCK, Assistant Director of Mental Health and Partnership, **new position,** effective July 8, 2013, Grade 12 – 1.0 FTE.

- CASSANDRA JACKSON, Language Arts Instructor at North Education Center, **refill for C. Hoffman**, effective August 20, 2013, BA, Step 7 – 1.0 FTE.

- COLLIN J. MALANEY, Math Instructor at Headway Academy, **refill for D. Berry**, effective August 20, 2013, BA+30, Step 3 – 1.0 FTE.

- JOSEPH MILLARD, Language Arts Instructor at North Education Center, **refill for A. Witham**, effective August 20, 2013, BA+30, Step 6 – 1.0 FTE.

- ROSALIE PALAN, School Psychologist at Edgewood Education Center/Northwest Tech Center, **new position**, effective August 26, 2013, MA+40, Step 2 – 1.0 FTE.

- KATHY M. PAULSEN, SLD Instructor/Work Experience Coordinator at South Education Center, **refill for J. Hubbard**, effective August 20, 2013, MA+40, Step 10 – 1.0 FTE.

- RICHARD P SAUER, EBD Instructor at Hennepin County Home School, **new position**, effective August 26, 2013, MA, Step 7 – 1.0 FTE.

- BRADEN SCHMITT, School Psychologist at North Education Center, **new position**, effective August 26, 2013, MA+40, Step 2 – 1.0 FTE.

B. Reinstatement of Licensure Waivers

-

C. Temporary

- ELISABETH AMMERMAN, English Instructor at Eden Prairie high School, effective June 17, 2013 through June 30, 2014.

- REBECCA ANDREASEN, Physical Science Instructor at Eden Prairie High School, effective June 10, 2013 through June 30, 2014.

- LYNDA J. BENKOFSKE, Program Facilitator/Daycare Rule 3 Coordinator at the District Service Center, effective June 10, 2013 through August 23, 2013.

- LINDA J. CORDIE, Independent Study English Instructor at Westonka High School effective June 3, 2013 through June 30, 2013.

- JENNIFER CURTIS, Homebound Instructor effective April 25, 2013 through May 20, 2013.

- BRIDGET R. JOHNSON, Independent Study Math Instructor at Eden Prairie High School, effective June 10, 2013 through June 30, 2014.

- ROBERT KUEHL, Independent Study Social Studies Instructor at Westonka High School effective June 3, 2013 through June 30, 2014.

- DONNA MOE, Reading Specialist at the District Service Center, effective June 1, 2013 through August 25, 2013.

- JENNIFER NELSON, Program Facilitator at the District Service Center, effective June 12, 2013 through August 24, 2013.

D. Other

-

2. Extended Leaves of Absence:

A. Unpaid

- MELISSA A. FISHBAUGHER, DCD Instructor at SOUTH EDUCATION CENTER, unpaid child care leave of absence effective September 11, 2013 through October 16, 2013.

- CHARLENE MYKLEBUST, Director on Special Assignment, authorized unpaid leave of .4 FTE for the 2013-14 school year.

3. Separations:

A. Dismissal

-

B. Resignation

- JULIE ANDERSEN, EBD Instructor at North Education Center, effective June 30, 2013.

- CHRISTINE A. MANN, Assistant Principal at Edgewood Education Center and Hennepin County Home School, effective June 30, 2013.

- DAVID NUNEZ, English Instructor at Headway Academy, effective June 30, 2013.

- KATHLEEN P. WESSEL, School Social Worker at North Education Center, effective June 30, 2013.

C. Retirement (Regular/Disability)

- TERESA M. GERSZEWSKI, EBD Instructor at Hennepin County Home School, effective June 7, 2013.

NON-LICENSED STAFF:

1. **New Hires:**

   A. **Regular**

   -

   B. **Temporary**

   - EVELYN LEUPKE, Clerical at Northwest Tech Center, effective June 3, 2013 through June 14, 2013.
   - RADOMIR GOSTOVIC, Facility Maintenance Worker at South Education Center and West Education Center, effective June 10, 2013 through August 14, 2013.

   C. **Substitutes**

   -

2. **Extended Leaves of Absence:**

   A. **Unpaid**

   - MISTY TROMBLEY, Education Assistant at South Education Center, .875 FTE effective for the 2013-14 school year.
   - WILLIAM SCHWARTZ, Education Assistant at South Education Center, .875 FTE effective for the 2013-14 school year.
   - KRISTY COSTELLO, Education Assistant at South Education Center, .875 FTE effective for the 2013-14 school year.
   - MAGGIE ELLIOTT, Education Assistant at Northwest Tech Center, .175 FTE effective for the 2013-14 school year.

3. **Separations:**

   A. **Dismissal**

   - DENNIS JOYNER, Education Assistant at North Education Center, effective June 6, 2013.

   B. **Resignation**

   - LATRINA BURTON, Parent Child Specialist at North Education Center, effective May 22, 2013.
   - VERGINA VIRGOUS, Education Assistant at South Education Center, effective June 7, 2013.
   - ANNE UNDIS, Education Assistant at Prairie Care Maple Grove, effective June 7, 2013.
   - CHRISTOPHER WHITE, Facilities Maintenance Worker, effective June 12, 2013.

- REBECCA MIJAL, Education Assistant at North Education Center to accept an Instructor position with the District, effective July 1, 2013.

- LAURA K JOHNSON, Education Assistant at South Education Center, effective August 1, 2013.

C. Retirement (Regular/Disability)

- MARJORIE KROHNFELDT, Clerical at the District Service Center, effective June 30, 2013.

ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT - June

LICENSED

Special Education (FY13 wrap-up and FY14 start-up hours)

Mark Bastiansen	Kathleen Benshoof	Rebecca Brustad
Nicole Christensen	Kimberly Doty	Therese J. Feldmeier
Michelle Hald	Jimmie Heags	Darla Jackson
Amanda Klutman	Amy Koch	Jennifer Korolewski
Robert Laumann	Kendra Rask	Anne L. Runck
Teresa Schrempp	Christina Sundae	Robin Thomas
LuAnn Valek	Ann Verdegan	John Vittera
Sherry Weise	Chrisine Zweber	

Curriculum Writing and other Summer Projects

Melissa Alexander	AnnMarie Bailey	Lynda Benkofske
Karen Berger	James Bernard	Beth Bruner-Shorten
Megan Bugge	Erin Colligan	Joyce Eckes
Therese Feldmeier	Kelly Garita	Peter Harrell
Mary Hogetvedt	Alison Jones	Anne Keeffe
Jennifer Korolewski	Nancy Kracl	Kathy Lettas-Cornwall
Laurie Levin	Kathy Manlapas	Brent Maves
Betsy Mertz	Theresa Mette	Donna Moe
Kerry Newstrom	Kay Neznik	Ruth Norman
Greta Palmberg	Brooke Peterson	Alexia Poppy
James Reed	Jason Reese	Teresa Ressen
Michelle Shanley	Sarah Sirna	Michael Smart
Evelynn Souza Johnson	Samantha Thompson	Kristen Treuting
Georgeann Wobschall	Scott Wright	

ALC

Matthew Ahlberg	Tara Blackert	Rebecca Brustad
Nina Centrella	James Chapman	Sherrie Dewey
Jon Fila	Jacob Frush	Tim Holzhueter
Ross Hyde	John McNally	Barbara Olson
Mary Peters	Peter Rantanen	Jason Reese

Sarah Sirna
Kristin Solberg
Brian Wheat
Melissa Winship

NSO

Robert Andresen
Josephine Auyeung
Sarah Christopherson
Joe Curran
Connie DeMillo
Marit Dohse
Susan Evans
Jon Fila
Tom Franke
Jennifer Heimlich
Karah Holle
Jane Kleinman
Darlene Leimer
Tarik Lemtouni
Julie Lentz
Mike Matuska
Dee McCarthy
Don Myhre
Jennifer Nelson
Stephanie Owen
Alyson Purdy
Willie Rauen
Greg Rien
Michael Smart
Donna Smestad
Jennifer Tuuri
Princesa VanBuren
Travis Voels
Chris Whritenour

Special Education

Alisa Anderson
Jeremy Anderson
Karen Anderson
Nancy Appel
Mary Armstrong
Emily Axtmann
Greg Baker
Maribeth Barrett-Grimsby
Lynn Bathke
Robert Bathke
Barbara Becker
Karen Bendtsen
Jayme Bennett
Karen Berger
Julia Berry
Deborah Brody
Beth Bruner-Shorten
Greg Cardelli
Pamela Carlson
Max Carruth
Mariah Carter
Sophie Chabin
Sonja Cleary
Erin Colligan
Jennifer Curtis
Carla Danielson
Carol Dannenbrink
Paige Dopp
Jodi Eggenberger
Andrea Faeh
Lynn Fiscus
John Fishbaugher
Molly Forrest
Anna Franske
Chelsea Gates
Lynn Goggin
Debra Gormley
Cassie Haga
Barbara Hagel
Terrence Haggar
Mary K. Hanagan
Andrew Hannan
Peter Harrrell
Stephanie Hawley
Jimmie Heags
Stephen Higgins
Mary Hogetvedt
Darla Jackson
Alicia Jensen
Mary Johnson
Vena Jones
Anne Keeffe
Talia Kendzora
Nicole Kennedy
Julie Kent
Glenda Kibat
Miriam Klane
Amanda Klutman
Sarah Knox-Nguyen
Retha Kraay
Nancy Kracl
Jessica Larson

Patricia Larson
Susan Lauer-Browen
Robert Laumann
Melanie Leite-Carroll
Jesse Lesnau
Laurie Levin
Kris Lyngaas
Kristie Mahar-Ortiz
Amanda Matter
Brent Maves
Anne McGannon
Catherine McLaughlin
Vincent McMahon
Melissa Mendick
Tammy Mezzenga
Eric Michelsen
Rebecca Mijal
Annie Mitty
Kevin Moldenhauer
Laura Moore
Gail Morris
Doris Moylan
Brandi Nelson
Cheryl Nelson
Margaret Oliver
Justin Ore
Dawn Peterson
Lyla Peterson
Susan Peterson
Cara Perszyk
Mike Perszyk
Don Pietrick
Desiree Quinlan
James Reed
Teresa Ressen
Connie Richardson
Bonnie Rinker
Matt Sabin
Rick Sauer
Jennifer Schmitz
Teresa Schremp
Erlene Schwartz
Mary Semmer
Michelle Shanley
Sandra Shetka
Christina Shidla
Eric Skoglund
Susan Skulborstad
Jody Southerling
Evelynn Souza-Johnson
Michelle Spaeth
Leanne Steffens
Beth Struve
Kayleen Taffe
Justena Thomas
Robin Thomas
Daniel Thompson
Marcia Thompson
Sandy Tufte
Kris Tuma
Larissa View
Andrew Ward
Dwain Weddall
Sherry Weise
Kathleen Wessel
Susan Weiland
Carol Welton
Bonnie Willert
Georgeann Wobschall
Scott Wright
Chris Zweber

West Suburban Summer School

Steve Auer
Bryan Bjorlin
Gary Bowman
Jane Copes
Steve Cullison
Judy Daily
Denise DuBois
Nate Edwards
Matthew Engel
Melissa Engel
John Foty
Ray Frigard
Kari Govig
Miranda Hendrickson
Kristina Holtmeyer
MaryBeth Huttlin
Dana Jensen
Walter Johnson
Suzanne Kehret
Jack Kreitzer
David Lutz
Jennifer Matejka
Abbey Maus
Sarah Menk
Colin O’Brien
Bryan Olson
Jennifer Olson
Robyn Owens
Jim Pekarek
Harry Pulver
Benjamin Roub
Gerry Sasse
Matthew Scheidler
Jody Schleyer
Guy Stewart
Cindy Stoa
Kristiann Stotz
Gail Swanson
Sandy Tutka
Jane Zins

Non-Licensed

Area Learning Center

Ahmed Abdalla	Cecil Blakes	Dionne Bennett
Melisha Carroll	Sheri Frank	Kelsey Gunderson
Kathryn Piece	Laurence Polys	Patti Sanner
Michelle Seiger	Emily Schmidt	Eric Spencer
Mackenzie Terry	Samuel White	Amy Zylka

Special Education

Sandra Agbeko Koami	LeeAnn Arnquist	Nicholi Ashland
Aissatou Bah	Cindy Baker	Mary Banti
Deb Barnes	Patty Bates	Jill Batman
Lori Bechtold	Thomas Beers	Kathy Bennett
Michael Berns	Joe Bessman	Zane Bishop
Stanley Blanchard	Doug Booth	Cindy Brose
Stephanie Brouillard	Jeanna Burns	Patrica Butler
Ashley Cadalbert	Kari Cardelli	Lisa Carlson
Davod Caruso	Kathleen Causton	Mary Clark
Archie Clark	Alisha Cotto	Brad Dahedl
Gabriel Daniels	Keith Dawson	Bashir Dawson
James Dmohoski	Pamela Doll	Henry Dolopei
Donald Edmondson	Mary Eilers	Thomas Ekelund
Joanne Ekert	Joan Elliott	David Ellingson
Diane Erickson	Patrick Eromobar	Charisse Esaw
Tessa Ewert	Jarrette Fellows	Alicia Fink
Cathy Foncha	Todd Frank	Subor Freeman
Tara Freiberg	Esther Friesen	Matt Gardner
Ray Garner	Anna Gifford	Valerie Glenn
Sandra Goetsch	Gail Goodfellow	Cheryl Gorman
Neka Gray	Nancy Guelich	Denise Haage
Grant Haley	Richard Hammonds	Anders Hanson
Jennifer Halvorson	Jessica Hentig	Ryan Henderson
Alisha Hill	Roseanne Hooper	Zebedee Howell
Diane Hoyos-Gomez	Denise Hukriede	Bridget Hughes
Todd Illig	Thomas Jackson	Letitia Jennings-Holmes
Jennifer Jensen	Scott Johnson	Laura Johnson
Andria Jones	Shannon Jones	Sandra Kast
Kevin Kastelle	Grace Kayongo	Lamin Khan
Janene Koutek	Paul Kracl	Sarah Krake
Sherry Krause	Debra Krug	Debra Kubiak
Barbara Laflin	Stephanie Lawson	Anthony Lawrence
Timm Loyd	Daniel Luedtke	Dave Madsen
Felisha Mannino	Denys Mason	Nikki McComb
Kelly McIntosh	Vonetta McNeal	Tara Meland
Marisa Medina	Marlon McCoy	Brenda Mendel

Mackensie Miller
Tracy Mooney
Cheryl Morgan
Sharon Morgan
Julie Murphy
Tracy Murray
Kelly Mwei
Carlos Myles
Gabriel Nah
Larraine Nau
Lisa Nelson
Nicole Nelson
Devin Nelson
Misty Newton
Karly Norling
Daniel Norstan
Demetrius Parrett
Lawrence Parrett
Anita Pedersen
Susan Peterson
Jessica Petrowiak
Philistin Pierre
Patrick Pilla
Katharine Pitney
Jacob Plaunt
Dean Powers
Ryan Quitney
Kelli Ramey
Logan Reed
Dawn Reese
Risheka Remus
Mary Resnikoff
Kimberley Richter
Dawn Roberg
Ann Rodning
Cynthia Romuld
Salvador Rosas
Billie Ross
Debra Ruen
Sharon Rowan
Lorelei Ruegemer
Laura Ruder
Chris Runsewe
Wayne Scroggins
Michelle Seiger
Louis Seiwert
Kenna Shearman
Laura Shirley
Gretchen Shogren
Benjamin Sibila
Molly Singleton
Lunga Sinuka
Stephanie Slaughter
Lisa Smith
Susan Stradtmann
Nicoleena Sutherland
Ashley Tauer
Chad Tauer
Pamela Taylor-Berry
Alyssa Tiedens
Daniel Thewis
Dana Thewis
Brielle Thomas
Michelle Thompson
Breann Thorne
Jeffrey Tillman
Sue Troutman
Dawosu Varney
Cyrus Varney
Jason Violette
Vergina Virgous
Crystal Visneski
Debbie Voight
David Ward
Sunsearay Watson
Cassandra Welk
Carol Welton
Donald West
Joanne Weum
Elisa Wheeler
Kedrick Williams
Sandra Wilson
Emilia Woods
Kim Woodworth-Anderson
Saladin Wright
Lawrence Yahwon
Irene Yahwon
Timothy Yearneau
Ahantiy Young
Elizabeth Zaccardi
Sandra DeSchane
Radomir Gostovic

West Suburban Summer School

Lisa Cullison
John I Foty
Kathryn Gerber
Nicholas Grady
James Holden
Carl Meisner
Binu Punnoose
Bitz Ramstad
Jennifer Stoa
Brad Olson

Fall Prep/Miscellaneous Projects

Randy Carter
Richard Coffey
Brad Dahedl
Megan Dargis
Tara Freiberg
Jewell Green McLaurin
Kelsey Gunderson
Richard Hammonds
Paris Kyles
Gwen Lehrke
Anthony Lawrence
Kelly McIntosh
Carlos Myles
Devin Nelson
Mary Resnikoff
Ricky Rucker
Don West
Samuel White
Kenny Williams
Elizabeth Zaccardi

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

Date: June 20, 2013

To: Intermediate District 287 School Board
Sandra Lewandowski, Superintendent
Colleen Baumtrog, Executive Director of Administrative Services

From: Chad Maxa, Director of Information Technology

Re: TIES FY14 Computer Purchase

I am preparing to order computers for the upcoming school year to replace devices that are at the end of their useful lives, and to provide equipment for our new programs. The equipment totals $296,749.79 and was accounted for in my FY14 budget. Board approval is requested. Thank you for considering this request.

District 287 is purchasing this equipment on pricing that is based on the State of Minnesota's WSCA/NASPO: Contract 14279.

2013 Communications Awards from National School Public Relations Association (NSPRA)

The District 287 Communications/Public Relations Department received notice of the following 2013 awards from the National School Public Relations Association (NSPRA):

Publications:

- Award of Excellence - *Innovation Report Card*
- Award of Merit – *Raising Graduation Rates in Hennepin County: Direction & Action*

Electronic Media:

- Award of Merit – *Class of 2012*
- Honorable Mention - *Follow Me to NEC*
- Honorable Mention – *Creating a Regional Safety Net*

2013 NSPRA Golden Achievement Award:

- North Education Center- Designed for Learning*

*The campaign design and materials will be posted on the NSPRA website www.nspra.org

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2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

SITE: Headway Academy Care and Treatment Program

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
Given direct instruction on academic language vocabulary during the 2012-2013 school year, 85% of Headway students, who attend school 80% of the time or more, will improve the equivalent of one year academic growth on MAP Reading Scores by May 2013.	NWEA MAP Testing Interventions: 1.Word Generation Curriculum (SERP) 2. Individual literacy conferences	**Cumulative 2012-13 Literacy Data** **Students attending school 80% or more (n=16)** 94% showed increased MAP scores Overall MAP performance +5.8 RIT points **Students attending school less than 80% (n=13)** 69% showed increased MAP scores Overall MAP performance +6 RIT points	Yes	In order for generalization to occur, vocabulary needs to be taught across disciplines. Students need many opportunities to hear/use words before they can master it and call it their own. We added sign language as a kinesthetic hook which caught the students' interest and helped some of the students remember and/or associate the vocabulary. Sign language generated compare/contrast discussions about the two languages. Word Generation gave the students vocabulary for discussing difficult subjects. PLC was embedded every day. Teachers talked every day in shared office space.	We will continue: • Word generation with sign component • 1-1 literacy counseling for all students • Start research for weekly topic debate in science; debate in social studies We will further enrich the process by: • Deliberate focus on Synonyms/antonyms • More intentional about testing vocabulary (both formative/summative) • Formal teaching of Latin/Greek prefixes/suffixes and root

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2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

SITE: Career and Tech Programs at Brooklyn Park & Eden Prairie Campuses of Hennepin Techical College

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
By June 30, 2013 students enrolled in Career and Technical courses that complete one semester at Brooklyn Park or Eden Prairie Campus will achieve a growth rate of 25% on the occupational vocabulary assessment which is content specific to their class. Each semester a new vocabulary list will be developed. Students will complete the pre-test during the first week of class and the post-test will be administered two weeks before the end of each semester.	A content specific vocabulary list of 20 words was used in each program. Since the students continue on second semester, a new vocabulary list was developed second semester.	Students enrolled in CTE courses on BPC and EPC achieved a growth rate of 32% the first semester and 38% the second semester.	Yes	Through in-service training with Mary and Sherry, staff learned the importance of not only using the vocabulary words, but also having the students use the words either verbally or in writing.	Our first thought was to make the vocabulary test harder, but then again we wanted the vocabulary test to reflect words used in the class and industry. So what would that tell us – the students can learn harder words? And how does that relate to industry. So instead we are considering increasing the number of vocabulary words the students should learn.

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2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
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SITE: South Education Center (SEC): VECTOR (Vocational Education Community Training and Occupational Relations) and InVEST (In Vocational, Educational and Social Transition)

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
By June 2013, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets through one of the following progress measures: NWEA-MAP, Modified Qualitative Reading Inventory (whole-to-part), ERSI (Early Reading Screening Inventory), Bridge (portfolio assessment for emergent literacy learners).	NWEA-MAP Whole-to-Part (modified QRI)	92% of students who completed one or both of the pre- and post-assessments demonstrated reading progress that was commensurate with professionally recognized expectations and individual growth targets, **or** were at the highest level attainable on the Modified QRI (whole-to-part) assessment.	Yes	Academic language was addressed through the adoption of a monthly Power Word, which staff incorporated into their instruction. For example, college-bound students in a literacy class developed an understanding of the Power Word "contrast", which was then applied to the literacy standard of writing a contrast essay. VECTOR-InVEST is a transition program that is not yet required to write standards-based IEPs; however, staff are beginning to refer to college and career ready standards when writing literacy goals on IEPs.	Given the nature of student disabilities in these programs, many factors impact a student's ability to demonstrate progress on a standardized measure, such as physical, mental, and emotional state at the time of testing. Also, students in these transition programs take the shorter Survey version of the NWEA-MAP, the results of which are not as precise a measure as the longer Survey with Goals version. Therefore, it is important to consider multiple measures when determining a student's reading proficiency. 45% of students who completed the NWEA-MAP demonstrated progress, while 63% of students who completed the Modified QRI (whole-to-part) demonstrated progress. Furthermore, 31% of students in the data sample have demonstrated proficiency at the highest level attainable on the Modified QRI (whole-to-part.) 29% of students who completed NWEA-MAP and Modified QRI (whole-to-part) pre- and post-assessments demonstrated progress on both measures. Both measures provide valuable information when planning for students' literacy needs and should continue to be used next year. Several MAP version options are now available, with decisions to be considered on

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					a case-by-case basis. Another implication for next year is to review the literacy courses offered in the VECTOR/InVEST program and make recommend any necessary adjustments that may better meet student needs.
Given vocabulary from VECTOR/InVEST courses and direct instruction using academic language, 80% of students enrolled in the VECTOR/InVEST programs who complete both a pre- and a post-test on course or unit vocabulary will increase their vocabulary comprehension score by at least 30 percentage points ***OR*** have a summative score of 80% or greater.	Teacher-created vocabulary tests for each course or unit.	Given vocabulary from VECTOR courses and direct instruction using academic language, 83% of students who completed both a pre- and post-vocabulary test in VECTOR/InVEST program courses increased their vocabulary comprehension from a baseline established on a course or unit vocabulary pretest by at least 30 percentage points OR attained a summative score of 80% or greater on the posttest.	Yes		Assessment results for this goal were analyzed as student data points, with each data point representing a student who completed both a pre- and a post-test. Currently, vocabulary is being measured by a word-definition matching task. The next step is to develop assessment tools that measure vocabulary knowledge at the sentence and application level. Additionally, incorporation of academic language (Power Words) into instruction should continue.

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SITE: South Education Center (SEC): FOCUS (Functional Occupational Curriculum for Unique Students)

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
By June 2013, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets through one of the following progress measures: NWEA-MAP, Modified Qualitative Reading Inventory (whole-to-part), ERSI (Early Reading Screening Inventory), Bridge (portfolio assessment for emergent literacy learners).	NWEA-MAP Whole-to-Part (modified QRI)	67% of students who completed one or both of the pre- and post-assessments demonstrated reading progress that was commensurate with professionally recognized expectations and individual growth targets.	No	Academic language was addressed through the adoption of a monthly Power Word, which staff incorporated into their instruction and into their daily morning meetings as a class. FOCUS is a transition program that is not yet required to write standards-based IEPs; however, staff are beginning to refer to college and career ready standards when writing literacy goals on IEPs.	Given the nature of student disabilities in the FOCUS program, many factors impact a student's ability to demonstrate progress on a standardized measure, such as physical, mental, and emotional state at the time of testing. Students require a high level of support to participate in the testing process and frequently refuse. Of the eight students currently in the program, three completed both the pre- and the post-test on the MAP. Two of the three demonstrated a marked improvement in their scores (a gain of 13 and 27 points respectively.) The third student who completed both tests demonstrated a decrease of 5 points. This student had missed a significant amount (45%) of the school year due to hospitalizations and medication changes. Since this time, staff have observed changes in his academic performance. One student also completed the Whole-to-Part . This student had attained the highest level for Word ID and demonstrated growth of one grade level in both Silent and Listening comprehension. Of the remaining eight students: • one student was new this spring; he took the MAP during the spring testing window • one refused in the fall, but took the MAP in the spring and demonstrated growth of 1 RIT when compared to his Spring 2012 score

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By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

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					• one took the MAP in the fall, but refused in the spring; this student demonstrated growth of 1 RIT when compared to his Fall 2011 score • one student took the MAP in the fall, but refused in the spring; no data available for comparison • one student refused both fall and spring testing Students in this program take the shorter Survey version of the NWEA-MAP, the results of which are not as precise a measure as the longer Survey with Goals version. Therefore, it is important to consider multiple measures when determining a student's reading proficiency. Implications for next year include continuing to explore appropriate assessments to measure literacy growth for this population, additional ways to support students to increase compliance during the assessment process, and keeping in mind the impact of their disability on assessment outcomes. Both measures currently being used provide valuable information when planning for students' literacy needs and should continue to be used next year. Several MAP version options are now available, with decisions to be considered on a case-by-case basis.
Given vocabulary from students' individualized transition program courses and direct instruction using academic language, 80% of students enrolled in the FOCUS	Teacher-created vocabulary tests for each course or unit.	Given vocabulary from students' individualized transition program courses and direct instruction using academic language, 89% of students who completed both a pre- and post-vocabulary test in their	Yes		Assessment results for this goal were analyzed as student data points, with each data point representing a student who completed both a pre- and a post-test. Currently, vocabulary is being measured by a word-definition matching task. With this population, the assessments are often administered verbally. The next step is to develop assessment tools that measure vocabulary

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program will increase their vocabulary comprehension from a baseline established on a course or unit vocabulary pretest to a level of vocabulary comprehension that is at least 30 percentage points higher ***or*** at least 80%.		individualized transition program courses increased their vocabulary comprehension from a baseline established on a course or unit vocabulary pretest by at least 30 percentage points OR attained a summative score of 80% or greater on the posttest.			knowledge at the sentence and application level and explore alternative means of administering assessments and instruction, including technology-based solutions. Continue to partner with VECTOR/InVEST in their vocabulary efforts. Incorporation of academic language (Power Words) into instruction should continue.

SITE: South Education Center Alternative (SECA)

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
Eighty percent of students enrolled in SECA during the 2012.2013 school year will increase their RIT score by 1 - 2 points from initial to spring administration, for student enrolled at least thirty days, as determined by the NWEA MAP Reading Assessment.	MAP Reading with Goals	Of students enrolled at least 30 days at SECA during the 2012-2013 school year 53.5% achieved their annual growth target of 1-2 RIT points.	No	• We assume students had knowledge they didn't have (primarily around Power Words) • Common rubrics across classrooms yielded a high level of rigor and inter-rater reliability for staff and student learning. • The Des Cartes became an invaluable tool for many of our teachers. Teachers used it for a variety of purposes to help differentiate instruction (flexible grouping, content differentiation, assessment criteria).	• We need to build in more commonality across PLCs and disciplines with regard to goals, focus and strategies • We need to increase our use of Common rubrics and instructional expectations across PLCs and content areas. • We wonder if MAP our best indicator of academic success and growth?

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SITE: Epsilon Care and Treatment Program

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
During the 2012-13 school year, by June 2013, 80% of Epsilon students who complete pre- and post-tests will demonstrate progress commensurate with professionally recognized expectations and individual growth targets.	Students are given the NWEA MAP Test upon entering the program and again before exiting the program.	Of the students in the Epsilon Program from 7/1/12 to 5/1/13, 42 students took both the pre and post-tests in math. Of these, 24 students (57%) increased grade level by .1-1.5 or more; 10 students (24%) showed no growth; 8 students (19%) showed negative growth by .1-1.5 or more. This data shows an average grade level growth of .5 overall. Of the students in the Epsilon Program from 7/1/12 to 5/1/13, 41 students took both the pre and post-tests in reading. Of these, 16 students (40%) increased grade level by .1-1.5 or more; 8 students (20%) showed no growth; 16 students (40%) showed negative growth by .1-1.5 or more. This data shows an average grade level negative growth of .28 overall.	No	Training was provided this school year in interpreting NWEA MAP test score information on 10/12, 10/25 and 11/1. From this training, staff was able to understand the meaning of the scores and tie this information to content standards to develop differentiated lesson plans. Staff was also required to identify DesCartes statements and include them in their lesson plans. Using the MAP information was new to staff this year. The learning, planning, and implementing process is coming along. The District has offered support, teachers have been collaborating in the process, and this process needs to continue to be used in the future.	The MAP scores are skewed by student's willingness to take the test seriously. Often when students arrive or are leaving, they are not invested in the test. 23 students who left during last summer and 18 students who ran or who were discharged were not post tested and have not been reflected in data for last year or this year. We currently have 45 students in attendance that have not been post tested and remain in the program. It would be beneficial to have a NWEA testing day to measure progress. In addition, students who scored higher than 11th grade in pre and post-tests, there is no grade level growth because it is off the data charts. This was the case for 2 students.

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SITE: Omegon Care and Treatment Program

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
During the 2012-13 school year, 80% of Omegon students who complete pre and post-tests will demonstrate progress commensurate with professionally recognized expectations and individual growth targets.	Students are given the NWEA MAP Test upon entering the program and again before exiting the program.	Of the students in the Omegon Program from 9-1-12 to 5-31-13, 16 students took both the pre and post-tests in math. Of these, 9 students (56%) increased grade level by .1-1.5 or more; 1 student (6%) showed no growth; 6 students (38%) showed negative growth by .1-1.5 or more. This data shows an average grade level of 2.00 overall. Of the students in the Omegon Program form 9-1-12 to 5-31-13, 20 students took both the pre and post-tests in reading. Of these, 10 students (50%) increased grade level by .1-1.5 or more; 10 students (50%) showed negative growth by .1-1.5 or more. This data shows an average grade level growth of 1.10 overall.	No	Training was provided this school year in interpreting NWEA MAP test score information on 10/12. 10/25. And 11/1. From this training, staff was able to understand the meaning of the scores and tie this information to content standards to develop differentiated lesson plans. Staff was also required to identify DesCartes statements and include them in their lesson plans. Using the MAP information was new to staff this year. The learning, planning, and implementing process is coming along. The District has offered support, teachers have been collaborating in the process, and this process needs to continue to be used in the future.	The MAP scores are skewed by student's willingness to take the test seriously. Often when students arrive or are leaving, they are not invested in the test. 15 students who were discharged were not post tested and have not been reflected in data for last year or this year. We currently have 13 students in attendance that have not been post tested and remain in the program. It would be beneficial to have NWEA testing day to measure progress.

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SITE: South Education Center (SEC): Communications Interaction Program (CIP)

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
By June 2013, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets through one of the following progress measures: NWEA-MAP, Modified Qualitative Reading Inventory (whole-to-part), ERSI (Early Reading Screening Inventory), Bridge (portfolio assessment for emergent literacy learners).	NWEA-MAP Whole-to-Part (modified QRI) Scholastic Phonics Inventory (SPI)	63% of students who completed at least one of the pre- and post-assessments demonstrated reading progress that was commensurate with professionally recognized expectations and individual growth targets.	No	The CIP program has embraced academic language through the use of Power Words. Students have applied these words to areas of high interest. One student created videos using a compare and contrast chart to guide his presentations on a topic of high interest. Additionally, teachers are referring to the Common Core (Minnesota State ELA) Standards during the IEP process as they write the present levels, goals, and objectives for standards-based IEPs.	Although the site goal was not met as written, most students in the CIP program demonstrated growth, with some making significant progress. The data sample was small, with only 8 students completing a pre- and post-assessment. (In fact, the NWEA states that "summary statistics are not applicable when there are fewer than 10 valid test scores.") 2 of 4 students who completed the NWEA-MAP demonstrated progress of 7 and 13 points respectively in their RIT. 3 of 3 students who completed the Modified QRI (Whole-to-Part) demonstrated growth in at least two areas, increasing anywhere from one to five levels. One student received reading intervention through the use of System 44, so growth was measured using the Scholastic Phonics Inventory (SPI). While his overall SPI score declined, he demonstrated significant growth in decoding skills, increasing from 40% to 73%. His teacher observed that, as he now takes time to decode words, it has impacted his fluency scores, and thus his overall SPI. Given the nature of student disabilities in the CIP program, many factors impact a student's ability to demonstrate progress on a standardized measure, such as physical, mental, and emotional state at the time of testing. Students require a high level of support to participate in the testing process

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					and frequently refuse. Students in this program have been taking the shorter Survey version of the NWEA-MAP, the results of which are not as precise a measure as the longer Survey with Goals version. Therefore, it is important to consider which option will provide the best data picture of a student's reading proficiency. Implications for next year include continuing to explore appropriate assessments to measure literacy growth for this population, as well as additional ways to support students during the assessment process.

SITE: District Service Center-Itinerant

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
Augmentative Communication (Aug Com) By June, 2013 the itinerant Aug.Com therapist will develop & implement a resource notebook to increase the continuity of Augmentative Communication services to 50% of students on across member districts	Implementation of a digital online resource folder	Each therapist can access the resource folder through their PCS or iOs devices. Resources can be shared instantly via the Cloud.	Yes	This is an excellent means of sharing information. It built capacity for providing consistent service to students with augmentative communication needs.	Continue to populate the resource folder and continue to use the folder to assist with providing consistent services to member districts.

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Autism Specialist (ASD) By June, 2013 the ASD specialist will increase the expertise with demonstrating the iPad to staff & students in the area of emotional regulations by training at least 3 different staff, 5 new apps each to use their students learning, as measured by data collection of name & applications.	A list of Apps used to promote emotional regulation was researched & listed for all to access.	Three of seven ASD specialists shared three Apps with five member district teachers or 287 site-base teachers.	Yes	This is an excellent means of promoting great things for students. The possibilities are endless and every changing when considering Apps. ‘Search and it is amazing what can be found, by of course, even the student themselves.	Continue to populate the list and continue to promote Apps for emotional regulation.
Teachers of the Blind/Visual Impaired (B/VI) By June, 2013 students receiving direct services from the B/VI program will increase their achievement in using technology to meet standards-based measurements in reading & writing proficiency through the design of a minimum of three technology-related tutorials or curriculum guides given a variety of measurement tools.	Creation of student guides/tutorials on how to use… • Read2Go on iPad • Download books onto an iPad, • Learning Ally App for auditory reading • iPad to scan & read documents • Accessing electronic books with Book Wizard Reader or other Daisy software.	Three curriculum guides/tutorials have been completed for • Voice Over on iPad, Bookshare/ • Read2Go, • Instructions for downloading books directly to PCs Training for 287 staff on voiceover feature of iPads 287 staff presented at Charting the C’S Conference on iPad Voice Over training module	Yes	Technology is an excellent means of obtaining accessible materials for individuals who are blind or visually impaired. Technology perhaps will decrease the need for materials to be produced into Braille.	Continue with effort to complete guides/tutorials for Read Outloud & Bookshare

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		287 staff presented on Standards Based IEPs for students with VI at statewide Vision Network meeting. Created Vision Team Sharing & Information site in Google.			
Teachers of the Deaf/Hard of Hearing (D/HH) By May 2013, 75% of students ages 18-47 months will show an increase in their pragmatic language skills as measured by the Language Use Inventory (LUI).	Language Use Inventory (LUI)	100% of students in our sample showed an increase in their pragmatic language skills since October 2012.	Yes	We found that sharing information with parents and teachers on what skills the students were lacking and strategies that could support these skills was most effective in increasing the student's pragmatic language skills.	The LUI was helpful in narrowing the focus on what specific pragmatic language skills to work on. We found that the age range that the LUI covered was limiting in that D/HH children tend to acquire these skills at a later age. It would be beneficial if the LUI was adapted to D/HH children.
Audiology The Audiologists will develop a curriculum on assistive listening devices for D/HH teachers, so they may improve their familiarity and understanding of this technology to better educate their students.	Measured by the use of a proficiency self-assessment taken pre and post-instruction. Scores on the self-assessment will improve from an overall basic level to a functional level by May 2013. Summative assessment was a pre/post presentation survey regarding their comfort and knowledge about DAI, Bluetooth, Cochlear Implants, and neck loop systems.	We found that staff proficiency increased overall. Staff ranked their comfort level on the four point scale. 1=none, 2=basic, 3=functional, 4=proficient. The following summarized the average self-ranking for each of the individual presentations:	No	Staff benefit from instruction on technology	Staff may need more individualized instruction to improve skills and comfort with assistive listening devices. Determining specific areas of need may help tailor the information to be most useful. This could be done with pre-testing material and determining specifically which information should be presented.

		DAI Pre: 2.7 DAI Post: 3.1 Neckloop Pre: 1.9 Neckloop Post: 2.4 Bluetooth Pre: 1.8 Bluetooth Post: 2.1 Cochlear Implants Pre: 2.3 Cochlear Implants Post: 2.9 These results show that we improved the self assessment abilities from less than basic to basic/nearly functional			
Occupational Therapists (OT) By June 2013, the OTs will have developed a presentation on the “Foundations of Handwriting”.	The presentation will be shared with case managers and teachers.		No	This presentation is almost completed; however, some editing remains necessary. This presentation was developed so the Occupational Therapists could consult with teachers and case managers and possibly decrease inappropriate referrals for service.	The Occupational Therapists will explore other methods of increasing the efficiency of providing indirect and consultative services in the 2013-14 school year.

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Physical Therapists (PT) By June of 2013, student safety & access to learning environments will be addressed through training by PT staff to minimum of 10 teams, staff, or caregivers who receive & view the video of basic student transfer techniques produced by the PT PLC team.	Instrument used: Video & questionnaire to be distributed with video Data Collected: Returned questionnaire	Original time has been revised to insure a quality product. By June 2013, rough drafts of 8 transfer video segments will be completed by the PT PLC. Timeline has been extended for completion of finished video segments, distribution & review of the videos.	No	The PT PLC completed the eight rough drafts of the transfer videos. The scripts were written and completed by the PT PLC during this school year 12-13. This summer, James Reed will complete all final editing of the drafts and Sue Lauer Browen will complete the addition of the voice overs to the videos.	From September to December 2013, the PT PLC will review and complete any final revisions. The videos will then be distributed to a minimum of 10 teams of staff and caregivers for final review. By June 2014, the PT PLC will have completed 8 transfer videos for distribution.
Teachers for Physical/Health Disabilities (P/HD)	By June 2013, P/HD teachers will demonstrate their increased understanding of the following three self-efficacy skills: • The belief that one has the power to produce an effect. • The belief in one's abilities to succeed in specific tasks or situations. Subjective judgment of one's capabilities to organize and execute courses of action to attain desired goals in periods of change.	Teachers attended the following trainings • Self-efficacy • Compassion/Drama Triangle Process Education Model.	Yes	Trainings were an excellent catalyst for self-reflection and self-awareness.	Continue with focusing on the three self-efficacy skills with an emphasis on putting learned concepts into practice when anticipating change or going through periods of change.

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SITE: South Education Center (SEC): SUN (Students with Unique Needs)

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
By June 2013, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets through one of the following progress measures: NWEA-MAP, Modified Qualitative Reading Inventory (whole-to-part), ERSI (Early Reading Screening Inventory), Bridge (portfolio assessment for emergent literacy learners)	NWEA-MAP Whole-to-Part (modified QRI) Early Reading Screening Inventory (ERSI) Bridge (assessment for emergent literacy learners)	87% of students who completed pre- and post-assessments demonstrated reading progress that was commensurate with professionally recognized expectations and individual growth targets.	Yes	The SUN program has addressed academic language by incorporating Power Words during joint literacy and art activities. SUN teachers also collaborated to explore what "academic language" meant for their students and developed a list of SUN "Power Words" for their program goal. Additionally, teachers are referring to the Common Core (Minnesota State ELA) Standards during the IEP process as they write the present levels, goals, and objectives for standards-based IEPs.	19 of 23 (83%) students for whom pre- and post-assessment data was available demonstrated growth in their MAP RIT score, Whole-to-Part levels, ERSI, or Bridge totals. One student made progress within his level on the Whole-to-Part Word ID task. For students in this population, growth comes in small steps so, even though this student did not increase to the next level, his growth within a level was significant, and thus was counted toward the overall site goal. (20/23 (87%) students). Three additional students attempted the Word ID task at the PP1 or PP 2/3 level on the post-test, but they did not meet the 85% criterion for Word ID proficiency. The fact that they attempted the next level and obtained reasonable scores of 75% suggests growth; however, absent pre-test data at that level, they were not included as making growth for the overall site goal. Given the nature of student disabilities in the SUN program, many factors impact a student's ability to demonstrate progress on a standardized measure, such as cognitive level, as well as physical, mental, and emotional state at the time of testing. Students require a high level of support to participate in the testing process and procedures are often adapted to allow students the greatest opportunity to demonstrate their literacy skills.

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					Given the range of student ability in this program, all four instruments set forth in the site goal are utilized. This is the first year the NWEA-MAP has been used with SUN students. Two students completed the MAP Survey 2-5 and two students completed the MAP for Primary Grades (MPG). It is important to consider which option will provide the best data picture of a student's reading proficiency. Implications for next year include continuing to explore appropriate assessments to measure literacy growth for this population, as well as additional ways to support students during the assessment process.

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SITE: South Education Center (SEC): SUN (Students with Unique Needs)-Transition and Intersect PHASE

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
By June 2013, given evidence-based reading assessments, at least 80% of SEC students who complete pre- and post-tests will demonstrate reading progress commensurate with professionally recognized expectations and individual growth targets through one of the following progress measures: NWEA-MAP, Modified Qualitative Reading Inventory (whole-to-part), ERSI (Early Reading Screening Inventory), Bridge (portfolio assessment for emergent literacy learners).	NWEA-MAP Whole-to-Part (modified QRI) Early Reading Screening Inventory (ERSI) Bridge (assessment for emergent literacy learners)	82% of students who completed pre- and post-assessments demonstrated reading progress that was commensurate with professionally recognized expectations and individual growth targets.	Yes	The SUN-Transition, Intersect, and PHASE programs have addressed academic language by incorporating Power Words into their literacy activities. Teachers also collaborated to explore what “academic language” meant for their students and determined “power” words and phrases for each Ventures unit they planned. SUN-Transition, Intersect, and PHASE are transition programs that are not yet required to write standards-based IEPs.	11 of 17 students for whom pre- and post-assessment data was available demonstrated growth in their MAP RIT score, Whole-to-Part levels, ERSI or Bridge totals. An additional 3 students made progress within their level in at least one area of the Whole-to-Part (modified QRI). For students in this population, growth comes in small steps so, even though these students did not increase to the next level, they demonstrated growth within at least one level, and thus were counted toward the overall site goal. Given the nature of student disabilities in the SUN-Transition, Intersect, and PHASE programs, many factors impact a student’s ability to demonstrate progress on a standardized measure, such as cognitive level, as well as physical, mental, and emotional state at the time of testing. Students require a high level of support to participate in the testing process and procedures are often adapted to allow students the greatest opportunity to demonstrate their literacy skills. Given the range of student ability in this program, all four instruments set forth in the site goal were utilized. This is the first year the NWEA-MAP has been used with SUN-Transition, Intersect, and PHASE students. Of the ten students who completed both a pre- and post-assessment of

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					this type, 2 students completed the MAP Survey 2-5, 7 students completed the MAP for Primary Grades (MPG), and 1 student completed the zALT (Braille) format. Overall, 6 of the 10 student's demonstrated progress, ranging from 3 to 5 points on their RIT score, with one outlier at a 14 point increase. It is important to consider which option will provide the best data picture of a student's reading proficiency. Implications for next year include continuing to explore appropriate assessments to measure literacy growth for this population, as well as additional ways to support students during the assessment process.
Program Goal: Given five vocabulary words for each Ventures unit and direct instruction using academic language, 80% of students enrolled in the STIP programs will increase their literacy skills in the area of vocabulary from a level of absent or emergent vocabulary skills (word identification and/or comprehension) to a level of demonstrating an increase in vocabulary skill for at least one word per	Teacher-created vocabulary and concept checklist for each unit	37% of students enrolled in the STIP programs increased their literacy skills in the area of vocabulary by demonstrating an increase in vocabulary skill for at least one word per unit as measured by pre- and post-unit checklists (word identification and/or comprehension.)	No	As teachers collaboratively planned each unit, they took into account what "academic language" meant for their students and selected words that students would need to know to be successful in their lives.	Results reported in the third column were determined by examining "data points". A data point was assigned for each unit in which a student was enrolled for which both pre-and post-test data were available. Data points were taken over the course of three Ventures units and one supplemental unit. There was growth of at least one word for 10/27 (37%) data points. At three additional data points, students demonstrated understanding of all vocabulary words on both the pre- and post-test, so were unable to demonstrate growth of at least one word. By adjusting for this, the percentage of students demonstrating progress or knowledge of all words would rise to 18/27 (67%) data points. For students in this population, growth comes in small steps so, even though a student may not have demonstrated an increase of one word, their participation in instruction helps them maintain their skills and create a foundation for future literacy growth. If those students who

District-Wide Goal for Full-Time Programs:

By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

unit as measured by pre- and post-unit checklists (word identification and/or comprehension.)					maintained their vocabulary were included, the demonstration of knowledge (either through growth or maintenance) would increase to 25/27 (93%) data points. As described in the Site-Goal section above, the nature of student disabilities in the SUN-Transition, Intersect, and PHASE programs impacts a student's ability to demonstrate growth in literacy. Students require a high level of support during both instruction and assessment. Instruction, materials, and procedures are often adapted to allow students the greatest opportunity to demonstrate their literacy skills. One Implication for next year is to continue exploring ways in which to measure literacy growth in ways that reflect even the smallest steps.

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

SITE: North Education Center

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
Given a Reading Assessment, **80%** of students at the North Education Center, who took the pre-test and post- test, will show an increase in their individualized assessment profile of literacy skills in one of the following assessment areas: Word Identification skills, Language Comprehension skills, Print Processing skills (Silent Reading)	MAP, SPI, SRI, QRI (whole-to-part), Bridge (Portfolio assessment for emergent literacy learners), ERSI (Early Reading Screening Inventory)	**80%** of students at the North Education Center, who took the pre-test and post-test, will show an increase in their individualized assessment profile of literacy skills	Yes	We learned that an emphasis on the 12 power words our students were able to go up in 2 or more areas of the whole to part assessment. We also learned through the introduction of the MAP for primary grades with several of our programs it allowed the NEC to get a more accurate idea of where those students were at. In the ALC, 97 students took both the pre and post MAP test.	For next year we, at the NEC, need to have a better accountability system in place for testing; teachers need to understand which tests to give and what information they will get from it. We also need to continue to focus on common core standards and academic language.

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2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

SITE: Shady Oak : Prairie Center Alternative

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
Goal 1: By May, 2013, 75% of Shady Oak students in the Read 180 Program who participate in both pre and post testing will increase their lexile level by a minimum of 75 lexile points over the course of a school year.	Read 180 SRI results	Of the 7 students who participated in both pre and post testing, only 3 increased their lexile level by a minimum of 75 lexile points. However, average lexile increases for all 7 students averaged 143 lexile points.	No	Start dates varied throughout the year from September to February. If you look at individual gains for the time enrolled in the program, some of the increases are amazing. Read 180 is a valuable tool to have to assist those students not reading at grade level.	Reading improvement with Read 180 will continue to be a goal throughout the district at other sites.
Goal 2: By May, 2013, 75% of Shady Oak students who have been enrolled before spring break will show growth in one or more criteria as determined by the common grade level specific rubric for informative WRITING.	Informative Writing Rubrics	Of the 33 students enrolled before spring break, 25 of them, or 78% made growth in one area of the common grade level specific rubric.	Yes	Shady Oak staff learned the power of using a common rubric to talk about academic writing across disciplines. They learned to discuss ambiguities in rubrics to create a high level of inter-rater reliability. They instilled in their students an understanding of text-based writing and how that translates to college and career readiness.	Shady Oak staff will continue to evaluate the level of writing rigor set forth by the common core. They will share all learning with staff across the district to create and understanding and knowledge base of text-based writing demanded through the common core. More training and foundational knowledge is needed in this area to truly boost the capacity of student writing for college and careers.

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2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

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SITE: Edgewood

Site Goals	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
70% of Explore Middle School that utilize the Read 180 program on a daily basis and participate in both pre and post testing will demonstrate an increase in their lexile level a minimum of 1.33 lexiles per week or 50 lexile points over the course of a year	MAP and SRI from Read 180	71% of Explore students utilizing the Read 180 program on a daily basis increased their lexile level a minimum of 1.33 lexiles per week or 50 lexile points over the course of a year.	Yes	Read 180 continues to be successful with Explore students Focus students need to expand repertoire of genres and apply knowledge and skills	Continue Read 180 in Explore Expand our cadre of Reading Support staff Revise our pre and post testing options to include; formative assessment tools for pre and post measure, MAP Early level, a revised version of QRI Eliminate and revise some curriculums Bring back our vocabulary lists Add a layer to flow chart for application of skills Continue and add to literacy activities Continue to share stories of success
80% of Phase Transition students who are readers will demonstrate a one point increase in their literacy skill in one strand of the MAP assessment	MAP and curriculum based data forms	81% of the Phase, SUN Transition and Focus students who took the MAP test increased In at least 1 area on the MAP test.	Yes	DCD continues to need multiple curriculums to meet needs of all students, ones specifically geared to their learning style Rote learning is not enough, an emphasis on applying skills is critical	Continue Read 180 in Explore Expand our cadre of Reading Support staff Revise our pre and post testing options to include; formative assessment tools for pre and post measure, MAP Early level, a revised version of QRI Eliminate and revise some curriculums Bring back our vocabulary lists Add a layer to flow chart for application of skills Continue and add to literacy activities Continue to share stories of success
80% of Phase Transition students who are beginning readers will increase one area of their literacy skills as demonstrated by growth on the WTP assessment	Whole to Part and curriculum based data forms	76% of the Phase, SUN Transition and Strive students who took the WTP increased in at least 1 area.	No	DCD continues to need multiple curriculums to meet needs of all students, ones specifically geared to their learning style Rote learning is not enough, an emphasis on applying skills is critical	Continue Read 180 in Explore Expand our cadre of Reading Support staff Revise our pre and post testing options to include; formative assessment tools for pre and post measure, MAP Early level, a revised version of QRI Eliminate and revise some curriculums Bring back our vocabulary lists Add a layer to flow chart for application of skills

Intermediate District 287
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2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

					Continue and add to literacy activities Continue to share stories of success
80% of Phase Transition students who are non-readers will increase at least one pre-reading skills by one level of independence as measured with a Literacy Development Checklist …	Literacy Development Checklist	97% of Phase students increased at least one pre-reading skill by one level.	Yes	DCD continues to need multiple curriculums to meet needs of all students, ones specifically geared to their learning style Rote learning is not enough, an emphasis on applying skills is critical	Continue Read 180 in Explore Expand our cadre of Reading Support staff Revise our pre and post testing options to include; formative assessment tools for pre and post measure, MAP Early level, a revised version of QRI Eliminate and revise some curriculums Bring back our vocabulary lists Add a layer to flow chart for application of skills Continue and add to literacy activities Continue to share stories of success

SITE: Northland Vocational Evaluation & Training Program (VET)

Site Goals	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
Given 10 new vocational words/phrases, 80% of the students at Northland VET will accurately identify all 10 words/phrases and demonstrate comprehension of the words/phrases during vocational activities.	Curriculum based pre and post-test and data collection.	83% of the students involved in the vocational literacy instruction demonstrated identification and comprehension of at least 10 words/phrases.	Yes	We found we needed to explicitly teach comprehension and application of signs functional- found in vocational sites.	Continue to focus on application of reading skills.

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Intermediate District 287
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2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:
By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

SITE: Administrative Services

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
Self-Efficacy skills of staff in Administrative Services will increase to at least 15% from baseline as measured by the NEOS, by May 2013.	NEOS Tool	Self-Efficacy skills of staff in Administrative Services overall average decreased in confidence from May 2012 to May 2o13 by 2.56%.	No	Baseline was high with very little room to grow. The PEM initiative has provided an opportunity for Administrative Services staff to learn more about themselves and a better understanding of the NEOS tool. In turn, staff can make better judgments in their assessment of themselves using the tool one year later. Many initiatives were introduced to Administrative Services staff this past year such as customer service focus, further PEM learning, ROWE with the focus on results. These all play a part in how staff may complete the NEOS.	Next year's goal may morph into a growth in terms of the Administrative Services customer services rating. We are considering sending the customer service survey next fall and again next spring to observe changes within one "school" year. We are hearing positive feedback and requests to continue learning from our PEM profiles and further enhance our communication skill sets. We are considering staying the course with the focus on PEM learning and customer service skill sets.

SITE: Northwest Tech Center

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
High School: By May 2013, at least 80% of NWTC Invest/Venture High School students will demonstrate measurable growth in their reading skills as measured by the MAP assessment through embedded direct instruction of	• Measures of Academic Progress (MAP) Assessment - Fall/Spring Data • Scholastic	In May 2013, 45% of NWTC Invest/Venture High School students will demonstrate measurable growth in their reading skills as measured by the MAP assessment through embedded direct instruction of identified curriculum based	No	• Multiple Modes of teaching helps increase overall learning and growth. • Helps to provide examples of words being used in context • It was tied to something	• Developing a goal that is connected to the attendance, to ensure students who are present for instruction are being measured. • Using academic language that can be utilized across content areas.

District-Wide Goal for Full-Time Programs:

By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

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identified curriculum based vocabulary, NWEA-MAP assessment vocabulary, and formative assessments.	Reading Inventory (SRI)	vocabulary, NWEA-MAP assessment vocabulary, and formative assessments.		that the students could relate to in their own lives. Less abstract and more 'Real life examples'.	
Transition: By May, 2013, at least 90% of the NWTC transition course curriculum will be digitally documented to include embedded course vocabulary, curriculum-based measures and quarter class progress report documentation; and students during third quarter who have at least 70% attendance will demonstrate measurable growth in course vocabulary using 3rd quarter data combined with a minimum of three formative assessments.	Course curriculum based Pre/Post Tests	In May, 2013, at least 96% of the NWTC transition course curriculum will be digitally documented to include embedded course vocabulary, curriculum-based measures and quarter class progress report documentation; and students during third quarter who have at least 70% attendance will demonstrate measurable growth in course vocabulary using 3rd quarter data combined with a minimum of three formative assessments.	Yes		

SITE: West Education Center

Site Goal	Summative Assessment:	Summative Assessment Results:	Site Goal Met?	Reflections: What was Learned?	Implications for Next Year:
By May 2013 80 % of students enrolled in West Academy for one or more months from September 4, 2012 to May 1, 2013 will meet their reading growth targets in one or more sub-strand of the NWEA Reading test as determined by the CCSS based NWEA MAP Reading assessment.	NWEA MAP Reading Assessment	61% of West Academy students meeting criteria made growth in their reading targets as measured by the NWEA reading test. 17 out of 28 students.	No	The data collected from the assessment were very helpful when developing Standards Based IEP's because it gave the team specific reading strand scores. The team would then use this information and align it to the	Scores may be skewed due to: (1) students may be chemically dependent (2) exit test is taken when students find out they are leaving the program. It is very helpful to use summative data that is collected on the NWEA web site. Next year it will be important to connect the information to the Descartes information

2012-2013 DISTRICT 287 PROFESSIONAL LEARNING COMMUNITY (PLC) REPORT

District-Wide Goal for Full-Time Programs:

By June 2013 we will increase student achievement in literacy in our full-time programs as measured by standardized assessments.

				Common Core State Standards.	provided on One Click This tool will support instructional staff as they build progression ladders for each student in the building.
By May of 2013 80% of students enrolled in the Read 180 program with 60% attendance for four months will increase their reading levels by 25 Lexiles, as measured by the Scholastic Reading Inventory (SRI).	SRI (Scholastic Reading Inventory) and MAP (Measures of Academic Progress	80% of students meeting criteria gained at least 25 Lexile in four months as measured by the Scholastic Reading Inventory. 12 out of 15 students	Yes	Read 180 continues to be successful for our students and it is important that we continue to provide our struggling readers with Next Generation Read 180 as it aligns with the Common Core State Standards.	Summative assessments are easier for instructional staff to use and interpret. It will be important for instructors to continue building the students reading skills with a focus on the Core of the Core for next year. Staff will need to receive professional development on how to teach: central idea, summarizing a text, drawing conclusions and making inferences in all subject areas so that students are able to meet the high demands of the Common Core State Standards and apply reading strategies in every class.
By May 2013 school year, 80% of West Education Center students who are enrolled with 60% attendance for the entire year will learn and retain at least 65 new academic vocabulary terms by May 2013; students enrolled with 60% attendance for less than the full school year, but for at least three months will learn and retain at least 20 new academic vocabulary terms as measured by either pre and post-test given for each new unit introduced and by regular formative progress monitoring throughout the unit and or by an increase of at least 2 RIT Sore in the CCSS based MAP score.	Unit pre – and post-test	Full-year students meeting criteria: <u>17%</u> learned at least 65 new academic terms (4/24 students) Students enrolled at least three months but less than the full year meeting criteria: <u>82%</u> learned at least 20 new academic vocabulary terms (18/22 students)	No (full-year stud-ents) Yes (enroll-ed for at least three mos	The twelve Power Words were successfully taught at West Education Center with a focus on one word per month.	I believe that as we plan for next year it will be important for West Education Center to continue focusing on words that can be used across disciplines. I also believe that it will be important for the team to continue discussing effective ways to measure growth and how to develop a variety of assessments.

Agenda Item: 8

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 27, 2013

AGENDA SECTION: **ADMINISTRATIVE SERVICES REPORTS**

ITEM: **Approval of Routine Monthly Finance Report**

PRESENTED BY: **Mae L. Hawkins, Director of Finance**

1. **Background Information**

The May 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 $63,510,243, or 77.0% of the Revised Revenue Budget of $82,490,824. 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 FY12-13, we are receiving cash payments at 82.5% of the entitlement. That compares to 90% in FY08-09, 73% in FY09-10, 70% in FY10-11, and 64.3% in FY11-12. 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 $67,344,964, or 80.8% of the Revised Expenditure Budget of $83,352,386.

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: ______________________

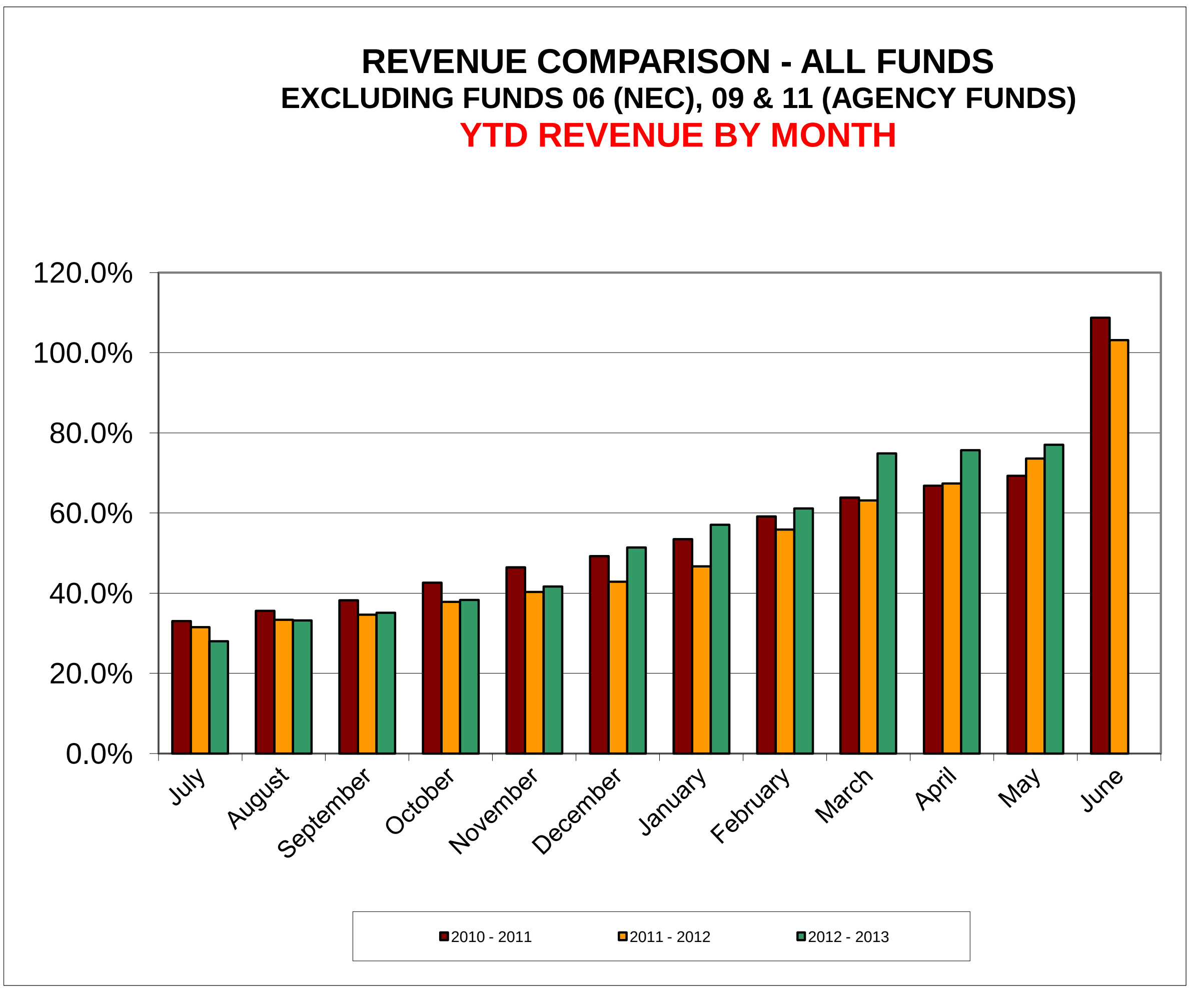
The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

DISTRICT 287

REVENUE COMPARISON

- EXCLUDING Fund 06 (NEC Construction), 09 (Agency) and 11 (SEC Construction FY10-11)

	2010 - 2011		2011 - 2012		2012 - 2013	
Month	$ Amount	% of Budget	$ Amount	% of Budget	$ Amount	% of Budget
July	24,850,317	33.1%	25,873,696	31.5%	23,083,337	28.0%
August	1,917,864	35.6%	1,547,432	33.4%	4,277,483	33.2%
September	1,976,441	38.2%	1,014,685	34.6%	1,595,333	35.1%
October	3,267,074	42.6%	2,606,586	37.8%	2,620,908	38.3%
November	2,880,502	46.4%	2,065,709	40.3%	2,772,203	41.6%
December	2,114,810	49.2%	2,114,041	42.9%	8,060,459	51.4%
January	3,197,405	53.5%	3,139,401	46.7%	4,673,693	57.1%
February	4,262,556	59.1%	7,524,683	55.9%	3,338,082	61.1%
March	3,559,420	63.9%	5,978,317	63.1%	11,361,782	74.9%
April	2,208,715	66.8%	3,434,961	67.3%	636,685	75.7%
May	1,840,429	69.3%	5,160,949	73.6%	1,090,279	77.0%
June	29,664,054	108.7%	24,252,121	103.1%		
TOTAL	81,739,588	108.7%	84,712,582	103.1%	63,510,243	77.0%
BUDGET	75,178,488		82,141,328		82,490,824	



REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report

RUN: WED 061913 13:13 PAGE 1

STATEMENT OF REVENUE

ACCOUNTING PERIOD 05/01/13 TO 05/31/13

DIST 0287 Intermediate District 287

ACCT STATUS: All Account Statuses
ZERO BALANCES: Suppress Zero Balances
SORTED BY: ACCOUNT FD
SUBTOTALED BY: ACCOUNT FD
SERIES TOTALS: <None Selected>
PAGE BREAK ON: <None Selected>

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

FD 01	PRIOR YEAR ACTUAL	|< - - - REVISED BUDGET	05/01/13 05/31/13	FISCAL YEAR 201207 RECEIVED THRU 05/31/13	REMAINING ON 05/31/13	PERCENT REMAINING - - - >|
01 GENERAL FUND	18,549,637.64	17,627,184	134,893.98	8,453,148.90	9,174,035.10	52.04 %
02 FOOD SERVICE FUND	364,196.44	614,905	45,691.15	278,702.93	336,202.07	54.67 %
04 COMMUNITY SERVICE FUND	236,201.05	212,196	3,772.25	95,985.66	116,210.34	54.76 %
06 BUILDING CONSTRUCTION FUND	43,176.26	98,607	0.25	98,584.95	22.05	0.02 %
07 DEBT SERVICE FUND	5,666,623.62	5,163,238	0.00	1,693,113.32	3,470,124.68	67.20 %
08 TRUST FUND	543,411.13	536,643	49,839.00	379,497.81	157,145.19	29.28 %
10 SCHOLARSHIP FUND	52,597.25	0	50,000.00	50,000.00	50,000.00-	0.00 %
12 ALC-ACADEMIC	9,728,396.17	9,400,367	516,863.03	7,530,126.16	1,870,240.84	19.89 %
13 CAREER & TECH	1,701,733.42	1,400,625	32,776.58	1,052,056.54	348,568.46	24.88 %
14 SPECIAL EDUCATION	47,301,531.63	47,051,456	186,694.07	43,483,251.44	3,568,204.56	7.58 %
20 INTERNAL SERVICE FUND	539,254.78	457,010	57,247.64	461,249.18	4,239.18-	0.92-%
41 DONATIONS	704.62	0	0.00	570.00	570.00-	0.00 %
51 STUDENT CLUBS	28,294.67	27,200	12,501.33	32,541.08	5,341.08-	19.63-%
*** REPORT TOTALS:	84,755,758.68	82,589,431	1,090,279.28	63,608,827.97	18,980,603.03	22.98 %

DISTRICT 287

EXPENDITURE COMPARISON

- EXCLUDING Fund 06 (NEC Construction), 09 (Agency) and 11 (SEC Construction FY10-11)

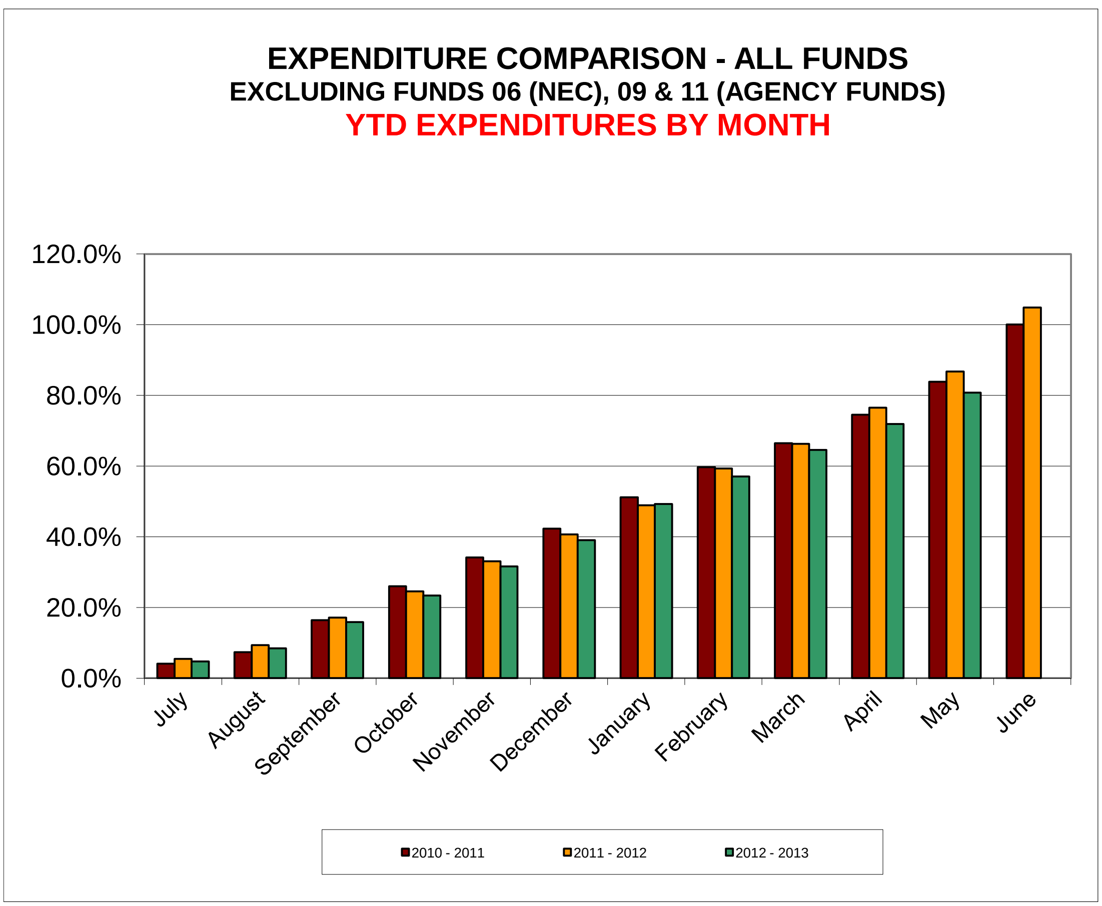
	2010 - 2011		2011 - 2012		2012 - 2013	
	$	%	$	%	$	%
Month	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	2,997,044	4.0%	4,426,791	5.4%	3,922,779	4.7%
August	2,470,164	7.4%	3,242,009	9.4%	3,118,331	8.4%
September	6,695,052	16.4% [1]	6,314,818	17.1%	6,204,141	15.9%
October	7,071,964	26.0%	6,114,673	24.6%	6,207,454	23.3%
November	6,026,323	34.1%	6,924,324	33.0%	6,868,339	31.6%
December	6,049,172	42.3%	6,234,872	40.7%	6,204,082	39.0%
January	6,554,858	51.2%	6,740,058	48.9%	8,516,139	49.2%
February	6,315,161	59.7%	8,521,079	59.3%	6,519,986	57.1%
March	5,037,604	66.5%	5,671,596	66.3%	6,287,977	64.6%
April	5,900,120	74.5%	8,378,469	76.5% [2]	6,049,508	71.9%
May	6,923,777	83.8%	8,376,008	86.7% [3]	7,446,228	80.8%
June	11,979,044	100.0%	14,816,672	104.9% [4]		
TOTAL	74,020,282	100.0%	85,761,367	104.9%	67,344,964	80.8%
BUDGET	74,008,146		81,786,192		83,352,386	

[1] Includes $1,132,399.50 payment for purchase of Hosterman land

[2] Includes $2,139,705.64 in MDE Tuition Refunds for prior years paid back to member districts (FY09-10)

[3] Includes $531,813.67 in MDE Tuition Refunds for prior years paid back to other districts (non-member access fee)

[4] Includes $1,942,041.25 in MDE Tuition Refunds for prior years paid back to other districts (FY10-11)



REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept RUN: WED 061913 13:13 PAGE 1
STATEMENT OF EXPENDITURES
DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 05/01/13 TO 05/31/13

ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11
SORTED BY: ACCOUNT FD
SUBTOTALED BY: ACCOUNT FD
SERIES TOTALS: <None Selected>
PAGE BREAK ON: <None Selected>

FD 01	PRIOR YEAR ACTUAL	|< - - - REVISED BUDGET	05/01/13 05/31/13	FISCAL YEAR 201207 EXPENDED THRU 05/31/13	ENCUMBERED THRU 05/31/13	REMAINING ON 05/31/13	- - - >| PERCENT REMAINING
01 GENERAL FUND	21,995,309.30	18,725,908	2,041,252.28	15,311,407.54	1,011,125.65	2,403,374.81	12.83 %
02 FOOD SERVICE	364,196.44	614,905	46,303.25	494,370.91	71,270.48	49,263.61	8.01 %
04 COMMUNITY SERVICE FUND	215,125.60	233,274	14,079.07	173,989.94	37,826.26	21,457.80	9.19 %
06 BUILDING CONSTRUCTION FUND	26,403,270.70	793,312	0.00	793,311.72	127,723.90	127,723.62-	16.10-%
07 DEBT SERVICE FUND	4,332,730.63	3,973,669	0.00	3,972,568.76		1,100.24	0.02 %
08 TRUST FUND	536,642.32	536,643	49,839.00	381,766.90		154,876.10	28.86 %
10 SCHOLARSHIP FUND	7,010.18	0	0.00	8,868.77		8,868.77-	0.00 %
12 ALC-ACADEMIC	9,548,579.71	9,488,295	941,385.11	7,816,759.48	236,040.21	1,435,495.31	15.12 %
13 CAREER & TECH	1,966,969.13	1,529,223	111,885.74	1,096,059.93	7,011.01	426,152.06	27.86 %
14 SPECIAL EDUCATION	46,309,734.31	47,766,259	4,192,874.65	37,716,209.61	398,229.67	9,651,819.72	20.20 %
20 INTERNAL SERVICE FUND	457,010.40	457,010	44,673.83	352,723.08		104,286.92	22.81 %
51 STUDENT CLUBS	28,058.97	27,200	3,935.00	20,239.30	1,255.60	5,705.10	20.97 %
*** REPORT TOTALS:	112,164,637.69	84,145,698	7,446,227.93	68,138,275.94	1,890,482.78	14,116,939.28	16.77 %

Partner in Education

DATE: **June 18, 2013**

TO: Members of the School Board

FROM: Mae L. Hawkins, Director of Finance

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

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

1. Claim payments for: **May 2013** Totaling $ 4,847,183.62
   - *a) Check #'s 491107 - 491407*
   and Wire Transfers - #'s 2403 - 2407, 3083, 70012034 - 70012262, 80000449 - 80000466
   and P-Card Purchases - #'s 90000043 - 90000063

2. Payroll for: May 2013 Totaling $ 2,486,866.31
   - *a) Check #'s 675568 - 675569*
   - *b) Direct Deposit #'s 233664 - 235646*
   and Wire Transfers - #'s 4096

3. Receipts for: May 2013 Totaling $ 2,300,769.42
   - *a) Receipt #'s 132842 - 133083*

4. Investments at end of month Totaling $ 7,151,153.65

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
INVESTMENTS ON HAND
MAY 31, 2013

INV NBR	INSTITUTION	INV TYPE	RATE OF RETURN (%)	PURCHASE DATE	MATURITY DATE	AMOUNT INVESTED
	MORGAN STANLEY INVESTMENTS- CD'S					
3439	BANCO POPULAR CD HATO REY PR CD	CD/COUP	0.150	03/20/13	06/20/13	249,000.00
3441	BANK BARODA CD NEW YORK CITY NY CD	CD/COUP	0.200	03/25/13	06/25/13	249,000.00
3444	BANK OF INDIA CD NEW YOUR CITY NY CD	CD/COUP	0.200	03/27/13	06/26/13	249,000.00
3440	BK CHINA NY CD NEW YORK CITY NY CD	CD/COUP	0.150	03/27/13	06/27/13	249,000.00
3435	1ST NIAGARA CD BUFFALO NY CD	CD/COUP	0.250	03/28/13	07/01/13	249,000.00
3458	SOVEREIGN BANK CD WILLINGTON DE CD	CD	0.200	01/30/13	07/30/13	249,000.00
3460	FIFTHTHIRD BANK CINCINNATI OH CD	CD	0.300	02/06/13	08/06/13	249,000.00
3461	ROCKVILLE BK VERNON ROCKVILLE CT CD	CD	0.200	02/08/13	08/08/13	249,000.00
	TOTAL CD'S					1,992,000.00
	CASH					0.00
	WESTERN ASSET INST GOV					9,548.98
	ACCRUED VALUE OF CD'S					629.53
	TOTAL MORGAN STANLEY INVESTMENTS PER STATEMENT					**2,002,178.51**
	INTEREST NOT RECORDED BY MONTH-END					(935.03)
	TOTAL MORGAN STANLEY INVESTMENTS ON BOOKS					**2,001,243.48**
	PMA- MNTRUST ACCOUNT					4,900,009.66
	INTEREST NOT RECORDED BY MONTH-END					(9.66)
	TOTAL PMA- MNTRUST INVESTMENTS ON BOOKS					**4,900,000.00**
**	WELLS FARGO- REMAINING SEC LOAN PROCEEDS	MM/BONDS	VARIES	NA	NA	249,910.17
	INTEREST NOT RECORDED BY MONTH-END					0.00
	TOTAL WELLS FARGO PROCEEDS					**249,910.17**
	INVESTMENTS AT END OF MONTH AS OF MAY 31, 2013					**7,151,153.65**

Intermediate District 287

Cash Position Sheet- Monthly Total Net Cash- All Accounts

- EXCLUDING Fund 06 (NEC Construction), 09 (Agency) and 11 (SEC Construction FY10-11)

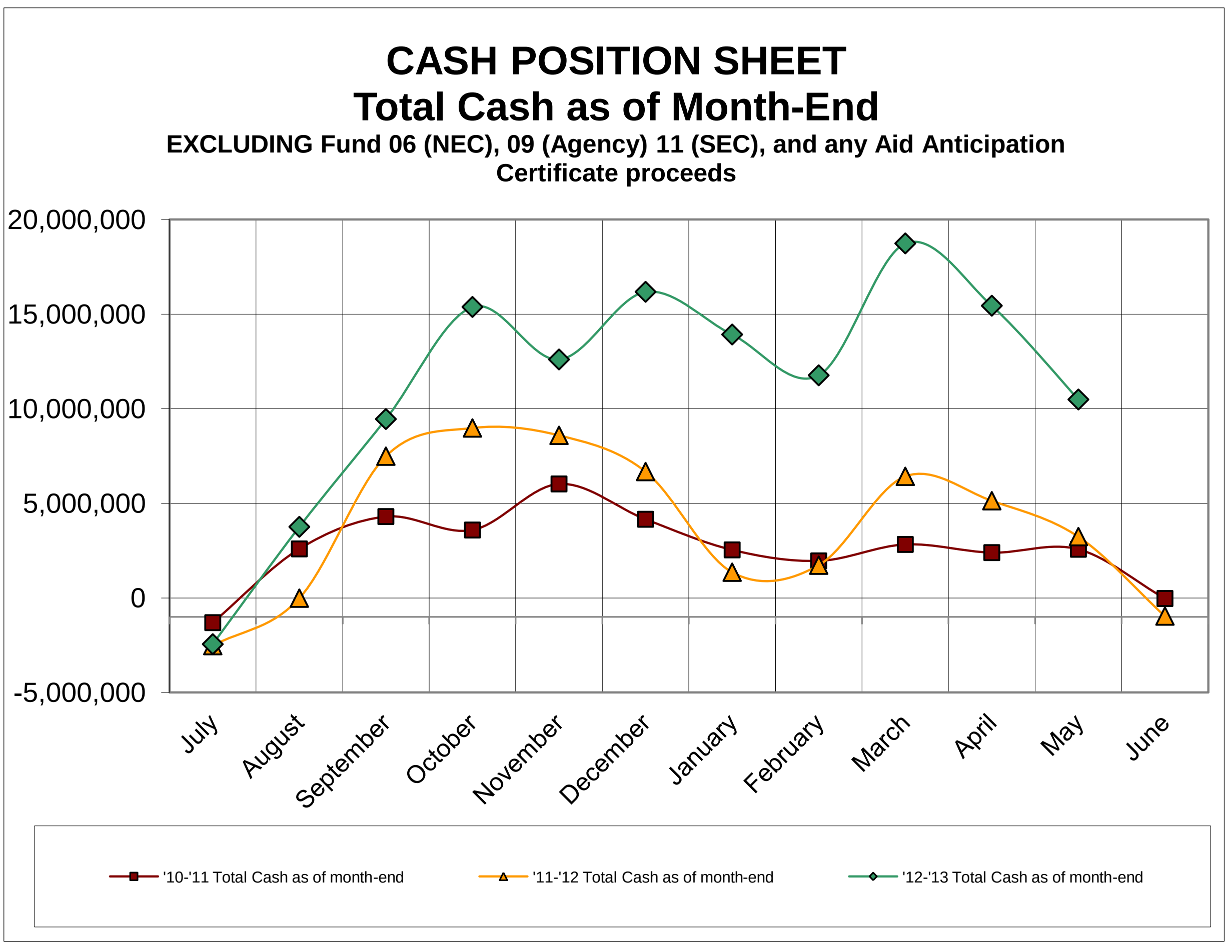
Date	'10-'11 Total Cash as of month-end		'11-'12 Total Cash as of month-end		'12-'13 Total Cash as of month-end	
July	-1,311,376	1	-2,523,529	2,3	-2,447,118	
August	2,589,499	1	-15,086	2,3	3,754,626	4
September	4,297,117		7,492,933	3	9,454,172	4
October	3,587,135	2	8,982,957	3	15,382,409	4
November	6,023,170	2	8,595,697	3	12,605,385	4
December	4,155,869	2	6,678,835	3	16,180,751	4
January	2,536,880	2	1,358,298	3	13,924,956	4
February	1,956,153	2	1,728,796	3	11,767,529	4
March	2,824,310	2	6,426,638	3	18,741,667	4
April	2,391,598	2	5,136,821	3	15,446,038	4
May	2,569,311	2	3,240,235	3	10,488,472	4
June	-33,370	2	-959,957	3		

[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, paid back in Aug. 2012

[4] excludes Aid Anticipation Certif. proceeds of $9,900,000.00 in Aug. 2012, payable back on 9/30/13



INTERMEDIATE DISTRICT 287

MAY 2013 ACTIVITY

WIRE TRANSFERS IN:

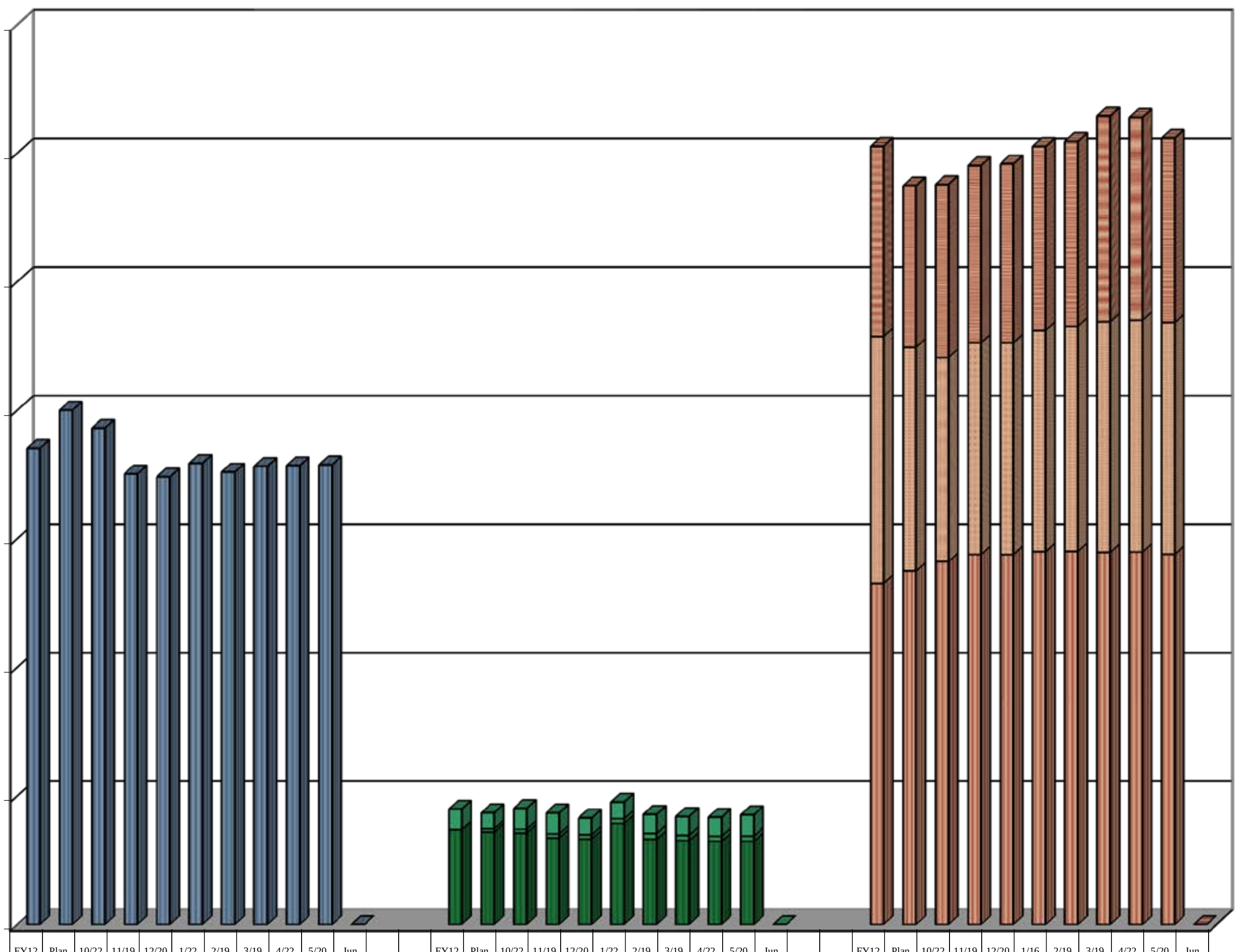
DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
05/08/13	MN DEPT ED	MSDLAF	1209181	347.62	INV#70723 SUB REINBURSEMENT - PALMBERG,GRETTA
	E50/ARTS BOARD	MSDLAF	1217391	3,000.00	PCA ARTS IN ED (CAPP)GRANT #911
	HENN TECH COLLEGE	MSDLAF	1215790	816.27	INV#70711 HENN TECH COLLEGE RENTAL & CATERING
05/14/13	EDUC-STATE AID	MSDLAF	1219349	71,658.79	01S211 GENERAL ED AID FY1213
	EDUC-STATE AID	MSDLAF	1243023	10,515.86	02F705 FED BREAKFAST - APR13
	EDUC-STATE AID	MSDLAF	1243023	155.80	02F705 STATE BREAKFAST - APR13
	EDUC-STATE AID	MSDLAF	1243023	21,262.67	02F701 FED FREE & REDUCE LUNCHES APR13
	EDUC-STATE AID	MSDLAF	1243023	1,003.32	02S300 ST LUNCHES - APR13
	EDUC-STATE AID	MSDLAF	1243023	2,424.69	02F701 REG LUNCHES - APR13
	EDUC-STATE AID	MSDLAF	1243023	501.66	02F701 FED HHFKA LUNCH APR13
	EDUC-STATE AID	MSDLAF	1243023	71,658.80	01S211 GENERAL ED AID FY1213
	EDUC-STATE AID	MSDLAF	1243023	47.58	01S211 ON LINE LEARNING FY1213
MTD TOTALS				183,393.06	

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
05/15/13	MSDLAF	WELLS FARGO	2403	1,010,271.54	WELLS FARGO BROKERAGE SVS LLC
	MSDLAF	BANK CARD SERVICES	2404	97.21	MERCANT CARD FEES FOR APR 13 ACT
	MSDLAF	BANK OF MONTREAL	2405	76,932.05	P-CARD APR13 - APR 13 ACT
	MSDLAF	BANK OF MONTREAL	90000043 - 90000063	10,938.27	P-CARD APR13 - APR 13 ACT
	MSDLAF	US BANK	2406	109.53	ARP FEES VOUCHER ACCT MAR13
	MSDLAF	US BANK	70012034 - 70012102	11,261.80	DIRECT DEPOSIT EMPLOYEE EXPENSES
	MSDLAF	US BANK	233664 -234657	1,243,328.83	DIRECT DEPOSIT PAYROLL
	MSDLAF	EBC	80000449	19,774.36	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000450	139171.36	FEDERAL TAXES
	MSDLAF	PERA	80000451	53,142.69	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000452	72,205.00	TEACHERS RETIREMENT ASSN
	MSDLAF	EBC	80000453	55,513.43	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000454	313,511.29	FEDERAL TAXES
	MSDLAF	MN DEPT OF REV	80000455	73,734.15	STATE WITHHOLDING TAXES
	MSDLAF	PERA	80000456	45,812.79	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000457	72,713.86	TEACHERS RETIREMENT ASSN
	MSDLAF	US BANK	70012103 -70012262	18,546.64	DIRECT DEPOSIT EMPLOYEE EXPENSES
05/31/13	MSDLAF	US BANK	234658 - 235646	1,234,800.99	DIRECT DEPOSIT PAYROLL
	MSDLAF	CHS	2407	49,839.00	CHS FLEX PAYMENTS MAY 13
	MSDLAF	EBC	80000458	19,770.19	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000459	144,008.91	FEDERAL TAXES
	MSDLAF	PERA	80000460	53,305.56	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000461	73222.32	TEACHERS RETIREMENT ASSN
	MSDLAF	EBC	80000462	55488.43	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	80000463	311,612.99	FEDERAL TAXES
	MSDLAF	MN DEPT OF REV	80000464	74,057.26	STATE WITHHOLDING TAXES
	MSDLAF	PERA	80000465	46,269.15	PUBLIC EMPLOYEES RETIREMENT ASSN
	MSDLAF	TRA	80000466	72041.64	TEACHERS RETIREMENT ASSN
	MSDLAF	US BANK	3083	46.50	ARP FEES RECEIPT ACCT MAR13
	MSDLAF	US BANK	4096	58.76	ARP FEES PAYROLL ACCT MAR13
MTD TOTALS				5,351,586.50	

Intermediate District 287
2012-13 Monthly Program ADM Data by Division

(does not include services)



ALC/ELL

Mentor Connection

Career & Tech C-Train

Career & Tech Pathways

<u>Special Ed</u>

Multi-Categorical

DCD/EBD & EBD

Transition

ALC/ELL

	FY12	Plan	10/22	11/19	12/20	1/22	2/19	3/19	4/22	5/20	Jun		
Multi-Categorical													
DCD/EBD & EBD													
Transition													
Mentor Connection													
C-Train													
Pathways													
ALC/ELL	370.32	400.00	386.17	350.38	348.05	358.67	351.92	356.30	356.87	357.57	0.00		

CAREER & TECH

	FY12	Plan	10/22	11/19	12/20	1/22	2/19	3/19	4/22	5/20	Jun		
Multi-Categorical													
DCD/EBD & EBD													
Transition													
Mentor Connection	15.80	12.28	16.17	16.17	12.91	12.91	14.77	14.60	14.60	16.51	0.00		
C-Train	0.00	2.51	2.93	3.20	3.32	3.65	4.69	4.20	4.08	4.21	0.00		
Pathways	73.90	72.08	71.24	67.42	66.54	78.63	66.22	65.22	64.70	64.66	0.00		
ALC/ELL													

SPECIAL EDUCATION

	FY12	Plan	10/22	11/19	12/20	1/16	2/19	3/19	4/22	5/20	Jun
Multi-Categorical	147.97	125.72	134.67	137.85	139.02	142.90	143.76	160.32	157.97	143.47	0.00
DCD/EBD & EBD	191.99	174.00	158.79	164.67	164.71	172.14	174.97	179.19	180.07	180.02	0.00
Transition	265.43	274.97	282.32	287.84	287.82	290.10	290.39	289.57	289.84	288.12	0.00
Mentor Connection											
C-Train											
Pathways											
ALC/ELL											

DONATIONS
INTERMEDIATE DISTRICT 287
2012-2013

May 2013

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	CAMPUS	PROGRAM
5/24/13	CHARCOAL BBQ GRILL		$ 100.00	COOPER, MITCHELL		SEC	ALL
4/30/13	CHECK		$ 1,600.00	FARMINGTON DESTINATION IMAGINATION		DSC	DI
5/1/13	1993 TOYOTA CAMRY	4T1SK13E0PU255066	$ 500.00	HALLSTROM, SUSAN		HTC/EP	AUTO
5/14/13	CD's, DVD's & LABELS		$ 300.00	HANSON, JAN		SEC	ATTAIN
3/10/13	DYNAVOX V		$ 3,000.00	HARINEN, JASON & KRISTEN		DSC	ITINERANT
5/13/13	TWO MASSAGES		$ 130.00	HEALTH & WELLNESS EDINA		SEC	HEALTH FAIR
5/13/13	GIFT CARDS & WATER PITCHERS		$ 470.00	HEALTH PARTNERS		SEC	HEALTH FAIR
5/1/13	1996 OLDSMOBILE CUTLESS CIERA	1G3AJ55M3T6305049	$ 500.00	HILL, SCOTT		HTC/EP	AUTO
5/9/13	SCHOLARSHIP		$ 50,000.00	HORST RECHELBACHER FOUNDATION		EPSILON	ALL
5/24/13	CHARCOAL BBQ GRILL		$ 80.00	LINNEMEYER, BRYAN		SEC	ALL
5/13/13	MASSAGE		$ 50.00	MASSAGE ENVY-BLOOMINGTON		SEC	HEALTH FAIR
5/13/13	FOUR ADMISSION PASSES		$ 48.00	MINNESOTA ARBORETUM		SEC	HEALTH FAIR
5/7/13	CHECK		$ 225.00	MN COUNCIL FOR THE GIFTED & TALENTED		DSC	WSSS
5/13/13	MASSAGES & EXAMS		$ 1,350.00	MOE BODYWORKS		SEC	HEALTH FAIR
5/13/13	ACUPUNCTURE SESSIONS		$ 315.00	RED CRICKET ACPUNCTURE		SEC	HEALTH FAIR
4/30/13	CHECK		$ 200.00	SCHMIDT, ROBERT & TAMARA		DSC	DI
4/30/13	CHECK		$ 237.00	SMOOTHIE SISTERS		DSC	DI
5/13/13	GOODIE BAG OF FOOD		$ 46.08	TRADER JOE'S-BLOOMINGTON		SEC	HEALTH FAIR
5/13/13	GOODIE BAG OF FOOD		$ 46.08	TRADER JOE'S-ST. LOUIS PARK		SEC	HEALTH FAIR
4/30/13	20" PUSH LAWNMOWER		$ -	URAHN, KIM		HTC/EP	CAREER TECH
5/29/13	BEDDING PLANTS		$ 71.96	WAGNER'S GREENHOUSE		SEC	ALL
5/8/13	PACEMASTER BASIC TREADMILL		$ 700.00	WEIDENBACH, JACK		SEC	ALL
			$ 59,969.12				

Agenda Item: 8

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 27, 2013

AGENDA SECTION: **ADMINISTRATIVE SERVICES**

ITEM: **Approval For Adoption of the FY14 Budget**

PRESENTED BY: **Mae L. Hawkins, Director of Finance**

1. **Background Information**

   A motion is necessary to approve the Original Budget for School Year 2013-14 (Fiscal Year 14). The Total Projected Beginning Fund Balance of all funds for July 1, 2013 is $14,544,370. The Original Budget for FY14 shows total revenue of $84,193,388, and total expenditures of $84,149,916, for a total projected fund balance of $14,587,842 at June 30, 2014. The total Unassigned General Fund balance of $5,591,173 or 7.6%, is within Board policy parameters. This budget approval also includes approval of the request to transfer $200,000 from district wide fund balance to the ALC Budget. Please read the attached memo from the Superintendent. This budget is based on budget assumptions and adjustments previously approved.

   Those assumptions recognized that budgeted revenues are based on planned enrollments and expenditures reflect inflationary increases. Great care has been taken to not over staff or budget in areas of anticipated or potential growth, allowing that the budget could grow if increased enrollments materialize. Administration has maximized all available revenue sources and made appropriate reductions to balance budget areas and soften billing rates where possible.

2. **Fiscal Impact/Funding Source**: **Establishes the budget for FY14.**

3. **RECOMMENDED ACTION:** **Board adopts the FY14 Budget as presented.**

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

INTER-OFFICE MEMORANDUM

Date: June 17, 2013

TO: Intermediate District 287 School Board

From: Sandra Lewandowski, Superintendent

RE: FY14 Budget Update and Fund Transfer Request

I am writing to update you on the FY14 budget development process and to request the transfer of $200,000 from the district-wide fund balance to the ALC budget.

As I described in the March 18, 2013 memo regarding the Budget Proposal for 2013-14, the budget for the new fiscal year has been developed based on Board approved budget assumptions. These include the member district planning numbers for our programs and assume new programs, such as the *Gateway to College* ALC that will be located at the Brooklyn Park campus of Hennepin Technical College, the new *West Education Center Alternative, (W-ALT)* and investments such as expanding the *Positive Behavior Intervention* and Supports (PBIS) and *Nurtured Heart* programs to new sites, and offering more career & technical courses at 287-owned sites. We have restructured our leadership model, reducing program facilitator positions, and increasing administrator positions and instructional coaches. We have also restructured our clerical and security model. These changes include the creation of data technician positions, the elimination of receptionist positions, and the addition of front desk security personnel at the major 287 sites as well as other changes due to program changes or capacity issues.

At this time, I am requesting Board approval to transfer $200,000 from fund balance to support our continued ALC improvement efforts. This is due to the acute safety and security needs at the South Education Center Alternative (SECA) and North Education Center Alternative (NECA) programs, as well as to continue our leadership role in Hennepin County providing information, research, and guidance to school districts in the ALC re-design effort. We have learned that as many as 50% of our ALC students have mental and chemical health conditions, special education needs, juvenile corrections involvement, and truancy concerns. Additionally, we have witnessed an increase in aggressive and assaultive behavior, particularly at NECA.

By approving this fund transfer, I will direct administration to hire four behavior aides in the two ALC sites and some part time licensed staff in order to maintain lower class sizes at the two ALC programs.

INTERMEDIATE DISTRICT 287 ORIGINAL BUDGET 2013-2014

	Projected BEGINNING FUND BALANCE 7/1/2013 *	REVENUE FY14 ORIGINAL BUDGET		EXPENDITURES FY 14 ORIGINAL BUDGET		FUND BAL. 6/30/2014	Sep & Sev FY 13 Budgeted Transfer	Requested Transfer	FY 14 PROJECTED Adjusted FUND BALANCE	Percent Fund Bal to Total Exp
GENERAL FUND UNASSIGNED (FORMERLY UNRESERVED - UNDESIGNATED)										
DISTRICTWIDE ADMIN / OPS	$ 112,629	$ 16,101,612		$ 16,028,529		$ 185,712	$ (132,000)		$ 53,712	(1)
ALC / ACADEMIC EDUCATION		$ 9,041,641		$ 9,037,204		$ 4,437	$ (163,720)	$ 200,000	$ 40,717	(2)
CAREER AND TECH	$ (17,055)	$ 1,481,933		$ 1,424,878		$ 40,000	$ (40,000)		$ -	(3)
SPECIAL EDUCATION	$ 5,730,358	$ 47,609,678		$ 46,647,012		$ 6,693,024	$ (996,280)	$ (200,000)	$ 5,496,744	(3)
TOTAL UNASSIGNED	**$ 5,825,932**	**$ 74,234,864**		**$ 73,137,623**		**$ 6,923,173**	**$ (1,332,000)**	**$ -**	**$ 5,591,173**	**7.6%**
GENERAL FUND ASSIGNED (FORMERLY UNRESERVED - DESIGNATED)										
Property Account	$ 771,861			$ 725,000		$ 46,861			$ 46,861	
Separation / Severance	$ 4,249,794			$ 1,332,000		$ 2,917,794	$ 1,332,000		$ 4,249,794	
Student Clubs	$ 32,217	$ 27,200		$ 27,200		$ 32,217			$ 32,217	
North Education Center	$ -					$ -			$ -	
Health Partners Rebate	$ 28,049					$ 28,049			$ 28,049	
Transportation Vehicle Dep.	$ 45,855			$ 45,000		$ 855			$ 855	
MDE Tuition Appeal/MA Reserve	$ 296,897					$ 296,897			$ 296,897	(4)
TOTAL ASSIGNED	**$ 5,424,673**	**$ 27,200**		**$ 2,129,200**		**$ 3,322,673**	**$ 1,332,000**	**$ -**	**$ 4,654,673**	
GENERAL FUND RESTRICTED (FORMERLY RESERVED)										
for HEALTH & SAFETY	**$ 1,236**	**$ 198,474**		**$ 198,474**		$ 1,236			$ 1,236	
for SAFE SCHOOLS	**$ 217,490**	**$ 1,079,969**		**$ 1,255,530**		$ 41,929			$ 41,929	
for COMPENSATORY	**$ 129,108**	**$ 1,595,983**		**$ 1,656,720**		$ 68,371			$ 68,371	
TOTAL RESTRICTED	**$ 347,834**	**$ 2,874,426**		**$ 3,110,724**		**$ 111,536**	**$ -**	**$ -**	**$ 111,536**	
TOTAL GENERAL FUND	**$ 11,598,439**	**$ 77,136,490**	**$ -**	**$ 78,377,547**	**$ -**	**$ 10,357,382**	**$ -**	**$ -**	**$ 10,357,382**	
NONMAJOR FUNDS										
Food Service(02)		$ 630,651		$ 630,651		$ -			$ -	(5)
Community Services(04)		$ 173,733		$ 173,733		$ -			$ -	(6)
Building Fund (06)		$ -		$ -		$ -			$ -	
Debt Service (07)	$ 2,528,028	$ 5,258,861		$ 3,965,332		$ 3,821,557			$ 3,821,557	(7)
Trust (Flex Account)(08)	$ 15,416	$ 536,643		$ 536,643		$ 15,416			$ 15,416	
Scholarship Fund(10)	$ 96,949			$ 9,000		$ 87,949			$ 87,949	
Internal Service Fund(20)	$ 305,538	$ 457,010		$ 457,010		$ 305,538			$ 305,538	
TOTAL NONMAJOR FUNDS	**$ 2,945,931**	**$ 7,056,898**		**$ 5,772,369**		**$ 4,230,460**	**$ -**	**$ -**	**$ 4,230,460**	
TOTAL ALL FUNDS	**$ 14,544,370**	**$ 84,193,388**		**$ 84,149,916**		**$ 14,587,842**	**$ -**	**$ -**	**$ 14,587,842**	

ORIGINAL BUDGET	**Date**
Recommended Board Approval	6/27/2013

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

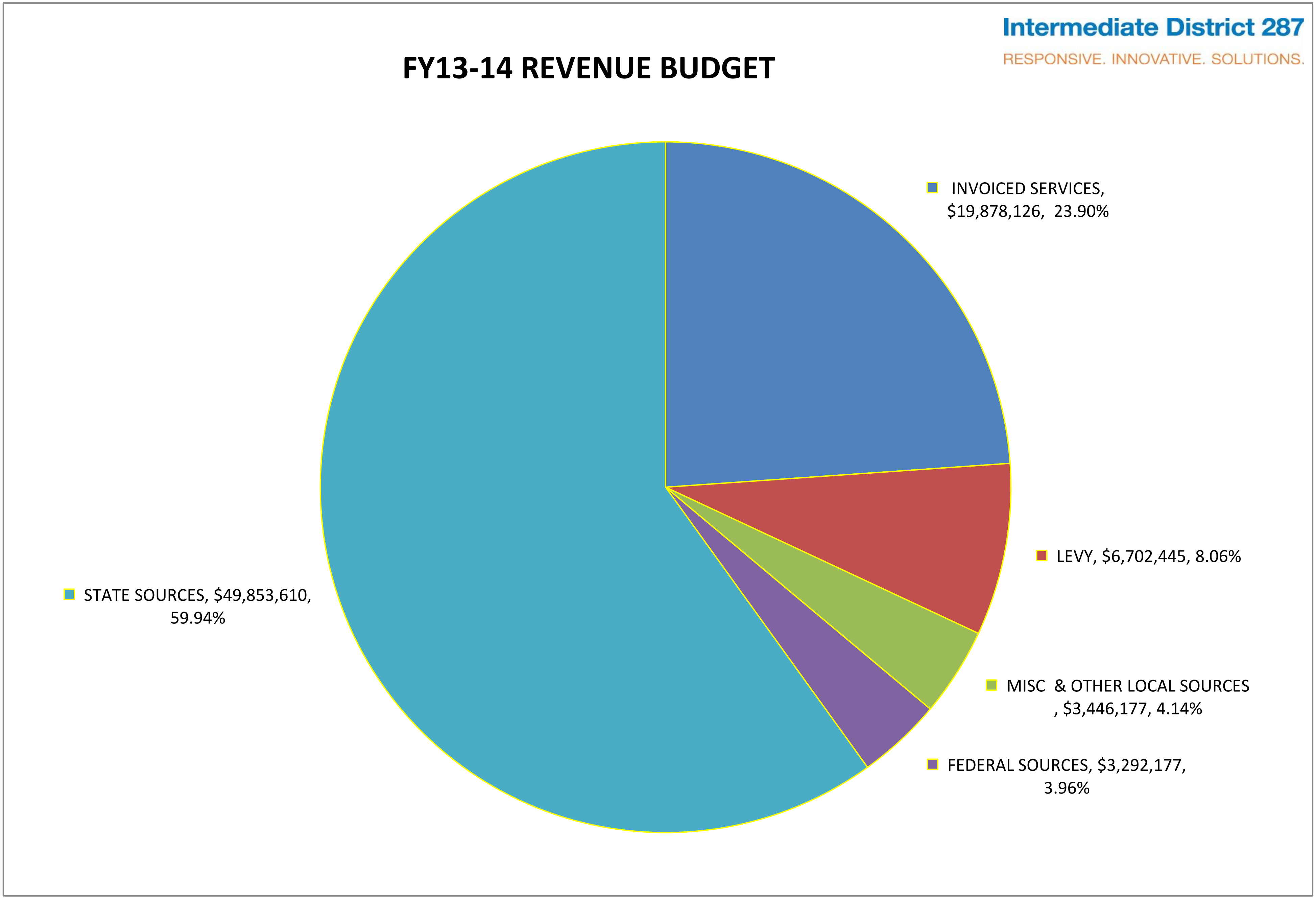
Recommended Board Approval

06/27/13

Notes: FY14 Original Budget Summary

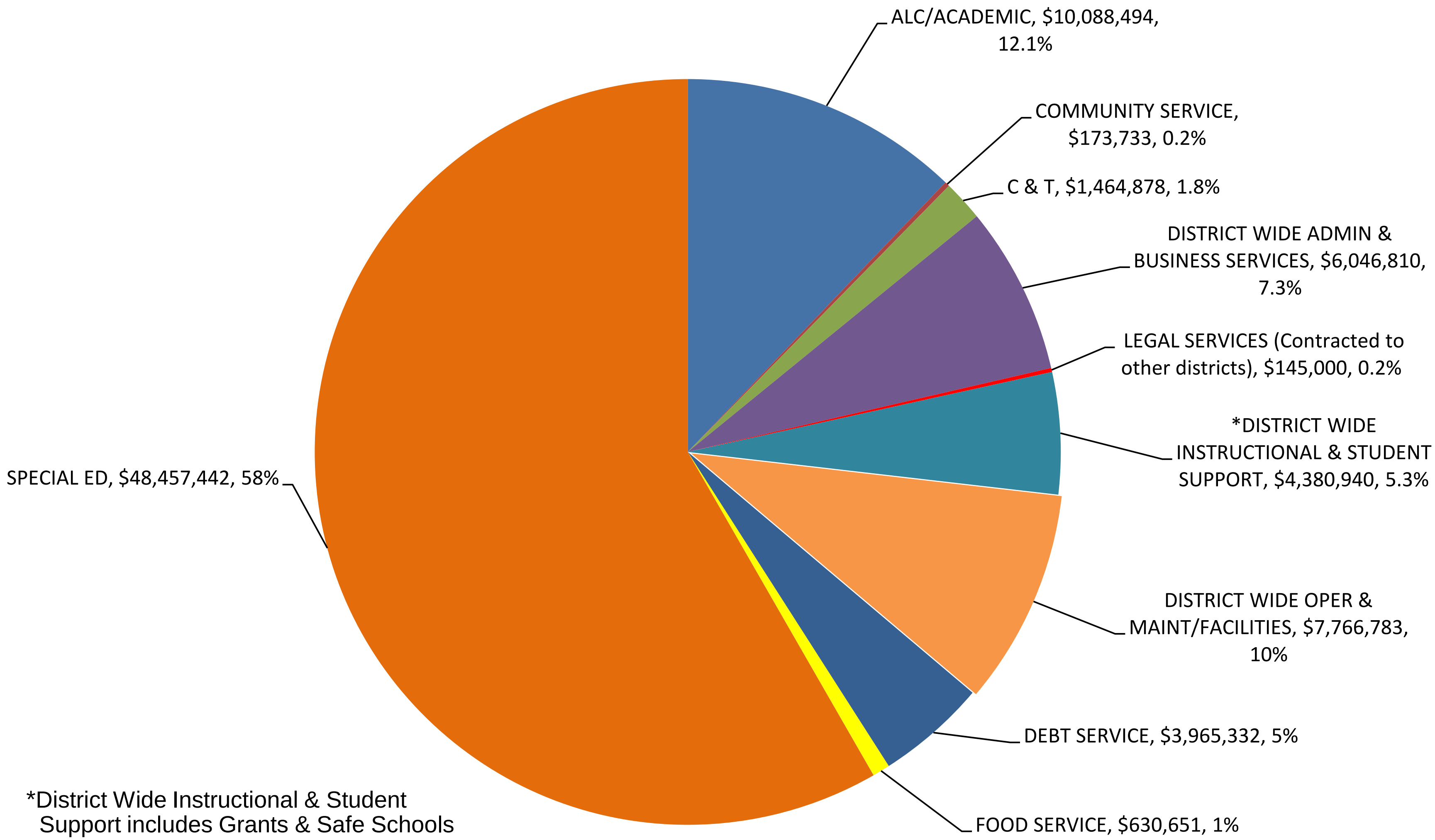
*Projected beginning fund balances reflect numbers presented with the FY13 revised budget with the exception of District-wide Admin, ALC Academic, Trust, Scholarship and Internal Service funds. District-wide Admin was reduced to reflect an adjustment to E-rate revenue and ALC Academic was changed to reflect lower revenue due to ADM numbers not meeting plan. Trust, Scholarship and Internal Service funds were added to the spreadsheet and beginning balances reflect FY12 ending fund balances.

1. Core fee has been budgeted in FY14 at $11.50 per AMCPU which is consistent with FY12 & FY13.
2. ALC/Academic - Projecting a budget deficit due to increase programing and restricted revenue sources. Enrollment will be monitored throughout the year to determine if planning numbers are met.
3. Career & Tech and Special Education are projecting a balanced budget.
4. The MDE Tuition Appeal/MA reserve will be used to offset any potential loss of revenue in those two areas.
5. Food Service - We have budgeted a transfer of $343,446 from general fund to offset the estimated deficit in Food Service. Fund balances above reflect this transfer.
6. Community Services (Conference Center) - We have budgeted a transfer of $64,733 from general fund to offset the estimated deficit in Community Services. Reductions were made in the FY14 Conference Center budget to reduce the general fund transfer. Fund balances above reflect this transfer.
7. Debt Service fund balance is projected to increase sinking fund; this fund balance is restricted and will be used to pay off the debt for North Education Center.


Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.
FY13-14 REVENUE BUDGET
INVOICED SERVICES, $19,878,126, 23.90%
LEVY, $6,702,445, 8.06%
MISC & OTHER LOCAL SOURCES , $3,446,177, 4.14%
FEDERAL SOURCES, $3,292,177, 3.96%
STATE SOURCES, $49,853,610, 59.94%

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

FY13-14 Expenditure Budget



*District Wide Instructional & Student Support includes Grants & Safe Schools

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: June 27, 2013

TO: Sandy Lewandowski, Superintendent of Schools

FROM: Mae Hawkins, Director of Finance

RE: What the Board Needs to Know About the Financial Impact of the 2013 Legislative Changes

For the 2013-14 School Year:

- Increase of 1.5% in the general formula and other revenues linked to the general formula, including comp. ed.
- Increase in revenue for Career and Technical classes – state aid for 2013-14
- Regular Special Education Aid remains in place with 4.6% growth in statute
- New Cross Subsidy Reduction Aid for member districts – approx. $20 per ADM served
- Changes in the Excess Cost Aid Calculation will allow member districts to calculate this revenue with greater accuracy.
- State School Lunch Aid increased from 12 cents to 12.5 cents per meal.

For the 2014-15 School Year:

- Increase of 1.5% in the general formula and other revenues linked to the general formula, including comp. ed.
- Pupil weighting changes will impact ALC program – as this program is a secondary program only the full 1.5% increase is not realized when the weighting changes from 1.3 to 1.2.
- Revenues changed to offset the impact of the pupil weighting changes.
- Changes in what is included in general education revenue will impact the ALC program whose bills per statute are based on general education revenue.
- More $ for Career & Technical education – funds 35% of approved program expenditures
- Regular Special Education Aid remains in place with 4.6% growth in statute
- Cross Subsidy Reduction Aid for member districts continues and increases to approx. $48 per ADM served

Starting in the 2015-16 School Year:

- New Special Education Funding Formulas go into effect
- Special Education Aid is paid directly to the Intermediate Districts. Tuition bills will be reduced to offset the aid paid directly to the intermediate districts.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: June 27, 2013

To: Sandra Lewandowski, Superintendent

From: Thomas Shultz, Director of Facilities

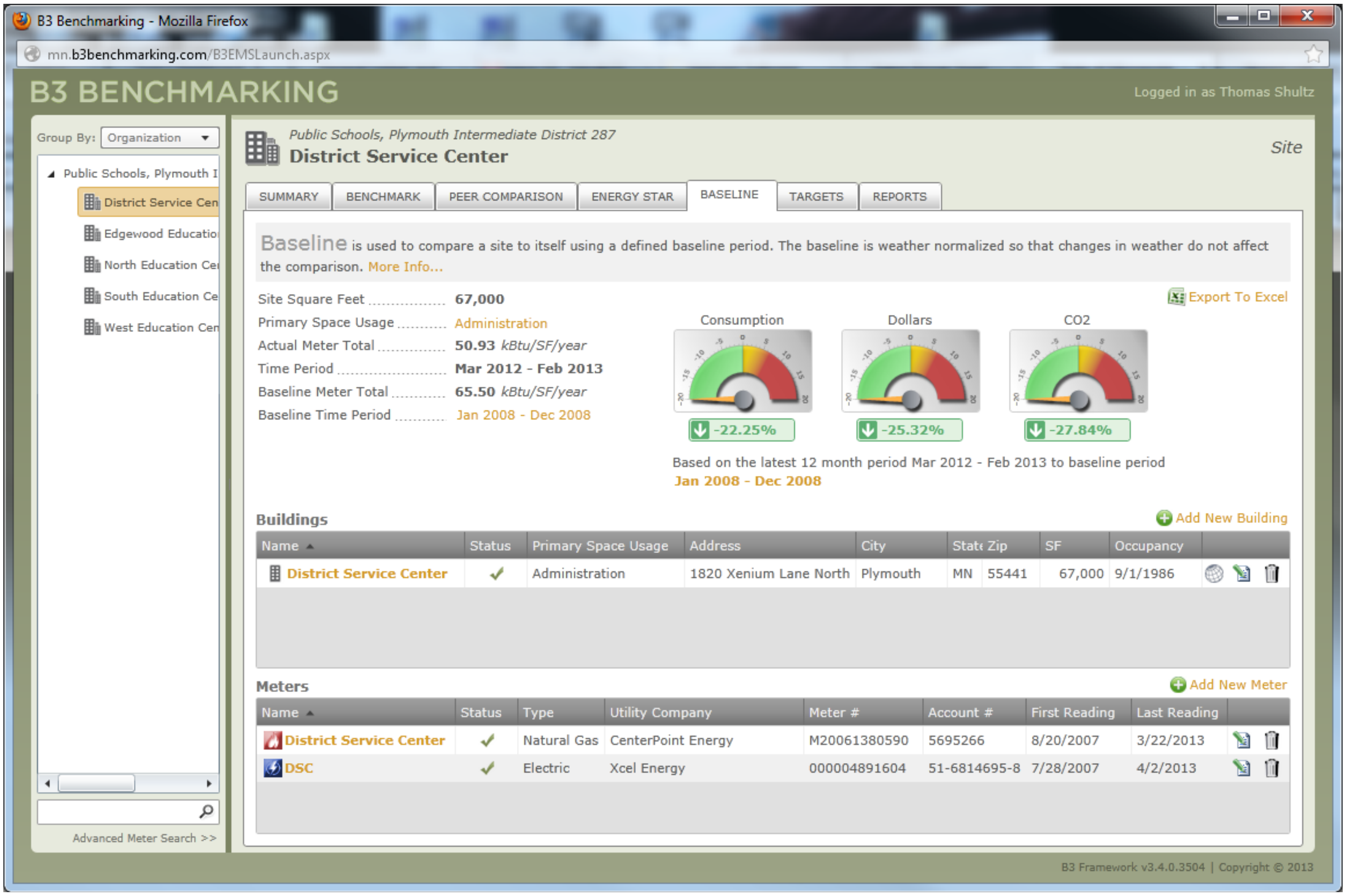
RE: What the Board Needs to Know About the 287 Energy Audit

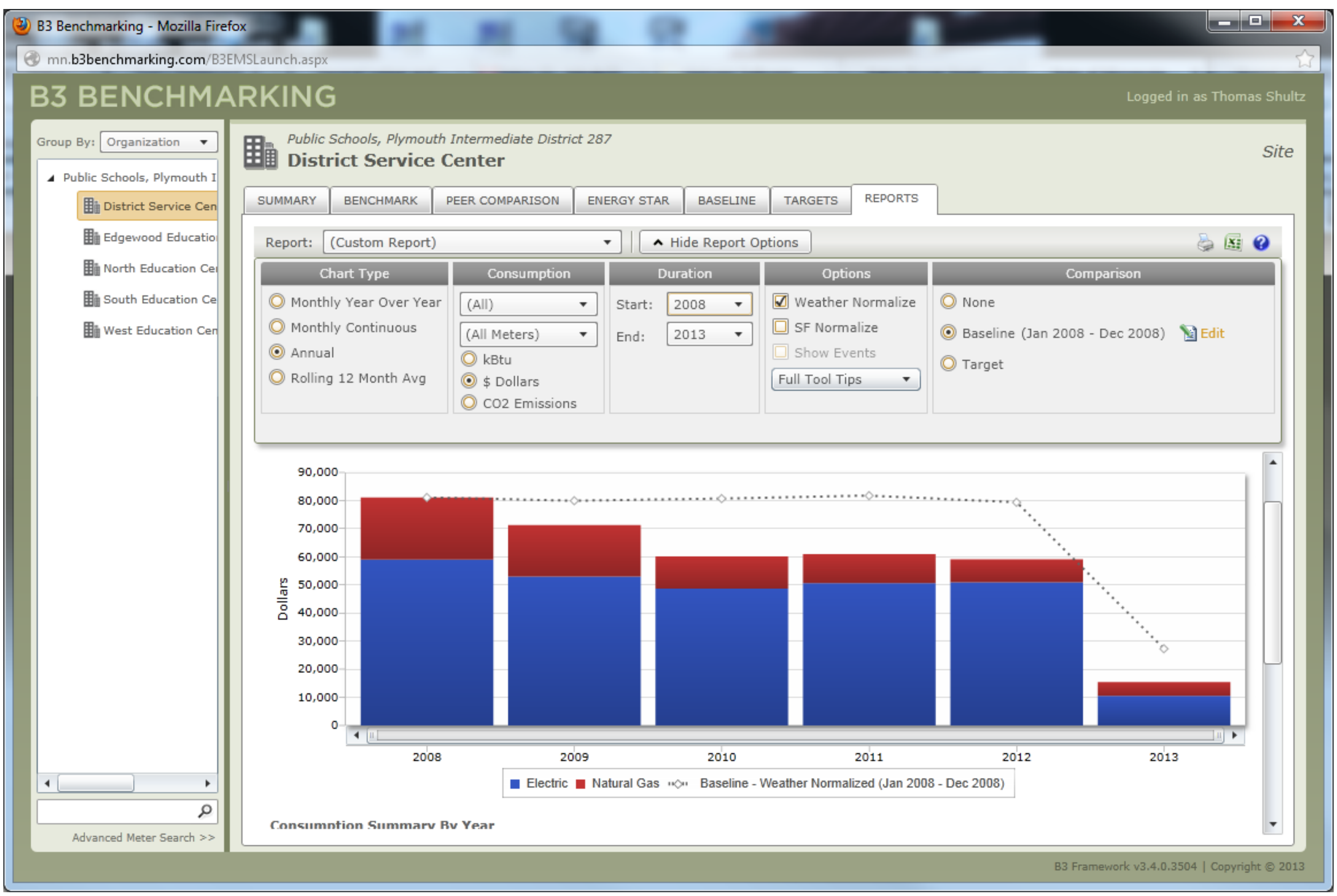
District 287 continues to be diligent in the use of energy in our buildings. Energy enhancements put in place in the recent past are carefully considered for not only minimizing usage and expense but using energy as wisely as possible. Lighting at WEC in the main hallways was changed to LED because of energy savings, but also much less labor time. Previous lighting required replacement annually and the LED system should operate for 10 years without replacement and reduce consumption by 75%. New steam traps at Edgewood Education Center will again not only save energy, but the new valves require much less maintenance over time.

The attached graphs show energy costs and consumption for three sites. They indicate how the improvements have kept energy costs from increasing or have actually reduced our consumption and costs. All of the improvements have a payback period of less than five years, and all have either rebates from the provider, were funded by grants from the State of Minnesota, or were so simple and cost effective we couldn't not make the improvements. All data is normalized for differences in weather from year to year.

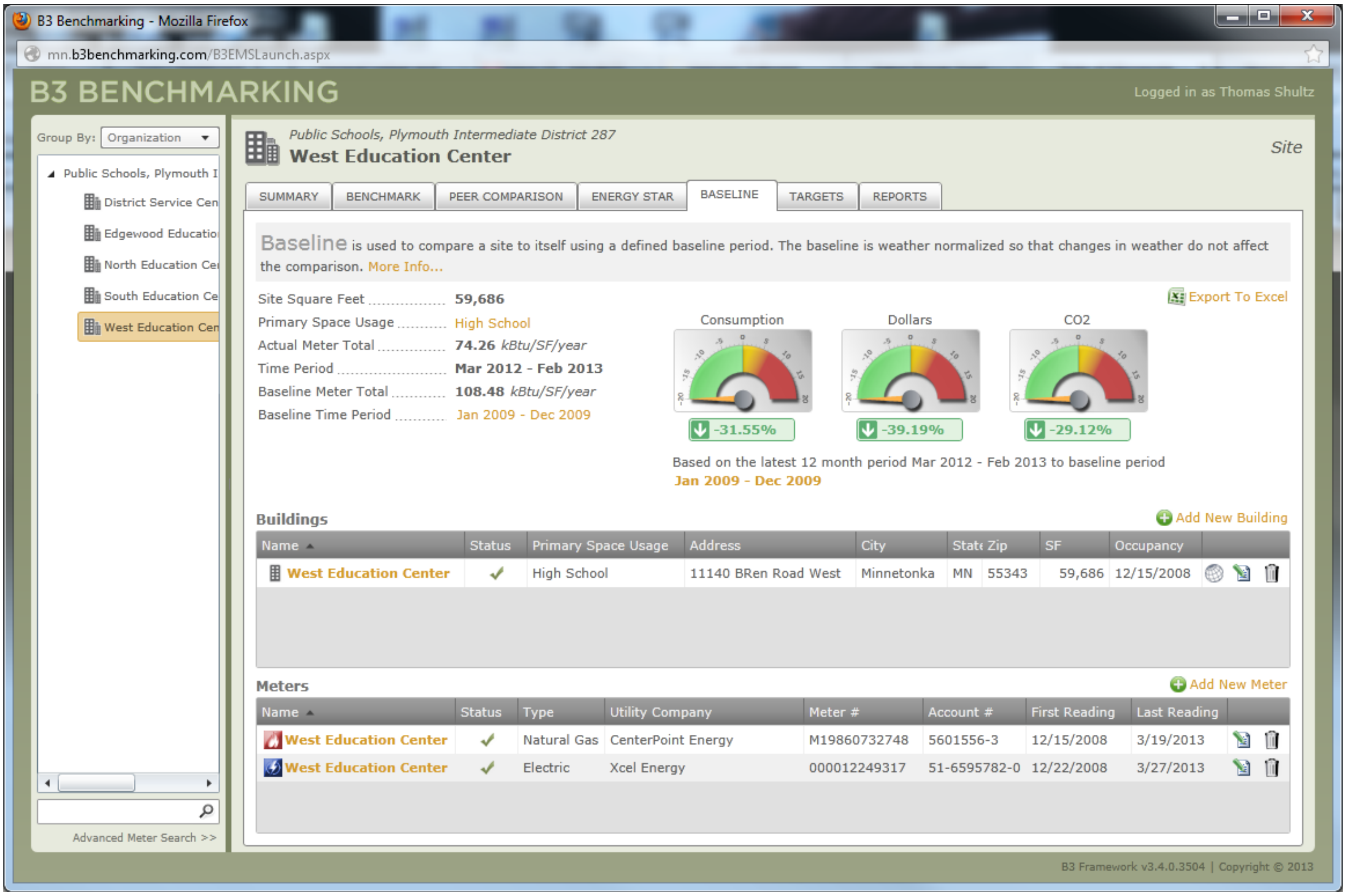
The last portion of information shows the "Energy Star" ratings for our buildings. The two that are highly rated (DSC and EEC) are more than qualified for the designation of being "Energy Starr" Buildings. WEC is not rated high enough for this due to the original design of the building's systems. The SEC rating is low because the building (being total electric with a majority of our electricity supplied by coal fired generators) has high CO^2 emissions. Removing that fact from the formula, the SEC would be rated at 100.

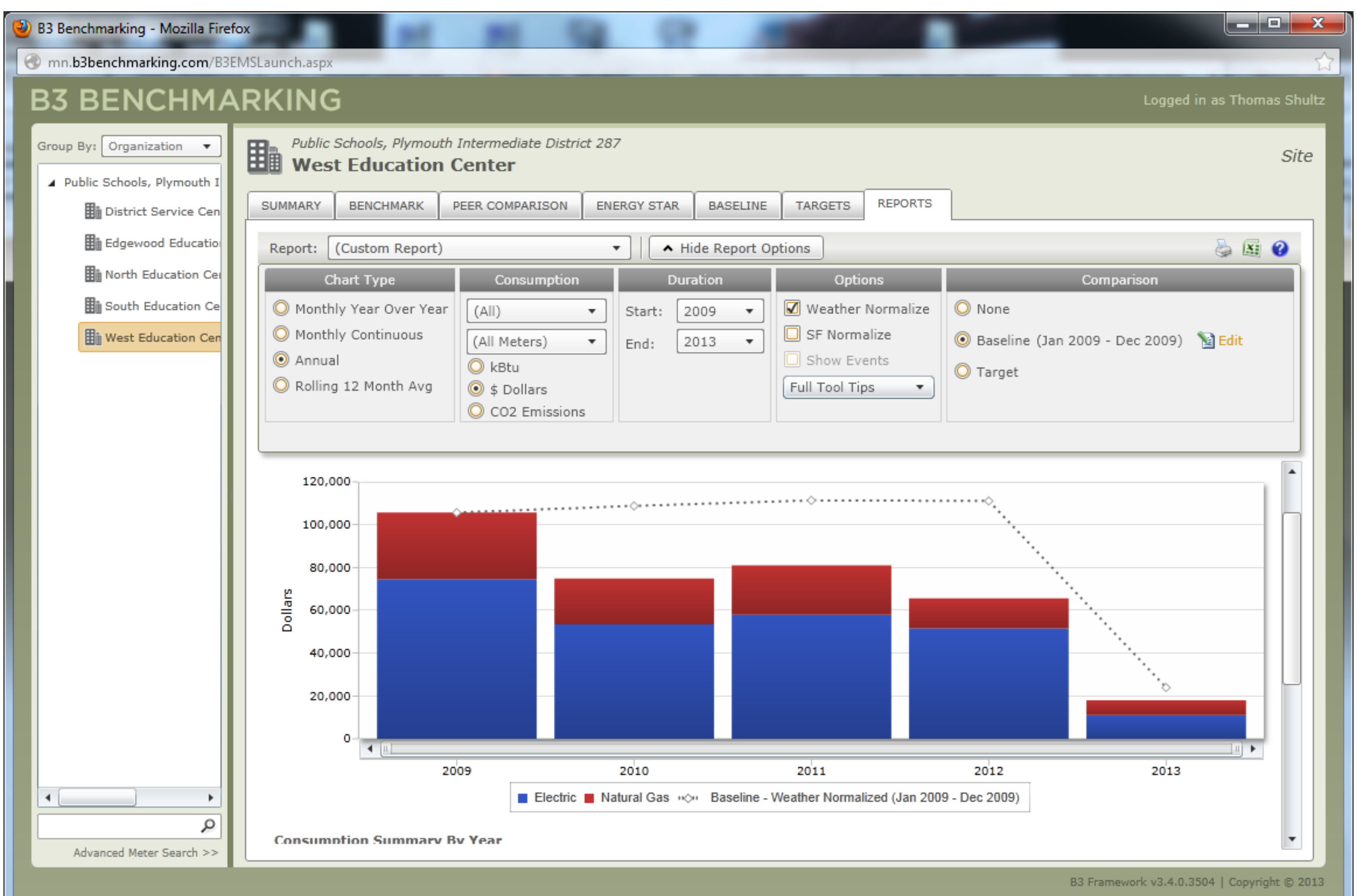
District Service Center



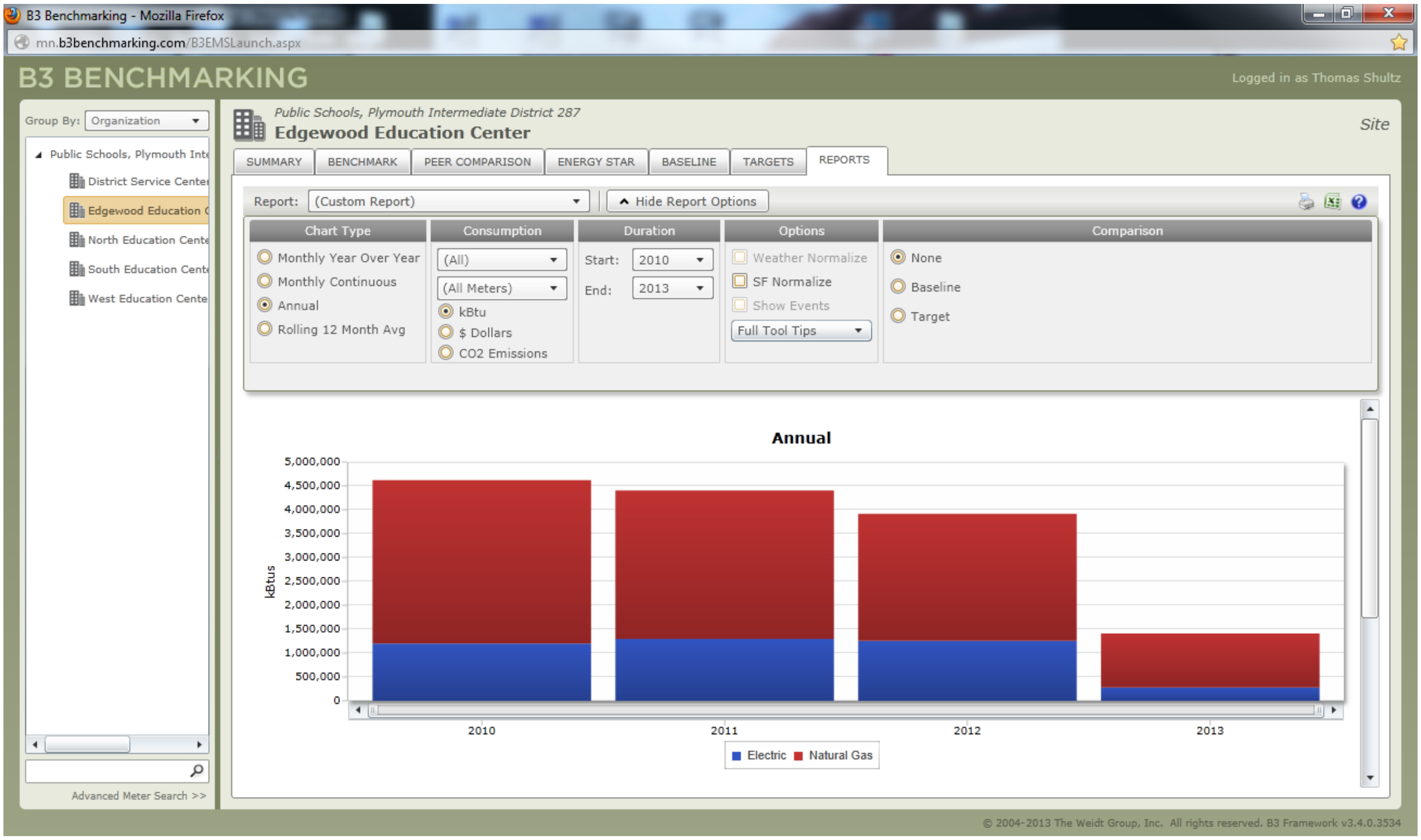


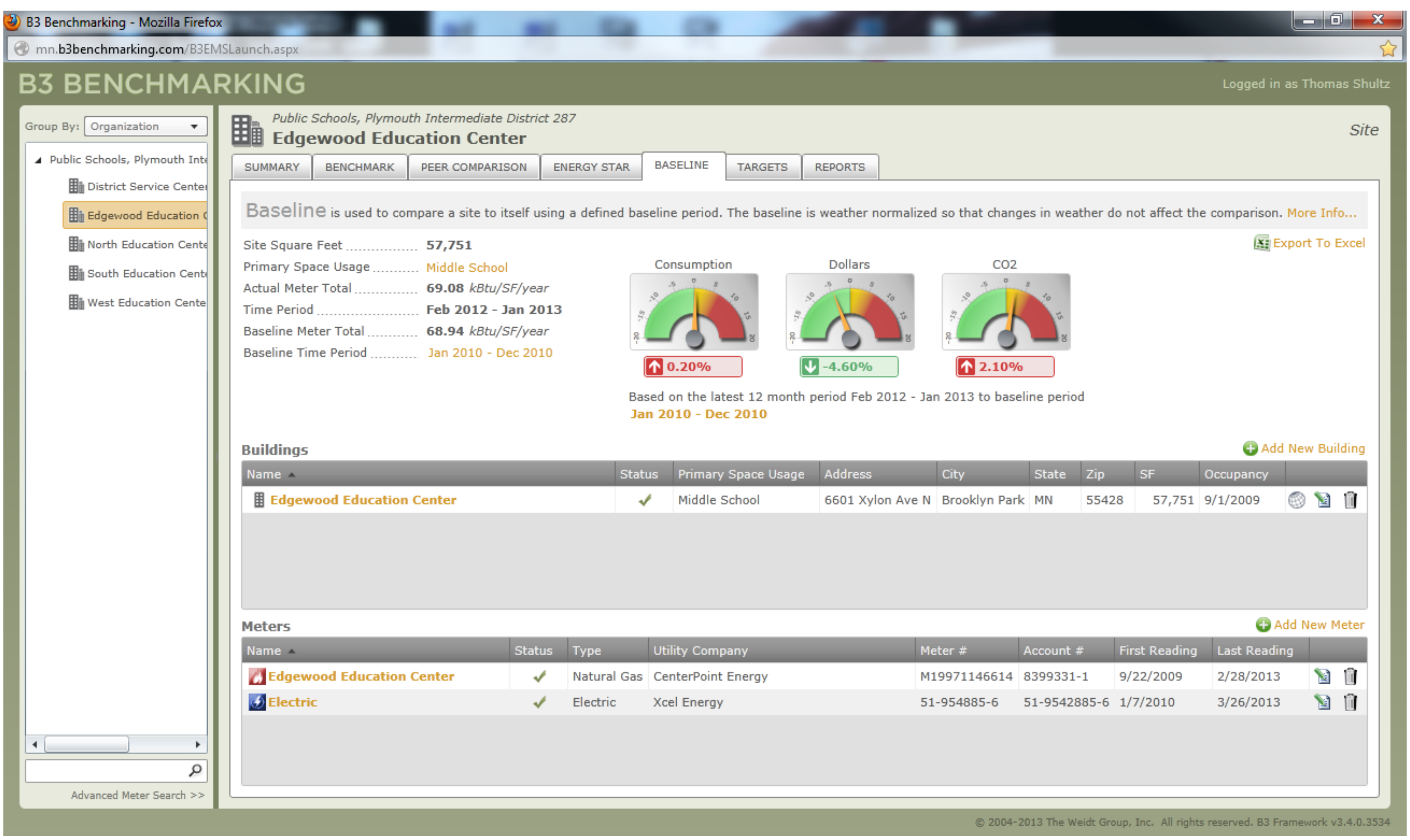
West Education Center



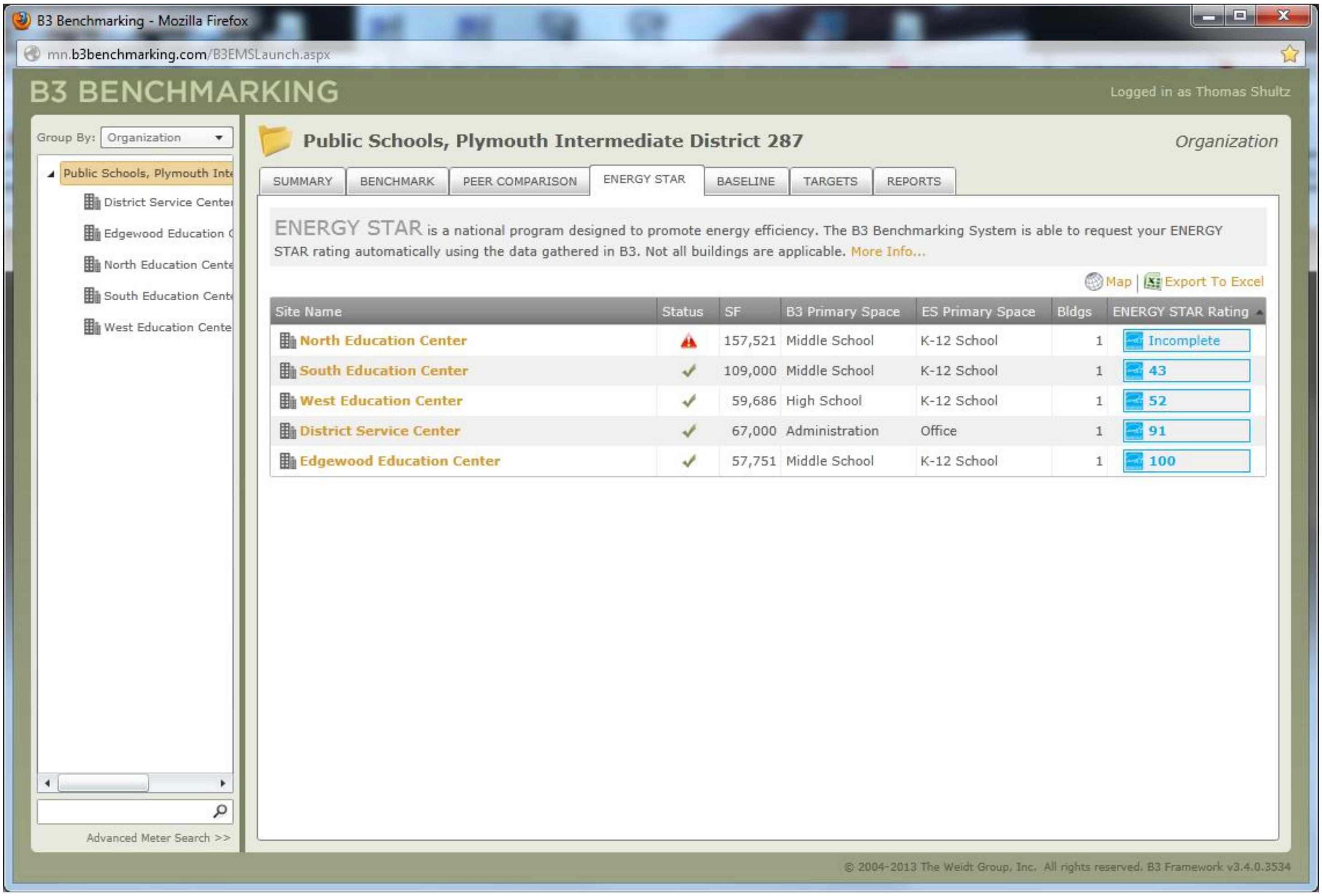


Edgewood Education Center





Energy Star Ratings



Agenda Item: **8**

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 27, 2013

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

ITEM: **Application for Health and Safety Revenue**

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

1. Background Information

MDE Health and Safety Revenue Application Requirements

- Review and approve District Health and Safety Policy and/or and changes to it. There are no changes proposed to existing policy.
- Review and approve estimated projects for FY13, FY14 & FY15 budgets per UFARS finance codes.
- A copy of site OSHA Assessment Results/Findings. Potential citations have been addressed (or will be addressed) prior to next year's assessment. Health & Safety funding is dependent on each district's projects submitted to the MDE.

2. Fiscal Impact/Funding Source: **Funds are budgeted but reimbursed from MDE.**

3. RECOMMENDED ACTION: **Recommendation for Board Approval of a performance criteria** commitment to MDE as presented.

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.

FY 2013, FY 2014, FY 2015

Fiscal Year	Finance Code	Building Name	State Approval	Approved Amount
District 0287	Project Number	Project Description		Proposed Amount
13	347	Districtwide	yes	2500.00
Update	14911	Elevator Inspections DSC (1), SEC(2), NWTC (1), Shady Oak (1), NEC (2)		0.00
13	347	DIstrict-wide	yes	500.00
Update	14912	PPE Classroom Equipment -Industrial Arts		0.00
13	347	Districtwide	yes	1000.00
Update	14913	PPE Classroom Equipment - Science		0.00
13	347	Districtwide	yes	6000.00
Update	14914	PPE Supplies, Disposable gloves, clothes, pads, masks, chemical storage, transfer belts, reflector vest, etc.		0.00
13	347	Edgewood Education Center	yes	25000.00
Update	20949	Playground Repairs (INFO ON-FILE)		0.00
13	347	West Education Center and NWTC	yes	7500.00
Update	20950	Machine Guarding Hazard Abatement (INFO ON-FILE)		0.00
13	349	Districtwide	yes	2000.00
Update	14915	Hazardous Waste Management		0.00
13	352	District-wide	yes	2500.00
Update	14916	IAQ Management (TOOLS 4 SCHOOLS)		0.00
13	352	Districtwide	yes	28000.00
Update	14917	Management Asst Program Consultant Contract (IEA)		0.00
13	352	Districtwide	yes	1500.00
Update	14918	Fees for Service (Hep A&B)		0.00
13	352	District-wide	yes	1500.00
Update	14919	RTK and BBP Training		0.00
13	352	District-wide	yes	12000.00
Update	14920	Admin Staff Salary (H&S coordinator’s salary 0.15 FTE)		0.00
13	352	Districtwide	yes	4000.00
Update	14921	Support Staff Salary (H&S coordinator’s secretary 0.15 FTE)		0.00
13	352	Districtwide	yes	3700.00
Update	14922	Employee Benefits- Staff Salaries(.15 FTE, H&S coordinator, support staff)		0.00
13	352	All Sites	yes	3000.00
Update	20947	IAQ Survey and Air Testing (MOVED TO 352)		0.00
13	352	Districtwide	yes	3000.00
Update	20948	IAQ Survey and Assessment (MOVED TO 352 - TOOLS FOR SCHOOLS PRJT MNGT/IMPLEMENTATION		0.00
13	358	Edgewood Education Center	yes	1500.00
Update	14923	Asbestos Management (this is for 6 month periodic update inspections, only site with ACM)		0.00
13	358	Edgewood Education Center	yes	35000.00
Update	20946	Phased ACM floor tile removal (6 classrooms, 5000 sq. ft.) est.		0.00
13	363	Districtwide	yes	4500.00

Update	14924	Three-Year Fire Inspection, Fire Extinguishers, Fire Alarm Systems		0.00
14	347	Districtwide	yes	3000.00
Update	23711	Elevator Inspections DSC (1), SEC (2), NWTC (1), Shady Oak (1), NEC (2)		0.00
14	347	Districtwide	yes	500.00
Update	23712	PPE Classroom Equipment - Industrial Arts		0.00
14	347	Districtwide	yes	1000.00
Update	23713	PPE Classroom Equipment - Science		0.00
14	347	Districtwide	yes	6000.00
Update	23714	PPE Supplies, Disposable gloves, protective clothing, pads, masks, chemical storage, transfer belts, reflector vest, etc		0.00
14	347	North Education Center	...	0.00
Update	GEN.	Kiln Ventilation for Art Room		6785.00
14	349	Districtwide	yes	2000.00
Update	23715	Hazardous Waste Management		0.00
14	352	Districtwide	yes	3000.00
Update	23716	IAQ Management (TOOLS 4 Schools)		0.00
14	352	Districtwide	yes	30000.00
Update	23717	Management Asst Program (IEA)		0.00
14	352	Districtwide	yes	1000.00
Update	23718	Fees for Service (Hep A&B)		0.00
14	352	Districtwide	yes	1500.00
Update	23719	RTK, BBP and other safety training		0.00
14	352	Districtwide	yes	20000.00
Update	23720	Admin Staff Salary (H&S Coordinator salary 0.15 FTE)		0.00
14	352	Districtwide	yes	8000.00
Update	23721	Support Staff Salary (H&S Coordinator Admin Asst 0.15)		0.00
14	352	Districtwide	...	0.00
Update	GEN.	H&S Coordinator		50000.00
14	358	Edgewood Education Center	yes	1500.00
Update	23722	Asbestos Management (this is for 6 month periodic update inspections, only site with ACM)		0.00
14	358	Edgewood Education Center	yes	35000.00
Update	23723	2nd phase of ACM floor tile removal (six classrooms, 5,000 sq. ft.)		0.00
14	363	District-wide	yes	4500.00
Update	23724	Three Year Fire inspection, Fire Extinguishers, Fire Alarm Systems		0.00
15	347	Districtwide	yes	2000.00
Update	GEN.	Elevator Inspections DSC (1), SEC (2), NWTC (1), NEC (2)		0.00
15	347	Districtwide	yes	500.00
Update	GEN.	PPE Classroom - Industrial Arts		0.00
15	347	Districtwide	yes	500.00
Update	GEN.	PPE - Classroom Equipment - Science		0.00
15	347	Districtwide	yes	6000.00
Update	GEN.	PPE Supplies - Disposable gloves, protective clothing, pads, masks, transfer belts, reflector vests, etc.		0.00

15	349	Districtwide	yes	2000.00
Update	GEN.	Hazardous Waste Management		0.00
15	352	Districtwide	yes	2000.00
Update	GEN.	IAQ Management (TOOLS 4 Schools)		0.00
15	352	Districtwide	yes	25000.00
Update	GEN.	Management Asst (IEA)		0.00
15	352	Districtwide	yes	500.00
Update	GEN.	Fees for Service (Hep A&B)		0.00
15	352	District-wide	yes	1500.00
Update	GEN.	RTK, PBB and other safety training		0.00
15	352	Districtwide	yes	20000.00
Update	GEN.	Admin Staff Salary (H&S Coordinator salary .15 FTE)		0.00
15	352	Districtwide	yes	8000.00
Update	GEN.	Support Staff Salary (H&S Coordinator Admin Asst 0.15)		0.00
15	352	District-wide	...	0.00
Update	GEN.	H&S Coordinator		50000.00
15	358	Edgewood Education Center	yes	1500.00
Update	GEN.	Asbestos Management (6 month periodic inspections, only site with ACM)		0.00
15	358	Edgewood Education Center	yes	35000.00
Update	GEN.	3rd Phase of ACM Floor tile removal (6 classrooms, 5,000 sq. ft.)		0.00
15	363	Districtwide	yes	4500.00
Update	GEN.	Three Year Fire Inspection		0.00

DISTRICT POLICY

POLICY SERIES: Facilities
SUBJECT: Facilities Goals
BOARD APPROVED: May 2012
REVISION DATE:

FAC100 Goals

I. PURPOSE

The purpose of this policy is to ensure that District facilities provide physical environments that are conducive to learning, teaching, and providing services to member districts.

II. GENERAL STATEMENT OF POLICY

District buildings and grounds shall be maintained in safe, clean, and good condition. District facilities shall be comparable to those available in member districts, except in cases where District facilities are designed to offer unique programs or services. District-owned facilities are intended to serve the needs of its member districts and should be used on a year-round basis whenever such use does not interfere with school purposes.

III. FACILITIES GOALS

In the District's facilities use, management and planning, the Board seeks to accomplish the following goals:

A. Maintain safe and secure buildings and grounds;
B. Ensure accessibility for persons with disabilities;
C. Provide for the design, construction and remodeling of buildings to achieve maximum conservation of energy and minimum maintenance costs;
D. Encourage community and year-round use of District facilities;
E. Use tax dollars responsibly, efficiently and economically;
F. Create learning and working environments that are specifically designed to meet the needs of member districts for programming, staff support and student services; and
G. Promote practices that protect the health and safety of its employees, consistent with health, safety and environmental regulations and industry standards, including indoor air quality management.

IV. IMPLEMENTATION

The Superintendent has general responsibility for the care, custody and safekeeping of all District buildings and grounds. In addition, the Superintendent is responsible for identifying the District's facility needs, evaluating existing facilities and developing a long-range plan for meeting the District's facility needs. The Superintendent shall establish and implement procedures to meet the Board's facilities goals.

Legal References:
Minn. Stat. § 123B.51 (Schoolhouses & Sites; Uses for School and Nonschool Purposes)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.57 (Health and Safety)
Minn. Stat. Ch. 182 (Minnesota Occupational Health and Safety Act)
29 C.F.R. Ch. 1910 (OSHA Standards)

Cross References:
Facilities Usage Procedure
ERR500 Employee Right to Know Policy
SRR ___ Use of Peace Officers & Crisis Teams to Remove Students with IEPs from School Grounds Policy
Safety Committees Procedure
Employee Work-Related Injury/Illness Procedure
Crisis Management Procedure
Emergency Closing Procedure

Agenda Item: 8

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 27, 2013

AGENDA SECTION: **ADMINISTRATIVE SERVICES REPORT**

ITEM: **Resolution for Termination and Non-Renewal of Probationary Non-Licensed Employees**

PRESENTED BY: **Anne Becker, General Counsel/Human Resource Director**

1. **Background Information**

   BE IT RESOLVED by the School Board of Intermediate District 287 that the employment of the following non-licensed employee be terminated between June 27, 2013 and the end of the 2012-2013 year on June 30, 2013.

   BE IT FURTHER RESOLVED, that written notice be sent to said employee regarding his/her termination.

2. **Fiscal Impact/Funding Source**: **None**

3. **RECOMMENDED ACTION:** **The approval of the Resolution for Termination and Non-Renewal of Probationary Non-Licensed Employees as presented.**

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.

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF

PROBATIONARY NON-LICENSED EMPLOYEES

BE IT RESOLVED by the School Board of Intermediate District 287 that the employment of the following non-licensed employee be terminated between June 27, 2013 and the end of the 2012-2013 year on June 30, 2013.

BE IT FURTHER RESOLVED, that written notice be sent to said employee regarding his/her termination.

NAME	POSITION	DATE OF EMPLOYMENT
Meghan Andryski	Education Assistant	September 19, 2011
Jarrette Fellows	Education Assistant	October 2, 2012
Michelle Maurer	Education Assistant	April 8, 2013
Amber Papp	Parent Child Specialist	August 27, 2012

Agenda Item: 8

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 27, 2013

AGENDA SECTION: **ADMINISTRATIVE SERVICES REPORT**

ITEM: **Resolution Pertaining to Elimination of Positions within School Service Employees International Union, SEIU Local 284**

PRESENTED BY: **Anne Becker, General Counsel/Human Resource Director**

1. **Background Information**

BE IT RESOLVED by the School Board of Intermediate District 287 that the following positions be eliminated at the end of the 2012-2013 year on June 30, 2013.

BE IT FURTHER RESOLVED, that written notice be sent to said employee regarding her termination/layoff/reassignment as appropriate.

2. **Fiscal Impact/Funding Source**: **None**

3. **RECOMMENDED ACTION:** **The approval of the Resolution Pertaining to Elimination of Positions within School Service Employees International Union, SEIU Local 284 as presented.**

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.

RESOLUTION PERTAINING TO ELIMINATION OF POSITIONS WITHIN

SCHOOL SERVICE EMPLOYEES INTERNATIONAL UNION, SEIU LOCAL 284

BE IT RESOLVED by the School Board of Intermediate District 287 that the following positions be eliminated at the end of the 2012-2013 year on June 30, 2013.

BE IT FURTHER RESOLVED, that written notice be sent to said employee regarding her termination/layoff/reassignment as appropriate.

GRADE III CLERICAL POSITION	**NAME**
Area Learning Center Support at District Service Center	Debbie Cantin
Receptionist at North Education Center	MaRaye Mickey-Brocks
Conference Center Support at District Service Center	Myroslava Moseychuk
Clerical Support/SIS at Edgewood Education Center	Risheka Remus
Receptionist at District Service Center	Marjorie Krohnfeldt
Receptionist at West Education Center	Michelle Engelby-Ruzicka
Student Information Systems at District Service Center	Lori Gross
Student Information Systems at District Service Center	Jody Nummela
Student Information Systems at District Service Center	Leslie Olson
Vocational Department Support at Eden Prairie Campus	Joyce Wilson

Agenda Item: 9

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 27, 2013

AGENDA SECTION: **BOARD BUSINESS**

ITEM: **9.21.1 Annual Organizational Memberships**

PRESENTED BY: **Chair Bremer**

1. **Background Information**

   Renewal of institutional memberships and dues in Association of Educational Services Agencies Minnesota Membership (AESA), Association of Metropolitan School Districts (AMSD), Educational Cooperative Services Unit (ECSU), Minnesota School Board Organization (MSBA), National School Boards Association (NSBA), Technology & Informational Educational Services (TIES), and Twin West Chamber of Commerce.

2. **Fiscal Impact/Funding Source**: **Superintendent/Board Budget**

3. **RECOMMENDED ACTION:** **The Board approve the continuation of memberships in various educational programs as presented.**

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.

ANNUAL ORGANIZATIONAL MEMBERSHIPS

It is recommended the Board approval the renewals of institutional memberships and dues in the following organizations (some fees are estimated at this time):

Organization – Fees/Dues	**Past Year**	**2013-2014**
AESA - Association of Educational Services Agencies MN Membership	660.00	680.00*
AMSD – Association of Metropolitan School Districts	6,573.00	6,700.00*
ECSU – Educational Cooperative Service Unit	700.00	700.00*
MSBA – Minnesota School Board Organization	8,792.00	9,114.00*
NSBA – National School Boards Association	1,988.00	1,988.00
TIES - Technology & Informational Educational Service	72,828.00	72,828.00*
Twin West Chamber of Commerce	557.00	557.00*

*Estimated amounts as invoice for FY14 have not yet been received.

AMSD
CONNECTIONS
News and Updates from the Association of Metropolitan School Districts

June 2013
vol 10 ◆ no 9

Key AMSD Initiatives Included in Omnibus Education and Tax Bills

The 2013 Minnesota Legislative Session adjourned shortly before midnight on Monday, May 20. The final budget agreement resolved the State's $627 million budget deficit and made important investments in early childhood through post-secondary education.

AMSD's legislative platform called on the Governor and Legislature to recognize that our ability to compete and succeed as a state is directly tied to having a highly educated and skilled workforce. This theme resonated with lawmakers and one of the key messages coming out of the omnibus education finance bill was striving towards creating the world's best workforce. The chart on page 3 summarizes AMSD's platform initiatives and highlights the progress that was made toward those goals.

Continued on page 3

"This year's E-12 bill is one of the most comprehensive education bills in a decade, directing nearly a half-billion dollars toward early learning, all-day Kindergarten, special education and other critical needs. Those investments, coupled with smart policy reforms, will help us close achievement gaps, provide meaningful feedback to parents and teachers, and better meet the needs of students in a way that will improve the quality of education in Minnesota for years to come."
Commissioner Brenda Cassellius, Minnesota Department of Education

AMSD Calendar

June 14, 2013
Executive Committee Meeting, 7:30 a.m., TIES Building, St. Paul

July 12, 2013
Executive Committee Meeting, 7:30 a.m., TIES Building, St. Paul

August 9, 2013
Board of Directors Meeting, 7:00 a.m., TIES Building, St. Paul

August 23, 2013
Executive/Legislative Committee Meeting, 7:30 a.m., TIES Building, St. Paul

From the Chair

A big "thank you" to all of the AMSD board members, staff, parents and concerned citizens who took time to advocate for our schools and our students during the 2013 Legislative Session. As the research article in this month's newsletter demonstrates, your efforts paid off with several key AMSD platform initiatives being adopted. Funding for full-day Kindergarten, establishing a location equity levy and continuing a reformed integration revenue program were among the AMSD priorities adopted. In addition, several of our important policy priorities were included in the omnibus education bill, such as reforming the assessment and accountability system and providing greater flexibility with teacher licensure to ensure that we are able to attract and retain high quality teachers.

Whether you personally met with legislators, attended AMSD's Day at the Capitol event, testified before a legislative committee hearing or sent an email, your time and effort made a difference. Of course, we all know that much work remains. Addressing the massive special education cross-subsidy, meeting the needs of our students with mental health challenges and addressing critical deferred maintenance and facilities needs still must be addressed. In the short-term, however, I encourage you to thank state policymakers for their work this session and for the positive outcome for our schools and our students.

George Kimball, school board member from White Bear Lake Public Schools, is chair of AMSD.

AMSD's Mission

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

AMSD
Association of Metropolitan School Districts

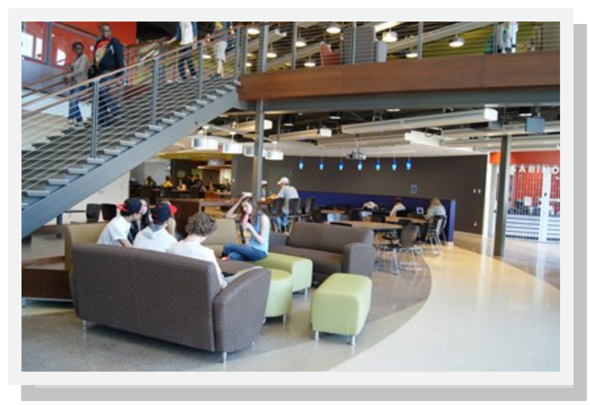
Bloomington Public Schools to launch innovative gifted program

Bloomington Public Schools will unveil a first-of-its-kind high school program for profoundly gifted students in 2014. Dimensions Academy, the district's internationally recognized program for profoundly gifted students in grades 4-8 is expected to expand to the high school level for the 2014-15 school year.

Dimensions Academy High School is designed for freshmen and sophomore students ready to tackle college-level courses prior to their eligibility to complete Post-Secondary Enrollment Options (PSEO) in grades 11-12. The new high school program is a joint venture between Bloomington Public Schools and Normandale Community College. It is designed to accelerate profoundly gifted students into college level courses in Science, Technology, Engineering and Math (STEM).

Qualified students must have high scores on their academic and standardized testing, high GPA scores in middle school and letters of recommendation from educational professionals. Students will attend two course hours each day at the Normandale Community College campus before returning to their respective high school – Jefferson or Kennedy – to complete the remaining four periods of the school day.

The district will provide transportation to and from the campus. Classes will be held in a newly-designed private wing of the college, independent from the rest of the campus.



Students will have completed up to 35 semester credits after two years in the Dimensions Academy High School program. Students will then be eligible to enroll in Post-Secondary Enrollment Options as a junior and senior. Students have the potential to earn up to 60 college credits with the completion of two years in Dimensions Academy High School and two years in PSEO, and potentially earn an Associate in Arts (A.A.) degree in Engineering or other science related fields. Students also receive a Bloomington Public Schools high school diploma.

"Bloomington Public Schools is the first to offer a program of this caliber to high school students in 9th and 10th grade," noted educational consultant and former Gifted and Talented Director Dr. Richard Cash, who was instrumental in developing the program. "Not only is it designed to meet the intellectual needs of profoundly gifted students, but it also gives students an edge on their post-secondary options."

Dimensions Academy High School program leaders and the district's Community Relations staff are developing a marketing plan to recruit resident and non-resident students to be the first class to participate beginning in 2014.

More information about the district's Gifted and Talented programs can be found at www.bloomington.k12.mn.us/academic-student-services/gifted-talented

This month's member feature was submitted by Jaclyn Swords, Marketing and Communications Manager, Bloomington Public Schools.

AMSD Platform Initiatives Adopted

Continued from page 1

AMSD Platform Position	Outcome During 2013 Legislative Session
Strengthen Minnesota's Education Funding System	• Shift repaid under current law and creates a one-time mechanism to use any surplus that accumulates as of June 30, 2013, to repay the shifts. • The location equity levy will be a component of the general education program. • Makes the first $300 of referendum authority school board, rather than voter, approved.
Close the Readiness Gap with Investments in Early Learning	• Funds All-day Kindergarten beginning with the 2014-15 school year. • Increases funding for early learning scholarships to $23 million for FY2014 and $23 million for FY2015. • General Education Revenue can be used to meet needs of three and four-year-olds unless district has a fee-based kindergarten program. • Allows basic skills revenue to be used for kindergarten preparation programs, parent preparation programs as well as voluntary home visits and outreach.
Increase Student Achievement by Fixing Special Education Funding	• Special Education Cross Subsidy Aid of $40 million. • Beginning in 2015, allows a serving school district to recover 90 percent of its unreimbursed special education costs (current law allows the serving district to recover 100 percent of the costs from the resident district) Keeps the 100 percent reimbursement in place for intermediate school districts. • The Department of Education will develop model Individuals with Disabilities Education Act (IDEA) paperwork that would be available free of charge to schools. • Increased funding for school-linked mental health services to $7.434 million for FY 2014 and $9.814 for FY 2015. • Increases safe schools levy by $4 per pupil in 2014 and later. Use of safe schools levy expanded to include enhancements for security, climate or mental health.
Create Integrated and Equitable Learning Environments	• Creates the Achievement and Integration for Minnesota Program. Levy is renewed and new formula is implemented. Commissioner shall review the integration rule and make recommendations to the Legislature by February 15, 2014.
Attract and Retain Effective Teachers and Principals	• Allows the Board of Teaching to issue 2 temporary one-year teaching licenses to a candidate that has not yet passed the skills exam includes non-native English speaking teachers. • Amends teacher evaluation requirements by removing the value-added language and requires state and local measures of student growth that may include value-added models.
Enhance Local Control and Eliminated Unfunded Mandates	• Clarifies condition and circumstances under which school districts may use prone restraint. Prone restraint use allowed until August 1, 2015 (two additional years). • Authorizes a school district, with Commissioner approval, to transfer money between funds unless that transfer would have an impact on state aids or local levies.
Reform the Assessment and Accountability System	• Eliminates the GRAD requirement and aligns the assessment system with college and career readiness standards. Increases transparency, allows for multiple measures and provides for timely results to support instructional and curricular needs.

The E-12 Omnibus bill includes investments in early learning, all-day Kindergarten, special education, the basic formula allowance, restoration of integration revenue and levy, assessment reform and teacher licensure changes. There are also several significant education provisions in the Tax Omnibus bill as noted below.

Key Provisions in Omnibus E-12 Education Finance Bill:

- Pupil Weight changes effective for FY 2015: 1.0 Prekindergarten disabled, 1.0 Prekindergarten, .55 Part-time Kindergarten, 1.0 All-Day Kindergarten, 1.0 Grades 1-6, 1.2 Grades 7-12 and 1.2 PSEO. Fully funds all-day Kindergarten.
- Increases Minnesota's compulsory attendance age from 16 to 17.
- Formula allowance increased 1.5% each year. 2013: $5,224, 2014: $5,302, 2015 and later: $5,806 (adjusted for pupil weight changes).
- Establishes a general education levy on Adjusted Net Tax Capacity. Statewide total raised in FY 2015 =$20 million.
- Increases safe schools levy by $4 per pupil in FY2014 and later. Use of safe schools levy expanded to include enhancements for security, climate or mental health. Does not increase levy for intermediate districts.
- Amends teacher evaluation requirements by removing the value-added language and requires state and local measures of student growth that may include value-added models. Allows districts to use staff development revenue for teacher evaluation. Establishes a grant program for districts to participate in the teacher development and evaluation pilot grant program. $683,000 for FY 2014.
- Special Education Cross Subsidy Aid of $40 million.
- Clarifies condition and circumstances under which school districts may use prone restraint. Prone restraint use allowed until August 1, 2015 (two additional years).
- Authorizes a school district, upon approval of the Commissioner, to transfer money from any fund or account to any other fund or account unless that transfer would have an impact on state aids or local levies. Prohibits transfers from the community service fund, food service fund, or the reserved account for staff development revenue.
- Creates a one-time mechanism to use any surplus that accumulates as of June 30, 2013, to repay the school aid payment and property tax recognition shifts.

Continued on page 4

Location Equity Levy and Enhanced Equalization Included in Tax Bill

Continued from page 3

- Establishes early learning scholarships with Office of Early Learning. Income equal or less than 185% of federal poverty level. Scholarships up to $5,000. Commissioner must contract with an evaluator on scholarship amount, efficiency and effectiveness of administration and Kindergarten readiness. $23 million for FY2014 and $23 million for FY2015.
- Eliminates the GRAD requirement and aligns assessment system with college and career readiness standards.
- Allows the Board of Teaching to issue two temporary one-year teaching licenses to a candidate that has not yet passed the skills exam includes non-native English speaking teachers.
- Creates the Achievement and Integration for Minnesota Program. Levy is renewed and new formula is implemented. Commissioner shall review the integration rule and make recommendations to the Legislature by February 15, 2014.

Education Provisions Contained in the Tax Bill

- The location equity levy will be a component of the general education program. It significantly enhances funding stability by moving $424 per pupil of referendum revenue to a new board approved $424 per pupil location equity levy. For rural school districts enrolling more than 2,000 students, the location equity levy level is $212 per pupil.
- Makes the first $300 of referendum authority school board, rather than voter, approved. This applies to all school districts and guarantees that every school district has a minimum of $300 per pupil of referendum revenue.
- Enhances the equalizing factors for referendum revenue. The bill establishes three tiers of referendum equalization:
  - Tier 1 – The first $300 per pupil is equalized at $880,000 of referendum market value per resident pupil unit.
  - Tier 2 – Referendum authority between $300 - $760 per pupil is equalized at $510,000 of referendum market value per resident pupil as is the location equity levy.
  - Tier 3 – A district's third tier referendum equalization allowance equals 25 percent of the formula allowance minus the sum of the first and second tier allowance and is equalized at $290,000 of referendum market value per resident pupil unit.
- Renewal of the integration levy with the levy component of integration revenue remaining at 30 percent.
- Operating referendum freeze for FY 2015 but any school district that has approved a board resolution to conduct a referendum by June 30, 2013 is exempt from the freeze. In addition, a school district that is in statutory operating debt is exempt from the freeze.

Bills Not Advancing

- HF 573/SF 446 (Public Employee Insurance Program). AMSD opposed legislation that would have mandated that all school districts purchase health insurance for their employees through the Public Employee Insurance Plan. The bill did not reach the House or Senate floor for a vote.
- HF 826/SF 783 (Safe and Supportive Schools). AMSD supports strengthening Minnesota's anti-bullying law in a manner that allows for local control and flexibility in implementation and is accompanied by the resources needed to implement the law. The bill passed the House floor but was laid on the table on the Senate floor and did not receive a vote prior to adjournment. Action on the bill is expected during the 2014 Legislative Session.

The 2013 Legislative Session concluded with many positive developments for education. The new investments in all-day kindergarten and early learning scholarships will help close the readiness gap and the achievement gap. The location equity levy adds stability to the funding system and addresses a long-time inequity while the continuation of a reformed integration revenue program will help school districts provide equitable and integrated learning environments for students

Some of these investments do not take effect until the 2014-15 school year which means that many school districts will continue to face a challenging budget situation next year. In addition, it is important to note that our school districts continue to face a daunting special education cross-subsidy. Consequently, our school districts will continue to rely on voter-approved operating referendums to provide the learning opportunities our students need to succeed. So, despite the significant accomplishments this session, plenty of work remains when the 2014 legislative session convenes on February 25, 2014.

School Board Planning Calendar
January 2013 – December 2013

<table>
<tr><th>1st Meeting of the Month</th><th colspan="2">2nd Meeting of the Month</th></tr>
<tr><td colspan="3">START TIME 6:30 PM</td></tr>
<tr><td colspan="3">JANUARY 10, 2013
No Meeting</td></tr>
<tr><td colspan="3">JANUARY 24, 2013
Organizational Meeting
Election of Board Officers
Oath of Office
Financial Report December
FY12 Audit
Legislative Platform
Restrictive Procedure Plan & Minnesota Department of Education Report from Stakeholders
Uber Goal #2
What Board Members Should Know About Special Education Monitoring</td></tr>
<tr><td>FEBRUARY 14, 2013
Communication with Local Boards
Hennepin County Graduation Update
Mentor Connection
Superintendent Mid-Year Evaluation Procedure
Work Session on Process Education Model (PEM)</td><td colspan="2">FEBRUARY 28, 2013
Financial Report February
FY14 Budget Assumption & 2209 Parameters
FY12 Budget Revision & FY13 Budget Assumptions
Program Withdrawal Report
Staff Reduction ULA Resolution Changes for following Year
Strategic Plan – Year 4
Uber Goal #1</td></tr>
<tr><td>MARCH 14, 2013
Work Session:
➢ Process Communication Model (PCM) Training for Board Members</td><td colspan="2">MARCH 28, 2013
Financial Report February
FY14 Budget Reduction Realignment Proposal
Program Reduction Resolution
Proposed District 287 School Calendar 2013-2014
Reduction ULA for tenured staff (provide names)</td></tr>
<tr><td colspan="3">APRIL 11, 2013
(Only one Board meeting this month!)
Superintendent & Board Evaluation Update</td></tr>
<tr><td>MAY 9, 2013
Administrative Service PLC
Career Tech
Financial Report March
Presentation on Innovation & Technology
Strategic Plan Report
Summary Status Report on Board Policy & Procedure</td><td colspan="2">MAY 23, 2013
Financial Report April
Non-Renewals/Layoffs
Probationary Licensed, and Non-Licensed
Staff Reduction ULA Resolution
Spotlight DVD Presentation</td></tr>
<tr><td>JUNE 13, 2013
Literacy Video
Superintendents Evaluation Update
Administrative/Unaffiliated Parameters - (Closed Session)</td><td>2013-2014 Budget
Board Evaluation
Financial Report May
Final ULA Resolution for Licensed Staff</td><td>JUNE 27, 2013
Facilities Management Update - Energy Audit
PLC Data Report
Superintendent & School Board Evaluation to plan for Board Retreat outcomes</td></tr>
</table>

INFORMATIONAL ITEMS TO REMEMBER:

**** Board role in setting/supporting goals**
Board TLC

Community use of Facilities Bucket

School Board Planning Calendar
January 2013 – December 2013

1st Meeting of the Month	2nd Meeting of the Month
AUGUST 22, 2013 *(Only one Board meeting this month!)* **(Meeting held at NEC Site)**	
Approval of Cash Flow Borrowing Resolution District Operations Financial Report July	Legislative Session Review & Implications Report on Crisis Planning (Michelle Axell – 10 minutes) What Board Members Should Know About Our 2013-2014 Start-Up" (Colleen, Dolly, Char, and Jane)
SEPTEMBER 12, 2013 Superintendent Goals	**SEPTEMBER 26, 2013** Financial Report August PLC's Results/Goals Report on Crisis Planning
OCTOBER 10, 2013	**OCTOBER 24, 2013**
	Financial Report September Strategic Plan Update
NOVEMBER 14, 2013 *(Only one Board meeting this month!)*	
Facilities Management Update Financial Report October	Food Service Resolution OPEB Reporting & Funding
DECEMBER 12, 2013 *(Only one Board meeting this month!)*	
Financial Report November	Prior Year Audit Review

INFORMATIONAL ITEMS TO REMEMBER:

**** Board role in setting/supporting goals**
Board TLC

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
June 27, 2013
SCHOOL BOARD CALENDAR

June 2013				
27	Thursday	General Board Meeting	6:30PM	Board Rm
August 2013				
22	Thursday	General Board Meeting	6:30PM	Board Rm
September 2013				
12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm
October 2013				
10	Thursday	General Board Meeting	6:30PM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm
November 2013				
14	Thursday	General Board Meeting	6:30PM	Board Rm
December 2013				
12	Thursday	General Board Meeting	6:30PM	Board Rm

TENTATIVE 2014 DATES

January 2014				
09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm
February 2014				
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm
March 2014				
13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm
April 2014				
10	Thursday	General Board Meeting	6:30PM	Board Rm
May 2014				
08	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	General Board Meeting	6:30PM	Board Rm
June 2014				
12	Thursday	General Board Meeting	6:30PM	Board Rm
26	Thursday	General Board Meeting	6:30PM	Board Rm

♦ General Board Meeting – Date Change

♦ New Event