

Agenda

1. **CALL TO ORDER** (Action)
2. **APPROVAL OF GENERAL MEETING AGENDA** (Action)
3. **OPEN FORUM** (Information)
4. **APPROVAL OF CONSENT AGENDA** (Action)
 - 4.1. General Board Meeting Minutes from June 10, 2010
 - 4.2. Routine Human Resource Activities for June 24, 2010
 - 4.3. CAREI Grant from the University of Minnesota
5. **SHARE THE SUCCESS & RECOGNITIONS - None**
6. **SUPERINTENDENT'S REPORT**
 - 6.1. Hennepin County Dropout Prevention Trip
 - 6.2. Superintendents & Business Directors Meeting
 - 6.3. Bloomington Public Schools - **Closed Session** (Information)
7. **INSTRUCTIONAL REPORT** (Information)
 - 7.1. Literacy Progress & Plans
8. **ADMINISTRATIVE SERVICES REPORT**
 - 8.1. Financial Report
 - 8.1.1. Approval of Routine Monthly Finance Report (Action)
 - 8.1.2. 2010-2011 Budget (Action)
 - 8.2. Facilities Report
 - 8.2.1. North Education Center (NEC) Facility Committee Report (Action)
 - 8.2.2. North Education Center Review & Comment (Action)
 - 8.2.3. Robbinsdale Area Schools Letter to District 287
 - 8.2.4. Approval of Attachment 10 Performance Criteria and Health & Safety (Action)
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS** (Information)
 - 9.1. Policy Review & Revision
 - 9.2. Board Reports
 - 9.2.1. Chair Report (Information)
 - 9.2.1.1. Superintendent Evaluation Summary
 - 9.2.2. AMSD Report (Ann Bremer)
 - 9.3. **District News** (Information)
 - 9.3.1. School Board Planning Calendar
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
June 10, 2010
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the regular meeting to order at 6:31 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Sally Johnson
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
283	St. Louis Park	Pam Rykken
277	Westonka	Ann Bremer

Absent: 271/Bush, 286/Thielsen, 279/Antolak, and 284/Peterson

Guests:

287 Administration: Sandra Lewandowski, Colleen Baumtrog, Janet Johnson, Tom Shultz, Chad Maxa, Anne Becker, and Wauneen Mgeni

287 Staff Members: Linda Rees, Anne Runck, Mark Hoffer, Lois Lillie, Maureen Johnson, Rebecca Schmiege, Benita Oliver, Mark Hoffer, and Bruce Mulder

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Michèle Kunz, seconded by Sally Johnson, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 27, 2010, approval of the new Dental, Life and Long Term Disability Contracts & Rates, and approval of the Mid-Day Transportation Bid Awards. *Motion by Ann Bremer, seconded by Peyton Robb, to approve the consent agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski updated the Board on the process by which assets and liabilities might be determined in the Bloomington withdrawal.

Sandy shared with the School Board a letter of staff appreciation from a parent of a student graduating from the SUN (Students with Unique Needs) program.

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Janet Johnson, Director of Finance Services, presented the resolutions authorizing the sale of refunding certificates of participations for the South Education Center land debt. *Resolution motion by Michèle Kunz, seconded by Pam Rykken, to waive the reading of the resolution and approve the resolutions authorizing the sale of refunding certificates of participations for the South Education Center land debt as presented. The following voted in favor of the resolution: Rykken, Rowley, Robb,*

Kunz, S. Johnson, L. Johnson, Draayer, Bremer, and Bomben. There were no abstentions or no votes cast. Resolution passed. Don Lifto from Springsted, Inc. informed the School Board that the district would save \$900,000 over the life of the debt because of the refinancing.

Facilities Report - None

Human Resources Report

At the recommendation of Board Chair Johnson, a motion was made by Peyton Robb, seconded by Nancy Rowley, to close the meeting to consider strategy for labor negotiations, as required in Minnesota Statute §13D.03. All in favor. Motion carried. The meeting was closed to the public at 6:44 PM. A motion was made by Nancy Rowley, seconded by Carol Bomben, to reopen the general meeting. All in favor. Motion carried unanimously. The general meeting reopened at 7:08 PM

Anne Becker, Director of Human Resources recommended approval of the SEIU 284 Contract Agreement. Anne reviewed aspects of the tentative agreement with SEIU Local 284. The total package cost for two years would be \$158,300 (an increase of 4.7%). The tentative agreement called for a change in plan design but no cap on the District contribution toward employee health insurance premiums. The Board restated its strong desire for an insurance cap for all employee groups. Motion by Michèle Kunz, seconded by Ann Bremer, to approve the SEIU 284 Master Contract Agreement as presented. At the recommendation of Board Chair Johnson, a Roll Call vote was made. The following voted in favor of motion: Bomben, S. Johnson, Draayer, Kunz, L. Johnson, and Bremer. Votes against the motion: Robb, Rowley, and Rykken. Motion carried.

9. BOARD BUSINESS

Policy Review & Revision

Chair Report

At the recommendation of Board Chair Johnson, a motion was made by Carol Bremer, seconded by Ann Bremer, to close the meeting for the purpose of the annual evaluation of the Superintendent. All in favor. Motion carried. The meeting was closed to the public at 7:16 PM. A motion was made by Nancy Rowley, seconded by Carol Bomben, to reopen the general meeting. All in favor. Motion carried unanimously. The general meeting reopened at 9:57 PM

AMSD Report

Once Around the Table – None

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:56 PM.

The next general meeting will be held on June 24, 2010, 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 24, 2010
LICENSED STAFF**

1. New Hires:

A. Regular

- JON T. FILA, Online Learning Facilitator at the District Service Center, **additional position due to increased enrollment**, effective August 30, 2010, .5 FTE.
- LINDSEY C. JELLE, Math Instructor at South Education Center, **refill for R. Scheel**, effective August 30, 2010, 1.0 FTE.

B. Reinstatement of Licensure Waivers

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Reinstatement

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C. Temporary:

- COLLEEN S. BAUMTROG, Executive Director of Administrative Services, additional 6 days (48 hours) effective May 24, 2010 through June 30, 2010, to complete work related to Human Resources/negotiations and other administrative issues.
- DEAN K. BREUER, Independent Study Business Instructor at Richfield High School effective July 1, 2010 through June 30, 2011.
- ANN T. BROWNING ZERBY, Independent Study ESL Instructor at Richfield High School effective June 16, 2010 through June 30, 2011.
- PAUL T. KROSHUS, Independent Study ESL Instructor at Richfield High School effective July 1, 2010 through June 30, 2011.
- PATRICIA LARSON, VOS Instructor at various sites effective June 10, 2010 through July 29, 2010.
- LISA A. LEVIN, Independent Study Science Instructor at Richfield High School effective July 1, 2010 through June 30, 2011.
- LAURA MOORE, Autism Specialist at Hosterman Education Center effective May 25, 2010.
- VIRGINIA NYHUS, curriculum planning for the 2010-2011 school year at Bren Road Education Center, effective June 15, 2010 through June 30, 2010.
- MARIT L. OBERLE, Independent Study Math Instructor at Richfield High School effective July 1, 2010 through June 30, 2011.
- GRETA PALMBERG, Grant Work at Northwest Tech Center effective June 1, 2010 through June 30, 2010.

- KENDRA RASK, CTE Special Needs Support for FY11 at Brooklyn Park Campus effective July 1, 2010 through August 27, 2010.
- DEB SEVELAND, Independent Study English Instructor at Prairie Center Alternative effective July 1, 2010 through June 30, 2011.

D. Substitutes

-

2. Extended Leaves of Absence:

A. Unpaid

- BETH STRUVE, Physical Therapist at the District Service Center, Child Care Leave effective October 26, 2010 through December 22, 2010.

3. Separations:

A. Dismissal

-

B. Resignation

- FATIMA LEMTOUNI, Arabic Instructor at Wayzata High School, effective June 11, 2010.
- SACHIE MAKABE, Japanese Instructor at the District Service Center, effective June 10, 2010.
- SAMMY J. NELSON, EBD Instructor at Bren Road Education Center, effective June 10, 2010.

C. Retirement (Regular/Disability)

-

4. Other:

A.

* Indicates delay due to background check

** Indicates delay due to approval of Community Expert Request/license.

NON-LICENSED STAFF:

1. New Hires:

A. Regular

- LANCE WEINGARTZ, Information Technology Specialist at the District Service Center, **new position**, effective June 1, 2010 – 1.0 FTE.
- SARA BOULGER (current Education Assistant employee), Clerical at the Hennepin County Home School, **refill for P. Floe (transfer)** effective July 1, 2010 Grade III - 10 month – .8 FTE.

B. Temporary

- STEPHANIE MORGAN, Education Assistant at Edgewood Education Center, effective May 17, 2010 through June 9, 2010.

C. Substitutes

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2. Extended Leaves of Absence:

A. Unpaid

- KAREN FIX, Education Assistant at Hosterman Education Center, 1.0 FTE effective for the 2010-11 school year.
- NANCY SCHULZ, Education Assistant at South Education Center, .2 FTE effective for the 2010-11 school year.
- ROXANNE ATWOOD, Education Assistant at Edgewood Education Center, effective February 19, 2010.

3. Separations:

A. Dismissal

-

B. Resignation

- BRIDGET ZIMMER, Clerical at South Education Center, effective May 27, 2010.
- KATHLEEN STETS, Assistant at the District Service Center, effective June 10, 2010.
- HEATHER HENNING, Education Assistant at Hosterman Education Center, effective June 8, 2010.
- KRYSTAL RIORDAN, Interpreter at Northwest Tech Center, effective June 10, 2010.

C. Retirement (Regular/Disability)

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ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT

Special Education (FY10 wrap-up and FY11 start-up hours)

Kimberly Doty
Richard Thiesen

Darla Jackson

Christina Sundae

Summer School

Licensed

Area Learning Center

Rebecca Brustad
Rosemary Ruffenach

Lindsey C. Jelle

Anne Lucasse

Special Education

Mark E. Bastiansen
Karen Cole
Myra Hackfort-Roufs
Tammy Mezzenga
Richard Thiesen

Nina Centrella
Erin Colligan
Tod Hoaby
Bruce Mulder
Ann Verdegan

James Chapman
Susan Comer-Bergen
Anne Lucasse
Evelyn S. Souza-Johnson

West Suburban Summer School

Steve Auer
Melissa Engel
Kristina Holtmeyer
Tami Junkermeier
Wendy L. Wold

Gary J. Bowman
John Foty
Dana Jenson
Gail T. Swanson

Lori Crandall
Jennifer Froisland
Walter Johnson
Eryn K. Warne

Non-Licensed

Area Learning Center

Ahmed Abdalla
Jessica Hentig
Lorraine Nau
Patti Sanner

Dionne Bennett
Megan Lichty
Laurence Polys
Der Vang

Jillian Berg
Angela May
Kristen Sammartano Weeks
Ramona Whitman

Epsilon / Omegon

Sara Boulger
Marsha Norton

Sherrie Dewey
Jackie Peschong

Maggie Elliott
Louis Seiwert

West Suburban Summer School

Jacob Allers-Hatlie
Joseph Limond

John Emmons
Abby Peterson

Angela Jamieson
Elizabeth Ramstad

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: June 24, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

RE: **Recommendation for Board Acceptance of the University of Minnesota CAREI Grant**

District 287 has been awarded a \$4,000.00 CAREI: Professional Learning Community (PLC) Sustainability Project Grant from the University of Minnesota. This CAREI (Center for Applied Research & Education Improvement) funded project investigates whether the Region 11 Math and Science Teacher Academy PLCs from the 2008-09 school year continued after the training ended. It also examines conditions that allow or prohibit PLC sustainability. The funding period for this grant is March, 2010 – December, 2010.



Youth Transition Funders Group

Multiple Pathways to Graduation

A COLLABORATIVE PHILANTHROPIC INITIATIVE

The Youth Transition Funders Group (YTFG) is a collaboration of national and regional funders working in partnership to improve the lives of older youth who become disconnected from schools, the workforce, communities, and their families. YTFG funders work together to address policy and program gaps, and create critical reforms to improve the lives of young people who would otherwise be alone in finding their way toward productive adulthood. YTFG's Multiple Pathways to Graduation work group is addressing the high school dropout crisis because a diploma is a critical step toward college and careers.

BACKGROUND

The foundations that make up the Multiple Pathways to Graduation work group—including the Bill and Melinda Gates Foundation, the Carnegie Corporation, the Charles Stewart Mott Foundation, the William Penn Foundation, the Walter S. Johnson Foundation, and the Eugene and Agnes E. Meyer Foundation—are working together to create more powerful strategies to increase graduation rates.

After extensive research, it became clear to us that the youth employment system, which funds the second chances programs, had been so severely under-funded for years that it could no longer serve most of the eligible youth. Additionally, research from the National Center for Education Statistics indicated that students who were not graduating from high school were being left further behind than ever—dropping out of school sooner, and with fewer credits and skills than in the past. Youth without a high school diploma weren't qualified to become part of an economy that demanded a much more educated and skilled workforce than ever before. We decided to focus on creating a major policy shift in which the education system would take responsibility for graduating *all* students.

YTFG funded the establishment of the Strategic Assessment Initiative to help cities create sustainable strategies to improve outcomes for struggling students and out-of-school youth. Additionally, Jobs for the Future provides leadership as an intermediary convening the sites, supporting peer exchange, and delving deeper into policy issues. Boston, New York, Philadelphia, Portland, OR, and San Jose were chosen to receive grants as part of the Initiative because these cities were clearly ready to shift from piecemeal programs to systemic approaches. Furthermore, Washington, DC and Las Vegas were provided planning support that has successfully leveraged local dollars and public will.

COORDINATED INVESTMENT STRATEGY

YTFG's coordinated investment strategy is highly informed by the progress of the cities, all of which have developed sustainable efforts by having multiple points of leadership—district, municipal, and community. The investments of all YTFG members are directed toward opportunities that can expedite the process of change. To coordinate and guide our work, we use a four-part framework which requires that investments:

1. *Use data to drive the reform process;*
2. *Mobilize stakeholders and policymakers to generate demand for increasing graduation rates;*
3. *Expand and diversify a district's portfolio of schools to meet the needs of students, both in and out of school, who are off-track to graduation; and*
4. *Analyze and address policy and funding conditions that shape students' educational opportunities and the availability of high quality schools.*

YTFG reflects annually on investments, reviews lessons learned, critiques our grantmaking, and seeks opportunities to expand the multiple pathways to graduation effort.

UPDATES FROM THE CITIES

BOSTON

The Youth Transitions Task Force (YTTF), a collaboration of more than 30 organizations, generated demand for the Boston Public Schools (BPS) to focus on the dropout crisis through the release of “Too Big To Be Seen,” a research report that documents the size and shape of the crisis. In response, the BPS began a deep analysis of the educational trajectories of the students who weren’t graduating, and an assessment of the quality of and funding for alternative schools. The Boston Private Industry Council, a business-led intermediary organization, hired two former dropouts to reach out to youth to find out why they left school and what happens when they reconnect with educational pathways. This “action research,” is providing the coalition with information on which it is basing more fine-grained recommendations to the school system and its community partners. A multi-organizational collaboration is supporting youth in the juvenile justice system to increase their academic skills and credits while in detention, and make smooth transitions back into school.

The YTTF published “impact research,” documenting the social and fiscal cost of the dropout crisis. The release of this information was dramatic because of the number and level of stakeholders it attracted to the campaign. In fact, the YTTF was able to work with Senator Edward Augustus (D-Worcester) to file state legislation that:

- > *Sets a goal of reducing the dropout rate by half,*
- > *Establishes similar dropout coalitions in districts with high dropout rates, and*
- > *Supports funding for early indicator systems, alternative pathways to graduation, and outreach to dropouts.*

The next steps for the YTTF are to pass the state legislation; work with the BPS on a comprehensive dropout prevention and recovery plan; and support federal legislation such as the Graduation Promise Act.¹

For more information: Boston Private Industry Council, www.bostonpic.org/youth/g.htm

NEW YORK CITY

In establishing an Office of Multiple Pathways to Graduation (OMPG), New York City’s Department of Education signaled its commitment to addressing the dropout crisis. With support from consulting firm the Parthenon Group, the OMPG completed a groundbreaking analysis of students who did not graduate. Their discovery that students who became off-track to graduation were essentially the same group of students who did not graduate moved the OMPG and its partners to expand the capacity of the school district to serve off-track students.

The Office of Multiple Pathways to Graduation, in collaboration with the city and its community partners, has made significant progress toward improving opportunities for all of the city’s young people to graduate by:

- > *Establishing Learning to Work programs that provide career experience and counseling,*
- > *Designing Young Adult Borough Centers for older students missing the credits they need to graduate,*

¹ The Graduation Promise Act would provide states with funding to improve existing high schools, develop high schools for struggling students and dropouts, and increase graduation rates.

- > *Increasing the number of transfer schools to serve an additional 1,500 students, with a focus on younger students who have fallen off track to graduation, and*
- > *Redesigning GED programs to offer improved instruction, career services, and counseling so that students are prepared for the transition to college and careers upon the completion of the GED.*

In addition, New York City's Youth Development Institute has developed the Community Education Pathways to Success Initiative (CEPS). CEPS is focused on building the capacity of community-based organizations to enable youth who have dropped out of school with low skills to significantly improve their reading and math skills.

The efforts in NYC continue to be very focused on using data effectively to improve services for students. New Visions for Public Schools has developed, and supports schools in using, an "on-track" metric. Working with students, parents, and teachers, the on-track indicator is designed to ensure that everyone is focused on having students in class and accumulating the necessary credits to get to graduation.

For more information: The Office of Multiple Pathways to Graduation, schools.nyc.gov/Offices/DYD/OMP/default.htm and Youth Development Institute, www.ydinstitute.org

PHILADELPHIA

Philadelphia is the only city to date that has engaged in cross-system research that looked at the educational trajectories of all students who did not graduate, as well as taking a closer look at students who are in the child welfare and juvenile justice systems. The research has provided the foundation for a blue print for a multiple pathways to graduation system in Philadelphia, which includes:

- > *Expanding the number of accelerated schools that serve students with few credits*
- > *Developing a "bridge" program for students who are reading below a sixth grade level*
- > *Working with the School District to enhance the Career Technical Education offerings—specifically for youth who are in the juvenile justice system or otherwise disconnected*
- > *Creating a one-stop, re-engagement center to facilitate a youth's re-engagement and placement back into a public school setting*

In addition to ensuring that the needs of disconnected youth are integrated into the School District's high school reform plans, upcoming priorities for the collaborative include:

- > *Supporting the city's division of social services as they implement recommendations in various city departments to better track and support the educational attainment of the youth they serve; and*
- > *Developing a professional peer network for alternative education providers to grow the capacity of organizations in Philadelphia to provide high-quality, alternative educational options.*

The work of the Philadelphia Collaborative has been the catalyst for the creation of a statewide network of nine "Youth Transition" cities funded by the Pennsylvania Department of Labor and Industry.

For more information: Project U-Turn, www.projectuturn.net

PORTLAND

Understanding that increasing graduation rates is more than any one organization can do, Portland's Connected by 25 is an effort made up of more than 37 community leaders, educators, business leaders, and policy makers. It is implementing research-driven initiatives and coordinating citywide efforts to transform individual programs for 14–16 year olds into a more strategic, complementary, and effective networks of services. Their accomplishments include:

- > *Developing a greater understanding of how and when students drop out through a partnership between the school districts and the Bridgespan Group, a non-profit organization*
- > *Creating Coalition of Metro Area Community-based Schools, a stellar alternative schools network that has schools run by community-based organizations working with school districts to recover close to 1,500 students per year*
- > *Supporting off-track eighth graders in their transition to high school through a collaboration with Open Meadows, an alternative school, Roosevelt High School, and the school district*
- > *Furthering the integration of alternative high schools into the district's Office of High Schools, further creating a cohesive system for struggling students*
- > *Utilizing young people as advocates to share their experiences in a video called "Unseen"*
- > *Focusing on improving the achievement of Native youth by opening the NAYA Early College Academy, an alternative school run by Portland's Native American Youth and Family Center*

Research commissioned by Connected by 25 identified important academic indicators that accurately predict whether or not a student will graduate. From this research it's clear that eighth grade and ninth grade achievement matters most. Parents, teachers, and community partners are now focusing interventions as early as ninth grade, before it is too late.

For more information: Connected by 25, www.connectedby25.org

SAN JOSE

San Jose's Alternative Education Collaborative (AEC) is a multi-agency network advocating for, and working on behalf of, at-risk and struggling students. The collaborative has established positive working relationships with more than 40 community-based organizations, county service agencies, the city government, the County Office of Education, thirty-two local school districts, law enforcement, and faith-based entities.

In addition, a critical component to the effort in San Jose is lead by People Acting in Community Together (PACT), a community organization, which has led the effort to raise awareness and generate demand for attention to the dropout crisis. Organizing parents and students, PACT continues to create community awareness and pressure to expand the number of seats in alternative education programs.

One focal point of the effort has been supporting the Santa Clara County Juvenile Court Education Task Force (JET) initiative focusing on improving educational outcomes for foster care youth. In its first year, this effort is working to build cross-system cooperation and implement a consolidated youth data system to ensure portability of records, and improved access and tracking of student performance. AEC's partnership with JET lays the groundwork for needed systemic change. The initiative's focus on a specific target population enabled service

systems to work together to overcome institutional barriers. These various service agencies collaborated on operational solutions, and developed and executed reform.

AEC has also focused on raising the quality of instruction in alternative education classrooms, for example, a partnership with University of California, Santa Cruz and the Santa Clara County Office of Education to develop a teacher certificate program based on approaches that are student-focused.

For more information: The Greater San Jose Alternative Education Collaborative, www.getbacktoschool.org

LESSONS LEARNED: CHALLENGING OUR ASSUMPTIONS

The work being done to establish multiple pathways to graduation has uncovered data that challenges many assumptions about our education system and our students.

Myth #1: Students drop out because they are lazy or not motivated.

Reality: *Most dropouts are extremely persistent in their efforts to complete secondary education.* A study tracking approximately 25,000 students over the course of 12 years made clear that the perception of dropouts as unmotivated is not supported by the facts. Nearly 60 percent of the youth who drop out of high school eventually earn a high school credential—in most cases a GED certificate.² What's more, almost half of those that earn their credential enroll in college.

Almost universally, young people who drop out of school express in hindsight great remorse for having left high school and a strong interest in re-entering school. Most dropouts keep trying to earn a diploma, often cycling in and out of schools and programs several times.³

Myth #2: Socioeconomic characteristics define who drops out.

Reality: *School-related indicators are a much better predictor of who will drop out.* For decades we invested in research looking at the socioeconomic characteristics of who drops out which, not surprisingly, reinforced the notion that poor students and students of color, specifically black and Latino students, were most likely to dropout. We are now finding, from research in NYC, Philadelphia, Portland, and Chicago, that school indicators, such as course failure, attendance, and credit accumulation, are more powerful predictors than race or income level. The significance of this research is that it empowers districts, schools, and parents to intervene early if students start to slip off the path to graduation.

Myth #3: Four years is enough time to complete a high school education.

Reality: *Many high school students take more than four years to graduate.* In Philadelphia the on-time (four year) graduation rate ranges from 45–52% for the graduating classes of 2000 through 2005. The six-year graduation rate range is higher, from 54–58%. Some students enter high school with low literacy levels and need time to build skills and complete requirements for graduation, while others must temporarily interrupt their education to work or take care of their families.⁴

² Making Good on a Promise: What Policymakers Can Do to Support the Educational Persistence of Dropouts, by C. Almeida, C. Johnson, and A. Steinberg. Jobs for the Future (2006)

³ Ibid

SUGGESTIONS FOR INVESTMENTS

Dive for Data: The most important investment a foundation can make is to support a district and its research partners in using data to segment the populations of students who are not graduating. We simply cannot improve graduation rates if we do not understand which students are falling off the pathway to graduation and why. Although costs will vary based on the quality of the information systems, an investment of \$300,000–\$500,000 can make a significant impact.

Engage Stakeholders: Improving graduation rates requires both an inside and an outside strategy. District leadership has a critical role in creating options for students who are off-track to graduation. At the same time, advocacy groups and community organizations have important parts to play. Support efforts with community, faith-based, and youth organizations that help them learn about the issues, sustain political pressure for change, and guide decisions to ensure that the efforts to create multiple pathways to graduation produce real change, not a second-class second-chance system.

Align Social Services: Youth involved in other agencies such as foster care or juvenile justice are at risk of falling off-track to graduation. It's important that those agencies are involved in the work of creating multiple paths to graduation. Sponsor strategic coordination among city and county services, social service and mental health providers, and workforce development programs to improve access to education for youth who are involved in other agencies.

Diversify the Portfolio of Schools: Leading cities are finding that they need to expand the diversity of the schools and programs available to students. Some cities are creating programs to help older students complete their necessary credits, while others have found that they need schools to help younger students who are dropping out in ninth and tenth grade. There is a great need to investigate cost-effective methods to engage students and accelerate their learning.

Advocacy Matters: Leaders in efforts to create multiple pathways to graduation have identified a number of key policy issues that must be addressed to improve graduation rates and recover dropouts. Consider investments that enable community organizations and advocates to become familiar with the issues, shape research and communication strategies, and build coalitions for policy development.

⁴ Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis, 2000-2005. R. Balfanz and R Neild. 2007. www.projectturn.net

RESOURCES

YOUTH TRANSITION FUNDERS GROUP, WWW.YTFG.ORG

The Youth Transition Funders Group is a network of grantmakers whose mission is to help all youth make a successful transition to adulthood by age 25. We focus our work in three areas: foster care, juvenile justice, and multiple pathways to graduation.

Visit www.ytfg.org/mpgresources for examples of how cities have designed their analysis, information on different models of alternative high schools, and policy issues and accomplishments.

JOBS FOR THE FUTURE, WWW.JFF.ORG

See “Youth Transitions” under “Projects”

Jobs for the Future is a nonprofit research, consulting, and advocacy organization working to ensure that all young people have a quality high school and postsecondary education, and that all adults have the skills needed to hold jobs that pay enough to support a family.

ALTERNATIVE HIGH SCHOOL INITIATIVE, WWW.AHSI.INFO

The Alternative High School Initiative is a network of youth development organizations committed to creating educational opportunities for young people for whom traditional school settings have not been successful.

THE CONSORTIUM ON CHICAGO SCHOOL RESEARCH, CCSR.UCHICAGO.EDU

The Consortium on Chicago School Research at the University of Chicago conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. *Recommended reading:* “What Matters for Staying On-Track and Graduating in Chicago Public Schools”



Youth Transition Funders Group

CONNECTED BY 25

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Chicago, Illinois 60611

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Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

To: Board Members, Superintendents, and Business Managers

From: Sandy Lewandowski, Superintendent

Date: June 14, 2010

Subject: **Addressing Member District Questions about Costs and Future Financial Obligations**

I would like to address two important questions that are on the minds of our member districts in light of Bloomington Public School’s decision to withdraw from Intermediate District 287 effective July 2011:

- 1) What accounts for the cost differences between Intermediate Districts 917 and 287?
- 2) How will the division of Bloomington’s portion of 287’s assets and liabilities affect my district?

First, I would like to share with you an overview and summary of discussion that recently occurred between leadership of the two Intermediates. The chart below provides useful context for this discussion.

OVERVIEW	DISTRICT 917	DISTRICT 287
Students	Career Tech 442 Academic Services N/A Area Learning Center 248 Special Education 1,117	Career Tech 664 Academic Services 2,665 Area Learning Center 917 Special Education 3,706
Facilities	<ul style="list-style-type: none"> • 1 owned and 6 leased • Use agreement for space at Dakota Tech • 29 purchased classrooms in member district schools • 1 space provided by Dakota County 	<ul style="list-style-type: none"> • 5 owned and 5 leased • Use agreement for space at Hennepin Tech (2 campuses) • 0 purchased classrooms • 1 space provided by Hennepin County and 1 by Volunteers of America
Members	Burnsville, Farmington, Hastings, Lakeville, Inver Grove Heights, Randolph, South St. Paul, West St. Paul-Mendota Heights-Eagan (8) Combined enrollment = 44,755	Bloomington, Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata, Westonka (13) Combined enrollment = 102,749
FY10 Total Expense Budget	\$22,683,461	\$72,817,617
FY10 Total Special Education Budget	\$17,108,227	\$44,571,325

District 917 does not offer Academic Services (e.g. World Languages, Destination Imagination or West Suburban Summer School), therefore the summary points below pertain only to Special Education programming.

1. The member districts of both Intermediates guide program design and delivery of special education services. **District 287 has a larger critical mass of students with extremely complex needs and consequently has tailored its programs for targeted groups of students.** (The sample school district enrollment chart on pages 5 and 6 further illustrates this point.)
2. We offer 8 customized programs to address the complex needs of students with emotional/behavioral disorders (e.g., InVEST is designed for students who in addition to EBD have been diagnosed with severe mental illness); 6 tailored programs for students with Developmental Cognitive Disabilities; and 7 different transition programs for 18-21 year olds with low incidence disabilities.
3. **One key difference between the intermediates is in the assignment of 1-to-1 education assistants (EA's). District 917 adds 1-to-1 EAs throughout the year as needed. Each EA is added with enrolling district consent and is costed to that district's tuition rate. District 287 has a lower student-to-staff ratio that is fixed and does not fluctuate.** We have found that staffing in this manner is more predictable for member districts' budgets. Only occasionally is a 1-to-1 EA necessary. The majority of 1-to-1 EA's are billed to non-member districts due to the severity of the student needs.
4. Another basic difference in cost structure is that 287 charges a core fee based on the member district's total K-12 enrollment (\$25 per AMPCU) to cover district wide overhead costs. District 917 covers district wide overhead costs from special education tuition billing general education revenue and prorating overhead to itinerant services and career and technical programs tuition rates. For the first year of MDE Special Ed tuition billing, District 287 was unable to cover district wide overhead costs from General Education revenue. The difference between District 287 and District 917 in this area rests in MDE calculations (the instructional %) that end in a higher amount of general education aid being used to offset direct special education costs in District 287. The calculation pulls in all District ADM's including ALC's. This calculation is part of the appeal process with MDE that has not yet been resolved for FY09.

ITINERANT SERVICES

Itinerant Services are available to districts through a Purchase of Service system. Both districts estimate a daily rate based on average salary and benefits. Rates for staff appear to be comparable. The administrative and support fee that is added to the billings for District 287 covers direct itinerant administration and support. In District 917, it also includes a prorated share of district wide overhead.

SPECIAL EDUCATION TUITION

Base rates reflect reimbursable (salaries, contracts, and some supplies) and non-reimbursable (benefits, equipment, etc.) costs as reported to MDE for the purposes of special education tuition billing. MDE establishes base rates using 1,050 hours of service annually. Base rates are comparable between the two districts.

All programs in District 287 are Setting 4 (separate site) programs. District 917 provides programs in both Setting 3 (classrooms within regular schools) and Setting 4 environments.

Stacked services are additional services deemed necessary by the IEP team. Staff from the referring district serve on the IEP teams that recommend these additional services that can include behavior specialists and related service providers. The services provide support beyond the basic classroom teaching staff.

A basic level of licensed and non-licensed staff is determined by an established student/staff ratio in both Intermediates. District 287's ratio incorporates more specialists, service providers and EA time as part of the program cost. This is a result of programs tailored to meet increasingly complex student needs in the areas of behavior and mental health. As these services are documented in the IEP process, they generate additional service hours beyond 1,050 that are billed through the MDE Uniform Tuition Billing System. These additional hours are referred to as "stacked services" in the MDE Special Education Tuition Billing System. Using a different staffing and ratio model, District 917 starts with a higher student-to-staff ratio but adds more 1-to-1 EAs as necessary. The 1-to-1 EA billing through MDE is a separate line item in the invoice and does not change the number of service hours billed.

NON-DIRECT STUDENT COSTS

Levy Authority

Both Intermediates use their levy authority to access additional resources to support programs and services. Both Intermediates ask their members to levy for the amount necessary to cover Health and Safety projects as approved by MDE.

The Safe Schools Levy authority for districts that are members of Intermediates is \$10 per AMCPU. District 287 has asked its members to levy and has budgeted to spend 100 percent of that authority. District 917 has asked for \$4.50 per AMCPU for 2010/2011 levy but could request the full 100 percent as program needs change.

Members are also able to levy for facility lease costs, which includes principal and interest payments on facilities purchased or built by the Intermediate. Total lease costs for District 287 are \$5.6M annually. Of District 287's 10 owned or leased sites, 4 have been purchased or constructed in the last 5 years. Lease payments have been converted to principal and interest payments that will end over time. Member and nonmember districts are billed a proportional share of this cost based upon the number of ADM's served in District 287 programs.

Historically, 917 purchased classrooms from member districts. More recently, 917 has completed construction of one site that bears principal and interest payments. Total lease costs for District 917 are \$880,000 annually. Member districts are billed based upon a formula using four components. Nonmembers contribute as part of the nonmember access fee.

Transition Disabled Costs

Because we have a much larger population of transition age students (ages 18 to 21), District 287 has a robust program that prepares students who are transitioning to adulthood for work. We provide services in the areas of job related mid-day transportation and work experience coordination. The mid-day transportation costs are billed separately from the MDE tuition billing system and MDE revenue offsets the majority of this cost to school districts.

District 917 provides transition services to a much smaller population of students and determines that these costs are covered through other billing processes.

Access Fee for Non-Members

Both organizations are in the process of establishing a non-member Access Fee that ensures non-members are paying a proportional share of the intermediate's general overhead costs. District 287's non-member access fee for FY09 was 26% of the MDE calculated Special Education tuition amount plus a proportionate share of lease costs. Due to the FY09 MDE appeal still not being finalized, the base non-member access fee % has not been established for FY10 or FY11.

The District 917 non-member access fee for FY11 will be an additional 15% of the MDE Special Education tuition rate.

ENTITLEMENT TO ASSETS AND RESPONSIBILITY FOR LIABILITIES

Upon withdrawal from District 287 in July 2011, Bloomington is entitled to a portion of the assets and is also responsible for a portion of the liabilities. The short answer to the question of “how much” is: we don’t yet know. Determining precise value will take some time because no single accounting method is used to determine value. Additionally, our School Board understands that the action we take in this instance is precedent setting for our organization.

The first step will be for District 287 and Bloomington to establish a process and timeline that is mutually agreeable. Next, **three basic areas will be examined for entitlement and responsibility: fund balance, capital assets and capital debt, and severance/pension obligations.** The valuation process in each of these areas involves complex accounting methodologies, estimates and, ultimately, judgments.

Living with this uncertainty is not ideal for any of our member Superintendents, but I believe we must not rush to assign a dollar figure to our assets or liabilities. I believe it is in everyone’s best interest that we take advantage of the time the law allows to complete our due diligence. I will keep you informed every step of the way during the valuation process and include you and your business managers as decisions need to be made. Our School Board will have ultimate authority and responsibility for actions we take with respect to assets and liabilities.

SAVINGS, EFFICIENCIES AND REVENUE CAPTURED

In the context of finances, I want to take this opportunity to remind our members of what we are doing to reduce expenses. We have been particularly careful at reigning in costs and finding ways to maximize efficiencies. As a result, we have:

- **Reduced our expenses by 8.5 percent or \$6 million through a combination of cuts and increased efficiencies between 2008 and 2010.**
- Down-sized from 22 to 10 owned or leased facilities since 2008, reducing operational costs and increasing staffing efficiencies:
 - Staffing data clearly show that we are serving more special education students in EBD, Multi-Categorical and Transition Programs with fewer staff.
- Completed more Application for Educational Benefits forms (free/reduced price meals), netting an additional \$655,300
- Captured additional Medical Assistance Billing FY09 of \$1.4 million (anticipated same in FY10)
A process is being implemented in FY11 that will allow MA Billing revenue to be collected for services provided to students by District 287’s itinerant staff. This revenue will be used to directly offset itinerant costs.
- Will use special bonding authority to save approximately \$7 million in interest on North Education Center.

We continue to measure our strength as an Intermediate by keeping a constant eye on the bottom line, responding to the financial pressures of our member districts and making adjustments where necessary.

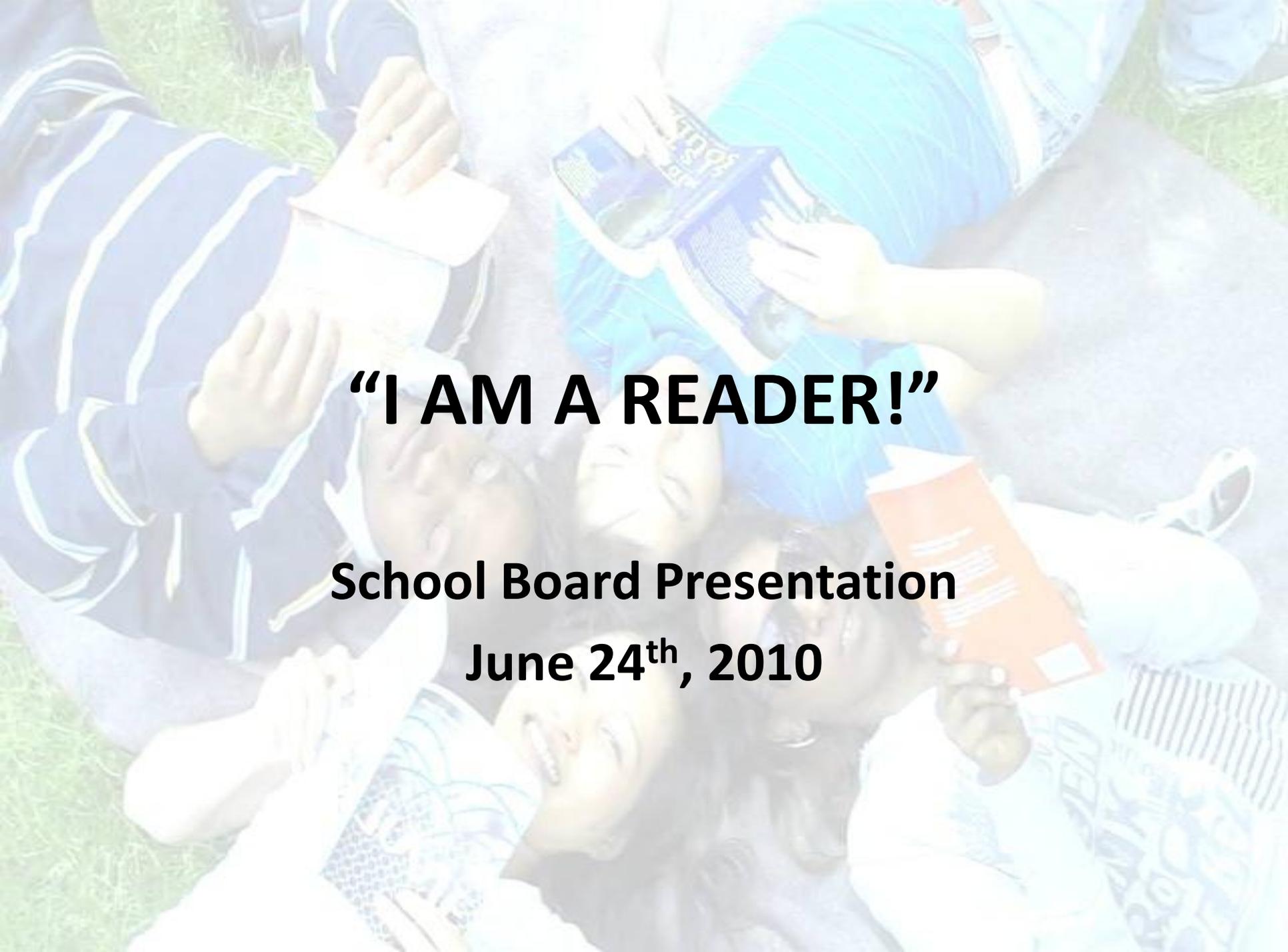
Sample School District

Enrollment in Intermediate District 287 Programs	Enrollment (headcount) – 287 provides instruction	Enrollment – 287 provides consolidated management, reporting and billing
CAREER & TECH ED		
Hennepin Technical Pathways	28	
ACADEMIC SERVICES		
West Suburban Summer School*	40	
Destination Imagination*	75	
Northern Star Online*	60	
World Language*	90	
Online Learning – Independent Study*	10	
287-RUN ALC PROGRAMS		
Supplemental Education Services (NCLB) – Ramp Up	30	
ALC – Eden Prairie HS - Independent Study	1	
ALC - Richfield HS - Independent Study	11	
ALC – Prairie Center Alternative - Independent Study (PCA)	10	
ALC – South Education Center Alternative	59	
ALC – Prairie Center Alternative (PCA)	3	
ALC – Richfield Success at 15 - Independent Study	2	
ALC – City West Academy	3	
MEMBER DISTRICT-RUN ALC PROGRAMS*		
A+ ALC		135
Adams Elementary		30
Washington Elementary		65
Jefferson Elementary		45
Roosevelt Elementary		22
Kennedy Middle School		60
Wilson High School Night School		350
SPECIAL EDUCATION PROGRAMS AND SERVICES**		
TRANSITION PROGRAMS		
Invest Transition	3	
Intersect	1	
FOCUS	1	
Phase	3	
Sun Transition	4	
Vector	1	
Vector Low Incidence	2	
Strive Transition	1	
Vocational Evaluation and Training (VET)	3	
Vocational Outreach Services (VOS)	2	

Enrollment in Intermediate District 287 Programs	Enrollment (headcount) – 287 provides instruction	Enrollment – 287 provides consolidated management, reporting and billing
<i>EBD PROGRAMS</i>		
Explore HS	4	
Explore Middle	2	
EBD Elementary	7	
Options HS	3	
Options Middle	1	
Invest HS	3	
Invest Middle	5	
Strive HS	7	
Strive Middle	1	
Strive Elementary	3	
<i>AUTISM/SPECIAL POPULATIONS</i>		
Communication Interaction (CIP)	2	
Students with Unique Needs (SUN)	1	
Venture	2	
SAFE (Student Affected by Fetal Alcohol)	2	
<i>ITINERANT SERVICES</i>		
	200 (days)	
<i>287 CARE & TREATMENT PROGRAMS</i>		
	6	
TOTAL STUDENTS ENROLLED	492	707

***Similar program not available in District 917.**

****District 287’s tailored special education programs are grouped within the three broad categorical areas available in District 917.**

A group of children are sitting on the grass, reading books. One child in the foreground is holding a blue book, and another child to the right is holding an orange book. The children are smiling and appear to be enjoying their reading time. The background shows more children sitting on the grass, some also reading books. The overall scene is bright and cheerful, suggesting a positive educational environment.

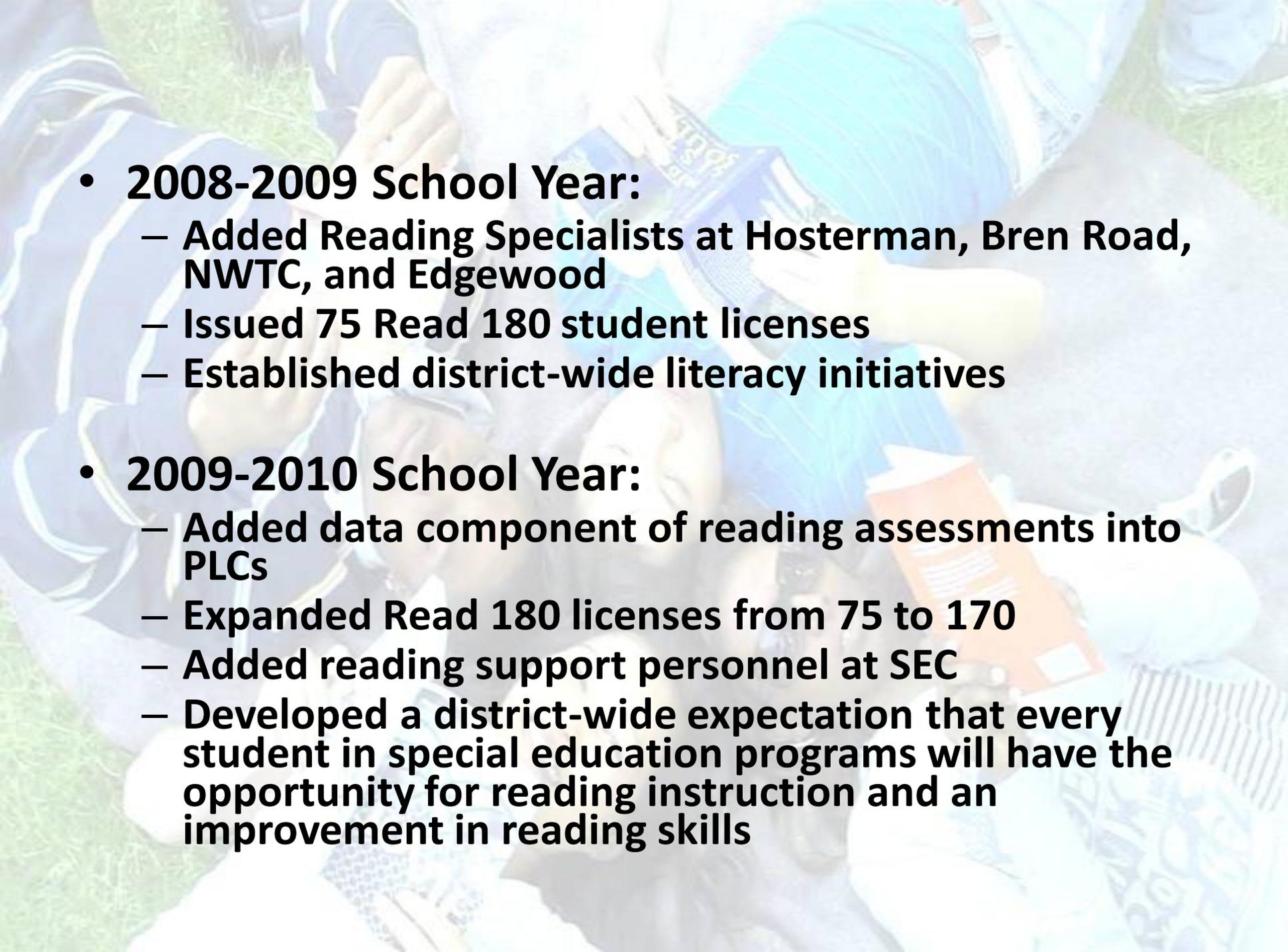
“I AM A READER!”

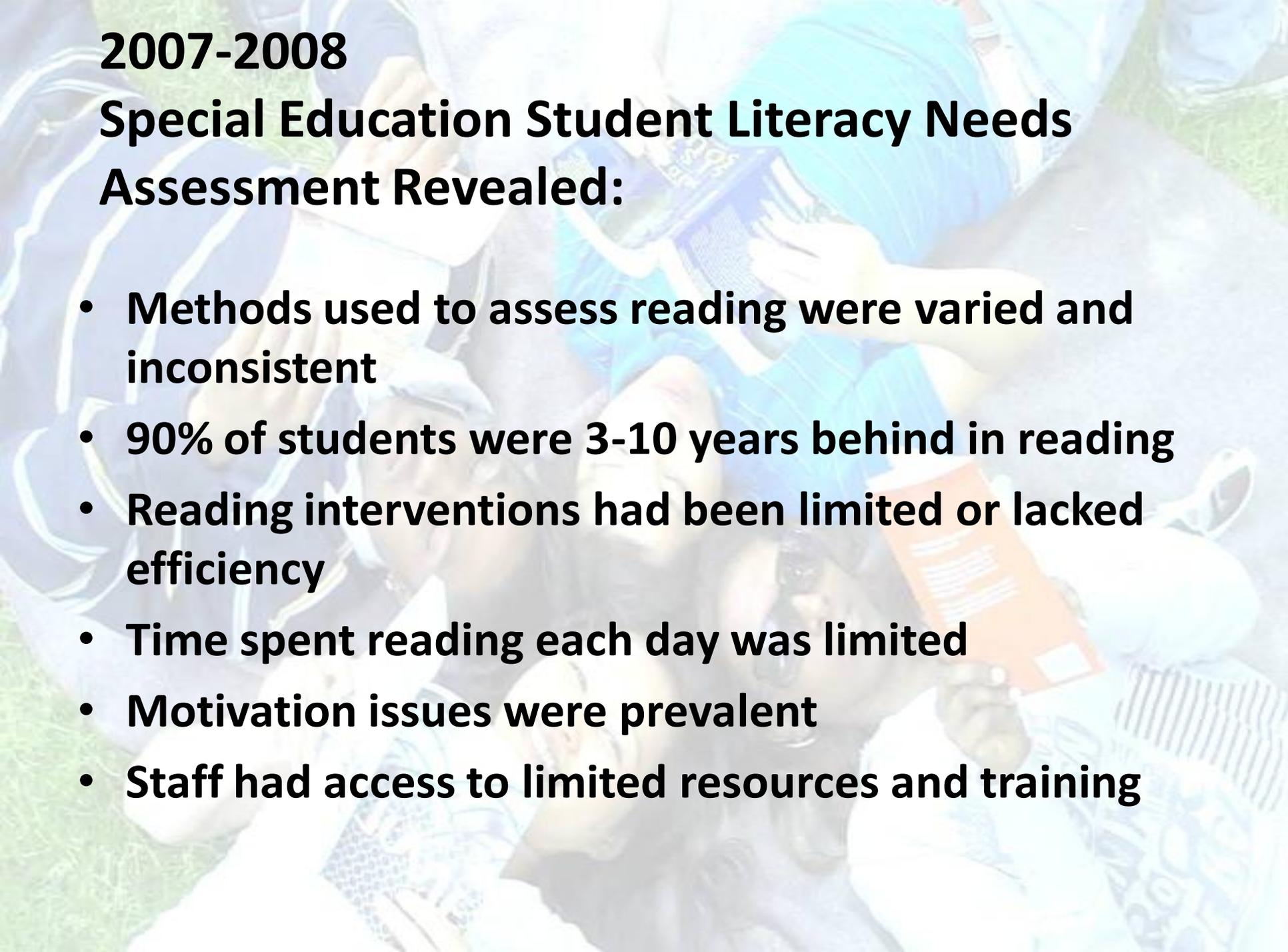
School Board Presentation

June 24th, 2010

Timeline of 287 Literacy Focus

- **2006-2007 School Year:**
 - **Reading Curriculum Committee Formed**
 - Created: “Developing a Reading Program for Intermediate District 287”
- **2007-2008 School Year:**
 - **Established .3 FTE of Reading Specialists**
 - Completed a *District 287 Literacy Needs Assessment of Site-Based Programs*
 - Developed staff training literacy opportunities
 - Developed an implementation plan of new literacy initiatives for 2008-2009

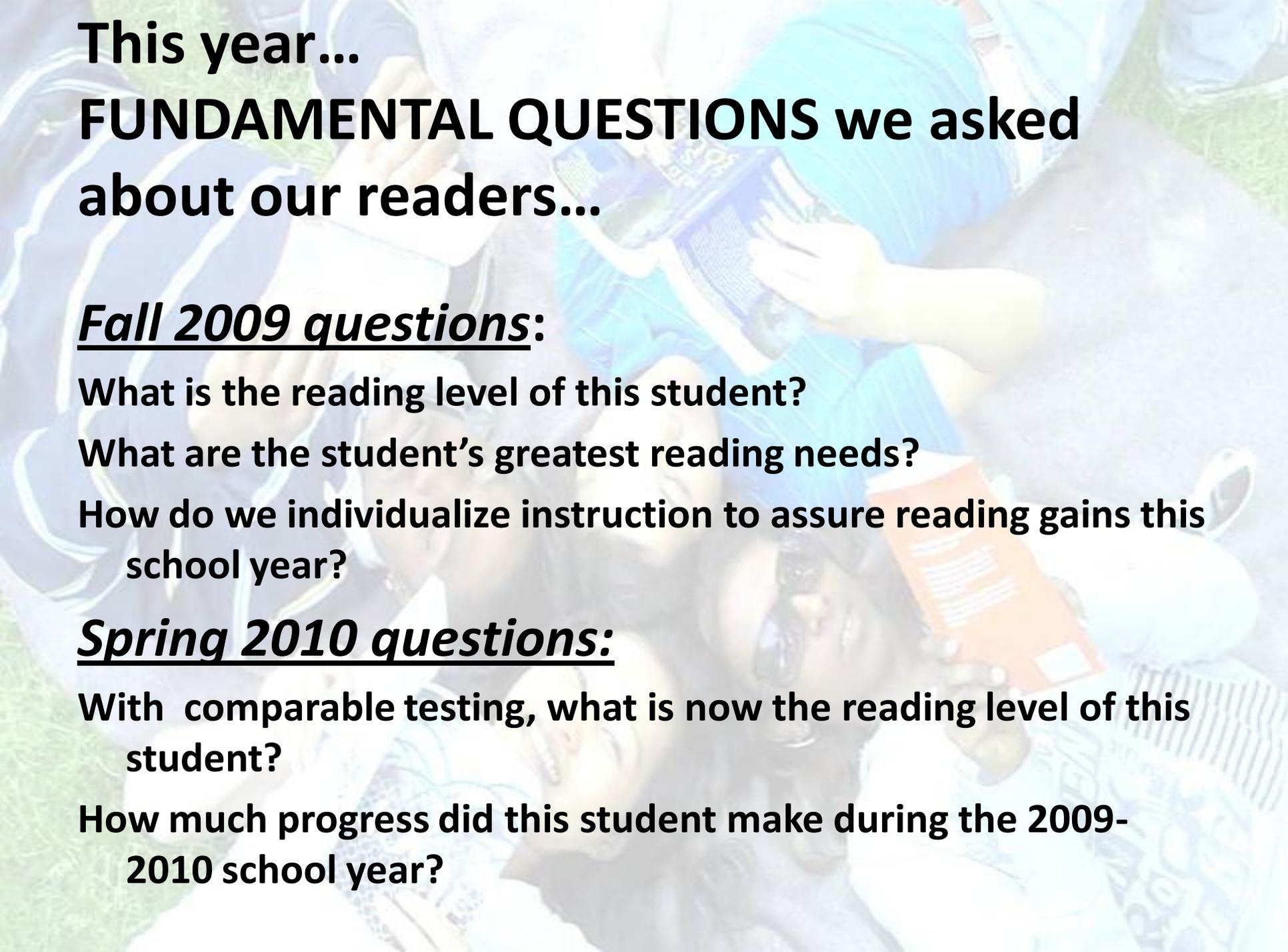
- 
- A group of children are sitting on the grass, reading books. The image is a background for the text. The children are wearing blue and white clothing. One child in the foreground is holding a blue book. Another child is holding a red book. The scene is outdoors on a grassy area.
- **2008-2009 School Year:**
 - Added Reading Specialists at Hosterman, Bren Road, NWTC, and Edgewood
 - Issued 75 Read 180 student licenses
 - Established district-wide literacy initiatives
 - **2009-2010 School Year:**
 - Added data component of reading assessments into PLCs
 - Expanded Read 180 licenses from 75 to 170
 - Added reading support personnel at SEC
 - Developed a district-wide expectation that every student in special education programs will have the opportunity for reading instruction and an improvement in reading skills

A group of diverse students, including boys and girls of various ethnicities, are sitting on the floor in a circle, reading books. The scene is brightly lit, and the students appear engaged and happy. The background is a soft, out-of-focus green, suggesting an outdoor or well-lit indoor setting.

2007-2008

Special Education Student Literacy Needs Assessment Revealed:

- **Methods used to assess reading were varied and inconsistent**
- **90% of students were 3-10 years behind in reading**
- **Reading interventions had been limited or lacked efficiency**
- **Time spent reading each day was limited**
- **Motivation issues were prevalent**
- **Staff had access to limited resources and training**

A group of diverse students, including a young girl in a blue shirt and a young boy in a blue shirt, are sitting on the floor reading books. The background is a soft-focus image of other students reading, creating a sense of a quiet reading time in a classroom or library.

This year...

**FUNDAMENTAL QUESTIONS we asked
about our readers...**

Fall 2009 questions:

What is the reading level of this student?

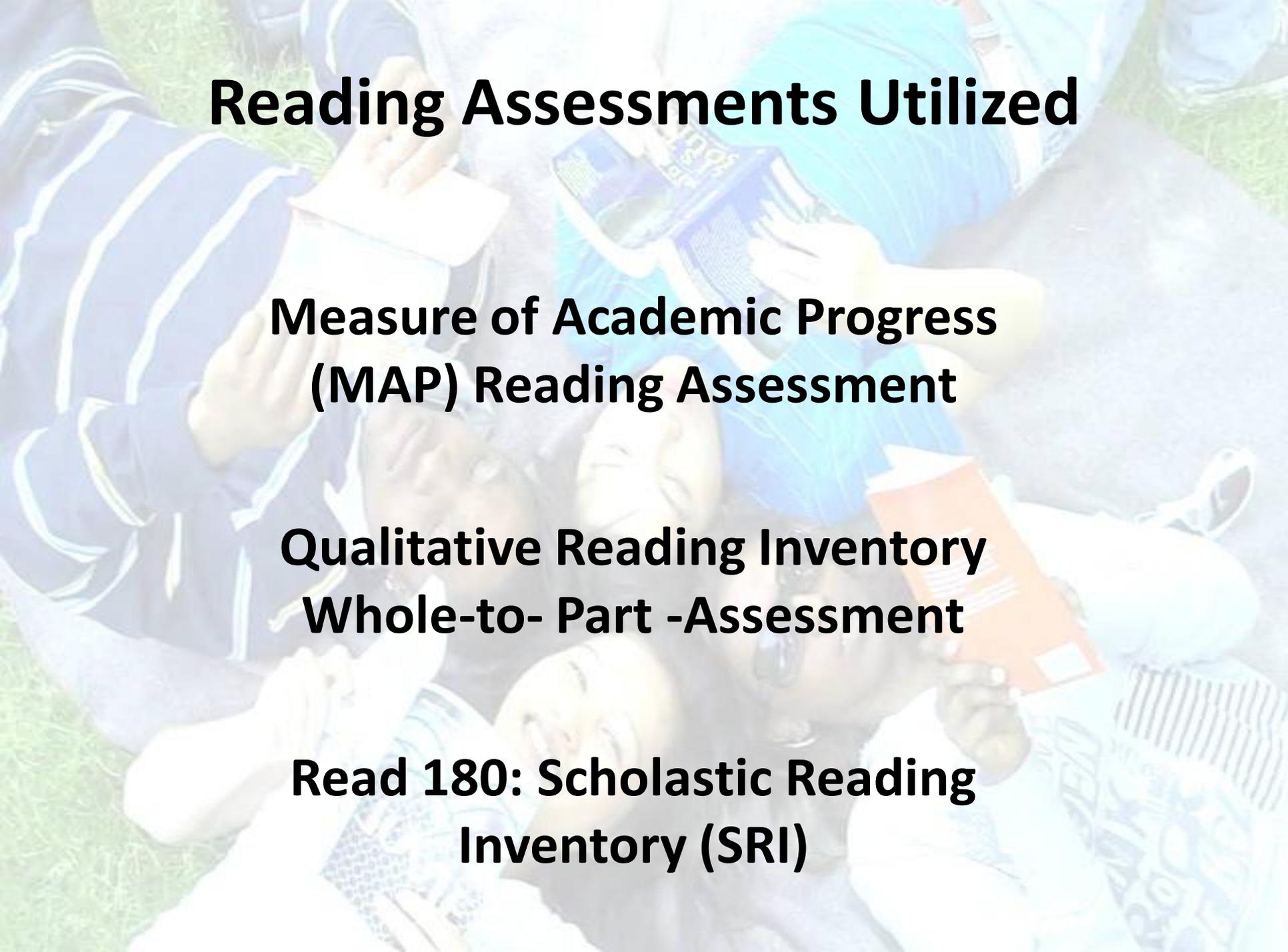
What are the student's greatest reading needs?

**How do we individualize instruction to assure reading gains this
school year?**

Spring 2010 questions:

**With comparable testing, what is now the reading level of this
student?**

**How much progress did this student make during the 2009-
2010 school year?**

A group of diverse children are sitting on the grass, reading books together. The image is overlaid with a semi-transparent white filter. The children are of various ethnicities and are engaged in reading. One child in the foreground is holding a blue book, while another is holding an orange book. The text is centered over the image.

Reading Assessments Utilized

**Measure of Academic Progress
(MAP) Reading Assessment**

**Qualitative Reading Inventory
Whole-to- Part -Assessment**

**Read 180: Scholastic Reading
Inventory (SRI)**

MAP Reading Assessment

- **The Map Reading Assessment is a national standardized reading assessment that provides a student's instructional level, assisting the teacher in determining precisely which area(s) the student needs additional instruction**
- **287 administers the MAP Reading Assessment in the fall to determine instructional intervention needs, and, in the spring to show progress**

Qualitative Reading Inventory

Students assessed individually in 3 areas:

1. Word Identification:

At what grade level does the student read words?

2. Print Processing:

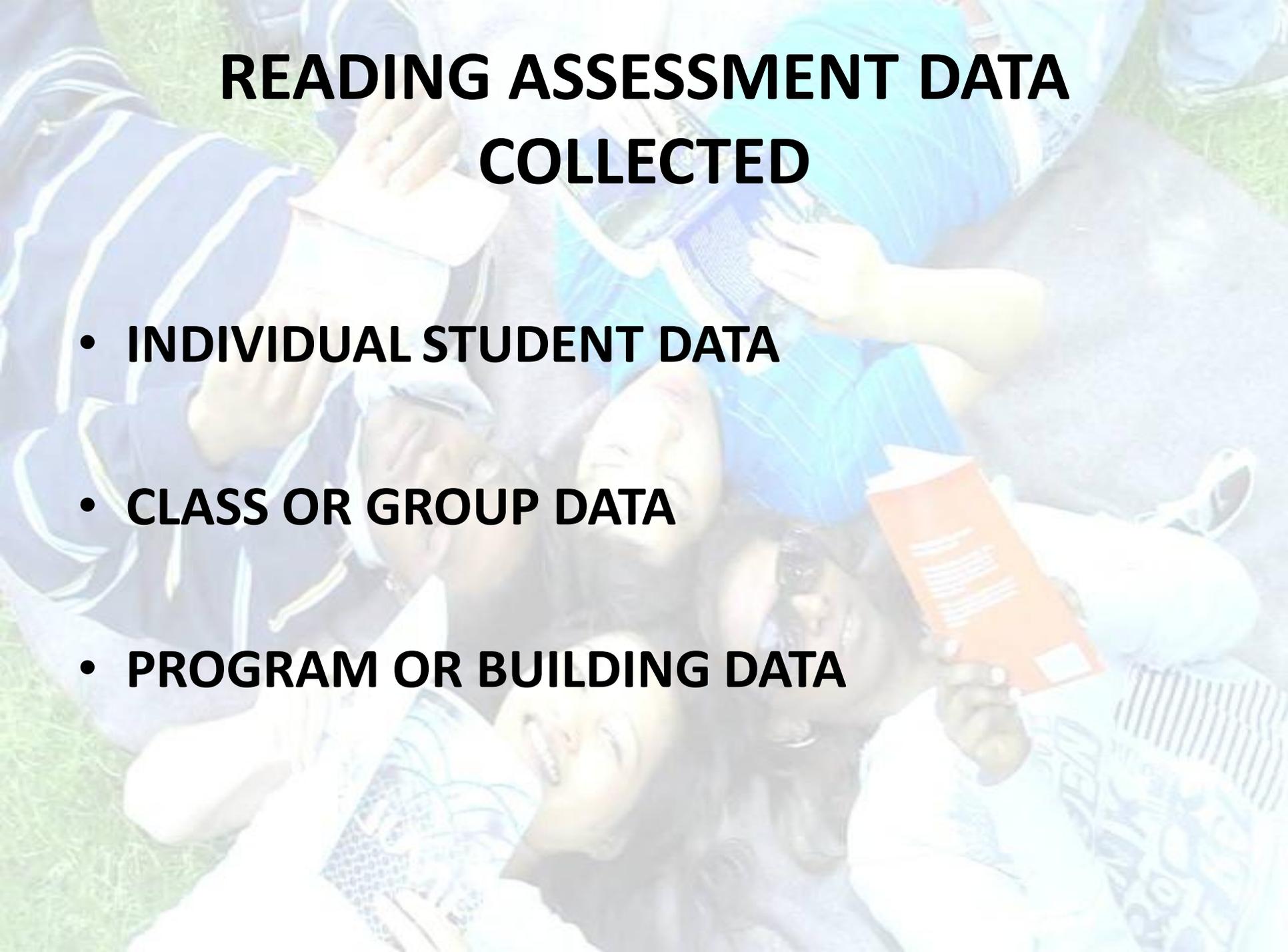
At what grade level does the student understand what he/she silently reads?

3. Language Comprehension:

At what grade level does the student understand what is read to them?

WORD IDENTIFICATION SUBTEST

- **6th Grade Word Identification Sample**
 - Computer version is research-based for **AUTOMATICITY**
 - If the student cannot read the words with automaticity, the teacher assess the student's ability to mediate (use phonics) to sound out the words
 - Student receives a grade level score for this Word Identification Subtest
 - **[Sample of Word Identification Subtest](#)** (shown by Sherry)

A group of diverse students are sitting on the grass, reading books. The image is overlaid with a semi-transparent blue filter. The students are of various ethnicities and are engaged in reading. One student in the foreground is holding a book with a red cover. The text is centered at the top of the image.

READING ASSESSMENT DATA COLLECTED

- **INDIVIDUAL STUDENT DATA**
- **CLASS OR GROUP DATA**
- **PROGRAM OR BUILDING DATA**

EXAMPLE OF INDIVIDUAL STUDENT DATA

- **QRI Reading Assessment Recording Form**

- **STUDENT:** John Doe
- **GRADE:** 6, HOSTERMAN CIP PROGRAM
- **Teacher:** Nancy Reader

Date: September 9, 2009

Word Identification Score (85%)

Grade Level: **Grade 5**

Silent Reading Score (80%)

Grade Level: **Grade 3**

% correct: **85%**

Language Comprehension (80%)

Grade Level: **Grade 4**

% correct: **80%**

Date: May 22, 2010

Word Identification Score (85%)

Grade Level: **Grade 6**

Silent Reading Score (80%)

Grade Level: **Grade 5**

% correct: **80%**

Language Comprehension

Grade Level: **Grade 4**

% correct: **80%**

EXAMPLE OF CLASS OR GROUP DATA – Focus QRI results

DECEMBER QRI TEST RESULTS 2009

Student Name	Word ID Grade	Word ID %	Silent Grade	Silent %	Language Grade	Language %
A	1st	90%	4th	40%	4th	40%
B	HS	100%	UM	90%	UM	80%
C	6th	85%	4th	87.5%	4th	87.5%
D	HS	100%	UM	80%	UM	80%
E	HS	100%	UM	100%	UM	100%
F	HS	90%	UM	80%	UM	70%
G	HS	90%	UM	10%	UM	10%
H	HS	95%	UM	90%	UM	80%
I	HS	85%	UM	100%	UM	70%
J	5th	85%	4th	87.5%	4th	62.5%
K	HS	90%	UM	90%	UM	40%
L	1st	55%	PP	100%	PP	100%

APRIL QRI TEST RESULTS 2010

Student Name	Word ID Grade	Word ID %	Silent Grade	Silent %	Language Grade	Language %
A	1st	90%	Refused	Refused	Refused	Refused
B	HS	100%	HS	90%	HS	80%
C	6th	85%	4th	100%	4th	87.50%
D	HS	100%	HS	80%	HS	90%
E	HS	100%	HS	100%	HS	100%
F	HS	90%	Refused	Refused	Refused	Refused
G	HS	90%	HS	100%	HS	90%
H	HS	95%	HS	90%	HS	100%
I	HS	85%	Refused	Refused	Refused	Refused
J	5th	85%	UM	90%	UM	80%
K	HS	90%	HS	90%	HS	80%
L	1st	55%	4th	63%	UM	100%

Improvements:

1 Grade	2 Grades	3 Grades
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Example of Building Data

Hosterman QRI Report
Intermediate District 287
Time Period: 9/8/09 - 6/9/10

Graph shows QRI growth in one or more skill areas from Fall 09 to Spring 10:

PROGRAM	PERCENT INCREASE	
SUN	50%	
SAFE	83%	
Elementary	84%	
STRIVE	85%	
InVEST	90%	
OPTIONS	93%	
CIP	93%	

READ 180

287 SRI Growth Summary Report

Intermediate District 287

Time Period: 9/8/09 - 6/9/10

Annual Growth Expectancy:	Regular Ed Setting	Special Ed Setting
Middle School	75 Lexiles	35 Lexiles
High School	50 Lexiles	25 Lexiles

Total Grades: 8
 Total SRI Students: 115
 Average Lexile Growth: 123

GRADE	TOTAL STUDENTS	FALL OR WINTER TEST SCORE (AVG)	SPRING OR WINTER TEST SCORE (AVG)	AVERAGE GROWTH IN LEXILE	
6	16	244	634	390	
7	21	397	519	122	
8	21	802	853	51	
9	24	605	690	85	
10	11	425	605	180	
11	4	563	664	101	
12	10	336	310	-26	
T	8	471	555	84	

Expansion of Literacy for 2010-2011 School Year

- **Expanded team of reading specialists in every program!**
- **Increased efforts to sustain a district-wide culture of reading!**
- **Increased investment in improved reading achievement next year in all special ed sites with expansion to ALC programs!**
- **Increased use of reading assessment data to guide research-based instructional decisions**
- **Continued PLC emphasis to integrate literacy outcomes with SEL and innovative technology initiatives!**

A group of children are lying on a grey rug outdoors on a grassy area. They are all engaged in reading books. One child in the foreground is wearing a blue and white patterned shirt and is smiling. Another child is wearing a blue and white striped shirt and is also smiling. A child in the background is wearing a blue and white striped shirt and is reading a book. The overall atmosphere is relaxed and focused on reading.

I Am Now a Reader!

- [Kid Scotty](#)
- [Ismael](#)
- [287 READ 180 Students](#)

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 24, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Janet A. Johnson, 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 the SEC building project) totals \$51,773,173, or 70.1% of the revised revenue budget of \$73,818,687. The fact that the District's revenue is trending lower than the prior two years and lower than expenditures shows the direct impact of our conversion to the MDE Special Education Uniform Tuition system and related payments coming from the State. Over the course of the year our revenue only reflects the cash payments we receive from MDE. During FY09 we were receiving payments based upon 90% of the entitlement. During FY10 that has dropped to 73% of the entitlement. The difference is approximately \$4,900,000 less at this point in the year. If we had received the \$4.9M, the % of Budget to date for Revenue would be 77%. The Revenue will be made whole at year end when we calculate all of our receivables and recognize that revenue as part of the audit.

Year-to-date expenditures in all funds (excluding the SEC building project), total \$58,426,245 or 80.2% of the revised expenditure budget of \$72,817,617.

The reports show actual amounts (Revenue on one sheet and Expenditures on the other), and their percentage of budget. The Prior Year Actual column represents June 30, 2009. Additional detail is available on request.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

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

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

REPORT: EXPREV 006 REVENUE SUMMARY BY FUND - Board Report
 STATEMENT OF REVENUE
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 05/01/10 TO 05/31/10

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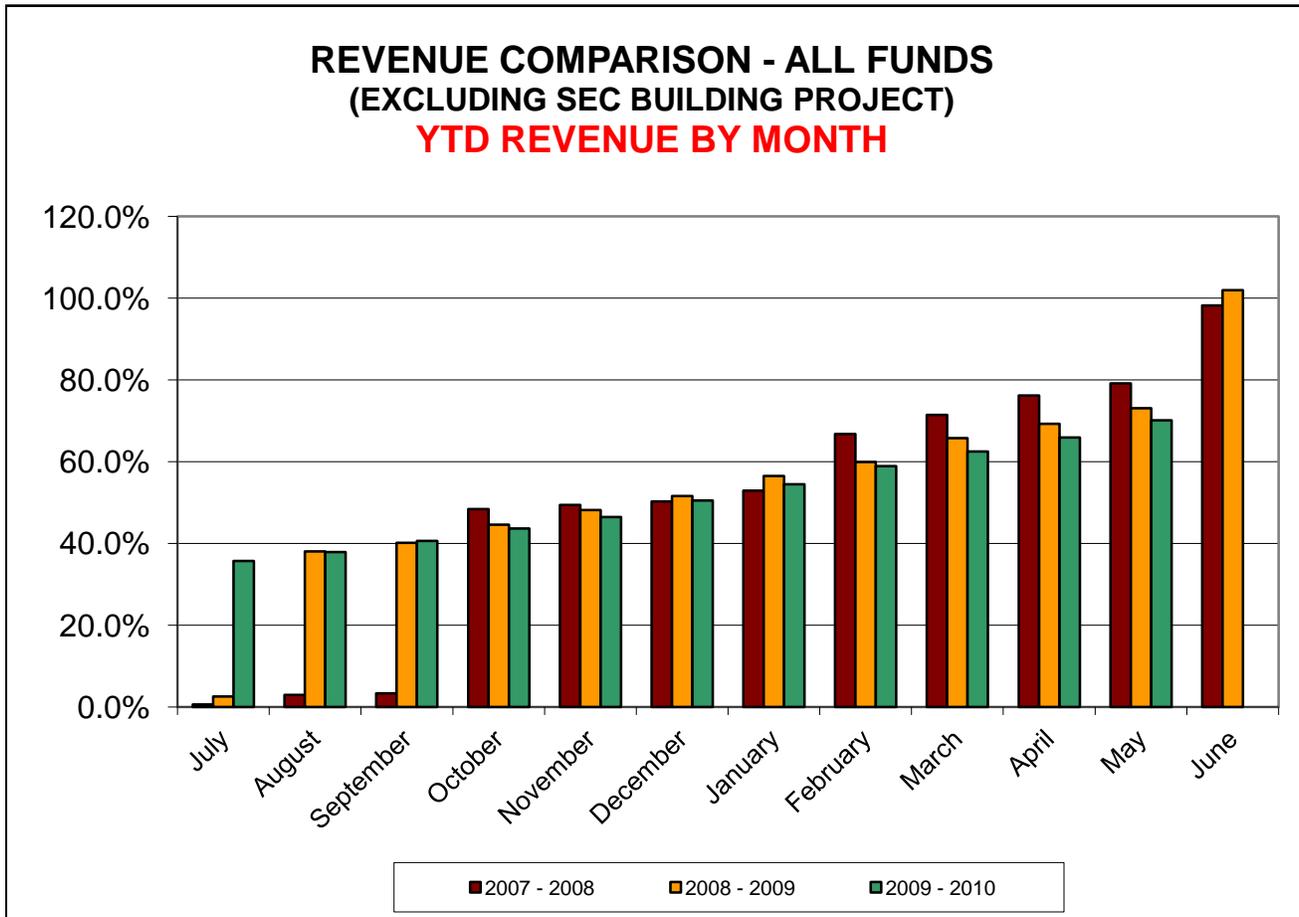
ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 11 11
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 SERIES TOTALS: <None Selected>
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FD 01	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907		- - - - ->	
			05/01/10 05/31/10	RECEIVED THRU 05/31/10	REMAINING ON 05/31/10	PERCENT REMAINING
01 GENERAL FUND	17,467,227.38	18,267,606	47,280.12	9,956,077.54	8,311,528.46	45.49 %
02 FOOD SERVICE FUND	302,050.35	330,873	27,229.88	105,662.63	225,210.37	68.06 %
04 COMMUNITY SERVICE FUND	266,239.17	261,802	8,461.25	200,033.11	61,768.89	23.59 %
09 AGENCY FUND - FLEX FUND	345,077.73	0	18,645.99	253,788.27	253,788.27-	0.00 %
12 ALC-ACADEMIC	7,079,991.62	7,429,221	374,522.85	7,191,050.66	238,170.34	3.20 %
13 CAREER & TECH	2,041,177.52	2,256,631	253.50	1,574,098.45	682,532.55	30.24 %
14 SPECIAL EDUCATION	43,835,532.02	45,243,754	2,626,428.07	31,767,639.39	13,476,114.61	29.78 %
20 INTERNAL SERVICE FUND	455,152.13	0	0.00	302,797.66	302,797.66-	0.00 %
30 KEYSTONE ITD	789,702.24	0	0.00	393,964.90	393,964.90-	0.00 %
41 DONATIONS	0.00	0	49.20	2,085.35	2,085.35-	0.00 %
51 STUDENT CLUBS	33,018.69	28,800	6,427.33	25,975.29	2,824.71	9.80 %
*** REPORT TOTALS:	72,615,168.85	73,818,687	3,109,298.19	51,773,173.25	22,045,513.75	29.86 %

DISTRICT 287

REVENUE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2007 - 2008		2008 - 2009		2009 - 2010	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	400,609	0.6%	1,848,739	2.6%	26,339,259	35.7%
August	1,432,190	3.0%	25,269,197	38.1%	1,662,122	37.9%
September	235,664	3.3%	1,488,574	40.2%	2,014,369	40.7%
October	27,973,935	48.4%	3,156,289	44.6%	2,236,266	43.7%
November	612,106	49.4%	2,534,489	48.2%	2,016,891	46.4%
December	542,422	50.3%	2,467,467	51.6%	3,033,588	50.5%
January	1,662,562	52.9%	3,455,875	56.5%	2,938,663	54.5%
February	8,585,201	66.8%	2,420,448	59.9%	3,222,516	58.9%
March	2,880,213	71.4%	4,158,279	65.7%	2,660,739	62.5%
April	2,946,944	76.2%	2,528,874	69.3%	2,539,462	65.9%
May	1,848,504	79.1%	2,695,389	73.1%	3,109,298	70.1%
June	11,826,805	98.2%	20,591,549	102.0%		
TOTAL	60,947,155	98.2%	72,615,169	102.0%	51,773,173	70.1%
BUDGET	62,060,730		71,203,550		73,818,687	



REPORT: EXPREV 007 EXPENDITURE SUMMARY BY FUND - Board Rept
 STATEMENT OF EXPENDITURES
 DIST 0287 Intermediate District 287 ACCOUNTING PERIOD 05/01/10 TO 05/31/10

RUN: WED 061610 09:00 PAGE 1

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

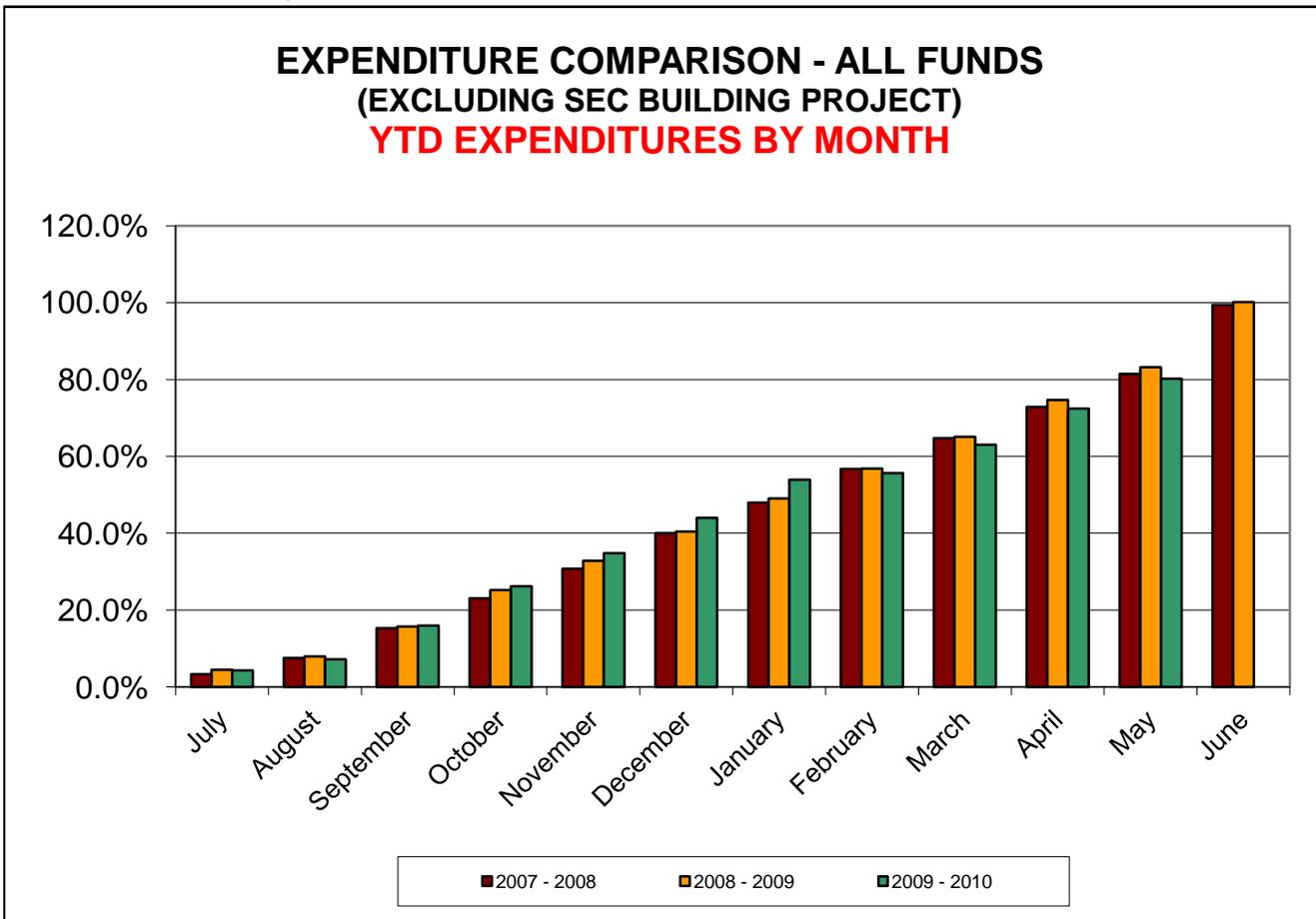
FD	PRIOR YEAR ACTUAL	REVISED BUDGET	05/01/10 TO 05/31/10	FISCAL YEAR 200907 EXPENDED THRU 05/31/10	ENCUMBERED THRU 05/31/10	REMAINING ON 05/31/10	PERCENT REMAINING
01 GENERAL FUND	17,852,731.87	18,239,801	1,091,089.89	15,280,650.40	840,541.07	2,118,609.53	11.61 %
02 FOOD SERVICE	302,050.35	330,873	16,189.81	213,702.91	56,790.39	60,379.70	18.24 %
04 COMMUNITY SERVICE FUND	289,448.48	335,050	16,506.50	274,275.49	105,815.60	45,041.09-	13.44-%
06 BUILDING CONSTRUCTION FUND	0.00	0	38,621.87	38,621.87	565,807.34	604,429.21-	0.00 %
09 AGENCY FUND - FLEX FUND	341,688.38	0	18,645.99	254,234.53		254,234.53-	0.00 %
12 ALC-ACADEMIC	7,224,666.69	7,273,505	582,203.01	5,729,926.38	138,394.96	1,405,183.66	19.31 %
13 CAREER & TECH	2,006,377.55	2,038,263	157,458.20	1,320,411.07	22,444.47	695,407.46	34.11 %
14 SPECIAL EDUCATION	41,043,925.36	44,571,325	3,670,424.37	34,538,947.82	418,046.53	9,614,330.65	21.57 %
20 INTERNAL SERVICE FUND	492,265.73	0	0.00	202,982.39		202,982.39-	0.00 %
30 KEYSTONE IDT	789,702.24	0	50,000.00	550,000.00	50,000.00	600,000.00-	0.00 %
51 STUDENT CLUBS	30,181.55	28,800	11,639.47	22,491.67	1,005.97	5,302.36	18.41 %
*** REPORT TOTALS:	70,373,038.20	72,817,617	5,652,779.11	58,426,244.53	2,198,846.33	12,192,526.14	16.74 %

DISTRICT 287

EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2007 - 2008		2008 - 2009		2009 - 2010	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	2,008,388	3.3%	3,131,464	4.5%	3,110,761	4.3%
August	2,561,280	7.5%	2,428,763	7.9%	2,109,112	7.2%
September	4,716,139	15.3%	5,457,295	15.7%	6,398,418	16.0%
October	4,726,362	23.0%	6,728,518	25.3%	7,497,732	26.3%
November	4,673,596	30.7%	5,330,730	32.8%	6,246,933	34.8%
December	5,674,687	40.1%	5,361,530	40.5%	6,653,398	44.0% *
January	4,836,357	48.0%	6,044,579	49.1%	7,240,751	53.9% *
February	5,284,415	56.7%	5,459,050	56.8%	1,245,041	55.6% *
March	4,912,859	64.8%	5,770,557	65.1%	5,409,777	63.1%
April	4,917,092	72.9%	6,755,660	74.7%	6,861,541	72.5%
May	5,233,528	81.5%	6,017,108	83.2%	5,652,779	80.2%
June	10,913,129	99.4%	11,887,784	100.1%		
TOTAL	60,457,830	99.4%	70,373,038	100.1%	58,426,245	80.2% *
BUDGET	60,816,267		70,271,671		72,817,617	

* All required adjusting entries have been completed to correct the benefit cost overstatement. These reflect the adjusted numbers.



INTERMEDIATE DISTRICT 287

Partner in Education

DATE: **June 16, 2010**

TO: Members of the School Board

FROM: Janet A. Johnson, 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 2010 | Totaling <u><u>\$ 3,458,256.89</u></u> |
| a) Check #'s 478161 - 478595, 70006353 - 70006566, 80000000 - 80000037
and Electronic Wire Transfers out - #'s 2151 - 2153 | |
| 2. Payroll for: May 2010 | Totaling <u><u>\$ 2,128,283.71</u></u> |
| a) Check #'s 675088 - 675100
b) Direct Deposit #'s 170452 - 172258 | |
| 3. Receipts for: May 2010 | Totaling <u><u>\$ 9,558,660.87</u></u> |
| a) Receipt #'s 126573 - 126776
and Electronic Wire Transfers in | |
| 4. Investments at end of month | Totaling <u><u>\$ 3,406,788.49</u></u> |

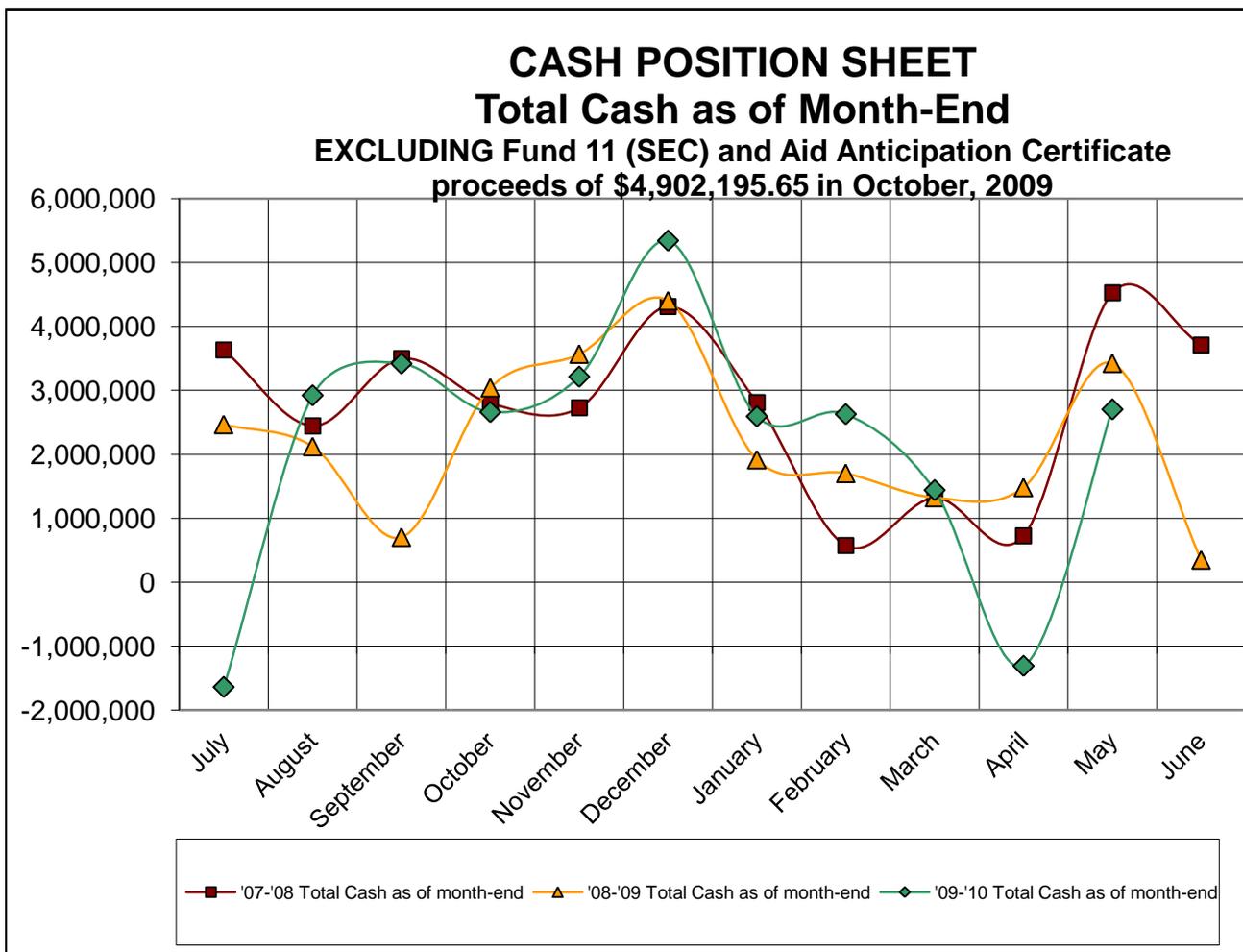
Expenditures, wire transfers, payroll, claims receipts and investments have been prepared under the direction of Dave Anderson and is presented for approval by the School Board. Dave and I would be glad to answer any questions.

Intermediate District 287

Cash Position Sheet- Monthly Total Net Cash- All Accounts
(EXCLUDING Fund 11 - SEC):

<u>Date</u>	<u>'07-'08 Total Cash as of month-end</u>	<u>'08-'09 Total Cash as of month-end</u>	<u>'09-'10 Total Cash as of month-end</u>
July	3,634,310	2,466,323	-1,635,886
August	2,446,506	2,120,954	2,924,129
September	3,498,121	703,434	3,420,767
October	2,800,950	3,040,273	2,663,437 *
November	2,729,418	3,565,934	3,215,281 *
December	4,311,267	4,399,671	5,343,251 *
January	2,810,576	1,915,347	2,595,593 *
February	575,941	1,701,975	2,630,541 *
March	1,323,615	1,323,076	1,441,697 *
April	727,725	1,481,056	-1,306,262 *
May	4,527,215	3,423,055	2,705,205 *
June	3,711,348	347,873	*

* excludes Aid Anticipation Certificate proceeds of \$4,902,195.65 in October, 2009



INTERMEDIATE DISTRICT 287

MAY 2010 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
05/03/10	DEPT OF EDUCATION	MSDLAF	4614262	92,719.10	INV#66675 FIN862 B31888 4/21/10
	DEPT OF EDUCATION	MSDLAF	4614262	447.47	INV#66403 FIN862 B31888 4/28/10
	DEPT OF EDUCATION	MSDLAF	4614262	23.83	OVERPYMENT FIN862 B31888
05/13/10	EDUCATION AID	MSDLAF	4638737	35,834.95	01S211 GEN ED AID 10 50/50 COMPENSATORY REV
	EDUCATION AID	MSDLAF	4638737	1,827,306.01	01S360 SPEC EDUC AID 10
	EDUC-FOOD & NUTRITION	MSDLAF	4638737	2,113.88	02F701 FREE-RED L MAR10-APR10 BREN RD
	EDUC-FOOD & NUTRITION	MSDLAF	4638737	249.75	02F701 REG LUNCH MAR10-APR10 BREN RD
	EDUC-FOOD & NUTRITION	MSDLAF	4638737	1,559.70	02F705 BREAKFAST MAR10-APR10 BREN RD
05/25/10	EDUCATION SERV	MSDLAF	4654886	294.49	INV#66399 FIN0433 TITLE IV
	EDUCATION SERV	MSDLAF	4654886	23.01	INV#66399 FIN0433 TITLE IV
	H55 DHS-MMIS	MSDLAF	4654886	258,859.76	1417080730 MA IEP SERVICES FED
	H55 DHS-MMIS	MSDLAF	4654886	1,258.70	1417080730 MCREMA IEP SERV
	H55 DHS-MMIS	MSDLAF	4654886	(6,919.28)	1417080373MA NEG BEGINN BAL FED
	H55 DHS-MMIS	MSDLAF	4654886	(4,315.14)	1417080730 MA NEG BEGINN BAL STA
05/26/10	B22 DEED-FISCAL	MSDLAF	4659225	63,113.14	INV#66671 D/HH VECTOR RPT#3 MAR10
05/27/10	EDUCATION AID	MSDLAF	4662029	35,834.95	01S211 GEN ED AID 10 50/50 COMPENSATORY REV
	EDUCATION AID	MSDLAF	4662029	360,084.05	01S360 SPEC EDUC AID 10
05/27/10	EDUC FOOD & NUTRITION	MSDLAF	4662029	873.00	02S300 STSCHLUNCH 10
	EDUC FOOD & NUTRITION	MSDLAF	4662029	222.86	02S473 COMMODO REBATE 10
	EDUC FOOD & NUTRITION	MSDLAF	4662029	208.60	02F705 ST BRKFST 10
	EDUC FOOD & NUTRITION	MSDLAF	4662029	6,013.04	02F705 BREAKFAST 10
	EDUC FOOD & NUTRITION	MSDLAF	4662029	13,037.09	02F701 FREE-RED L 10
	EDUC FOOD & NUTRITION	MSDLAF	4662029	1,714.50	02F701 REG LUNCH
MTD TOTALS				2,690,557.46	

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
05/05/10	MSDLAF	BANK CARD SERVICE	2151	263.02	MERCHANT FEES APR10
05/14/10	MSDLAF	MN DEPT OF REV	80000030	62,163.29	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000029	253,138.47	FEDERAL TAXES
	MSDLAF	US BANK	80000032	119,281.70	FEDERAL TAXES
	MSDLAF	EBC	80000028	51,975.34	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000031	18,543.09	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK		1,057,576.74	DIRECT DEPOSIT PAYROLL
05/28/10	MSDLAF	US BANK	2152	18,645.99	CORP. HEALTH SYSTEMS MAY2010
	MSDLAF	MN DEPT OF REV	80000035	63,031.39	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000034	258,732.20	FEDERAL TAXES
	MSDLAF	US BANK	80000037	120,823.13	FEDERAL TAXES
	MSDLAF	ING	N/A		MN STATE RETIREMENT
	MSDLAF	EBC	N/A		RETIREE'S SEVERANCE 403B
	MSDLAF	EBC	80000033	51,975.34	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000036	18,543.09	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	2153	95.76	APR FEES MAR10 VOUCHER
	MSDLAF	US BANK	3047	17.49	ARP FEES MAR10 RECEIPT ACCT
	MSDLAF	US BANK	4059	88.53	ARP FEES MAR10 PAYROLL ACCT
	MSDLAF	US BANK		1,062,276.68	DIRECT DEPOSIT PAYROLL
MTD TOTALS				3,157,171.25	

**DONATIONS
INTERMEDIATE DISTRICT 287
2009-2010**

May 2010

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	PROGRAM
04/16/10	MOTORIZED TREADMILL		\$ 200.00	HAWLEY, STEPHANIE		SEC
05/11/10	CLOTHING FOR CHILDREN		\$ 200.00	LUEDER, MARK		SECA PARENTING STUDENTS
05/20/10	EASY STAND MAGICIAN STANDER		\$ 1,500.00	MARTINEZ, ANTONIO & LAURA		PHYSICAL THERAPY
05/10/10	YOUTH SIZE STANDER W/TRAY		\$ 600.00	MILLER, MONICA		PHYSICAL THERAPY
04/27/10	CHECK		\$ 225.00	MN COUNCIL FOR THE GIFTED & TALENTED		WEST SUBURBAN SUMMER SCHOOL
04/26/10	WALKER & ADAPTIVE BICYCLE		\$ 400.00	PIETRINI, KRISTA		P/HD
04/21/10	CHECK		\$ 500.00	RAUTIO, ADAM		DESTINATION IMAGINATION
04/27/10	1999 SAAB	YS3DD58N9X2021181	\$ 500.00	VOSS, JON & BRUDNAK, CHARISSA		EPC AUTO
05/19/10	CHECK		\$ 200.00	WALKER ART CENTER		PRAIRIE CENTER ALTERNATIVE
05/20/10	CHECK		\$ 49.20	WELLS FARGO COMMUNITY SUPPORT		GENERAL FUND
05/14/10	CHECK		\$ 100.00	WICKERSHAM, MARY		SUN, PHASE, STRIVE
			\$ 4,474.20			

**DONATIONS
INTERMEDIATE DISTRICT 287
2009-2010**

April 2010

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	CAMPUS	PROGRAM
04/22/10	ROCKER		\$ 339.00	BY THE YARD, INC			SEC
04/05/10	CHECK		\$ 1,027.00	CRYSTAL LIONS CLUB			PHASE NORTH
04/14/10	RADIAL ARM SAW		\$ 200.00	JACKSON, JERRY			EPC SHOP INSTRUCTION
04/22/10	SONY LAPTOP COMPUTER & LG TV		\$ 1,700.00	KOCH COMPANIES/MARK DAVIS			SEC
04/16/10	1993 SATURN	1GNEK13R2VJ372187	\$ 500.00	LEWIS, JAMES & SUSAN		EPC	EPC AUTO
04/12/10	CHECK		\$ 200.00	MAPLE GROVE LIONS CLUB			PHASE NORTH
04/05/10	CHECK		\$ 10.00	MAYLAN, DORIS			PHASE NORTH
04/05/10	CHECK		\$ 50.00	NEMZEK, MARK & INGRID			PHASE NORTH
04/08/10	CHECK		\$ 160.00	NWTC STUDENT VOCATIONAL CLUB			VECTOR
04/05/10	CHECK		\$ 100.00	O'BRIEN, CAHTERINE			PHASE NORTH
04/14/10	1992 BERRETA	1G8ZK5579PZ238109	\$ 500.00	POSTHUMUS, DAVID & KATHLEEN		EPC	EPC AUTO
04/13/10	CHECK		\$ 250.00	RINGE, MITCHELL & JUDI MARIE			PHASE NORTH
04/06/10	1997 CHEVY TAHOE	1G1LV1347NY117904	\$ 500.00	SIMENSON, LARRY		EPC	EPC AUTO
			\$ 5,536.00				

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 24, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: Approval For Adoption of the FY11 Budget

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

A motion is necessary to approve the Original Budget for School Year 2010-11 (Fiscal Year 11). The Estimated Beginning Fund Balance of the total governmental funds for July 1, 2010 is \$8,770,366. The Original Budget for FY11 shows total revenue of \$75,670,471, and total expenditures of \$73,704,473, for a total projected fund balance of \$10,736,364 at June 30, 2011. This budget is based on budget assumptions and reductions previously approved.

2. Fiscal Impact/Funding Source: Establishes the budget for FY11.

3. RECOMMENDED ACTION: Board adopts the FY11 Budget as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287 ORIGINAL BUDGET 2010-2011							
	BEGINNING FUND BALANCE 7/1/2010	REVENUE FY11 ORIGINAL BUDGET	EXPENDITURES FY 11 ORIGINAL BUDGET	FUND BAL. 6/30/2011	Sep & Sev FY 11 Budgeted Transfer	FY 11 PROJECTED Adjusted FUND BALANCE	Percent Fund Bal to Total Exp
GENERAL FUND UNRESERVED - UNDESIGNATED							
DISTRICTWIDE ADMIN / OPS	\$ (377,246)	\$ 17,276,726	\$ 17,113,088	\$ (213,608)	\$ (134,000)	\$ (347,608)	
ALC / ACADEMIC EDUCATION	\$ (332,249)	\$ 8,183,062	\$ 7,920,291	\$ (69,478)	\$ (159,697)	\$ (229,175)	
CAREER AND TECH	\$ 510,843	\$ 1,926,354	\$ 1,835,278	\$ 601,919	\$ (39,952)	\$ 561,967	
SPECIAL EDUCATION	\$ 3,749,097	\$ 46,276,616	\$ 44,761,758	\$ 5,263,955	\$ (998,167)	\$ 4,265,788	
TOTAL UNRESERVED - UNDESIGNATED	\$ 3,550,445	\$ 73,662,758	\$ 71,630,415	\$ 5,582,788	\$ (1,331,816)	\$ 4,250,972	5.9%
GENERAL FUND UNRESERVED - DESIGNATED							
North Education Center	\$ 1,000,000	\$ -	\$ -	\$ 1,000,000		\$ 1,000,000	
Property Account	\$ 783,706	\$ -	\$ 75,000	\$ 708,706		\$ 708,706	
Separation / Severance	\$ 3,483,973			\$ 3,483,973	\$ 1,331,816	\$ 4,815,789	
Student Clubs	\$ 43,911	\$ 28,800	\$ 28,800	\$ 43,911		\$ 43,911	
TOTAL UNRESERVED - DESIGNATED	\$ 5,311,590	\$ 28,800	\$ 103,800	\$ 5,236,590	\$ 1,331,816	\$ 6,568,406	
GENERAL FUND RESERVED-							
for HEALTH & SAFETY	\$ 1,243	\$ 108,933	\$ 109,133	\$ 1,043		\$ 1,043	
for SAFE SCHOOLS	\$ 403	\$ 1,188,954	\$ 1,188,954	\$ 403		\$ 403	
TOTAL RESERVED	\$ 1,646	\$ 1,297,887	\$ 1,298,087	\$ 1,446	\$ -	\$ 1,446	
TOTAL GENERAL FUND	\$ 8,863,681	\$ 74,989,445	\$ 73,032,302	\$ 10,820,824	\$ -	\$ 10,820,824	
NONMAJOR FUNDS							
Food Service	\$ -	\$ 378,066	\$ 378,066	\$ -		\$ -	
Community Services	\$ (93,315)	\$ 302,960	\$ 294,105	\$ (84,460)		\$ (84,460)	
TOTAL NONMAJOR FUNDS	\$ (93,315)	\$ 681,026	\$ 672,171	\$ (84,460)		\$ (84,460)	
TOTAL GOVERNMENTAL FUNDS	\$ 8,770,366	\$ 75,670,471	\$ 73,704,473	\$ 10,736,364		\$ 10,736,364	
ORIGINAL BUDGET	DATE						
RECOMMENDED BOARD APPROVAL	6/24/2010	<p>>INCORPORATES THE BOARD'S BUDGET ASSUMPTIONS AS ADOPTED IN JANUARY, 2010 AS WELL AS THE THE BUDGET REDUCTIONS OF \$3.2 MILLION APPROVED BY THE BOARD AT THE MARCH 25, 2010 MEETING. THE RESULTING GENERAL FUND UNRESERVED-UNDESIGNATED FUND BALANCE HOLDS VERY CLOSE TO THE BOARD GOAL OF 6%.</p> <p>>THE TOTAL BUDGET HAS INCREASED SLIGHTLY DUE TO ENROLLMENTS BEING HIGHER THAN EARLY ESTIMATES.</p> <p>>REVENUE FROM MDE SPECIAL EDUCATION TUITION BILLING HAS BEEN ESTIMATED AT A LEVEL THAT EQUATES TO THE AMOUNT THAT WOULD HAVE BEEN GENERATED UNDER PREVIOUS BILLING SYSTEMS.</p> <p>>THE PURCHASE OF LAND FROM ROBBINSDALE HAS MOVED FROM FY10 TO FY11. THE DOLLARS BUDGETED FOR THAT PURCHASE IN FY10 HAVE BEEN PLACED IN A DESIGNATED FUND BALANCE FOR THE NORTH EDUCATION CENTER.</p> <p>> THE DISTRICT CONTINUES TO FUND POST RETIREMENT OBLIGATIONS.</p>					
APPROVED BY SCHOOL BOARD							

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 24, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: Schematic Design for North Education Center

PRESENTED BY: Steve Antolak, Facilities Committee Board Member

1. Background Information

Schematic Design for the North Education Center was presented by TSP to Facilities Board Committee at the June 17, 2010 meeting. A motion to recommend Board approval of the Schematic Design as presented, authorization to go into the next phase of design, and keep the alternate plans for further consideration was made by Michèle Kunz and seconded by Don Draayer.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: Recommendation for Board Approval of the schematic design, authorization to go into the next phase of design, and keep the alternate plans for further consideration.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

GROUP: Facilities Committee

DATE: June 17, 2010

TIME: 10:30 a.m. – 12:00 p.m.

LOCATION: DSC Board Room

PROTOCOLS:

Decisions will be made via consensus on the agenda items.

CONVENER: Tom Shultz

FACILITATOR: Peyton Robb

ATTENDING: Steve Antolak, Don Draayer, Janet Johnson, Michèle Kunz, Sandy Lewandowski, Peyton Robb, Tom Shultz, Mark Thiede (TSP), Rick Wessling (TSP)

ABSENT: Colleen Baumtrog, Linda Johnson

LONG TERM PURPOSE

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

AGENDA ITEMS	OUTCOMES	TIME BUDGETED	ACTION
1. Hosterman Move	<ul style="list-style-type: none"> Committee members will be updated on move from Hosterman to Sandburg 	5 minutes 10:30 – 10:35 Tom	<ul style="list-style-type: none"> Tom S reported excellent prep by Hosterman staff and students. At the time of the meeting, only 1 pod left to move Fence will go up next week and will follow perimeter as far out as we can go and will be up for two years.
2. TSP – Schematic Design	<ul style="list-style-type: none"> TSP will share the Schematic Design and the Committee members will be asked to recommend its approval to Board on 6-24-10 	40 minutes 10:35 – 11:15 Mark Thiede	<ul style="list-style-type: none"> Mark Thiede presented sketches of site plan, program spaces on 1st and 2nd floor, alternate 3rd floor plan, and exterior views with and w/o alternate space. 1st floor would house the following programs: SUN, daycare, and elementary, as well as gym, kitchen, cafeteria and administrative offices 2nd floor would house middle school programs: CIP, Strive, Options, Invest, Venture and North Vista, as well as lit lab and ATTAIN/computer area. Motion to recommend Board approval of the schematic design, authorization to go into the next phase of design, and keep the alternate plans for further consideration was made by Michelle Kunz and seconded by Don Draayer.
3. NEC 3rd Floor Alternate Space	<ul style="list-style-type: none"> Committee members will learn of the possible build out of NEC 3rd floor (15,000 sq. ft.) and program impacts 	20 minutes 11:15 – 11:35 Sandy Lewandowski	<ul style="list-style-type: none"> 3rd floor alternate space could potentially house: 9th & 10th grade Explore (currently at Bren Road) or Transition Programs (currently at NWTC); SAFE (some students have been planned to move to Bren Road); potential on-site day treatment; potential co-located County services. If alternate 3rd floor space is added, PCA and City West Academy could move into Bren Road (“West Education Center”) This alternate plan will be discussed further after taking it back to the respective member districts. Janet was requested to include site acquisition cost figures on future updates to the Lease Cost Comparison.
4. Fact Sheet #1	<ul style="list-style-type: none"> Committee members will review NEC Fact Sheet #1 	10 minutes 11:35 – 11:45 Tom	<ul style="list-style-type: none"> Meeting ran late – didn’t really review, but it was requested to bring back the bulldozer picture for future updates.

<p>5. District 281 Response Letter</p>	<ul style="list-style-type: none"> Committee members will review letter from District 281 in response to District 287's letter re. Hosterman P.A. 	<p>10 minutes 11:45 – 11:55</p> <p>Sandy Lewandowski</p>	<ul style="list-style-type: none"> Miscommunication remains on K-12 issue. Sandy L will draft letter to 281 that will be included in the Board packet next week.
<p>6. Hosterman Pool</p>	<ul style="list-style-type: none"> Sandy L will share letter from swim club member – information only 	<p>5 minutes 11:55 – 12:00</p>	<ul style="list-style-type: none"> Visitor from the New Hope/Crystal/Plymouth swim club attended this portion of the meeting to voice his concerns about the loss of the Hosterman pool, and to propose a partnership with them to include pool in new facility. He shared that a feasibility study in the NW metro is underway. Sandy L will respond to the letter received by swim team member.

HANDOUTS

1. Schematic Design
2. NEC Options Chart
3. Fact Sheet #1 and site plan
4. Hosterman Pool Letter
5. District 281 Response Letter

INFORMATIONAL ITEMS/DATES TO REMEMBER:

1. Next regular meeting to be held Tuesday, July 20, 2010 at 8:30 AM at the DSC Board Room

District Owned Buildings

Bren Road Education Center

- EXPLORE
- InVEST High School
- OPTIONS
- SAFE
- STRIVE Secondary
- STRIVE Transition South

Edgewood Education Center

- EXPLORE Middle
- Phase North
- STRIVE Transition North
- SUN Transition North
- X-Track & Open Track

North Education Center (Hosterman)

- ATTAIN
- InVEST Middle
- InVEST High School
- OPTIONS Middle
- SAFE
- STRIVE Elementary
- STRIVE Middle
- STRIVE Secondary
- SUN North
- North Vista ALC
- VENTURE
- Elementary EBD

District Owned Buildings (cont.)

South Education Center

- ATTAIN
- CIP
- FOCUS
- Intersect
- InVEST Transition South
- Phase South
- SUN South
- Sun Transition South
- VECTOR Basic South
- VECTOR Low incidence South
- VET South
- SECA
- C-Train

District Leased Buildings

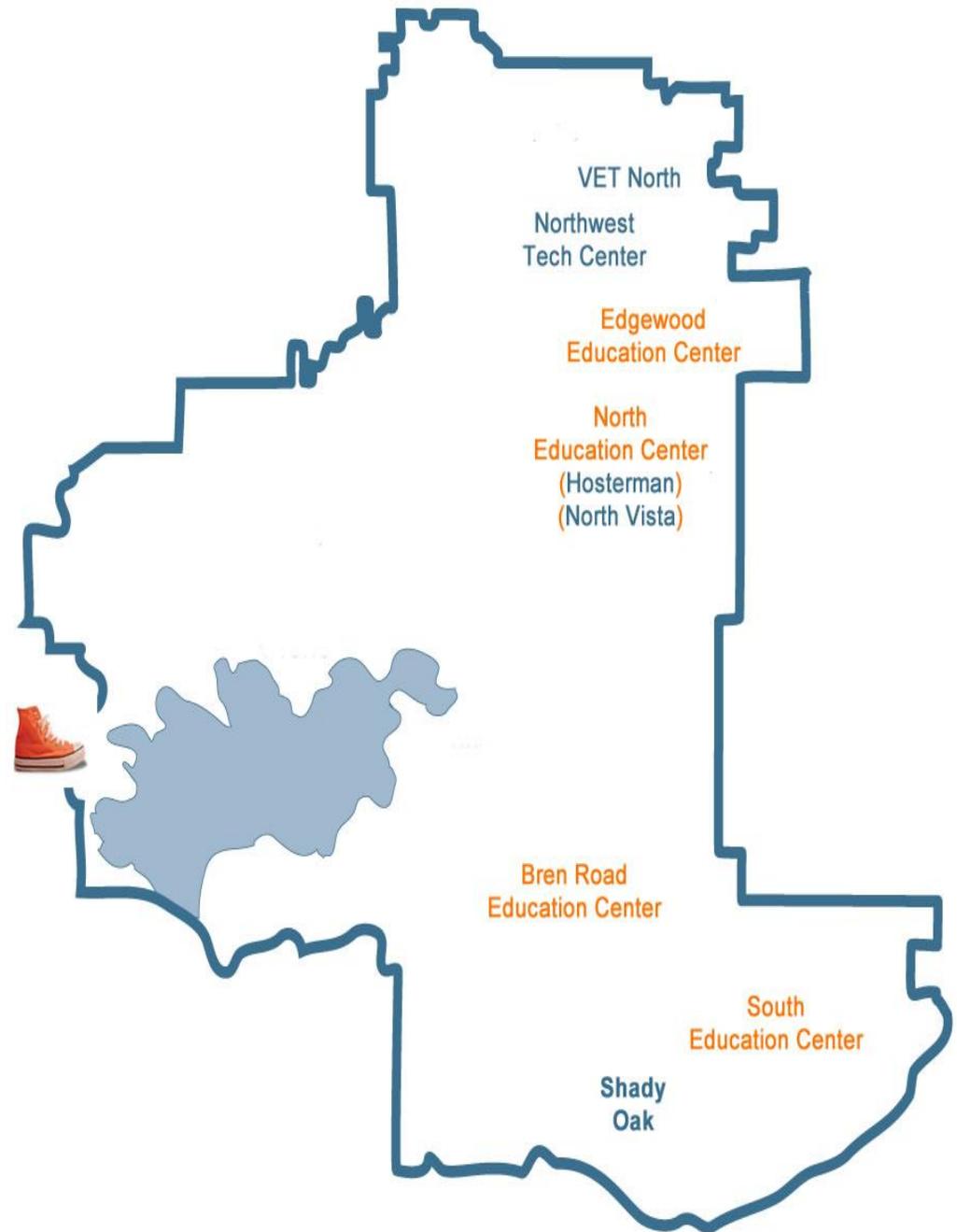
Northwest Tech Center

- VECTOR Basic North
- VECTOR Low Incidence North
- InVEST Transition North

Shady Oak

- Prairie Center Alternative
- City West Academy

VET North



Background for Discussion

Special Education

- Special Education enrollment continues to grow.
- Surveyed member district special education directors attributed program growth beyond their predictions to:
 - High mobility of students, with families moving into their communities,
 - Increase in homeless and group home students
 - Increase in open enrollment students
- The impact of Hennepin County cuts, for example, shortened stays in residential facilities, impacts special education enrollment growth.
- Many special education programs have been closed to non-members since January.
- Additionally some late year member district referrals were not able to be accommodated.

Area Learning Center

- An anticipated partnership for truancy programming between Hennepin County and our ALC programs will increase ALC enrollment.
- The Edina Sober School will be closing, causing anticipated enrollment growth in the City West Alternative Program.

Overall Costs

- Leased spaced contributes to the overall lease levy in a less predictable way than owned space.

**North Education Center
Option 1**
approx 122,000 sq. ft.

- Hosterman Elementary
- SUN - **full**
- CIP/STRIVE/OPTIONS/INVEST MS - **full**
- INVEST / Venture - **full**
- Limited options for student seclusion
- Career-Tech integrated into program space to extent possible
- Reading lab activities integrated into program space to extent possible

**North Education Center
Option 2**
aproxox. 129,000 sq. ft

- Hosterman Elementary
- SUN - **full**
- CIP/STRIVE/OPTIONS/INVEST MS - **full**
- INVEST/Venture
- North Vista and Daycare
- Increased options for student seclusion
- Career-Tech dedicated space equitable with SEC
- Reading lab dedicated space equitable with SEC

**North Education Center
Option 3**
approx. 152,000 sq. ft

- Hosterman Elementary
- SUN
- CIP/STRIVE/OPTIONS/INVEST MS
- INVEST/Venture
- North Vista and Daycare
- Maximum options for seclusion
- Career-Tech dedicated space equitable with SEC
- Reading lab dedicated space equitable with SEC
- 9th and 10th grade Explore and Options, currently at Bred Road OR Transition Programs currently at Northwest Tech Center
- SAFE, all students at NEC, otherwise some had been planned to move to Bren Road
- potential on-site day treatment
- Potential co-located County services

Shady Oak Crossing (21,400 sq. ft.) or Northwest Tech (24,000 sq. ft.) avg. 22,700 sq. ft.

- Continue to lease Shady Oak and Northwest Tech Center

Shady Oak Crossing (21,400 sq. ft.) or Northwest Tech (24,000 sq. ft.) avg. 22,700 sq. ft.

- Continue to lease Shady Oak and Norwest Tech Center

Shady Oak Crossing (21,400 sq. ft.) or Northwest Tech (24,000 sq. ft.) avg. 22,700 sq. ft.

- One leased site vacated and moved to NEC
- One site remains leased

167,400 Total Sq. Ft.

- 122,000 owned (NEC)
- 45,400 leased (Shady Oak & NWTC)

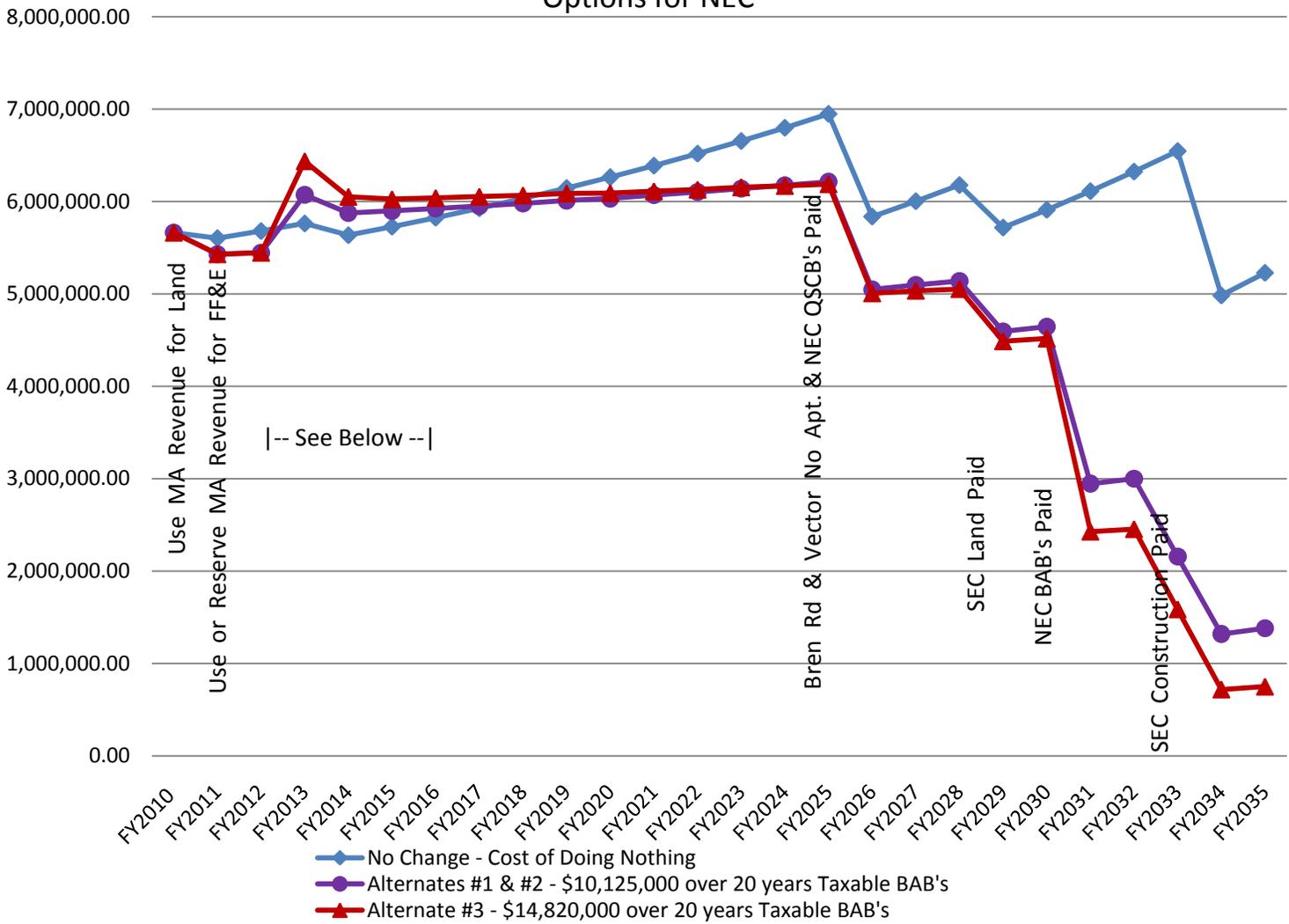
174,400 Total Sq. Ft.

- 129,000 owned (NEC)
- 45,400 leased (Shady Oak & NWTC)

174,700 Total Sq. Ft.

- 152,000 owned (NEC)
- 22,700 leased (Avg. site size)

Total Lease Cost Comparison Options for NEC



ASSUMPTIONS:

- * Finance amount based upon TSP's 6/18/2010 estimate for project costs with alternates.
- * Financing completed prior to 12/31/10 using \$15,625,000 QSCB award and additional required amount in Build America Bonds (BAB's).
- * Total NEC borrowing is paid off in 20 years (FY30).
- * Debt runs factor in FY12 payment as interest covered by Federal Stimulus dollars.
- * All Alternates include District Payment from other resources of \$2.5 million for Land and FF&E

* **Alternate #1 - 122,143 sq ft
& Alternate #2 - 129,630 sq ft**

Total Construction Project \$27,140,089, Financing \$25,750,000
Subsidy to cover additional cost in early years:
\$0.85 million from SEC escrow FY13-FY17
\$0.0 million from MA Revenue
Continues Operating Lease payments for 3 leased sites (51,000 sq ft)

* **Alternate #3 - 152,000 sq ft**

Total Construction Project \$31,500,000, Financing \$30,445,000
Subsidy to cover additional cost in early years:
\$1.8 million from SEC escrow FY13-FY18
\$0.0 million from MA Revenue
In FY14 Operating Lease payments drop to 2 lease sites (28,000 sq ft)

* FY34 and beyond shows all current capital leases (Principal & Interest) paid off and continued operating leases on 3 or 2 sites.



Background

North Education Center (NEC) will be built to replace the current Hosterman Education Center after a 15-month comprehensive facilities study showed it to be the most cost-effective solution to replace the aging facility.

NEC will be a flexible educational site that offers multiple programs for students. Wherever possible, NEC will replicate staffing and operational efficiencies seen at South Education Center and easily adapt as programs grow and change to meet students' needs.

Size	122,000 sq ft over two stories, with a possible alternate third floor space of 15,000 sq ft
Land	10 acres
Architect/Engineer	TSP, Inc.

Timeline

May 2010	District 287 School Board approves purchase agreement for the land at the Hosterman site from Robbinsdale Area Schools
June 14	Move from Hosterman to Sandburg Middle School
June 2010	Construction fence placed around Hosterman after the move to Sandburg is complete
June 17	TSP presents Schematic Design to 287 Board Facilities Committee
June 24	Schematic Design presented to full 287 Board for approval
June 24	Review and Comment presented to full 287 Board for approval
July 16	Robbinsdale Area Schools completes abatement of Hosterman
August 2010	Bids accepted for demolition of Hosterman; 287 completes demolition after closing
November 2010	Construction Begins
Fall 2012	Occupancy

Costs/Financing

NEC will provide long-term stability to District 287's lease expenses and keep costs to member districts in line with current lease levy amounts, while taking full advantage of current economic conditions for construction, low interest rates and federal stimulus funding.

Estimated project cost	\$27 million
Financing	\$15.6 federal Qualified School Construction Bonds (savings estimated at \$7 million in interest)
Land Purchase	\$1.175 million cash to Robbinsdale Area Schools

Programs/Enrollment

District 287's enrollment of students who need a "Hosterman-like" school is rising and projected to be a need for years to come. NEC will include classrooms for area learning center high school students, onsite daycare for infants and toddlers, transition services for older students and structured settings for students with autism, emotional/behavioral disorders and/or fetal alcohol syndrome. NEC will serve approximately 350 students who currently attend Hosterman, North Vista and Invest/Venture High School.

Mission

District 287's mission 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 916, 917 & 287

Cost Shifting: Are Schools Becoming the Primary Service Providers for High Need Youth?

December 15, 2009

Background | Thank you for your interest in learning about the accumulating evidence that identifies unintended cost shifting from State and County child serving organizations to public education due to policy changes in children's mental health and juvenile corrections. We have appreciated meeting with legislators in the past regarding the influx of high needs students into public schools and the need for more shared services to support these students. Recent County and State funding cuts have caused this topic to rise to a more critical level as high need students enter special education programs at unprecedented rates. Students with these needs are often receiving very minimal or no mental health or juvenile corrections services. Public school educators and support staff are increasingly under prepared to address extremely aggressive behaviors and lack community support partners to ensure that the needs of this growing segment of children are met.

Specifically, we have expressed concern about the ever-increasing population of students who have mental health disorders combined with high-risk behaviors and chemical abuse. Students with these needs are entering public school Special Education Setting 3 and 4 programs at an unprecedented rate due to recent county policy changes in juvenile corrections and children's mental health. We have been advised that budgetary constraints and the lack of evidence to support the efficacy of residential placements for certain groups of children have led to these changes. Concurrently, Federal and subsequently State school reform measures designed to increase student engagement and graduation rates are moving forward. The influx of high need students, coupled with the focus on increased student achievement, have given us reason to request a legislative audit to determine if our perception of this trend is accurate.

Minnesota counties have historically covered over 75% of the budgetary cost of children's residential placements. The present situation has compounded our concern about the capacity of local school districts to meet the challenges of serving this very high need population while attempting to improve student engagement and to increase graduation rates. In residential settings, there are many highly skilled mental health professionals and, in some cases, security personnel who can assist in providing support to children as they attend school programs housed within the treatment centers. Additionally, most State and County operated residential facilities have on-site psychiatry and hospitalization privileges; emergency services that are often needed for students with behaviors that may result in harm to self or others.

Compelling Data

There is extensive data to document the reduction in the number of children in out-of-home placements supported by county funding:

- In Hennepin County alone, there was a 1/3 reduction in out-of home placements between 2008 and 2009 (data collected through October of this year);
- Long term residential mental health treatment placements funded by Hennepin County decreased by almost 40% during the same period;

- Hennepin County Juvenile Corrections Out-of-Home Placement Workgroup recommendations (2009) included the suggestion that 100 youth previously adjudicated to residential facilities could be better served in less restrictive community placements. Policy changes at the Hennepin County Home School have already led to a significant (50%) reduction in youth who are incarcerated as well as a reduction in length of stay of those who are adjudicated; and
- Similar reductions are being realized in juvenile corrections programs across the State, including Ramsey, Dakota, and Washington Counties.

We accept that it is public education's responsibility to meet the academic, school behavior, and transition (adaptive life skills and career/vocational preparation) needs of these students and to support their social-emotional development. Additionally, schools have the responsibility to provide counseling, parent training, etc. as I.E.P. related services if the student is not able to derive benefit from specialized instruction without those supports. Even so, the present school reform initiatives embedded in Minnesota's "Race to the Top" proposal, if it is selected, will be particularly challenging to implement with the highest-need students.

Two weeks ago, the intermediates suggested to Commissioner Alice Seagren, MDE, that schools need focused staff training to address the needs of students who have become the responsibility of public education. We believe the shift that has occurred from other public entities is occurring without such focused planning and staff training.

We will need help from the legislature, via an audit, to determine if our cost shifting assumption is correct. If it is substantiated, legislation, funding and planning are needed in order to support the development of comprehensive training and services. All will be required in order to successfully integrate high need and high cost students back into the public schools: many have already arrived.

Intermediates In a Unique Position

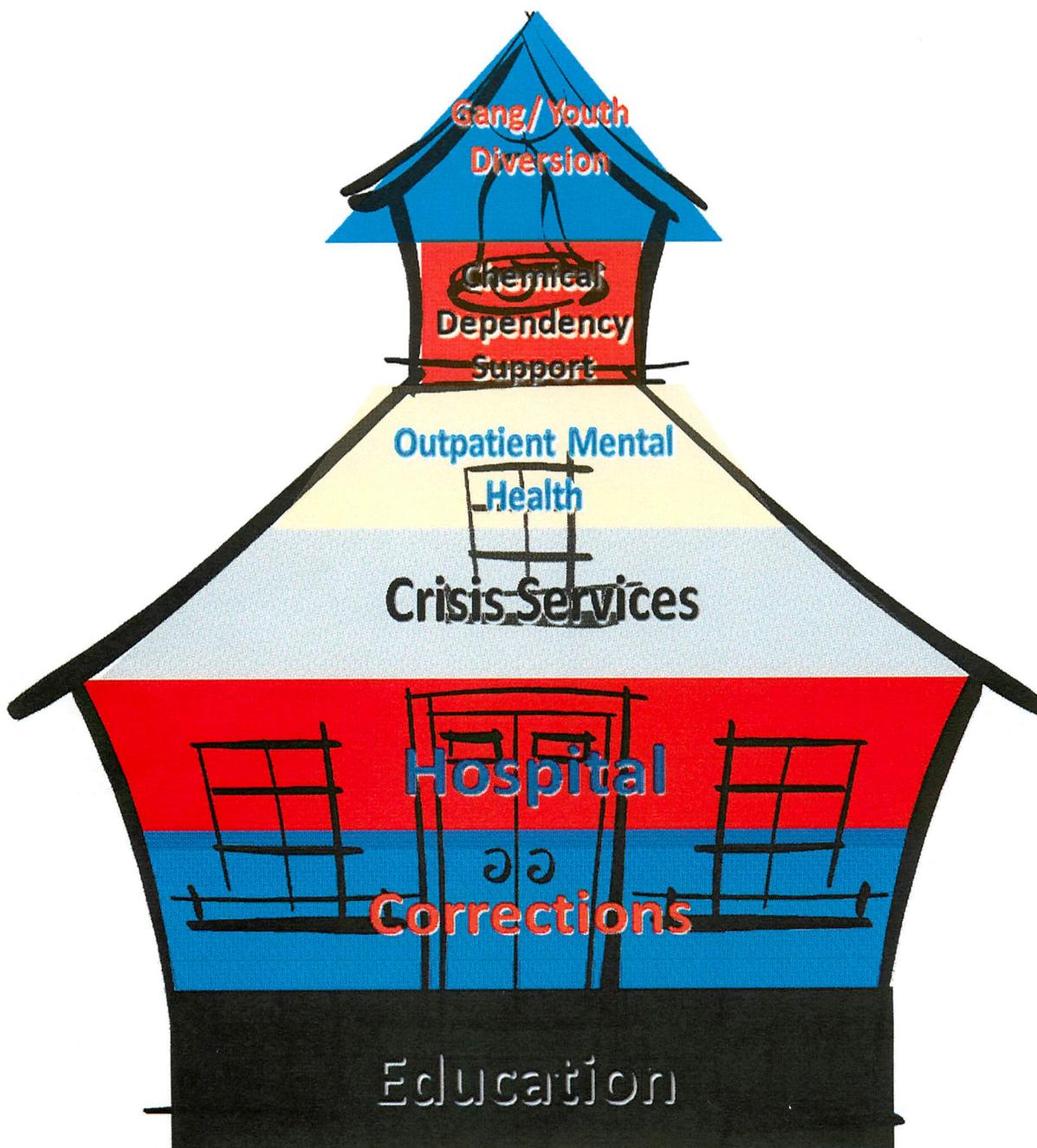
Intermediates are in a unique position to have seen this shift to more restrictive county services. We are aware that the following areas are key components to truly reform our schools and to effectively educate students who face multiple challenges in the classroom. Specifically, educators will need additional professional training in the following areas:

- student mental health disorders and chemical dependency
- career skills necessary for the 21st century
- cultural considerations and supports
- positive behavioral approaches with a prevention focus
- student and parent engagement
- evidence-based curricula and instructional methodologies
- social-emotional learning
- alternative strategies to seclusion and restraint
- collaborating with juvenile corrections and children's mental health services
- disability-specific information e.g. language processing
- evidence-based characteristics of successful educators

If we are to continue to support educators in attaining the skills to prepare students for 21st century career and vocational needs, as well as productive citizenry, we must find a way to engage our students and to learn about their unique needs. The intermediates have been involved in such endeavors for several years and share a wealth of experience in the domains that we have identified. We do, however, need to share responsibility with juvenile corrections and children's mental health services in order to accomplish our goal. It does, indeed, take a village but public schools are close to being the last houses standing with a mandate to serve high need children, regardless of the social and economic costs.

Conclusion

Thank you for your consideration of our request to conduct a statewide audit and for your assistance in promoting shared services for our most challenging students. Please let us know if we may be of assistance in providing additional information or support.



INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 24, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORTS

ITEM: 8.2.3. Robbinsdale Area Schools Letter to District 287

PRESENTED BY: Thomas Shultz, Facilities Administrator

1. Background Information

The School Boards of both District 287 and Robbinsdale Area Schools have approved the purchase agreement for the land needed to build the North Education Center (NEC). MDE requires that a Review & Comment be written for approval by MDE on projects of this magnitude. A Review & Comment for the project was written for District 287 by Roger Worner Associates Inc.

2. **Fiscal Impact/Funding Source:** It should be noted that, if construction bids on the project are received at a less costly amount than anticipated, Intermediate School District #287 anticipates a possible expansion of the school facility from 122,143 square feet to approximately 129,630 square feet or up to 152,600 square feet with a third floor addition.

The total project cost of the proposed North Education Center school facility is \$28,274,251. The start of the construction is anticipated on November 1, 2010. The completion of the project is anticipated for June 29, 2012.

Intermediate School District #287 intends to finance the proposed project through lease purchase employing Certificates of Participation (COP) (\$25,750,000) without a debt service reserve. Bonds issued are Building America Bonds (BAB) (\$10,125,000) and Qualified School Construction Bonds (QSCB) (\$15,625,000).

3. **RECOMMENDED ACTION:** Board approval of the Review & Comment for the construction of the North Education Center as written for submission for approval to the Minnesota Department of Education.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

June 24, 2010

Ms. Alice Seagren, Commissioner
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

Dear Commissioner Seagren:

At its regular Thursday, June 24 meeting, the School Board of Intermediate School District #287—in compliance with Minnesota Statute 123B.71—approved the enclosed **Review and Comment** document for submission to the Minnesota Department of Education for the Commissioner's and her staff's consideration and approval.

Intermediate School District #287 proposes to construct a 122,143 square foot North Education Center school facility on the site of Robbinsdale School District #281's former Hosterman Middle School (currently Hosterman Education Center) at 5530 Zealand Avenue North, New Hope, Minnesota. The former Hosterman Middle School will be demolished during the 2010-11 organizational year. The North Education Center school facility is intended to provide quality teaching/learning, support, and office spaces for the delivery of low-incidence special education and Area Learning Center Programs.

The total project cost of the proposed North Education Center school facility is \$28,274,251. The start of the construction is anticipated on November 1, 2010. The completion of the project is anticipated for June 29, 2012.

Intermediate School District #287 intends to finance the proposed project through lease purchase employing Certificates of Participation (COP) (\$25,750,000) without a debt service reserve. Bonds issued are Building America Bonds (BAB) (\$10,125,000) and Qualified School Construction Bonds (QSCB) (\$15,625,000).

It should be noted that, if construction bids on the project are received at a less costly amount than anticipated, Intermediate School District #287 anticipates a possible expansion of the school facility from 122,143 square feet to approximately 129,630 square feet or up to 152,600 square feet with a third floor addition.

As a result of this proposed project, Intermediate School District #287 projects no new additional lease levy costs to its 13 member school districts' taxpayers through 2025 and, thereafter, anticipates savings of approximately \$1.8-\$2.0 million annually.

Thank you for your thoughtful evaluation of the **Review and Comment** document and the proposed project. My staff and I stand ready to provide you with any additional information that may be required to ensure timely approval of this project.

Yours most sincerely,

Sandra L. Lewandowski

MINNESOTA DEPARTMENT OF EDUCATION

REVIEW AND COMMENT

Submitted by
Intermediate School District #287
Plymouth, Minnesota

Sandra L. Lewandowski
Superintendent of Schools

June, 2010

INTERMEDIATE SCHOOL DISTRICT #287 REVIEW AND COMMENT SUMMARY

- ◆ **Project Description:** Intermediate School District #287 proposes to construct a North Education Center school facility to provide teaching/learning, support, and office spaces for the delivery of special education and Area Learning Center Programs. Following demolition of the Robbinsdale School District #281-owned Hosterman Middle School (currently Hosterman Education Center), the North Education Center will be constructed. It is slated for completion in July, 2012. The Center is planned for occupancy in August, 2012.
- ◆ **Total Project Cost:** \$28,274,251. (Possible increase of up to \$5,000,000 for funding potential options including a third floor addition if construction bids are lower than anticipated).
- ◆ **Funding:** Intermediate School District #287 intends to finance the proposed project through lease purchase employing Certificates of Participation (COP) (\$25,750,000) without a debt service reserve. Bonds issued are \$10,125,000 in Build America Bonds (BAB) and \$15,625,000 in Qualified School Construction Bonds (QSCB). The site purchase and furniture, fixtures, and equipment (FF&E), combined total \$2,500,000 will be paid for from District operating revenues.
- ◆ **Cost Impact of the Project:** Assuming approval of the proposed project, Intermediate School District #287 will use other revenue sources so that total levied lease costs will not exceed the amount that would represent the FY10 cost inflated by 5% per year for the future operating leases. The District estimates a net, annual savings to its thirteen member school districts' taxpayers of approximately \$1.8-\$2.0 million from 2026 and thereafter.
- ◆ **Square Footage of Facility:** 122,143 square feet. (Possible expansion of up to approximately 152,600 square feet if construction bids are lower than anticipated).
- ◆ **Facility Site Acreage:** 10.0 acres at a purchase price of \$1,175,000. The site is located at 5530 Zealand Avenue North, New Hope, Minnesota.
- ◆ **Legal Counsel:** Kennedy and Graven, Minneapolis, Minnesota.
- ◆ **Architect:** TSP Architects, Minneapolis, Minnesota.

- ◆ **Public Finance Advisor:** Springsted, Inc., St. Paul, Minnesota.
- ◆ **Educational Planner:** Roger Worner Associates, Inc., Cedar, Minnesota.
- ◆ **Superintendent of Schools:** Sandra L. Lewandowski.
- ◆ **Director of Finance:** Janet Johnson.
- ◆ **Facility Administrator:** Thomas Shultz, CFM, FMA.

1. GEOGRAPHIC AREA, POPULATION TO BE SERVED, AND ENROLLMENT PROJECTIONS

Geographic Setting

The proposed project (construction of the North Education Center) is initiated by Intermediate School District #287, a multi-school district, low-incidence, collaborative/cooperative, educational organization that delivers complex special education, career/technical, alternative, and other custom-designed programs and services on behalf of its thirteen member school districts. The **geographic setting** of the school district and, hence, the students served by this project are in the north, northwest, west, and southwest suburban communities of the Minneapolis-St. Paul metropolitan area, specifically in Hennepin County.

The suburban school districts which comprise and whose students are served by Intermediate School District #287 are Bloomington School District #271; Brooklyn Center School District #286; Eden Prairie School District #272; Edina School District #273; Hopkins School District #270; Minnetonka School District #276; Orono School District #278; Osseo School District #279; Richfield School District #280; Robbinsdale School District #281; St. Louis Park School District #283; Wayzata School District #284; and Westonka School District #277.

According to the 2005 population estimates of the Minnesota State Demographics Center, the largest communities in Intermediate School District #287 and the thirteen member school districts' communities are

Bloomington (84,347); Brooklyn Park (71,048); Plymouth (70,455); Eden Prairie (60,955); Maple Grove (58,420); Minnetonka (51,657); Edina (47,448); St. Louis Park (44,380); Richfield (33,667); Brooklyn Center (28,137); Crystal (22,595); New Hope (20,747); Golden Valley (20,510); Hopkins (17,263); and all or portions of a number of other communities.

As displayed in the map insert, Intermediate School District #287's most populated communities are easily accessible through the Minneapolis-St. Paul Interstate beltway system (Interstate 694; 494; 394; 94; and 35W) and a number of other additional, major State Highways, including Highways 100, 169, 252, 55, 12, 7, 62, and 212.



Sources of employment of residents of the communities served by Intermediate School District #287 and its thirteen member school districts include, among others, government, law, education, accounting, health care, banking, technology, entertainment, tourism, transportation, manufacturing, retail trade, construction, housing, and others.

The Superintendent of Schools of Intermediate School District #287 is Sandra L. Lewandowski. Her offices are located at 1820 Xenium Lane North, Plymouth, Minnesota 55441. The School Board of Intermediate School District #287—comprised of representatives of each of the thirteen member school districts' School Boards—meets at and conducts its regular and special School Board meetings at the Intermediate School District #287 headquarters at 1820 Xenium Lane North, Plymouth, Minnesota 55441.

Enrollment of Member School Districts

Based on information provided by the Minnesota Department of Education for the 2009-10 school year, the combined P-K-12 student enrollment Intermediate School District #287's thirteen member school districts was 102,906.

As detailed in Table 1, those Intermediate School District #287 member districts with the largest P-K-12 student enrollments during the 2009-10 school year were Osseo School District #279 (20,903 students), Robbinsdale School District #281 (11,947 students), Wayzata School District #284 (10,379 students), Bloomington School District #271 (10,264

**TABLE 1
INTERMEDIATE SCHOOL DISTRICT #287
MEMBER DISTRICT ENROLLMENT
2009-10**

<u>Member District</u>	<u>Enrollment</u>
Bloomington School District #271	10,264
Brooklyn Center School District #286	2,250
Eden Prairie School District #272	9,825
Edina School District #273	8,098
Hopkins School District #270	7,310
Minnetonka School District #276	8,485
Orono School District #278	2,743
Osseo School District #279	20,903
Richfield School District #280	4,003
Robbinsdale School District #281	11,947
St. Louis Park School District #283	4,447
Wayzata School District #284	10,379
Westonka School District #277	2,252
Total	102,906

students), and Eden Prairie School District #272 (9,825 students). Those Intermediate School District #287 member school districts with the smallest 2009-10 P-K-12 enrollments were Brooklyn Center School District #286 (2,250 students), Westonka School District #277 (2,252 students), Orono

School District #278 (2,743 students), Richfield School District #280 (4,003 students), and St. Louis Park School District #283 (4,447 students).

Each of Intermediate School District #287's member school districts would be classified—in their own right—as a large critical student mass school organization by State of Minnesota standards, ranking in the top 25% of all P-K-12 public school districts in Minnesota and displaying high levels of cost/effectiveness in their operations.

Population To Be Served

The **population to be served** by the proposed project (construction of the North Education Center) are eligible, low-incidence, special education and area learning center students from Intermediate School District #287's thirteen member school districts and, as appropriate, tuitioned students from a multiplicity of other suburban and greater Minnesota school districts. The specific population of students served by the proposed project display the following handicapping/disabling conditions:

- ❖ Emotional/Behavioral Disorder
- ❖ Serious and Persistent Mental Illness
- ❖ Autism Spectrum Disorder
- ❖ Oppositional Defiant Disorder
- ❖ Obsessive Compulsive Disorder
- ❖ Attention Deficit Disorder/Attention Deficit Hyperactive Disorder

- ❖ Learning Disabilities
- ❖ Neural-Biological Disorders
- ❖ Mental Health Diagnoses
- ❖ Fetal Alcohol Syndrome Disorder
- ❖ Developmental Cognitive Disability
- ❖ Anxiety Disorders
- ❖ Other complex handicapping conditions and multiple handicapping conditions
- ❖ Area Learning Center, grades 7-12

Student Enrollment Projections

During the 2009-10 organizational year, Intermediate School District #287 provided direct service to 2,575 students in its customized special education, vocational/technical, and academic programs. Furthermore, the organization furnishes a comprehensive array of technical consultative services to the thirteen member school districts' School Boards, administrative staffs, and teaching/learning staffs.

As a multi-school district, low-incidence, collaborative/cooperative, educational organization, Intermediate School District #287 provides educational programs and services to eligible students residing and enrolled in the thirteen member school districts. Enrollment in Intermediate

School District #287's programs and services is a function of and dependent upon referral to the organization by member school districts. As such, projected enrollment in Intermediate School District #287 is based on student eligibility, district need, district referral, district funding, and, of course, student enrollment trends/projections among the thirteen member school districts.

The School Board and Superintendent of Intermediate School District #287 have historical demographic data to support the need for maintenance, periodic modification, and emerging expansion of programs, services, staffing, and facilities to address the current and future needs of member school districts' students. Numerous trends support projected student enrollment stability or growth in Intermediate School District #287's programs, services, and staffing. Among them are the following:

- ◆ The population of the Minneapolis-St. Paul metropolitan area is growing.
- ◆ Minneapolis-St. Paul metropolitan area suburban growth and development is evident in proximity to the member school districts of Intermediate School District #287.
- ◆ The student enrollments of nearly half of Intermediate School District #287's member school districts are growing.
- ◆ The populations of numerous Intermediate School District #287 member school districts' communities are growing.

- ◆ Intermediate School District #287's student enrollment has remained stable or grown—as a function of member school districts' needs—over the course of the past decade.
- ◆ Intermediate School District #287's programs and services continue to expand and/or evolve as member school districts' needs have changed.
- ◆ Numerous low incidence special education (e.g. Autism Spectrum Disorder; Emotional/Behavioral Disorder; others) and other at-risk student populations (e.g. Alternative Learning Center Program)—served by Intermediate School District #287—continue to grow.
- ◆ Programs and services provided by Intermediate School District #287 are unique and do not duplicate the offerings provided by member school districts, insuring the organization (Intermediate School District #287) maintains a non-competitive, highly-accountable, highly-needed, cost/effective market niche.
- ◆ Intermediate School District #287 (along with Intermediate School Districts #916 and #917) are member district-owned, district-accountable, and responsive to the desires and needs of their stakeholder school districts.

Table 2 delineates Intermediate School District #287's member school districts' enrollment trends over the ten year span of time from 1999-00 through 2009-10 as provided by the Minnesota Department of Education. These data reveal strong past, current, and implied future student

enrollment stability and a continued, long-term role for Intermediate School District #287 to serve its unique clientele.

TABLE 2
INTERMEDIATE SCHOOL DISTRICT #287
MEMBER DISTRICT ENROLLMENT CHANGE
1999-00 / 2009-10

<u>Member District</u>	<u>1999-00 Enrollment</u>	<u>2009-10 Enrollment</u>	<u>Change</u>	<u>% Change</u>
Bloomington School District #271	11,219	10,264	-955	-8.5%
Brooklyn Center School District #286	1,725	2,250	+525	+30.4%
Eden Prairie School District #272	10,334	9,825	-509	-4.9%
Edina School District #273	6,960	8,098	+1,138	+16.4%
Hopkins School District #270	8,739	7,310	-1,429	-16.4%
Minnetonka School District #276	7,788	8,485	+697	+8.9%
Orono School District #278	2,601	2,743	+142	+5.5%
Osseo School District #279	22,103	20,903	-1,200	-5.4%
Richfield School District #280	4,351	4,003	-348	-8.0%
Robbinsdale School District #281	14,452	11,947	-2,505	-17.3%
St. Louis Park School District #283	4,384	4,447	+63	+1.4%
Wayzata School District #284	9,263	10,379	+1,116	+12.0%
Westonka School District #277	2,357	2,252	-105	-4.5%
Total	106,276	102,906	-3,370	-3.2%

The combined student enrollments of Intermediate School District #287's thirteen member school districts decreased, slightly, from 106,276 students in 1999-00 to 102,906 students in 2009-10, a ten year enrollment drop of -3,370 students or -3.2%.

Six of the thirteen member school districts of Intermediate School District #287 experienced student enrollment growth from 1999-00 through 2009-10. Member school districts which realized the largest volume of student enrollment growth between 1999-00 and 2009-10 were Edina School District #273 (+1,138 students or +16.4%); Wayzata School District #284 (+1,116 students or +12.0%); Minnetonka School District #276 (+697 students or +8.9%); and Brooklyn Center School District #286 (+525 students or +30.4%).

Among those member school districts in Intermediate School District #287 which realized the most significant decline in student enrollment over the ten year span of time from 1999-00 through 2009-10 were Robbinsdale School District #281 (-2,505 students or -17.3%); Hopkins School District #270 (-1,429 students or -16.4%); Osseo School District #279 (-1,200 students or -5.4%); and Bloomington School District #271 (-955 students or -8.5%).

Despite the fact that the combined student enrollments of Intermediate School District #287's member school districts have modestly declined over the course of the past ten years, there is no reason to believe or conceive that (a) the programs and services dispensed by Intermediate School District #287 will not continue to be desired and required by its member school districts for decades to come; (b) the combined enrollments of Intermediate School District #287 will so significantly decline that the proposed project (construction of the North Education Center) will prove to be a cost/ineffective error; or (c) Intermediate School District #287's member school districts will arrive at a conclusion that the cost/effective

delivery of non-duplicatory, low-incidence, special education programs and services is an ill-conceived concept and, therefore, disband the organization and provide such services on an individual school district basis.

The fact is that, as is the case in the proposed construction of the North Education Center, **if** and **when** (if ever) the organization's student enrollment declines, Intermediate School District #287 will discontinue space leases of other buildings—currently in use by the organization—and relocate those displaced programs to the North Education Center and/or South Education Center. There is no doubt in the minds of the School Board, Superintendent, and administrative staff of Intermediate School District #287 or the Superintendents and Business Managers of the organization's member school districts that the proposed project (the construction of the North Education Center) will never sit idle or undersubscribed in student population for the lifespan of the building.

Enrollment of Programs

Upon completion of the proposed project, the School Board, Superintendent, and administrative staff of Intermediate School District #287 intend to relocate programs, services, students, and staff currently housed in the 176,400 square foot Hosterman Education Center and 12,100 square foot North Vista Education Center to the North Education Center. Additionally, students enrolled in the VENTURE Secondary and InVEST High School will be relocated from the Intermediate School

District's Northwest Technical Center (NWTC) in Brooklyn Park to the North Education Center facility upon completion of construction.

Specific programs and services (and their 2009-10 enrollments) intended for relocation to the new North Education Center from Hosterman Education Center and North Vista Education Center, and the Northwest Technical Center are as follows:

❖ InVEST Middle	14 students
❖ Elementary EBD	40 students
❖ Options Middle/Elementary EBD	26 students
❖ SUN	54 students
❖ SAFE	20 students
❖ STRIVE—Secondary	26 students
❖ STRIVE—Elementary	7 students
❖ STRIVE—Middle	11 students
❖ CIP	35 students
❖ ATTAIN	11 students
❖ ELC North VISTA Center	112 students
❖ Daycare (children of students above)	51 children
❖ VENTURE Secondary (from VENTURE North)	19 students
❖ InVEST (from InVEST High School NWTC)	36 students
❖ InVEST (from InVEST High School Hosterman)	<u>24 students</u>
❖ Total	486 students

The following program descriptions are provided to enhance the reader's understanding of the nature of programs and services that are planned for relocation to the new North Education Center:

- ❖ **InVEST Middle and InVEST High School:** students, grades 7-8 and 9-12 who, receiving services primarily for EBD, need social skills and life skills that may include students with Autism Spectrum Disorders.
- ❖ **Elementary EBD:** students whose primary disability is EBD are provided with daily structured educational instruction using experiential approaches and community-based activities.
- ❖ **OPTIONS Middle and OPTIONS:** provides a small, structured setting with low student to staff ratio to address academic needs through a relationship and processing approach.
- ❖ **SUN:** an alternative school-based program for students with intense social/emotional and behavioral needs along with DCD and other health disabilities.
- ❖ **SAFE:** students who have a need for intensive services (custom programming to assist with intense sensory issues leading to behavioral difficulties) as a result of having a diagnosis of Fetal Alcohol Spectrum Disorder (FASD), whose needs cannot be met in other programming.

- ❖ **STRIVE: Elementary, Middle, and Secondary:** students who have a dual diagnosis of DCD and EBD with an instructional environment that enables them to be successful in interactions with others and develop functional lifelong skills.

- ❖ **CIP:** provides a specialized, small group setting for students with a diagnostic profile of Autism Spectrum Disorder, allowing for flexible design of schedule, strategies, and appropriate inclusive options.

- ❖ **ATTAIN:** a learning and teaching laboratory where students receive training in software applications that can be used for vocational training.

- ❖ **VENTURE:** designed for students who have a diagnosis of Neural Biological Disorder (i.e. Tourette's Syndrome, Anxiety and/or Obsessive-Compulsive Disorder) and have cognitive abilities within the average to above average range.

- ❖ **North Vista ALC:** educational opportunities for both pregnant and parenting teens and students who need to work on the development of basic skills and recover high school credits. These students are regular education students who have struggled in a "traditional" school setting.

Five Year Average Daily Membership Trends

In an examination of Intermediate School District #287's average daily membership (ADM) over the course of the past five fiscal years (2005-06, 2006-07, 2007-08, 2008-09, and 2009-10), October enrollments in the organization's primary special education programs remained comparatively stable (though, of course, fluctuations occur from year to year). Enrollments in the DCD/EBD Program offerings varied from 195.51 ADM in 2005-06 to 199.24 ADM in 2009-10, while Multi-Categorical Program enrollees ranged from 72.55 ADM in 2005-06 to 121.14 ADM in 2009-10. Transition Program enrollments—like others—displayed a high degree of consistency with 257.56 ADM enrolled in 2005-06 and 285.72 ADM enrolled in 2009-10. Area Learning Center/English Language Learner Programs varied in enrollment from 429.72 ADM in 2005-06 to 344.05 ADM in 2009-10 (though by April 2010, the latter figure had escalated to 359.31 ADM). The IS Program enrolled 56.78 ADM in 2005-06 and 55.49 ADM in 2009-10.

Intermediate School District #287's student enrollment trends have tended to be highly predictable and consistent in the low-incidence, specialized programs and services dispensed by the organization. This is the case because the typical member district would have insufficient critical student masses in these program and service areas to achieve cost/effective staffing. With access to a significantly larger student base, Intermediate School District #287 can achieve those critical student masses from among the school districts combined 102,000 students and do so in a cost/effective manner. As an example, few school districts in the State of

Minnesota could cost/effectively operate a “stand alone” program for students with low-functioning Fetal Alcohol Spectrum Disorder (FASD). Intermediate School District #287 is in a position to do so, cost/effectively. on behalf of their member school districts.

Intermediate School District #287 continues to experience a felt need on the part of its member school districts to provide Area Learning Center and English Language Learner programming. Memberships in those programs have remained robust.

Intermediate School District #287 projects continued, stable, student enrollment in its programming over the course of the next decade. As related elsewhere in this Review and Comment document, any significant, unanticipated decline in student enrollment would result—if feasible—in the termination of #287 facility leases and subsequently restructuring or relocating displaced programs in the organization’s “flagship buildings,” North Education Center (the proposed project) and South Education Center. Such a decline in enrollment is not anticipated in the foreseeable future.

2. LIST OF EXISTING SCHOOL FACILITIES

Intermediate School District #287 Owned and Rented Facilities

Intermediate School District #287 owns five and leases/rents five facilities for housing its staff, students, programs and services. Additionally, the organization manages education programs and services in a number of member school district's facilities.

Intermediate School District #287 owns a District Service Center at 1820 Xenium Lane North, Plymouth, Minnesota. The Intermediate School District's Superintendent, administrative staff, support services, and itinerant services are located at the District Service Center. The facility contains 70,000 square feet and was originally constructed in 1963 and received subsequent improvements in 1984.

The Bren Road facility was constructed in 1978 and provides 59,686 square feet of teaching/learning, support, and office space for the delivery of Assistive Technology Training and Information Network (ATTAIN), Experiential Program for Learners with Opportunities in Restorative Education (EXPLORE), In Vocational, Educational, and Social Transition (InVEST), Opportunities to Pursue Training in Occupational Needs in School (OPTIONS), Students Addressing Fetal Alcohol Spectrum Disorder Through Education (SAFE), and Skills Training with Responsibility Interdependence and Vocational Education (STRIVE). The facility is located at 11140 Bren Road West, Minnetonka.

The South Education Center was constructed in 2008 and provides 109,000 square feet of teaching/learning, support, and office spaces for delivery of the following educational programs and services: Area Learning Center (ALC), English Language Learner (ELL), Functional Occupational Curriculum for Unique Students (FOCUS), In Vocational, Educational, and Social Transition (InVEST), Students with Unique Needs (SUN), Vocational Education Community Training and Occupational Relations (VECTOR), Vocational Evaluation and Training (VET), Assistive Technology Training and Information Network (ATTAIN), and others. The South Education Center is located at 7450 Penn Avenue South, Richfield.

Vector North Apartment (1959) is a 700 square foot teaching/learning, support, and office space, serving the Vocational Education Community Training and Occupational Relations (VECTOR) and Home Living programs. The facility is located at 4171 Adair Avenue North, #2, Robbinsdale.

The Northwest Business Center is a 5,448 square foot rented facility, constructed in 1974. The facility supports the Vocational Evaluation and Training Program (VET). The facility is located at 8601 73rd Avenue North, Brooklyn Park.

The Northwest Technical Center rented property furnishes 24,048 square feet of teaching/learning, office, and support space. The facility was constructed in 1972. Programs and services delivered at the Center include In Vocational, Educational, and Social Transition (InVEST); Vocational Education Community Training and Occupational Relations

(VECTOR); and VENTURE Programs. The facility is located at 7008 Northland Drive, Brooklyn Park.

The Edgewood Educational Center was recently purchased by Intermediate School District #287 from Osseo School District #279. Constructed in 1961, the facility offers 57,751 square feet of teaching/learning, support, and office spaces. Among programs delivered in the facility are the following: Experiential Program for Learners with Opportunities in Restorative Education (EXPLORE); Skills Training with Responsibility Interdependence and Vocational Education (STRIVE); Students with Unique Needs (SUN); and X-Track. The facility is located at 6601 Xylon Avenue North, Brooklyn Park.

Shady Oak Crossing is a rented facility with 21,426 square feet of teaching/learning, support, and office space. The facility was constructed in 1982. Area Learning Center programming is provided at the facility. The building is located at 6754 Shady Oak Road, Eden Prairie.

Hosterman Education Center is currently rented by Intermediate School District #287 from Robbinsdale School District #281. The Intermediate School District rents 160,000 square feet of teaching/learning, office, and support spaces in the 176,400 square foot facility. The facility was constructed in 1963. **The building is planned for demolition during the 2010-11 school year. Program and service offerings delivered at the Hosterman facility will be relocated to Sandburg Middle School for the 2010-11 and 2011-12 school years, prior to a subsequent relocation to the proposed North Education Center.** Program and service offerings

currently made available at the Hosterman Education Center include the following: InVEST Middle, Elementary EBD, OPTIONS Middle/Elementary, SUN, SAFE, STRIVE Elementary, Middle, and Secondary, CIP, ATTAIN. Hosterman Education Center's 2009-10 program enrollment is 254 students. The facility is located at 5530 Zealand Avenue North, New Hope.

**TABLE 3
INTERMEDIATE SCHOOL DISTRICT #287
OWNED AND RENTED FACILITIES
2009-10**

<u>Facility</u>	<u>Owned/Rented</u>	<u>Constructed</u>	<u>Square Footage</u>
District Service Center	Owned	1963/1984	70,000
Bren Road	Owned	1978	59,686
South Education Center	Owned	2008	109,000
Vector North Apartment	Owned	1959	700
Northwest Business Center	Rented	1974	5,448
Northwest Technical Center	Rented	1972	24,048
Edgewood Educational Center	Owned	1961	57,751
Shady Oaks Crossing	Rented	1982	21,426
Hosterman Middle School*	Rented	1963	176,400**
North Vista***	Rented	1956	12,100

*The Hosterman Middle School (Hosterman Education Center) facility lease will be discontinued at the conclusion of the 2009-10 organizational year. For two years, Intermediate School District #287 will lease Sandburg Middle School. The lease of Sandburg Middle School will be discontinued at the completion of the 2011-12 school year.

**Intermediate School District #287 rents 160,000 square feet of this facility from Robbinsdale School District #281. The space difference generally represents the common space in the building.

***North Vista Education Center lease will be discontinued at the conclusion of the 2011-12 school year.

North Vista is a rented facility with 12,100 square feet of teaching/learning, support, and office space. The facility was constructed in 1956 and serves Area Learning Center Programs. The facility is located at 3510 France Avenue North in Robbinsdale.

At the completion of construction of the proposed North Education Center, the North Vista facility lease will be discontinued. The North Vista Education Center programs (Area Learning Center and childcare program) will be relocated to the North Education Center.

Alternative Facilities Available

The former Hosterman Middle School—now Hosterman Education Center—is slated for demolition during the 2010-11 fiscal year. Leased by Intermediate School District #287, the 43 year old facility has housed some of the most complex, unique, low-incidence special education programs and services delivered by any public school entity in the State of Minnesota.

With the demolition of the Hosterman Education Center, Intermediate School District #287 and its thirteen member school districts require a sophisticated, tailor-made, program-specific facility—not a retrofitted, private-sector business office or warehouse or repurposed elementary or secondary school.

With the approval of the Minnesota Department of Education, Intermediate School District #287 proposes to construct a new, 122,143 square foot

school facility with appropriately designed teaching/learning, support, and office spaces to accommodate the range of special education programs and services, Area Learning Center Programs, and childcare space for pregnant and parenting students enrolled in the Alternative Learning Center.

Following a year of studying and research, the School Board and Superintendent of Intermediate School District #287 and representatives of that organization's thirteen member school districts did not identify any acceptable facility alternatives to the construction of a proposed North Education Center.

3. SPECIFIC DEFICIENCIES OF THE FACILITY

Intermediate School District #287 currently rents Hosterman Education Center from Robbinsdale School District #281 at an annual lease rate of \$1,021,240. Constructed in 1963, the 176,400 square foot facility has major infrastructural deficiencies (it should be noted that Intermediate School District #287 occupies 90% of the Hosterman Education Center facility or approximately 160,000 square feet of teaching/learning, support, and office space).

The Hosterman Education Center will be demolished during the 2010-11 fiscal year. The proposed North Education Center will be constructed on the site of the current Hosterman Education Center. A 2007 study of the Hosterman Education Center was conducted by RSP i-SPACE to ascertain the extent and nature of the facility's infrastructural deficiencies. Among others, they included the following:

- ❖ exterior condition
- ❖ plumbing deficiencies
- ❖ heating ventilation and air condition systems deficiencies
- ❖ energy inefficiencies
- ❖ air quality issues
- ❖ electrical system deficiencies
- ❖ facility aging
- ❖ facility inadequacies to accommodate a highly-specialized teaching/learning process.

The Hosterman Education Center (formerly Hosterman Middle School) structure was constructed prior to the initiation of State of Minnesota and Federal government statutes which required the delivery of special education programs and services for eligible students. As a consequence, the Hosterman Education Center was never designed to accommodate even the least sophisticated programs for students with special needs, much less programs and services for students with highly complex needs.

With an annual lease expense of more than \$1 million, the School Board and Superintendent of Intermediate School District #287—as well as the member district Superintendents and Business Managers—assessed that the cost of modernizing a 47 year old building, not specifically designed for or accommodating to complex special education programs, was not a cost/effective decision.

4. RELATIONSHIP OF THE PROJECT TO ESTABLISHED PRIORITIES

Intermediate School District #287

Since the creation of the three Intermediate School Districts—located in the Minneapolis-St. Paul metropolitan area—by the Minnesota State Legislature, the primary focuses of these organizations have been the delivery of high quality, cost/effective, special education, career/technical, consultative, and other specialty programs and services for their respective member school districts. Typically, the programs and services offered by the Intermediate School Districts would be cost-prohibitive for the vast majority of member school districts to operate on an individualistic basis. Many of the programs and services are classified as “low incidence,” serving small, unique student populations of students who display complex handicapping conditions.

The proposed project has a direct relationship to Intermediate School District #287’s established, organizational priorities and is consistent with the organization’s Mission:

The Mission of Intermediate School District #287 is to be the premier provider of innovative specialized services to ensure that each member school district can meet the unique learner needs of its students.

After lengthy study, the School Board, Superintendent, and administrative staff of Intermediate School District #287 determined that the proposed project would fulfill the organization's Mission and serve its member school districts and students through achieving the following goals:

- ❖ Provide specially-designed, quality, teaching/learning spaces for eligible special education and Alternative Learning Center students.
- ❖ Wisely invest the Intermediate School District's and member school districts' tax dollars in a permanent, quality, teaching/learning environment.
- ❖ Consolidate organizational programs and services in a single site, enhancing the cost/effectiveness of staffing, budgeting, and program and service delivery.
- ❖ Reduce Intermediate School District #287's and member school districts' long-term debt, operating, and taxpayers' costs.

Member School Districts

Intermediate School District #287 has a responsibility to its thirteen member school districts to provide quality, specialized, low-incidence programs and services to eligible students and do so in a cost/effective manner.

The proposed project is directly related to the established priorities of member school districts in that (a) the resulting North Education Center will replace an aged, program-inappropriate facility with a custom-designed, modern-day facility for delivering programs and services to eligible students; (b) the proposed project will reduce member school districts' long-term facility debt, operating costs, and taxpayer investment; (c) the proposed project will result in greater cost/effectiveness for Intermediate School District #287 in organizing, staffing, and delivering low-incidence programs.

Other Public Bodies

Intermediate School District #287 has assessed that the completion of the proposed project will have a long-term, positive impact on Robbinsdale School District #281 and the City of New Hope through the replacement of the aged Hosterman Middle School with a modern-day, state-of-the-art North Education Center. Furthermore, the communities of all of Intermediate School District #287's member school districts will realize, long-term, reduced expenditures through the construction of the North Education Center than with continued leases of the Hosterman Education Center and North Vista Education Center.

5. DESCRIPTION OF PEDESTRIAN, BICYCLE, AND TRANSIT CONNECTIONS BETWEEN SCHOOL AND RESIDENTIAL AREAS

Students receiving programs and services at the proposed North Education Center will typically **not** be residents of the immediate area but, rather, will be transported by school bus or self-transported by automobile from many of the communities located in Intermediate School District #287's thirteen member school districts. Consequently, very few (or, likely, none) of the students will be walking or bicycling to the North Education Center.

The proposed North Education Center is geographically well situated in relationship to transit connections and, as appropriate (rarely), could be used to provide transit connections between member school districts and the Center.

6. MAXIMIZE OPPORTUNITY FOR COLLABORATIVE USE OF AREA/COLLABORATION WITH OTHER ENTITIES

Students enrolled in the proposed North Education Center will be furnished with an array of teaching/learning activities and events which will extend beyond the geographic boundaries of the school site. Typically, school district students will be transported by school bus to off-site learning activities and events. Area Learning Center students may transport themselves to select activities and events.

The proposed North Education Center is strategically located to enhance usage of an array of existing parks, recreation areas, public facilities, and, as appropriate, increase opportunities for students/staff exposure to and collaboration with other schools, non-profit organizations, businesses, and governmental entities.

7. DESCRIPTION OF THE PROJECT

Intermediate School District #287 proposes to purchase a ten acre site at 5530 Zealand Avenue North in New Hope from Robbinsdale School District #281 at a price of \$1,175,000. On that site will be constructed the proposed North Education Center.

North Education Center will provide approximately 122,143 square feet of quality, specialized, teaching/learning, support, and office spaces to accommodate select special education programs and services, an Alternative Learning Center, and childcare for students in the Alternative Learning Center program for eligible students from Intermediate School District #287's member school districts.

The total projected cost of the proposed project is \$28,274,251, including land purchase and expenses for furniture, fixtures, and equipment. (The latter will be cost underwritten from other district resources). The anticipated, estimated programmed debt for the project is \$25,750,000.

The Project Budget of \$28,274,251 for the proposed North Education Center is as follows: construction: \$22,570,000; design and consultant fees: \$1,817,771; owner administrative costs: \$303,144; furnishings, fixtures, and equipment: \$1,199,174; site purchase: \$1,250,000 (See Appendix I) plus costs of underwriting and issuance (See Appendix IV).

A detailed description of the space specifications for the proposed North Education Center are provided in Appendix II.

Specific programmatic space allocations are as follows: elementary school (ASD, DCD, EBD) = 12,866 square feet; SUN (ASD) = 16,420 square feet; CIP/STRIVE/OPTIONS (DCD and EBD) = 18,907 square feet; InVEST/VENTURE (ASD) = 9,004 square feet; North Vista Education Center (NVEC) = 11,220 square feet; daycare = 6,646 square feet; learning pod = 7,046 square feet; activity pod = 9,880 square feet; administration = 1,435 square feet; food service = 7,150 square feet; conference rooms = 1,911 square feet; support spaces = 8,579 square feet; and mechanical and electrical spaces = 11,079 square feet.

A conceptual site plan for the North Education Center is provided in Appendix II.

A timetable for the construction of the North Education Center—from pre-design to occupancy—is included in Appendix III.

The proposed date of occupancy of the North Education Center is August, 2012.

8. SOURCES OF FINANCING THE PROJECT

Subject to approval by the Minnesota Commissioner of Education and Minnesota Department of Education, Intermediate School District #287 intends to finance the proposed project through a lease purchase agreement in compliance with Minnesota Statute (M.S. 126C.40). The financing mechanism will be through the sale of Certificates of Participation (COP) without a debt service reserve.

Employing Certificates of Participation (COP) in the amount of \$25,750,000 to finance the proposed project, Intermediate School District #287 anticipates a 20 year amortization timetable **without** a debt service reserve. Build America Bonds (BAB) in the amount of \$10,125,000 and Qualified School Construction Bonds (QSCB) in the amount of \$15,625,000 will be issued. An estimated debt model for Certificates of Participation financing is included in Appendix IV. Intermediate School District #287's Public Finance Advisor, Springsted, Inc., St. Paul, Minnesota, will oversee the financing process of the proposed project.

The source of revenue for the proposed project's debt service payments will be secured from member and non-member school districts' payments to Intermediate School District #287. Each member school district is authorized to raise revenue for its share of the lease payments through a \$43/AMPCU capital levy that can only be used for Intermediate District lease payments. The \$43/AMPCU capital levy in member school districts provides Intermediate School District #287 with an annual revenue stream

of \$5.0 million for lease payments. In addition all districts are authorized to levy \$150/Resident PU for the lease of instructional space.

Intermediate School District #287 will use approximately \$2,500,000 from other revenue sources for the site purchase and furniture, fixture, and equipment, thereby keeping the long-term debt lower than the total amount of the project.

Although the State of Minnesota's lease purchase statute requires a non-appropriation clause, Springsted, Inc. representatives expect a favorable rating from Moody's and reasonable interest rates, since the proposed project provides an essential (Federally- and State-mandated) special education function.

9. EFFECT OF PROJECT ON OPERATIONAL AND ADMINISTRATIVE STAFFING COSTS

Guided by Intermediate School District #287's long-range facility plan, the School Board, Superintendent, and Finance Director devoted a year to the organization's facility use and expenditures, including the examination of alternative, centrally-located commercial and school district properties that might be available for purchase.

The Intermediate School District's leadership was particularly concerned about the organization's annual expenditure of \$2 million for facility space leases in the north quadrant of its service area.

As Intermediate School District #287's facility analysis proceeded, a number of critical data elements were revealed:

- ❖ The rental of Hosterman Education Center increased by 5% in 2010.
- ❖ The rental of the North Vista Education Center increased by 23% in 2010.
- ❖ If the Intermediate School District continued to lease those spaces—assuming an annual 5% lease cost increase over the ensuing 20 years—the estimated annual rental on the two sites would be \$3.3 million.

- ❖ If the Intermediate School District continued to rent the Hosterman Education Center and North Vista Education Center over the course of the ensuing 20 years, the organization would gain no equity in the facilities and, likely, face the possibility of continued rent escalation.
- ❖ The Hosterman Education Center is an aged school facility, not specifically tailor-made to accommodate complex, low-incidence, special education programs and services. (In May 2010 at the conclusion of a Minnesota Department of Education program monitoring at the Hosterman site, State officials commented on the unacceptability of the school's teaching/learning and support spaces, even suggesting the facility was so grossly inadequate it should be closed. The words, "horrific" and "deplorable," were used as descriptors by the MDE officials).
- ❖ Modernizing/renovating the Hosterman Education Center would cost an estimated \$26 million.
- ❖ Current construction costs are economically favorable with pricing estimated at levels of 15-20% below Means (construction standard method for cost estimating) which translates to construction savings of \$2.25 to \$4 million on a proposed \$27 million construction project.
- ❖ Interest rates are historically low.
- ❖ Federal Stimulus Funding is available for this type of construction. Intermediate School District #287 has been awarded \$15,625,000 in

Qualified School Construction Bonds (QSCB's) for this project. QSCB's will provide approximately \$7 million in interest cost savings. In addition, taxable Build American Bonds (BAB), would save the Intermediate School District #287 and its member districts an estimated additional \$4 million over use of traditional tax-exempt bonds (depending upon the dollar amount financed).

- ❖ A new North Education Center—tailor-made to the specific programs delivered and student needs—would result in program and space efficiencies not currently possible in non-tailor-made spaces.
- ❖ The new North Education Center would increase the efficient usage of the Intermediate School District's staff.
- ❖ The new North Education Center—modeled after the recently-constructed South Education Center—would realize greater efficiencies in energy consumption, resulting in reduced operating costs and long-term capital replacement costs.
- ❖ In the final analysis, the School Board, Superintendent, Finance Director—with the concurrence of the Superintendents and Business Managers of the member school districts—concurred that there was substantial justification for Intermediate School District #287 to propose the construction of a new North Education Center rather than purchasing and retrofitting or, simply, continuing the lease of non-custom designed, commercial or (regular education) school spaces.

The estimated operating expenses of the North Education Center are estimated at \$3 per square foot or less (energy/utilities AND custodial). (The current energy/utilities expense for the South Education Center is a highly cost/effective \$1.06 per square foot for all energy, heating, ventilating, and air conditioning, lighting, plug load, and natural gas for the kitchen).

If the proposed project is approved, Intermediate School District #287—upon occupancy of the North Education Center—will realize consistent lease expenditures (as currently exists and is projected) through 2026 and, thereafter, will realize annual savings for its member districts of \$1.8-\$2.0 million. (Appendix V provides a spreadsheet of annual projected savings to member district taxpayers).

Intermediate School District #287's operating budget is more than capable of assuming any operational cost increases that may occur in/with the construction of the proposed North Education Center.

Intermediate School District #287 is a financially well-managed educational organization and has displayed sound, conservative, financial management since its statutory inception.

Intermediate School District #287's financial condition is detailed below in Table 4.

Table data reveal that the organization's General Fund revenue increased over the five year span of time from \$45,104,856 in 2003-04 to

\$70,440,279 in 2008-09, a gain of +\$25,335,423 or +56.2%. Over the same five year span of time, the organization's General Fund expenditures increased from \$46,574,963 in 2003-04 to \$67,985,739 in 2008-09, an increase of +\$21,410,776 or +46.0%.

Between 2003-04 and 2008-09, Intermediate School District #287's General Fund balance increased from \$3,308,437 to \$7,789,363, an increase of +\$4,480,926 or +135.4%.

TABLE 4			
INTERMEDIATE SCHOOL DISTRICT #287			
GENERAL FUND REVENUES, EXPENDITURES, FUND BALANCES			
2003-04 / 2008-09			
<u>Fiscal Year</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Fund Balance</u>
2003-04	\$45,104,856	\$46,574,963	\$3,308,437
2004-05	\$49,898,978	\$58,393,351*	\$3,028,499
2005-06	\$54,824,276	\$65,858,007*	\$1,903,933
2006-07	\$58,343,561	\$80,700,022*	\$4,947,472
2007-08	\$59,164,767	\$58,486,441	\$5,490,299
2008-09	\$70,440,279	\$67,985,739	\$7,789,363*
Change	+\$25,335,423	+\$21,410,776	+\$4,480,926
% Change	+56.2%	+46.0%	+135.4%
* General Fund unreserved/undesignated fund balance: \$4,691,375			

At the conclusion of the 2008-09 school year, Intermediate School District #287's General Fund balance (\$7,789,363) amounted to 11.4% of the organization's General Fund expenditure budget in that year (\$67,985,739).

Intermediate School District #287's General Fund unreserved/undesignated fund balance at the conclusion of the 2008-09 school year was \$4,691,375. The data contained in Table 4 illustrate that, by any standards, Intermediate School District #287 is and has been a financially well-managed educational enterprise.

Administrative Staffing Costs

Intermediate School District #287's School Board and Superintendent of Schools do not envision an increase in administrative staffing as a result of the proposed construction of the new North Education Center. It is anticipated that those administrators responsible for the management and oversight of the current Hosterman Education Center and North Vista Education Center will merely be relocated to the proposed North Education Center, along with teaching staff members, support staff members, and students.

10. CONSULTATION WITH STATE ROAD AND TRANSPORTATION OFFICIALS

The proposed North Education Center will be located on the current site of the Hosterman Education Center. The school site has existed for 47 years (since 1963).

Transportation circulation to the proposed North Education Center site will remain the same as that which existed during the lifespan of Hosterman Middle School/Hosterman Education Center. No changes are proposed to the site's ingress or egress.

As a result of select relocated programming at the North Education Center site (Area Learning Center), there will be moderately greater automobile traffic to the site. Some 250 parking spaces will be constructed on the site, reducing on-street parking and congestion.

It is anticipated that staff and student traffic into/out of the proposed North Education Center facility and site will be no greater than that which existed when Robbinsdale School District #281 used the facility as Hosterman Middle School.

11. INDOOR AIR QUALITY ISSUES CONSIDERED

Intermediate School District #287's School Board and Superintendent selected TSP Architects of Minneapolis, Minnesota as the architectural firm to design the proposed North Education Center.

The proposed North Education Center is modeled after the Intermediate School District's South Education Center, designed—as well—by TSP Architects. It should be noted that the South Education Center received national acclaim for its architectural design, energy efficiency, and environmentally-friendly appointments.

The proposed North Education Center design will comply with ASHRAE guidelines and incorporate “environmentally-conscious” features. The building's design and construction will incorporate “best practices” for energy efficiency and air quality. Among features included are energy recovery unit; filtration system; displacement ventilation system; and other features.

Contained in Appendix VI is a written certification—signed by a representative of TSP Architects—which warrants that the firm and architects and engineers working on the proposed project have professional liability insurance.

12. COMPLIANCE WITH MINNESOTA STATUTE 123B.72

Intermediate School District #287 and TSP Architects assert that the design and construction of the proposed North Education Center will meet ASHRAE standards for indoor air quality, air flow, and air filtration. (See Appendix VI).

The proposed North Education Center will be formally commissioned and all systems certified prior to facility occupancy. The commissioning firm will be established by Intermediate School District #287's Superintendent or her designee (Facility Administrator).

13. DESEGREGATION REQUIREMENTS

Intermediate School District #287 and its thirteen member school districts are broadly-based, sophisticated, teaching/learning enterprises that serve diverse student and adult populations. Students of color approximate 20% of the member school districts' populations. Over the course of the past decade, the Intermediate School District's and member school districts' populations of students of color have substantially increased.

In addition to its member school districts, Intermediate School District #287 collaborates with and provides services to select students from the Minneapolis Public Schools, St. Paul Public Schools, and other non-member school districts within or beyond the metropolitan area as needs arise. Intermediate School District #287 embraces relationships with all school districts and all students.

Employees of Intermediate School District #287 and its member school districts value and embrace diversity in the State's and nation's student and adult populations and have created teaching/learning environments that provide information about and model equality of educational opportunity and non-discrimination on the basis of race, ethnicity, gender, handicapping conditions, and/or religious preferences.

Numerous Intermediate School District #287 member school districts participate in collaborative/cooperative, metropolitan-wide integration efforts, including the design, creation, and implementation of magnet

school programs to encourage school integration and appreciation of diversity and multi-culturalism.

All of Intermediate School District #287's member school districts participate in and support the Minnesota Open Enrollment Options' Program—as space permits—and welcome enrollment of resident and non-resident students regardless of race, ethnicity, gender, handicapping conditions, and/or religious preferences and beliefs, to their programs.

Intermediate School District #287 does not operate under a Federal desegregation order; has no unmet desegregation requirements; is an equal opportunity employer; and has developed and adopted policies and procedures that prohibit discrimination on the basis of race, ethnicity, gender, handicapping conditions, and/or religious preferences/beliefs by staff members and students.

14. UTILIZATION OF ENVIRONMENTALLY SUSTAINABLE SCHOOL FACILITY DESIGN CONCEPTS

Intermediate School District #287's architectural firm, TSP Architects, will utilize environmentally sustainable school facility concepts in the design and construction of the proposed North Education Center.

TSP Architects is well regarded in the State of Minnesota and nationally as a firm which incorporates "best practices" for the usage of environmentally sustainable features in its school designs.

Components of a sustainable school facility design, minimally, included by TSP Architects in the earlier renditions of the proposed North Education Center are as follows:

- ❖ Daylighting.
- ❖ Lighting sensors.
- ❖ Low VOC materials.
- ❖ Low emitting materials.
- ❖ Materials with recycled content.
- ❖ Energy efficiency in mechanical systems.

- ❖ Energy efficiency in electrical systems.
- ❖ Geothermal heating and cooling.
- ❖ Air conditioning.
- ❖ Energy efficient windows.
- ❖ Wall insulation.
- ❖ Monitoring systems.
- ❖ Filtration system.
- ❖ Other environmentally-sustainable materials and designs allowing for and enhancing energy efficiency.

15. CONSIDERATION OF MAXIMUM BACKGROUND NOISE LEVEL AND REVERBERATION TIMES

TSP Architects of Minneapolis, Minnesota—Intermediate School District #287’s selected architectural firm in the design and construction of the proposed North Education Center—intends to incorporate “best practices” methodologies and systems which will minimize/prevent noise, isolate noise-emitting equipment and systems, and minimize sound transfer in designing, constructing, and operating the school facility. Selection, location, housing, and insulation of those systems and equipment which may create noise and reverberation will be of particular note in the facility design.

16. INFORMATION ABOUT CUMULATIVE COSTS TO PROVIDE INFRASTRUCTURE TO SERVE THE SCHOOL

Intermediate School District #287 proposes to purchase a ten acre site parcel from Robbinsdale School District #281. That site contains Hosterman Education Center (formerly Hosterman Middle School) which will be demolished in the Fall of 2010.

Infrastructure to support Hosterman Education Center—including utilities, sewer, roads, and sidewalks—have been in place since construction of the original facility. Thus, with the demolition of Hosterman Education Center and subsequent construction of the proposed North Education Center, Intermediate School District #287 will be in a position to “reconnect” to utility and sewer infrastructure and, further, use existing ingress and egress roads to/from the school site. Consequently, there are minimal costs anticipated to improve or modify the proposed facility’s infrastructure.

APPENDIX I

APPENDIX II

APPENDIX III

APPENDIX IV

APPENDIX V

APPENDIX VI

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 24, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: 8.2.3 Robbinsdale Area Schools Response Letter from District 287

PRESENTED BY: Tom Shultz, Facilities Administrator

1. Background Information

At the Facilities Committee meeting on June 17, 2010, a recommendation was made for the 287 School Board to reply to the District 281 letter dated June 15, 2010. In this letter District 281 declined to make any changes that 287 had requested to the warranty deed in the purchase agreement for the land at the Hosterman site. This letter is in response to the 281 letter and requests reconsideration of a language change in the warranty deed that would limit restrictions to K-12 schools only.

2. Fiscal Impact/Funding Source: N/A

3. RECOMMENDED ACTION: The 287 Board approve the June 24, 2010 letter to the Robbinsdale School Board.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____



ROBBINSDALE AREA SCHOOLS

4148 Winnetka Avenue North • New Hope MN 55427 • 763-504-8000

JUN 16 2010

INTERMEDIATE DISTRICT 287
SUPERINTENDENT'S OFFICE

June 15, 2010

Superintendent Sandra Lewandowski and Members of the School Board of Intermediate District 287
Intermediate District 287
1820 Xenium Lane North
Plymouth, Minnesota 55441

Dear Superintendent Lewandowski and Members of the School Board,

At the regular meeting of the School Board of Robbinsdale Area Schools held on June 7, 2010, we approved the purchase agreement with Intermediate District 287 for the sale of the Hosterman School site. We wish you every success for the completion of your new North Education Center. As a member of Intermediate District 287, we are especially grateful for the many services the new North Education Center will provide for students of the Robbinsdale Area Schools who will attend and receive a quality education from the programs at this facility.

Your communications to us regarding the concerns you have about the wording in the *Warranty Deed* have also been concerns for us. As partners in this important endeavor, we support the opportunities it will provide for students from all the member districts. Our goal throughout the negotiations process was to use language that both sides can agree to and interpret in the same manner, so any confusion about what the language means will not be in question in the future. We have been guided by our *initial premise*, orally communicated during the negotiations process, that Robbinsdale Area Schools, District 281, would not approve the sale of this building site without the guarantee that future use of the facility would not engender direct competition for students in our core educational function. It seems that the process of translating the oral agreement to legal language may have led to misinterpretations of the original understanding.

Our Board met and discussed at length your concerns, as expressed in your letter. It was our feeling that any delay in approving the purchase agreement would not be in the best interest of your staff. We did not want to delay the next steps in your planning and implementation processes. Also, we did not, as you noted, want to have the language in the covenant interfere with what is in the best interest of students. We also did not want to react quickly without taking the time to think about what might be done to resolve your concerns in a positive manner for both parties. We did not come to consensus

Letter to Superintendent Lewandowski and Members of the Board
June 15, 2010
Page 2

on any particular item in the list, other than to feel we could not agree to any changes at this point. Our Board did discuss, at length, the issue of K-12 entities; however, we did not develop any further options beyond those that were previously presented. We also discussed the other items, but we believe each of them has a significant impact on the agreement and likely would not be changed.

We are confident the outcome of this agreement and our mutual efforts to work together in the best interest of students will continue for both the Intermediate School District 287 and the Robbinsdale Area Schools.

Sincerely,



Tom Walsh, Chair
Robbinsdale Area School Board



Barb Van Heel, Vice Chair
Robbinsdale Area School Board

June 24, 2010

Superintendent Aldo Sicoli
Members of the School Board of District #281
Robbinsdale Area Schools
4148 Winnetka Avenue North
New Hope, Minnesota 55427

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

Telephone: 763.550.7100
www.district287.org

Dear Superintendent Sicoli and Members of the School Board,

At the regular Board meeting of Intermediate District 287 held on June 24, 2010, we reviewed your letter dated June 15, 2010. In this letter you indicated that you discussed our concerns regarding the restrictive covenant language in the warranty deed and decided not to accept any of our suggested options for changing the document. You also indicated that you did not want to delay approving the purchase agreement and that you “did not want to react quickly without taking the time to think about what might be done to resolve (287) concerns in a positive manner for both parties.” With this in mind, we would like to thank you in advance for your willingness to consider the suggestions enclosed in this follow up letter.

The current language would disallow programs that District 287 has successfully partnered with to provide needed services for our member districts. For example, 287 has contracted St. David’s to provide specialized preschool day-care for one of our programs that serves pregnant and parenting teens. A second example of a successful partnership that would be disallowed is with a post secondary private school. 287 has contracted with the University of St. Thomas to provide member district teachers coursework so that they can complete licensure in Emotional/Behavior Disorders, E/BD. These are but two examples of needed and successful pre-K and post secondary private partnerships that the current restrictive covenant language would not allow.

In summary, the current wording of paragraphs 1 and 2 of the restrictive covenant in the warranty deed, goes beyond your primary concern of not selling to charter schools and will interfere with the mission of District 287 and our ability to manage our programs. Therefore, we respectfully request that you consider the options offered below and select one that can replace it. Note that the proposed changes to the warranty deed are in red.

Option 1.

Replace paragraphs 1 and 2 of the restrictive covenant language in the warranty deed with the following language (all other language in the warranty deed would remain the same).

1. Grantee [287] shall not use, or permit the use of, the Property, in whole or in part, whether as a solitary campus or location or together with one or more other campuses or locations, and whether individually or in concert or affiliation with one or more other persons or entities, as a charter school, private school or sectarian school or other reasonably similar institution of learning **that provides educational services to children in grades kindergarten through 12th grade** (collectively referred to herein as the “Use Restrictions”); and

2. All Use Restrictions shall automatically terminate in their entirety upon the occurrence, if any, of a sale by Grantor, to any charter school, private school, sectarian school, or other reasonably similar institution of learning that provides educational services to children in grades kindergarten through 12th grade, of that real property legally described on Exhibit C attached hereto [which describes the adjacent District 281 property].

Option 2.

Replace paragraphs 1 and 2 of the restrictive covenant language in the warranty deed with the following language (all other language in the warranty deed would remain the same).

1. Grantee [287] shall not use, or permit the use of, the Property, in whole or in part, whether as a solitary campus or location or together with one or more other campuses or locations, and whether individually or in concert or affiliation with one or more other persons or entities as a charter school, private school or sectarian school or other reasonably similar institution of learning collectively referred to herein as the "Use Restrictions"). **Notwithstanding the foregoing, the Property may be used as a charter school, private school, sectarian school or other reasonably similar institution of learning so long as educational services to children in grades kindergarten through 12th grade are not provided.**
2. All Use Restrictions shall automatically terminate in their entirety upon the occurrence, if any, of a sale by Grantor, to any charter school, private school, sectarian school or other reasonably similar institution of learning that provides educational services to children in grades kindergarten through 12th grade, of that real property legally described in Exhibit C attached hereto [which describes the adjacent District 281 property].

Robbinsdale has been a valued member of the consortium of districts that comprise 287 for many years. The 287 Board understands and respects your concern that the new school will not engender direct competition for students in your core education function. We will stay in close communication with you as the plans for the North Education Center develop. Accepting one of the language options offered will allow us to strengthen our relationship, keep the door open for future collaboration and allow both districts to fulfill their missions. It is our sincere hope that the ultimate outcome in this purchase will be a positive one.

Sincerely,

Steven Antolak
Osseo Representative
District 287 Facilities Committee

Don Draayer
Minnetonka Representative
District 287 Facilities Committee

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 24, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES REPORT

ITEM: Attachment 10 Performance Criteria for Health & Safety

PRESENTED BY: Tom Shultz, Facilities Administrator

1. Background Information

Attachment 10 Performance Criteria

Attachment 10 Performance Criteria is a requirement to the MDE to verify that the district is meeting its performance criteria commitment and has conducted a hazard assessment and adopted plans for hazard removal. Specific performance criteria are described and the district must verify either they will meet MDE's criteria or provide their own. District 287 has completed Attachment 10, and we will meet the MDE criteria as noted in Attachment 10. Potential citations have been addressed or will be addressed prior to next year's assessment. Health & Safety funding is dependent on each district's compliance with Attachment 10 for 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: _____



HEALTH AND SAFETY PROGRAM REVENUE APPLICATION

In accordance with Minnesota Statutes section 123B.57 Subd. 1(a) the intent of this document is to satisfy the requirement for districts to submit their health and safety program application including hazardous substance removal, fire and life safety code repairs, Labor and Industry-regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

This completed form with attached school board approved minutes and Management Assistance Physical Hazard/Building Walkthrough report shall be provided to your regional management assistant professional for submittal to the Minnesota Department of Education before July 23, 2010.

District Name and Number: INTERMEDIATE DISTRICT 287

Health and Safety Coordinator Name and Contact Information:
Thomas Shultz, Director of Facilities
763-550-7120

Signature of Board Chairman & Date:

Accident Investigation (View [29 CFR 1904.32](#))

Is the annual summary of injuries and illnesses recorded on the OSHA 300 posted from February 1 until April 30 of the following year? **YES**

What is your 2009 Worker's Compensation Experience Modification Rate? **1.51**

What is your district's most common injury? **Student Inflicted Bruising**

Describe your procedure for accident investigation and implementing corrective action. **Accidents are looked at by site safety committees and if deemed preventable suggested improvements or training are provided, i.e. lifting procedures for lower back injury. For student related injuries PCM training is provided and a refresher class is being developed.**

Bloodborne Pathogens (View [29 CFR 1910.1030](#))

Name of Exposure Control Plan Coordinator: **Thomas Shultz, Director of Facilities and site Nurse**

Exposure Control Plan Coordinator will work with each Exposure Control Officer regarding implementation of program components for their site(s).

BBP program will be set up for individual sites; site nurses will be designated as the Exposure Control Officers. Those sites not having designated nurses will be supplied coverage as follows:

Edgewood Site Nurse will also be the Exposure Control Officer for the Northwest Tech Center site

Bren Road Site Nurse will also be the Exposure Control Officer for the Shady Oak Crossings site

Asbestos (View [40 CFR Part 763 Subpart E](#))

Name of AHERA Designated Person: **Thomas Shultz**

Do you have current AHERA three-year and six-month inspection records on file? **YES**

Bleachers (View [Minn. Stat. § 326B.112](#))

How many sets of bleachers (55 inches above grade and higher) are in your district? **0**
Have all of your bleachers received the five-year certification? **N/A**

Chemical Hygiene (View [29 CFR 1910.1450](#))

Name of Chemical Hygiene Plan Coordinator: **Michelle Commander**

Fire and Life Safety (View [Minn. Stat. § 121A.037](#))

Are you conducting a minimum of one tornado, five fire and five lock-down drills within a school year per building? **YES**

Indoor Air Quality (View [US EPA Tools for Schools Program](#))

Name of IAQ Coordinator and Certification Number: **Thomas Shultz, Certification #: I-2113**

Date of last IAQ Building Walkthrough: **April 23 & 23, 2010**

Date of last Ventilation and Maintenance Checklist: **April 22 & 23, 2010**

Machine Guarding (View [29 CFR 1910.212](#))

Name of Contact Person and Certification Number: **James Kempen, Certification #: MG 2710**

Management Assistance

Do you contract with Management Assistance? **YES**

Name of Management Assistance Professional: **Mike Weigel, Metro ECSU**

Mercury (View [Minn. Stat. § 121A.33](#))

As of December 31, 2009, are you purchasing, storing or using elemental mercury or an instrument of measurement containing mercury for any purpose? (This does not apply to thermostats for heating, ventilation, and air conditioning in the school.) **NO**

Safety Committee (View [Minn. Stat. § 182.676](#))

Are you conducting a minimum of four quarterly safety committee meetings per school year? **YES**

School District Name Intermediate District 287

School District Number 287

*OSHA is citing

Assessment Results/Findings

possible OSHA fines

Building	Location	Standard	Description	Min	Max
Bren Road	No Violations				
Edgewood Education Center	kitchen & boiler room	egress	Exit sign is missing.		
Edgewood Education Center	kitchen	egress	Emergency light needed		
Edgewood Education Center	k-2 & k-3	electrical	Extension cord being used as permanent wiring	\$1500.00	\$2000.00
Edgewood Education Center	dish room	first aid	Emergency eyewash station needed in	\$2000.00	\$3000.00
Edgewood Education Center	boiler room	first aid	Emergency eyewash not flushed weekly	\$500.00	\$1500.00
Edgewood Education Center	boiler room	walking and working surfaces	Fall protection required on top of boilers	\$500.00	\$1500.00
SEC	laundry & dish room	personal protective equipment	Tight fitting goggles required in this area		
SEC	kitchen	fire protection	Storage within 18 inches of ceiling	\$500.00	\$1500.00

Total \$5000.00 \$9500.00

Inspected by Mike Weigel Date 4/15/2010

SUPERINTENDENT PERFORMANCE EVALUATION

Intermediate District 287

2009-2010 School Year

The District 287 School Board met in a closed session on Thursday, June 10, 2010 to discuss Superintendent Lewandowski's performance evaluation for the period of July 2009 through June 2010.

Previous to the closed session, board members completed a written evaluation of Superintendent Lewandowski's performance on the following three areas of superintendent responsibility.

1. Completion of the 2009-10 Superintendent Goals
2. Progress on the Strategic Plan Results scheduled for action in 2009
3. Administrative and Managerial Effectiveness

At the closed session, District 287 board members and Superintendent Lewandowski discussed the Board's evaluations. Superintendent Lewandowski was highly commended on these outcomes:

- Budget reduction of 4.3% was achieved through a combination of increased efficiencies, program reductions and increased revenue
- Significant progress was made on the first year of the Strategic Plan
- Comprehensive information and detailed answers were provided in the decision to build a North Education Center
- District was focused on innovation and responsiveness
- School board and member districts were kept well informed
- Professional Learning Communities improved innovation and student learning
- Strong partnerships were fostered with other organizations, especially Hennepin County

Looking forward to the 2010-2011 school year, the board provided Opportunities for Action, including:

- Continue to identify opportunities for cost savings and increased efficiencies
- Monitor the North Education Center (NEC) project carefully to ensure adherence to the budget and timetable
- Provide progress reports on the NEC project to the District 287 Board and member districts.
- Continue the innovative solutions and responsiveness that ensures District 287 can help member districts meet the unique needs of their students
- Review the district's fiscal structure
- Offer a meeting(s) for legislators and local board members to better understand District 287 and the exceptional benefits it provides students

School Board Planning Calendar 2010

1 st Meeting of the Month		2 nd Meeting of the Month	
JANUARY 14, 2010 <i>Organizational Meeting</i> ○ Oath of Office ○ Election of Board Officers ○ Board’s Adoption of the current definition of directory info under the Family Educ. Rights & Privacy Act <i>Regular Meeting</i> Transition DHH – Kelsey Dahl Prior Year Audit Review		JANUARY 28, 2010 Finalize Legislative Annual Report Platform Strategic Plan Review & Measurement Report Financial Report December Pay Equity Implementation Report (every other year) Decision Resource Report to the Board TIES Award Winners (Shiow-Jen Sun/Kayleen Taffe) Mary Peters Named District 287 Teacher of the Year Transportation Study Report	
FEBRUARY 11, 2010 Prairie Center Alternative “Help for Haiti” Bloomington Impact Statement Online Learning – Mike Smart & Jon Voss (Instructional) Special Education Monitoring (Instructional) Telecommuniting Pilot		FEBRUARY 25, 2010 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY10 Budget Revision & FY11 Budget Assumptions Program Withdrawal Report Truancy Model Partnership with Hennepin county Facilities Management Update Itinerate Services – Instructional Report (Laura K-G.) School Board Recognition Week	
MARCH 11, 2010 North Education Center – Work Shop	MARCH 25, 2010		
	Efficiency Efforts Status Report Financial Report February North Education Center (Possible Action)	Program Reduction Resolution Recommendation Reduction ULA for tenured staff	
APRIL 22, 2010 <i>(Only one Board meeting this month!)</i>			
Spotlight DVD Presentation Long Range Facilities Planning Presentation Superintendent & Board Evaluation Update Instructional Initiative to Support Student Learning for 2010-2011 School Year		Financial Report March Attorney Services Proposed District 287 School Calendar 2010-2011	
MAY 13, 2010 Food Service Report System for Student Achievement Data Collection		MAY 27, 2010 Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution FY 10 Budget Revision Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs	
JUNE 10, 2010 Superintendents Evaluation	JUNE 24, 2010		
	Financial Report May Employment Guides for Unaffiliated and Admin. Student Achievement in the Area of Reading 2010-11 Budget	Final ULA Resolution for Licensed Staff Board Evaluation MDE Monitoring in Special Education Superintendent & School Board Evaluation to plan for Board Retreat outcomes	

INFORMATIONAL ITEMS TO REMEMBER:

- ** Community use of Facilities Bucket
- ** Health and Medical Bucket

School Board Planning Calendar 2010

1 st Meeting of the Month	2 nd Meeting of the Month
<i>Only one Board meeting this month!</i>	JULY 22, 2010 Financial Report June Legislative Session Review & Implications for District Operations C-Train Update
<i>Only one Board meeting this month!</i>	AUGUST 26, 2010 Financial Report July EBD Presentation (Laura Keller-Gautsch – 15 minutes) Report on Crisis Planning (Michelle Axell – 10 minutes) Approval of Cash Flow Borrowing Resolution School Start Up Program Report “Top 5 Things Board Members Should Know About the Start of School”. (Colleen, Laura, and Jane)
SEPTEMBER 9, 2010 Superintendent Goals Closed Session on Negotiation	SEPTEMBER 23, 2010 Financial Report August PLC’s Instructional Report - Student Achievement & Measurement of Progress (will include AYP). (Jane & Laura) Resolution Authorizing 287 to purchase Edgewood (Don Lifo may come to Board Meeting)
OCTOBER 14, 2010 Prior Year Agenda Review Strategic Plan – Role of the School Board (Steven Barone)	OCTOBER 28, 2010 Financial Report September Strategic Plan Update MSTA – Instructional Report
NOVEMBER 11, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report October Facilities Management Update C-Train Report (Written Report) Parameters Resolution authorizing the certificate sale and the conditions of the award for financing the Edgewood Purchase.	Prior Year Unaudited Fund Balance Report OPEB Reporting & Funding Edgewood Purchase Agreement Approval
DECEMBER 9, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Restraints and Seclusion – Instructional Report Legislative Initiatives & White Paper Review Consideration and award of the certifications for Edgewood purchase.	Prior Year Audit Review North Education Center Decision Digital Copy Certificate (Written Report) Teacher Contract Renewal

INFORMATIONAL ITEMS TO REMEMBER:

- ** Community use of Facilities Bucket
- ** Health and Medical Bucket