

**INTERMEDIATE SCHOOL DISTRICT 917
IN DAKOTA COUNTY**

SCHOOL BOARD WORK SESSION

Tuesday, April 18, 2017

AGENDA:

- I. Call to Order - Chair Lewis
- II. Conduct Pledge of Allegiance - Chair Lewis
- III. Review preliminary budget for 2017-2018 - Nicolle Roush 2
- IV. Review Draft Strategic Directives - All 14
- V. Adjournment

SCHOOL BOARD CALENDAR INFORMATION SCHOOL BOARD CALENDAR INFORMATION

Intermediate School District #917

Proposed Adopted Budget

2017-18

04/18/2017

FY18 ISD 917 ENROLLMENT PROJECTIONS

Special Education Program

Program	Oct 1, 2016 Estimated Projection			Oct 1, 2017 Estimated Projection		
	Special Education	General Education	Total	Special Education	General Education	Total
Anthony Lewis	2	7	9	2	7	9
CASE				10		10
DASH	36		36	30		30
DCALS/WHALC	38		38	38		38
DHH	49		49	57		57
IDEA	45		45	56		56
JSC	8	24	32	8	24	32
Options	12	18	30	12	18	30
PACES	31		31	42		42
SUN	106		106	114		114
TEA	45		45	56		56
TESA	73		73	75		75
Youth Transition Program	36	28	64	38	32	70
Total Student Headcount	481	77	558	538	81	619

Secondary Vocational Programs

PROGRAM	Oct 1, 16 Est. based on school projections	Oct 1, 17 Est. based on school projections
Career Exporation	23	23
Computer Networking	8	8
Computer Repair	7	7
Computer Gaming	15	15
Construction Trades	23	23
Food Industry Careers	10	10
Work Experienced	10	10
Fundamental Chef	43	43
Graphics	21	21
Heavy Duty Truck	26	26
Medical Careers	46	46
Vehicle Service	60	60
Total Student Headcount	292	292

Alternative programs

PROGRAM	2016-17 Est. ADM's	2017-18 Est. ADM's
DCALS	144	143
WHALC	52	52

Ext Year On-line	20	20
Total Student Headcount	216	215

ISD 917 Hours and Rate Comparison Secondary Education & Special Education Programs

Secondary Technical Center Programs:

	2016-17 Est. Hrly Rates		2017-18 Est. Hrly Rates		% change
Secondary Career and Technical Programs Average Rate	\$	13.36	\$	13.42	0.45%
Career Exploration Program Rate	\$	15.74	\$	16.25	3.24%
Food Industry Careers Program Rate	\$	25.02	\$	25.77	3.00%

	2016-17 Est. Billable Hours		2017-18 Est. Billable Hours		% change
Secondary Technical Center Student Billable Hours		101,686		101,686	0.00%
DCALS South Student Billable Hours (unweighted)		153,468		149,292	-2.72%
DCALS North Student Billable Hours (unweighted)		54,288		54,288	0.00%
DCALS Ext. Day Student Billable Hours (unweighted)		31,320		31,320	0.00%
Total Student Billable Hours		340,762		336,586	-1.23%

Special Education Programs:

	2016-17 Est. Hrly Rates		2017-18 Est. Hrly Rates		% change
Special Education Resource Program Average Rate	\$	46.62	\$	-	-100.00%
Purchase of Services Agreements Average Cost per F.T.E.	\$	100,255.99	\$	-	-100.00%

	2016-17 Est. Billable Hours		2017-18 Est. Billable Hours		% change
Special Education Resource Student Billable Hours		453,734		495,920	9.30%
Special Education Purchase of Service Billable Hrs		39,465		43,368	9.89%
Total Student Billable Hours		493,199		539,288	9.34%

**Intermediate School District 917
Balance Sheet - GASB 54 Fund Balances
Governmental Funds as of June 30, 2018**

	General Fund								Food Service Fund 3	Capitol Projects Fund 6	Debt Service Fund 7	Trust Fund Fund 8	Agency Fund Fund 9	Internal Service Fund Fund 20	Self Funded Dental Fund 21	Self Funded Health Fund 22
	Fund 1	Fund 2	Fund 5	Fund 10	Fund 13	Fund 14	Fund 15									
Nonspendable:																
Inventories																
Prepaid Expenses																
Restricted for:																
health and safety																
basic skills																
compensatory																
deferred maintenance projects																
operating capitol				15,519					0							
safe schools levy																
self funded dental plan																
OPEB													-913,396			
other fund activities																
Committed for:																
fund balance for next year operations																
Assigned for:																
next year severance pay																
next year retiree health insurance																
school carryover budgets																
Scholarships											507					
encumbrances																
Unassigned for:																
unassigned	1,729,523	4,067,129	0	0	13,356	8,976	671							278,672	1,229,763	
16-17 Adopted Fund Balance	\$ 1,729,523	4,067,129	15,519	0	13,356	8,976	671	0	0	0	507	0	-913,396	278,672	1,229,763	6,430,720
15-16 Revised Fund Balance	\$ 1,781,547	4,067,129	7,032,043	0	11,054	14,276	671	0	0	0	507	0	-812,826	287,672	1,130,378	13,512,451
Change	-52,024	0	-7,016,524	0	2,302	-5,300	0	0	0	0	0	0	-100,570	-9,000		-7,081,731

Intermediate School District 917

Expenditure Comparison

2016-17 Revised Budget and 2017-18 Proposed Adopted Budget

Fund #	Description	FY 16-17 Exp. Budget	FY 17-18 Exp. Budget	Difference	Percent Change
1	Secondary	3,522,540	3,406,260	-116,280	-3.30%
2	Special Ed.	27,190,390	30,206,276	3,015,886	11.09%
5	Capital Improvements	3,497,469	7,574,164	4,076,695	116.56%
10	Institutional Support	495,121	496,732	1,611	0.33%
13	Secondary Resale	40,495	40,198	-297	-0.73%
14	Special Ed Resale	10,100	11,800	1,700	16.83%
15	917 Support Services	0	0	0	0.00%
	Total Operating Fund	34,756,115	41,735,430	6,979,315	20.08%
3	Food and Nutrition	129,260	165,285	36,025	27.87%
6	Building Fund	67,051	0	-67,051	100.00%
7	Debt Redemption	0	0	0	0.00%
8	Trust Fund	2,003	1,536	-467	-23.32%
9	Agency Funds	0	0	0	0.00%
20	Internal Service Fund	240,070	245,570	5,500	2.29%
21	Self Funded Dental Ins. Plan	365,000	380,000	15,000	4.11%
22	Self Funded Health Ins. Plan	2,662,509	3,032,815	370,306	13.91%
	Total Funds	38,222,008	45,560,636	7,338,628	19.20%

Highlight of significant changes between 2016-17 revised vs. 2017-18 adopted expenditures

- Fund 1 Salary and benefit increases built in for estimated and actual contract settlements, additional budget adjustments enclosed on the 6th page of this document.
- Fund 2 Salary and benefit increases built in for estimated and actual contract settlements, additional budget adjustments enclosed on the 6th page of this document.
- Fund 5 FY18 increase repayment of old bond issue 6.67 mill and FY18 est construction carryover 350,000. Decrease in FY17 had -2.9 mill for addition and build out of AEC.
- Fund 3 FY18 anticipate meal costs will increase with expansion in number of students served and meal pricing.
- Fund 6 FY18 decrease due to portion of AEC build out paid for in FY17 to spend down Debt fund.
- Fund 22 FY18 estimated increase based on anticipated growth in utilization with staff growth

FY18 Intermediate School District 917 Adopted Budget Assumptions

1% increase in General Ed formula per ADM

2017-19 Contracts unsettled: FY18 costs

Administrators (includes Superintendent, Bus. Mgmt., Sp. Ed Director, Asst Directors/Principals and IT)			
Teachers	3.90%	Est. Average	

2016-18 Contracts settled

Classified School year costs for salary and benefits	3.80%	Average	
Clerical costs for salary and benefits			
Custodians costs for salary and benefits			
Executive Assistant costs for salary and benefits			
Health Assoc. costs for salary and benefits			
Interpreters cost for salary and benefits			
Program Assistant cost for salary and benefits			

Enrollment Assumptions: See Detailed attachment

Secondary Vocational Programs	Enrollment no change	0	ADMs
DCALS South	Enrollment decrease	-1	ADMs
DCALS North	Enrollment no change	0	ADMs
Ext Year On-line	Enrollment no change	0	ADMs
Special Education	Enrollment increasing	61	ADMs

Total ADM Changes	60	
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FY17 vs. FY18 staffing and budget comparison

Fund 1

District Wide	Decrease in Overhead allocation			(\$25,000)
	Decrease in FY17 upgrade of Technology and Furniture replacement			(\$148,346)
	Decrease in FY17 built 1 FT tech tutor compliment unfilled			(\$32,000)
	Total Changes in Fund 1			-\$205,346

Fund 2

CASE Program	Increase 2. Lic teachers, 28 Non-lic para, 1 Dean, 1 Custodian, .5 admin asst., 1 BCBA, 1 LICSW, .5 speech, .3 DAPE, .09 School Psychologist, F&E, supplies, telecommunication and utilities	35.39	FTE	\$1,670,500
D/HH Program	Increase 1 DHHTeacher	1	FTE	\$82,300
IDEA Program	Increase .5 hired 16-17 mid-year Lic teacher and 3 Non-lic para.	2.5	FTE's	\$114,000
Purchase of Services	Increase .8 BVI, 1 PHD teachers and .88 interpreter	2.68	FTEs	\$227,000
TESA Program	Increase 4 Non-lic para.	4	FTE's	\$129,650
TEA Programs	Increase 1 Lic teacher, 1 MHP and 2 Non-lic para.	4	FTE's	\$248,000
YTP	Increase .5 admin asst. and office furniture	0.5	FTE	\$31,900
District Wide Increases	Increase 1 Dean (IDEA/SUN/ Programs, 1 OT, .2 DAPE, 1 BCBA, and .91 School Psych.	4.11	FTE's	\$392,800
	Increase in overhead allocation			\$137,000
	Increase Workers Compensation Insurance			\$35,000
	Increase 2.0 non-lic SA			\$64,800
	Increase in Van purchase due to lift van purchase			\$25,000
	Increase in overall levies			\$61,760
	Decrease lead Teacher IDEA/SUN/TEA	-1	FTE	(\$113,000)
	Decrease maintenance remodeling estimated costs compared to FY17			(\$107,000)
	Decrease in level IV and basic skills carryover unknown			(\$448,547)
	Total Changes in Fund 2	53.18		\$2,551,163
	Net Changes	53.18		\$2,345,817

ISD 917 Levies FY17 vs. FY18

District	FY17 Lease Levy payable 2017	*FY18 Lease Levy payable 2018	FY18 AEC Levy payable 2017	*FY19 AEC Levy payable 2018	FY17 Safe School Levy payable 2017	FY18 Safe School Levy payable 2018	FY17 Health and Safety payable 2016	FY18 Health and Safety payable 2017	\$ Change from prior year levies	% Change from prior year levies
6	\$40,798.06	\$40,707.20	\$30,318.18	\$31,046.69	\$58,890.00	\$59,803.50	\$1,157.00	\$2,511.00	\$2,905.15	2.21%
191	\$48,601.36	\$47,914.52	\$66,399.93	\$67,683.01	\$115,493.40	\$111,320.92	\$4,163.00	\$8,703.00	\$963.76	0.41%
192	\$84,927.91	\$85,882.62	\$69,993.51	\$72,825.42	\$110,325.00	\$109,470.00	\$2,349.00	\$5,118.00	\$5,700.62	2.13%
194	\$100,238.53	\$101,865.49	\$91,431.76	\$95,439.12	\$173,760.00	\$179,289.00	\$4,384.00	\$9,503.00	\$16,282.32	4.40%
195	\$4,577.90	\$4,815.06	\$3,741.04	\$4,046.32	\$8,242.20	\$8,560.60	\$293.00	\$627.00	\$1,194.84	7.09%
197	\$65,611.06	\$66,576.06	\$52,332.64	\$54,619.43	\$79,695.00	\$80,055.00	\$2,850.00	\$6,150.00	\$6,911.79	3.45%
199	\$49,706.28	\$48,840.69	\$50,059.64	\$50,811.20	\$48,142.20	\$48,357.50	\$1,659.00	\$3,575.00	\$2,017.27	1.35%
200	\$71,893.24	\$72,025.93	\$55,236.90	\$56,909.31	\$71,625.00	\$71,430.00	\$1,996.00	\$4,217.00	\$3,831.10	1.91%
271	\$124,168.49	\$126,953.99	\$85,486.40	\$90,145.13	\$123,665.80	\$131,477.89	\$5,549.00	\$12,246.00	\$21,953.32	6.48%
Totals	\$590,522.83	\$595,581.56	\$505,000.00	\$523,525.63	\$789,838.60	\$799,764.41	\$24,400.00	\$52,650.00	\$61,760.17	3.23%

*Note: Lease Levy payables 2018 total is correct updates on allocation by district waiting on TNTC and student counts by building.

ISD 917 Maintenance Projects by building location:

Alliance Education Center:

Exterior Door replacement	\$30,000	Fund 2
Three classrooms floor refinishing	\$18,000	Fund 2
Langer Construction Carry over estimate	\$350,000	Fund 5
Langer Construction Contingent for change orders	\$150,000	Fund 2

Cedar School:

Furniture replacement in conference/waiting area	\$4,700	Fund 2
Tiling or fiberglass walls/floors in student offices	\$10,000	Fund 2
General Repairs/Maintenance	\$20,000	Fund 2

Lebanon Education Center:

Playsystem wood chip replacement	\$6,100	Fund 2
Acoustical panels for ceilings/walls gym	\$26,800	Fund 2
Window shades for offices and classroom	\$5,000	Fund 2
General Repairs/Maintenance	<u>10,000</u>	Fund 2

Total Fund 2	280,600
Total Fund 5	<u>350,000</u>
Grand Total	\$630,600

TO: Board Members
FROM: John Christiansen
DATE: April 13, 2017
RE: Review of Draft of Strategic Directives

I have taken the feedback from our board discussions and board member e-mails and redrafted the Introduction to our Strategic Directives document, the section we call The Case for Action and the Strategic Directives section.

In the "Draft" I have changed some of the heading terms to hopefully be a more appropriate descriptor of the statements in that section. An example is the current document uses the term Actions, to describe the statements under Strategic Directive. I reworded many of the statements and thought a better term is Strategies rather than Actions.

I have also deleted the section called Progress Indicators. Each year the special education programs and the secondary programs create a Strategies, Responsibilities and Progress document that is aligned with our board approved Strategic Directives document. These plans identify the progress indicators they will be using (example from Special Education included).

I also thought that Progress Indicators are actually updated each year when we have developed our Administrative Operational Actions and Goal (2015-2016 included). We did not do this formally this year due to our plan to revise and update our Strategic Directives.

Because of the many changes, I did not do the new "draft" in the strike out and bold format. Attached to the agenda item is the "Draft and the current document.

I look forward to our discussion and your feedback on the "Draft."

JC:ljb

Attachments



**Special Education Department Focus
2016-2017 School Year**

*We work to remove the barriers of disabilities for students so that they may maximize their potential.
We collaborate with our member districts to provide excellent, innovative programming while maintaining accountability and integrity.*

Achievement		
Increase achievement of all learners served.		
Strategies	Responsibility/Resources Date/s	Progress
1. Provide professional development and support initiatives to implement: <ul style="list-style-type: none"> ○ Assistive technology ○ Behavior Tools ○ Conscious Discipline ○ Curriculum ○ Data collection, analysis, and application ○ Equity ○ Special Education Evaluations ○ Human sexuality ○ Nurtured Heart ○ Olmstead Act 	<u>Responsibility</u> <ul style="list-style-type: none"> ○ Special Education Leadership Team <u>Resources</u> <ul style="list-style-type: none"> ○ Contracted staff ○ District staff ○ Curriculum vendors <u>Date(s)</u> <ul style="list-style-type: none"> ○ Ongoing 	
2. Continue the development and implementation of the roles of program support staff, including: <ul style="list-style-type: none"> ○ BCBA's ○ Licensed Psychologist ○ School Psychologists 	<u>Responsibility</u> <ul style="list-style-type: none"> ○ Special Education Leadership Team <u>Resources</u> <ul style="list-style-type: none"> ○ BCBA's ○ Licensed Psychologist ○ School Psychologists 	

	<ul style="list-style-type: none"> ○ Other district models <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	
3. Develop and restructure programs to better meet the needs of our member districts.	<ul style="list-style-type: none"> ○ Customized Program ○ DHH/DCD ○ IDEA <p><u>Responsibility</u></p> <ul style="list-style-type: none"> ○ Special Education Leadership Team <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ District staff ○ Member district staff ○ Consultants <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	

Relationships		
Enhance communication and collaboration internally and with member districts regarding programs and services provided by Intermediate School District 917.		
Support a positive culture throughout the Intermediate.		
Strategies	Responsibility/Resources Date/s	Progress
1. Work to strengthen relationships and collaboration with Directors' Advisory and outside agencies including: <ul style="list-style-type: none"> ○ ACP ○ JSC ○ YTP 	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> ○ Special Education Leadership Team ○ Special Education Staff <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Partners <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	
2. Nurture the emotional and physical well-being of staff.	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> ○ Special Education Leadership Team 	

	<p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Licensed Psychologist ○ Outside agencies ○ Other district models <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	
3. Maintain a consistent feedback loop with member districts regarding referral status, including the waitlist.	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> ○ Special Education Leadership Team ○ Special Education Staff <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Advisory groups <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	

Integrity of the Organization		
Use resources strategically to advance our mission.		
Structure ourselves so that we can adapt to our changing environment.		
Strategies	Responsibility/Resources Date/s	Progress
1. Explore ways to recruit and retain quality special education staff. <ul style="list-style-type: none"> ○ U of M Pathway to Licensure – ASD ○ Build relationships with: <ul style="list-style-type: none"> ○ Professional organizations ○ Teacher training programs focused on hosting student teachers ○ Explore contract options including incentives for difficult 	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> ○ Special Education Administrative Team <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Special Education Leadership Team ○ District staff <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	

to fill positions		
<p>2. Continue to monitor program projections and space/site capacities to ensure effective special education programming for member districts while also considering efficient operations for the district.</p> <ul style="list-style-type: none"> ○ D/HH ○ PACES (Lakeville MS location) ○ TEA ○ Customized programming 	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> ○ Special Education Administrative Team <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Minnesota Rule <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	
<p>3. Evaluate effectiveness of current Human Resources systems and supports and determine needs for effective and efficient operations.</p> <ul style="list-style-type: none"> ○ Including #1 in this section 	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> ○ District Administration ○ Special Education Administrative Team <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ HR Secretary ○ Payroll ○ Administrative Assistants <p><u>Date(s)</u></p> <ul style="list-style-type: none"> ○ Ongoing 	

Administrative Operational Actions and Goals 2015/2016

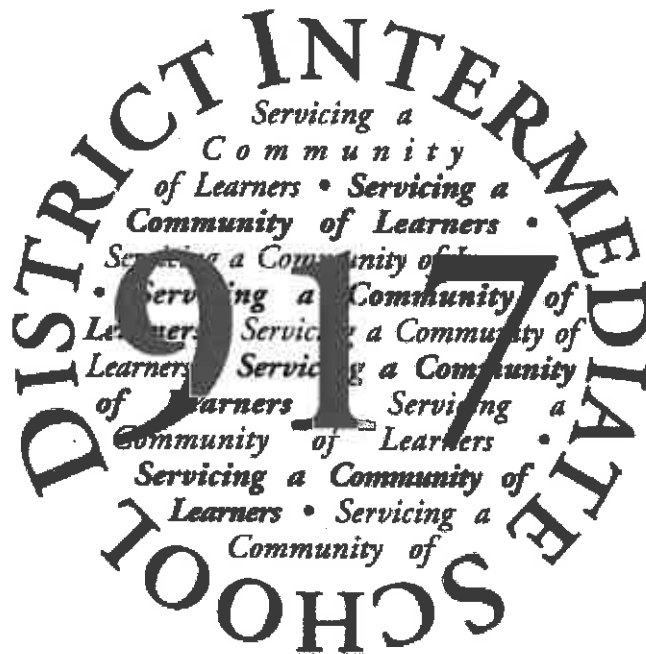
1. Contract with a communications professional to facilitate stakeholder research, develop brand definition, and develop a communication plan to assist in defining target audiences, key messages, communication strategy and tactics. *Three consultants were interviewed by the superintendent and invited to submit proposals. The three proposals were reviewed by the administrative team and two were invited to interview with the superintendent, business manager, special education director, the secondary programs principal, and three board members. One of the consultants withdrew from consideration before the interview. The interview team recommended approval of contracting with Greg Vandal and Pam Raden to facilitate the project. The first stakeholder meeting will be January 19. The process is expected to be completed in April 2016.*
2. Expand Cognitive Coaching capacity for the Educator Development and Evaluation Process by training three more staff members. *Staff will complete their training in February. The Cognitive Coaches are planning practice opportunities for newly trained coaches during the 2015-2016 school year.*
3. Continue implementation of the work plan for workers' compensation claims control and reduction of lost work time. *Our work plan for training, injury follow-up, and light duty assignments continue to be implemented. Attached is a report of summary loss information for the past three years. We have not received our Mod Factor for the next renewal period at this time.*
4. Evaluate options for student information, business office and HR systems due to changes at TIES. *A group of users and administrators attended two hour presentations on the Synergy student information system which is the new TIES supported system, and Infinite Campus a market leader student system. We have surveyed our member districts plans and at this time five districts are or will be Infinite Campus, two are or will be Edupoint, and two are undecided. We anticipate recommending to convert to Infinite Campus in 2017-2018.*

The TIES plans for their Finance and HR systems are in the process of being developed. They have indicated that they will be getting vetting potential product vendors to develop a partnership with or they may continue to further refine and develop their current products. When we know their direction, we will bring our group of users together to examine the options.
5. Implement and expand the 917 Technical Careers Academy with member districts, DCTC and IHCC. *We have met multiple times with all parties involved. We have two or three students who will be taking DCTC courses this spring as part of the Academy model.*
6. Increase the number of local business contacts for our secondary programs to provide more opportunities for our students such as site visits, project based learning, mentors, internships, etc. *We have visited three different businesses so far this year and continue to explore more options. As part of the Construct Tomorrow program we have secured the Canterbury Park*

Event Center to host the May event. This will provide more options for business contact and involvement.

7. *Increase the number of participants involved in the Perkins Consortium Career and College Fair. We have increased our number of business contacts involved in the Career and College Fair in March by 10 at this point.*
8. *Continue to develop and train staff in specialized strategies and interventions in the areas of academics, behavior and mental health, as well as due process procedures.*
 - *Training continues for PCM and Nurtured Heart.*
 - *New training offered includes Behavior Tools.*
 - *Paraprofessional training will be offered monthly beginning in January for new hires. The seven day training will include orientation activities, job shadowing, PCM training as well as Behavior Tools training.*
 - *The due process manual is on the district website.*
9. *Develop and implement the roles and responsibilities of behavior support staff, including licensed psychologist and board certified behavior analysts, across district programs to increase student academic engagement. The Behavior Support Team is meeting monthly with the Special Education Administrative Team.*
10. *Enhance the current referral process for member districts to ensure appropriate and timely placement of students.*
 - *The referral form has been updated.*
 - *Other activities are on-going.*
11. *Explore ways to recruit and retain quality special education and secondary staff including exploring contract options and incentives for difficult to fill positions.*
 - *Postings are being made to new sources including Craigslist.*
 - *This is on-going.*
12. *Complete negotiations for all expired multi-year contracts (teachers, administrators). The teachers' contract has been completed. I will begin meeting with the administrators in mid January to explore language, salary and benefits. I have comparisons from our member districts for all 2014-2015 contracts and four 2015-2017 contracts. My timeline plan is to bring you recommendations in March.*

Board Approved September 8, 2015



Strategic Directives

2017-2020

Intermediate School District 917

***.....to serve as
the best resource.....***

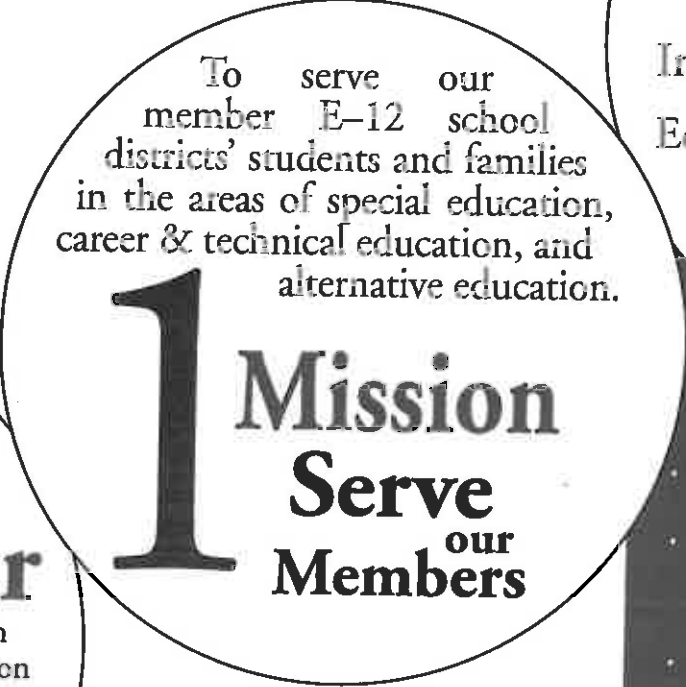
(from the District 917 mission statement)

Directives for Intermediate School District 917

Board Approved _____

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- **Collaboration:** Working together to achieve more collectively than individually.
- **Passion for Service:** Solving problems, considering the perspective of member districts, students and families.
- **Continuous Improvement:** Driving improvement of programs and services, including being both *innovative* (find a better way) and *adaptable* (improvement through incremental change).
- **Stewardship:** Managing financial and human resources carefully and responsibly.
- **Equity:** Fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another.
- **Open Communication:** Directly, clearly and transparently sharing information and engaging in dialogue.
- **Integrity:** Being honest and fair.

Introduction

This document identifies strategic directives to guide decision-making and to help the organization be more responsive to learners and effective in delivering educational services.

The Intermediate is a complex organization operating within a complex environment. These directives are to bring clarity and focus to the work of District 917 as our staff does their work with a shared vision, mission, and commitment to our core organizational values.

This is a flexible document. It will change and evolve as staff, families, students, member school districts, and our communities help shape District 917's work.

One should read this document carefully and consider it a guide for Intermediate School District staff as they work to meet the needs of students and the school districts served by 917. In addition, this document is designed to serve as a communication tool to provide and bring clarity to the educational services provided by Intermediate School District 917.

Why Are Strategic Directives Needed?

Intermediate School District 917's mission is to provide services to our member E-12 school districts, students and families for low incidence special education needs, secondary career and technical education and secondary alternative education. Our members and Intermediate School District 917 face a wide range of factors, trends, and forces that affect our relationships, our internal environment, and may or may not be within the control of the member districts or ISD 917.

The passage of the federal law known as the Every Student Succeeds ACT (ESSA) replacing No Child Left Behind (NCLB) requires the state to submit a ESSA state plan in early 2017. The new state plan may provide more flexibility for local school districts in testing, teacher performance and standards but it may also bring new compliance and reporting requirements.

The following statements describe many of the critical challenges our member districts and Intermediate School District 917 are currently faced with and may continue to be faced with for the next several years during changes at the federal and state levels of government.

Member Districts are faced with:

- Challenging financial situations because of variables that affect their district's revenue and expenses
- The public, state and federal government, demanding increased accountability in all areas of education—especially student performance in reading, science and math
- Students who are not engaged and are at risk of not graduating or who are dropping out
- Increasing special education costs and increased numbers of students with low-incidence disabilities demanding customized services
- Difficulty in hiring and retaining staff in all staffing categories
- Increasing numbers of students needing cultural adaptations
- Increasing numbers of students with significant mental health needs
- A greater emphasis from political leaders, business leaders, industry leaders, education administrators, teachers, and parents regarding the need for secondary career and technical programs as pathways to careers and college
- Implementation of state legislation for principal and teacher evaluation
- Legislative mandates on roles and procedures for schools related to student discipline, student safety, and staff safety

Member District Special Education Programs are faced with:

- Attrition and shortage of special education licensed instructional and support staff

- Federal and state mandates specifying services to be delivered as well as implementation regulations
- Significant paperwork requirements
- An increasing number of students with multiple and complex needs
- Legislative policy changes for use of restrictive procedures in schools
- An increasing number of students with significant mental health needs

Intermediate School District 917, board members, superintendent, and administrators are faced with:

- Planning and implementing building adaptations and needed maintenance with limited revenue sources for leased facilities and planning for program needs utilizing Long-Term Maintenance Levy for owned facilities
- Member district leadership changes because of retirements and periodic leadership changes
- Financial uncertainty due to financial challenges of our member districts and legislative changes that have modified special education funding formulas
- Identifying and accessing space to accommodate programs with increasing enrollment in appropriate locations
- A decrease in the number of students participating in technical program opportunities due to member district enrollment guidelines or addition of program options in member schools
- The challenge of starting new career and technical programs that address industry needs and student needs without a source of "startup" funding
- A continuing shift in student career and technical enrollment toward more students with individual education plans which increases the need to modify career and technical curriculum to provide for all students' needs
- Recruiting staff in all areas with appropriate licensure and high quality teaching proficiency
- Maintaining licensed and competent substitute staff
- Adapting to the increasingly complex needs of students with mental health needs served in our special education programs
- Staying current with parent/student rights due to ever changing state and federal laws and regulations
- Increased requirements for documentation and record keeping
- Providing for the safety and security of students and staff
- Passing legislation at the state and federal level to increase funding for special education programming and services to reduce the E-12 school districts' general fund cross subsidies
- Updating, adding, and replacing technology for students and staff

Intermediate District 917 is committed to providing successful learning opportunities for students and support services for districts. The scope and scale of changes facing the students, educators, and districts we serve requires that we continuously review and modify our operational actions and goals to respond to these changes. District 917 is committed

to utilizing the strategic directives to guide our annual administrative operational actions and goals.

OUR VISION

Intermediate School District 917 will be a community of students, families, teachers, staff members, school districts, regional organizations and associations actively engaged in ensuring student learning success.

- Effectively addressing students' needs is the center of our work. We will deliver services that promote educational excellence and provide what is needed to address individual learner needs. We are known for our creative solutions to changing and emerging student learning needs and our commitment to customer satisfaction and cost containment.
- School districts are confident that District 917 listens, responds, and adapts to their needs and the needs of their students.
- The leaders of our organization constantly seek to improve and expand the services and opportunities offered by District 917. Everyone who works at District 917 is committed to continuous improvement and professional development. Leaders forge partnerships among organizations — public, private or non-profit — that support learner success and our own financial stability.
- Student and staff environments are areas of creativity that stimulate learning. The environments in which we educate are safe, secure, clean and appropriate for delivering programs and services of high quality.
- We are responsive to families' wishes to keep students in educational environments that are close to their homes and home schools. District 917's educational programs and services are designed for mobile delivery, to the extent possible, and adaptable to host sites which may include homes, schools, libraries, online or in other accessible and desirable community locations.
- Families, school districts and businesses throughout Dakota County and the southern metropolitan area view the programs and services of District 917 as high quality, in terms of the models used to serve changing student needs, staff competency use of appropriate technology, and facilities. District 917's programs and services are respected for cost-effectiveness and integrity.

OUR MISSION

Intermediate School District 917 serves as a quality, cost effective resource for member school districts committed together to success for all learners.

“Serves” means

We are a service organization; we bring an attitude of service to everything we do.
We assess and continually improve customer satisfaction.

“Quality” means

We are accountable for excellent, cost-effective programs.
Member school districts turn to us as a “first resource” when seeking external resources.

“Cost effective” means

We always look for solutions and strategies balancing the responsibility to achieve quality programs and services in the most cost effective manner.

“Resource” means

We provide or facilitate the means to achieve success for each learner.
As partners of the referring school district, community or county agency, we find solutions to identified learner needs.

“Member school districts” means

These are the principal customers for whose benefit we exist.
We actively listen to understand and respond to their needs relative to student learning.

“Success” means

We are accountable to member school districts for learner success.
We know and report student achievement and growth.

“All learners” means

We are a resource for any learner, currently birth to 21, with identified needs.
Learners are not necessarily “bound” to a school building.
We also support the families of these learners.

CORE ORGANIZATIONAL VALUES

“Collaboration” means working together to achieve more collectively than individually.

“Passion for Service” means solving problems considering the perspective of member districts, students and families.

“Continuous Improvement” means ongoing improvement of programs and services, including being both innovative, breakthrough improvement and adaptable, incremental improvement.

“Stewardship” means managing financial and human resources carefully and responsibly.

“Equity” means fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another.

“Open Communication” means directly, clearly, and transparently sharing information and engaging in dialogue.

“Integrity” means being honest and fair.

STRATEGIC DIRECTIVES AND STRATEGIES

The following strategies, actions, and progress indicators are intended to assist us in setting priorities, allocating resources and making choices.

Strategic Directive 1: Ensure interactive, high quality, and relevant communications to and engagement of internal and external stakeholders.

Strategies:

1. Organize and facilitate regular meetings of superintendents, directors, and key building/district contact professionals to share program information and potential shared future needs and initiatives.
2. Develop new and maintain existing relationships with key staff in participating districts.
3. Expand the flow of information regarding student achievement and successes with home districts and parents through the use of eBlasts and social media.
4. Implement on a regular schedule ISD 917 Orientation for 917 new staff, 917 existing staff and key staff new to our member districts.
5. Gather and analyze feedback from member districts regarding their level of satisfaction with the programs, services, customer relations, and professional leadership, provided on an annual basis.

Strategic Directive 2: Increase achievement of all learners served.

Strategies:

1. Expand the scope of learning opportunities for students in 917 programs through the use of online options, project based learning, work based learning, and assistive technology.
2. Develop a variety of systematic approaches to gather student achievement data to enhance instruction and learning;
3. Provide staff development opportunities, focusing on strategies that enhance student performance;

4. Develop and administer common assessments within all classes to provide assurance of alignment of outcomes and instruction as well as to provide the data necessary to identify best instructional practice;
5. Adopt and implement curriculums that align with state standards and measure student progress;
6. Promote best practices in providing programming for students with disabilities including providing instruction tailored to disability areas and considering age and grade;
7. Research and implement a variety of models to address students in need of alternative approaches to education;
8. Enhance our model to support transitional needs of students ages 18 through 21.
9. Promote and support the use of assistive technology to supplement instruction.

Strategic Directive 3: Increase staff knowledge and participation in a culture of collaboration throughout the Intermediate District.

Strategies:

1. Continue the use of Professional Learning Communities as an improvement model for the staff of 917.
2. Provide specific opportunities for engagement of district staff in critical areas of need such as mental health support or career pathways to strengthen and develop educational and community partnerships.
3. Develop and foster partnership opportunities with community organizations/programs to enhance services and learning opportunities for students.

Strategic Directive 4: Use resources carefully and responsibly to advance our mission of service.

Strategies:

1. Emphasize and maintain a focus on responsible approaches to the use of state and district funds.
2. Educate internal and external stakeholders of the full cost of service delivery.

3. Study current funding formulas and legislation initiatives to maximize available funds.
4. Maintain and expand the opportunities with DCTC and IHCC to provide learning opportunities for secondary programs and articulation to post-secondary programs.
5. Continue the curriculum development process which focuses on standards, skill development, and student learning.
6. Enhance our recruitment and retention activities for all staff and explore flexible contract options and incentives for difficult to fill positions.
7. Monitor staffing ratios and class sizes to be in compliance with Minnesota Special Education Rules.
8. Continually assess member district needs and assets to avoid duplication and provide needed services.

Strategic Directive 5: Research, prioritize, and develop programs and services that meet our member districts' current and future needs.

Strategies:

1. Look to the future and assume a pro-active approach to meeting the needs of learners in special education, secondary alternative learning programs and career and technical education.
2. Advocate for the importance of creating collaborative services to learners in member districts.
3. Continually examine enrollment/participation trends in all programs to inform decisions on the allocation of available resources.

IN SUMMARY...

These strategic directives are a work in progress and are intended to support a process that will forever be evolving. Based on continuous review of data, the directives and strategies we will continue to adapt to meet the needs of our learners and the school districts we serve.



Strategic Directives

2013-2016

Intermediate School District 917

***.....to serve as
the best resource.....***

(from the District 917 mission statement)

Directives for Intermediate School District 917

Board Approved December 3, 2013

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Introduction

This document identifies strategic directives to guide decision-making and to help the organization be more responsive to learners and effective in delivering educational services.

Our reasoning is simple: the Intermediate is a complex organization operating within a complex environment. These directives are to bring clarity and focus to the work of District 917 because all staff must operate with a shared vision, mission, and sense of priorities.

This is a flexible document. It will change and evolve as staff, families, students, member school districts, and our communities help shape District 917's work.

One should read this document carefully and consider it a frame of reference for Intermediate School District staff as they work to meet the needs of students and the school districts served by 917. In addition, this document is designed to serve as a communication tool to present and bring clarity to the educational services provided by Intermediate School District 917.

THE CASE FOR ACTION ***(Why directives are needed?)***

Since the passage of the reauthorization in 2001 of the federal IDEA law known as No Child Left Behind, the public policy spotlight across the nation has been focused on public education. For many reasons and because of a host of issues, Minnesota and the federal government have enacted a number of major policy initiatives, some of which have had dramatic effects on Intermediate, as well as K-12, school districts. Because of these and other challenges, all school districts continue to face a wide range of critical issues.

The intermediate districts' mission is to provide assistance to their member districts to address many of these challenges.

Superintendents are faced with:

- challenging financial situations because of uncontrolled variables that affect their district's revenue and expenses
- a public, state and federal government, demanding increased accountability in all areas of education – especially student performance on reading, writing and math assessments
- an increasing number of “disenfranchised” students who are at risk of not graduating or who are dropping out
- growing special education costs and increased numbers of low-incidence disabilities demanding customized services
- increasing legal expenses
- reductions in all categories of staff
- increasing numbers of students needing cultural adaptations
- increasing numbers of students with significant mental health needs
- a wide range of opinions from business leaders, industry leaders, education administrators, teachers, and parents regarding the role of secondary career and technical programs as pathways to careers and college
- implementation of more prescriptive state legislation for principal and teacher evaluation
- legislative debate on roles and procedures for schools related to bullying prevention and control

Special education directors are faced with:

- attrition and shortage of instructional and support staff in several intense student needs programs
- federal and state mandates specifying services to be delivered as well as implementation regulations

- significant paperwork requirements
- an intensely cost-conscious environment that can create adversarial positions when determining student needs and the cost of delivering services
- parents desire for specialty services delivered close to home
- an increasing number of students with multiple and complex needs
- legislative policy changes for use of restraint and seclusion techniques in schools

917 board members and District 917's administration are faced with:

- planning and implementing building adaptations and long-term maintenance projects within limited revenue structures for owned or leased facilities
- requests from member districts to add services without additional funding sources
- member district leadership changes because of retirements and periodic leadership changes
- financial uncertainty because of the financial challenges of its members and legislative changes that have modified revenue sources
- arranging space to house expanding programs for students with complex needs and services and maintaining current space needs in appropriate locations
- a decrease in the number of students participating in technical program opportunities due to enrollment restrictions at some member districts
- member district decisions that are based upon local economic factors not a programs quality or cost effectiveness
- the challenge of starting new career and technical programs that address industry demands and student needs without a source of "startup" funding
- a shift in student career and technical enrollment toward more students with special needs which creates the need to modify career and technical curriculum without lowering academic standards
- recruiting staff in all areas with appropriate licensure and excellent teaching competency
- recruiting licensed and competent substitute staff
- adapting to the increasingly complex needs of students served in our in special education programs
- staying current with parent/student rights due to ever changing case law
- increased requirements for documentation and record keeping
- providing for the safety and security of students and staff

Intermediate District 917 is committed to providing successful learning opportunities for students and support functions for districts. The scope and scale of changes facing the students, educators, and districts we serve requires that we continuously review and modify our operational goals and action plans to respond to these changes. District 917 is committed to ensuring that the strategic directives will guide our decisions.

* * * * *

DISTRICT 917'S BELIEF STATEMENTS
(What do we believe?)

Intermediate School District 917 delivers educational services based on the following belief statements:

- We believe every student can learn. Achieving student educational outcomes is the heart of our work. We are focused on producing success directly with each learner.
- We believe in providing quality educational services, resulting in the desired outcomes for school districts and others concerned with student success.
- We believe in functioning in a flexible and adaptive manner. We constantly build skills so that we can respond to our customers' changing circumstances and needs.
- We believe in the delivery of quality educational services. We build on what is successful and improve what is not.
- We believe in staff excellence. We recognize and support the skills, energy, enthusiasm, effectiveness and intellect our employees bring to their work. We strive to remove practices and beliefs that hinder staff effectiveness.
- We believe ISD 917 operates in cost effective manner. We are conscious of both costs and benefits in delivering services valued by our customers.
- We believe in the importance of setting ethical standards and high expectations for our students and ourselves.
- We believe in creating and maintaining a positive reputation. We want our customers to have a clear understanding of our unique contribution to student achievement and school district success.
- We believe that our employees should be remunerated and valued in a way that is commensurate with industry standards.
- We believe in providing member districts the services and programs they need to meet the educational needs of students whose needs are best met by the intermediate school district.

* * * * *

OUR MISSION
(Why do we exist?)

Intermediate School District 917 serves as a quality, cost effective resource for member school districts committed together to success for all learners.

“Serves” means

We are a service organization; we bring an attitude of service to everything we do.
We assess and continually improve customer satisfaction.

“Quality” means

We are accountable for excellent, cost-effective programs.
Member school districts turn to us as a “first resource” when seeking external resources.

“Resource” means

We provide or facilitate the means to achieve success for each learner.
As partners of the referring school district, community or county agency, we find solutions to identified learner needs.

“Member school districts” means

These are the principal customers for whose benefit we exist.
We actively listen to understand and respond to their needs relative to student learning.

“Success” means

We are accountable to member school districts for learner success.
We know and report student achievement and growth.

“All learners” means

We are a resource for any learner, currently birth to 21, with identified needs.
Learners are not necessarily “bound” to a school building.
We also support the families of these learners.

“Cost effective” means

We always look for solutions and strategies balancing the responsibility to achieve quality programs and services in the most cost effective manner.

OUR VISION
(What we intend to become)

Intermediate School District 917 will be a community of students, families, teachers, staff members, school districts, regional organizations and associations actively engaged in ensuring student learning success.

- Effectively addressing students’ needs is the center of our work. We will deliver services that promote educational excellence and provide what is needed to address individual learner needs. We are known for our creative solutions to changing and emerging student learning needs and our commitment to customer satisfaction and cost containment.
- School districts are confident that District 917 listens, responds, and adapts to their needs and the needs of their students.
- The leaders of our organization constantly seek to improve and expand the services and opportunities offered by District 917. Everyone who works at District 917 is committed to continuous improvement and professional development. Leaders forge partnerships among organizations — public, private or non-profit — that support learner success and our own financial stability.
- Student and staff environments are areas of creativity that stimulate learning. The environments in which we educate are safe, secure, clean and appropriate for delivering programs and services of high quality.
- We are responsive to families’ wishes to keep students in educational environments that are close to their homes and home schools. District 917’s educational programs and services are designed for mobile delivery, to the extent possible, and adaptable to host sites be they homes, schools, libraries, online or in accessible and desirable community locations.
- Families, school districts and businesses throughout Dakota County and the southern metropolitan area view the programs and services of District 917 as high quality, in terms of the models used to serve changing student needs, staff competency use of appropriate technology, and facilities. District 917’s programs and services are respected for their cost-effectiveness and integrity.

STRATEGIES, ACTIONS, AND PROGRESS INDICATORS

(How do we progress?)

The following strategies, actions, and progress indicators are intended to assist us in setting priorities, allocating resources and making choices.

Strategic Directive 1: Heighten the trust and confidence of all school districts served by Intermediate School District 917.

Actions:

1. Host leadership meetings of superintendents, directors, and key building/district contact professionals.
 - a. Share recent legislative developments, MDE activities, and pertinent data regarding common educational interests.
 - b. Facilitate discussions promoting best practice.
 - c. Share current literature and research encouraging creative and innovative approaches to shared problems.
2. Develop new and maintain existing relationships with key staff in participating districts.
 - a. Create a network in which each student remains connected to his/her home school, program, and individual contact person.
 - b. Create and maintain an updated staff list of all key contact staff for each participating district.
3. Establish a concept of a continuous flow of data regarding student achievement with home districts and parents.
 - a. Continue to monitor and communicate class performance, credit attainment, and attendance to all involved schools, programs, contacts and parents.
4. Promote the “individualized” approach in meeting student needs.
 - a. Focus student intake meetings on students rather than program offerings.
 - b. Promote and encourage parental involvement in the design of individual learning plans for all students.
5. Seek, gather, and analyze feedback from member districts regarding their level of satisfaction and the level of service provided:

Progress Indicator (Area 1):

1. Increased positive ratings over time on surveys from member districts, parents, staff, 917 staff, MDE, County and others collaborating with ISD 917.

Strategic Directive 2: Increase achievement of all learners served.

Actions:

1. Expand the scope of online learning opportunities for DCALS and students in other 917 programs;
2. Develop a variety of systematic approaches to gather student achievement data to enhance instruction and learning;
3. Provide staff development opportunities, focusing on strategies that enhance student performance;
4. Develop and administer common assessments within all classes to provide assurance of alignment of outcomes and instruction as well as to provide the data necessary to identify best instructional practice;
5. Adopt and implement curriculums that align with state standards and measure student progress;
6. Promote best practices in providing programming for students with disabilities including providing instruction tailored to disability areas and considering age and grade;
7. Research and implement a variety of models to address students in need of alternative approaches to education;
8. Enhance our model to support transitional needs of students ages 18 through 21.
9. Promote and support the use of assistive technology to supplement instruction.

Progress Indicators (Area 2):

1. Compare assessment data from all common assessments and monitor changes in overall student academic achievement .
2. Compare student course taking and credits earned to assess student progress.
3. Compare pre and post assessments in the appropriate skill areas of reading and writing and mathematics.

Strategic Directive 3: Improve staff leadership skills and the culture of collaboration throughout the Intermediate District.

Actions:

1. Continue/expand the use of Professional Learning Communities as an improvement model for the staff of 917 as part of the educator evaluation plan;
2. Provide training opportunities for member district or regional district staff.

Progress Indicators (Area 3):

1. Track and report formal data gathered from participating districts' survey's on ISD 917 programs, services, customer relations, and professional leadership.
2. Track and report participants feedback on evaluations from training and development opportunities.

Strategic Directive 4: Use resources strategically to advance our mission.**Actions:**

1. Emphasize and maintain a focus on responsible approaches to the use of state and district funds.
2. Educate all stakeholders of the full cost of service delivery.
3. Study current funding formulas and legislation initiatives to maximize available funds.
4. Develop and foster partnership opportunities with community organizations/programs to enhance services and learning opportunities for students.
5. Maintain and expand the connection with DCTC in providing learning opportunities for secondary programs and articulation to post-secondary programs.
6. Work with DCTC, IHCC, and University of Minnesota in exploring the development of programs for all secondary students which focus on the needs of the 21st Century.
7. Support staff development efforts for the implementation of the legislative mandated educator evaluation and development processes.
8. Continue and expand the curriculum development process which focuses on standards and skill development.
9. Include student performance as an element of the staff development/evaluation process.

10. Monitor staffing ratios and class sizes to be in compliance with Minnesota Special Education Rules.
11. Continually assess member district needs and assets to avoid duplication and provide needed services.

Progress Indicators (Area 4)

1. Review annual audit results and identify trends to monitor over time.
2. Analyze expenditures in areas targeted for development and improvement.

Strategic Directive 5: Structure ourselves so that we can adapt to our changing environment.

Actions:

1. Look to the future and assume a pro-active approach to meeting the needs of learners beyond special education and secondary alternative credit restoration programs.
 - a. Monitor the opportunities presented in the vision of the University of Minnesota in regard to the development of the UMore Park Area. Intermediate School District 917 is an existing organization that is currently functioning as a regional center of educational services. Involvement in the educational component of the UMore Park Development is a logical concept to pursue.
 - b. Communicate the importance of assuming a proactive approach to providing collaborative services to learners in member districts.
2. Carefully examine enrollment/participation trends in all programs to inform decisions on the allocation of available resources.

Progress Indicators (Area 5)

1. Monitor and compare the time invested in managing existing program issues and planning for future program development.
2. Establish specific, time-oriented goals reflecting movement toward future program development.
3. Document all formal communications, planning sessions, and proposals as evidence to a commitment to futuristic planning.

IN SUMMARY...

These strategic directives, in every sense, are a work in progress and are intended to support a dynamic process that will forever be changing. The strategic directives are part of a living document that will never be completed or finished. Based on continuous review of progress data, the directives and actions will continue to be revised and adapted to meet the needs of our learners and the school districts we serve.