

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from October 28, 2010
 - 4.2. Routine Human Resource Activities for November 18, 2010
 - 4.3. Alternative to Suspension Grant from Minnesota Department of Education
 - 4.4. Federal Stimulus-152-Education Jobs Fund Grant
5. **SHARE THE SUCCESS & RECOGNITIONS - (5 minutes)** (*Information*)
 - 5.1. The Minnesota Chapter of the National Alliance on Mental Illness (NAMI) named Dr. Charlene Myklebust "Educator of the Year" during their 2010 Annual Meeting.
6. **SUPERINTENDENT'S REPORT - (60 minutes)** (*Information*)
 - 6.1. What Board Members Need To Know About Innovation Coaches
 - 6.2. What Board Members Need To Know About Facilities
 - 6.3. Hennepin County Dropout Recovery
 - 6.4. Regional Transportation Discussion
 - 6.5. Bloomington Withdrawal Update
7. **INSTRUCTIONAL REPORT - None**
8. **ADMINISTRATIVE SERVICES REPORT - (15 minutes)**
 - 8.1. Financial Report
 - 8.1.1. Approval of Routine Monthly Finance Report (*Action*)
 - 8.1.2. FY10 Unaudited Fund Balance Report (*Information*)
 - 8.1.3. Equity Transfer from the General Fund to Food Service & Community Education Funds (*Action*)
 - 8.2. Facilities Report - (10 minutes) (*Information*)
 - 8.2.1. North Education Center (NEC) Facility Committee Report (*Information*)
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (30 minutes)**
 - 9.1. Policy Review & Revision
 - 9.1.1. Policy Development, Adoptions, Implementation and Review (Second Read & Approval) (*Action*)
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. Superintendent Contract Update and Memorandum of Agreement (*Action*)
 - 9.2.1.2. Formation of Officer Election Process (*Information*)
 - 9.2.2. AMSD Report (Ann Bremer) (*Information*)
 - 9.2.2.1. Legislative Platform 2011

9.2.2.2. Referendum History

9.2.3. AMSD Connections November 2010 Newsletter

9.3. District News (Information)

9.3.1. School Board Planning Calendar

9.3.2. November 18, 2010 Calendar

9.3.3. Local 2209 Uniflyer - November 2010

9.3.4. Bren Road Education Center Fall Feast

9.4. Once Around the Table

10. ADJOURNMENT

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
October 28, 2010
MINUTES

1. CALL TO ORDER

Chair Linda Johnson called the regular meeting to order at 6:32 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

271	Bloomington	Arlene Bush
286	Brooklyn Center	Greg Thielsen
272	Eden Prairie	Carol Bomben
273	Edina	Peyton Robb
270	Hopkins	Sally Johnson
276	Minnetonka	Don Draayer
278	Orono	Michèle Kunz
279	Osseo	Steven Antolak
280	Richfield	Nancy Rowley
281	Robbinsdale	Linda Johnson
283	St. Louis Park	Pam Rykken
284	Wayzata	Carter Peterson
277	Westonka	Ann Bremer

Absent:

Guests: Don Lifto

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

287 Staff Members: Bruce Mulder

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Ann Bremer, seconded by Greg Thielsen, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. OPEN FORUM FOR COMMUNITY COMMENTS

Mr. Bruce Mulder, Sandburg Instructor, presented information on the Classroom Resource Center, a service of the ATTAIN program at Sandburg where materials can be recycled and exchanged among programs.

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from October 14, 2010, and approval of the Routine Human Resource Activities for October 28, 2010. *Motion by Carter Peterson, seconded by Nancy Rowley, 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 and Dr. Jane Holmberg, Executive Director of Teaching and Learning presented an overview to the Board on the strategic plan management activities. The complete Year 2 report will be made to the Board in January 2011. Dr. Holmberg presented the measurement of the effectiveness with information on 1) the extent to which the conditions of satisfaction for two pilot districts have been met and 2) the assessment made by each member district superintendent as to whether or not the programs and services have been vital to meet the unique needs of their students.

Sandy presented to the Board a brief update on Hennepin County and District 287 staff has been preparing a Countywide Dropout Recovery model for discussion at the November 10 meeting of the Hennepin County Commissioners and Superintendents. Sandy stated that the magnitude of the problem has become even more apparent, over 3800 students drop out every year.

Sandy presented to the Board a brief update that Districts are beginning to consider parameters for FY 12 budgeting. Most are proceeding cautiously, with anticipated 0% to -2% increases.

Sandy briefly updated the Board on a letter sent to the Bloomington School District that outlines the developing process for completing a financial analysis of assets and liabilities with the impending June 30 withdrawal of Bloomington.

7. INSTRUCTIONAL REPORT - None

8. ADMINISTRATIVE SERVICE REPORTS

Financial Report

Mrs. Janet Johnson, Director of Finance Services, presented the monthly financial report for September 2010. *Motion by Carter Peterson, seconded by Carol Bomben, to approve the monthly financial report as presented. All in favor. Motion carried unanimously.*

Facilities Report

Board Facility Committee Chair Robb provided a brief overview on recent work done by the facilities committee and highlighted key dates for Board decision-making with respect to building a North Education Center.

Facility Committee Chair Robb presented the recommendation of the Board facilities committee to approve the Design Development Phase of NEC. *Motion by Peyton Robb, seconded by Michèle Kunz, to approve the Design Development Phase of NEC as presented. All in favor. Motion carried unanimously.*

Facility Committee Chair Robb presented the recommendation of the Board facilities committee to approve the Revisions to the TSP Contract Related to the 3rd Floor Deduct Plan for \$373,625, recognizing increased scope of work for the proposed 3rd floor Technology and Security, construction of the 3rd floor, and the use of the demountable wall system. *Motion by Steven Antolak, seconded by Greg Thielsen, to approve the Revisions to the TSP Contract Related to the 3rd Floor Deduct Plan as presented. All in favor. Motion carried unanimously.*

Facility Committee Chair Robb introduced Mr. Don Lifo from Springsted Associates. Mr. Lifo presented to the Board a brief summary on the contents of a memo summarizing the sale of Qualified School Construction Bonds (QSCBs) for the purpose of financing a North Education Center. Notable in the financing of this unprecedented opportunity is the ability to finance \$29,792,000 for a total net cost to retire the debt of \$25,467,493.

Facility Committee Chair Robb and Janet Johnson, Director of Finance Services, presented the recommendation of the Board Facilities Committee to approve the resolution to Complete North Education Center Financing. *Resolution motion was made by Greg Thielsen, to waive the reading of the resolution and approve it as written, seconded by Steve Antolak, to approve the resolutions to Complete North Education Center Financing as presented. Those voting in favor were: Kunz, Bremer, Robb, Antolak, L. Johnson, Rykken, Bush, Bomben, Thielsen, S. Johnson, Draayer, Peterson, and Rowley. There were no votes against, no abstentions. Motion carried.*

Mrs. Janet Johnson, Director of Finance Services, presented the Designation of Financial Institution. *Motion by Carol Bomben, seconded by Don Draayer, to approve the Designation of Financial Institution report as presented. All in favor. Motion carried unanimously.*

Board Facility Committee Chair Robb praised the attendance at the NEC Groundbreaking Ceremony.

Human Resources Report – None

9. BOARD BUSINESS

Policy Review & Revision

Mrs. Anne Becker, Director of Human Resources, presented to the Board a brief overview on the Policy Development, Adoptions, Implementation and Review for a First Read.

Anne presented and recommended approval of the Health and Medical Policies #HM100 (Goals), HM200 (Drug-Free Workplace/Drug-Free Schools) and HM160 (Tobacco-Free Schools). *A motion was made by*

Michèle Kunz, seconded by Nancy Rowley, to waive the reading of the policies and approve policies HM100, HM200, and HM160 as presented. No discussion. Motion carried unanimously.

Chair Report

Board Chair Johnson reported to the Board on the 2209 Breakfast that was held on October 12, the staff thanks the Board on the new Smart Boards and the Sandberg building. The staff invited the Board to visit their classrooms.

Board members reported on the “Get on the Bus” event that was held on October 26 at Sandberg.

Board Chair Johnson reported that the Superintendent Contract Committee has met several times, everything is progressing well.

Board Chair Johnson reported that the Superintendent Evaluation Committee has met several times, we are in the process of writing draft of the procedures.

Board Chair Johnson announced that there are several Board members term expiring December 31.

AMSD Report - None

Once Around the Table – None

Sally announced that she had a great time at the “Get on the Bus” event at Sandburg

Carter commented that she would like to attend Brad Wings presentation, and the “Get on the Bus” event was very nice.

Peyton announced that Edina has a new Online program called “Blended Course” that is working very well.

Sandy announced how much she appreciated everyone for coming out for the “Get on the Bus”.

Linda announced that Robbinsdale School District received a \$4.2 million Small Learning Community Grant. Robbinsdale School District received the 1st, 2nd, and 3rd place award for the World Record Summer Reading Challenge. Sandburg Open House was very nice.

Don announced how well prepared the Sandburg staff was at the “Get on the Bus” event.

Steven announced that he had a great time at the “Get on the Bus” event and how amazing Sandburg staff is.

Carol Bomben gave a brief overview on Eden Prairie boundary changes.

Michèle Kunz gave a big thank you to Sandburg staff.

Ann commented that she would like to attend Brad Wings presentation, the “Get on the Bus” great. Ann also announced that Westonka has a Fund Balance.

Tom gave a brief overview on the First National Green Conference.

Colleen stated “You all are all incredibly inspiring, what a meeting this was America Democracy at work.”

Janet thanked the Board for all of their work on the NEC.

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:08 PM.

The next general meeting will be held on November 18, 2010, at 8:35 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____ Clerk _____

Date _____ Date _____

**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287
SCHOOL BOARD – November 18, 2010**

LICENSED STAFF

1. New Hires:

A. Regular

- BRIAN R. BURNS, DCD Instructor at South Education Center effective October 29, 2010 - .5 FTE.
- CHRISTINA A. SHIDLA, EBD Instructor at Sandburg Education Center effective November 1, 2010 – 1.0 FTE.

B. Reinstatement of Licensure Waivers

-

C. Temporary:

- JAIMIE R. ANDERSON, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- DOUGLAS B. BOOTH, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- JAN R. BOYER, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- JOSEPH CURRAN, Online School Counselor effective September 13, 2010 through January 30, 2011.
- JESSICA M. GILBERT, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- PAUL E. GUDNASON, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- YILIN HE, Online Chinese Instructor effective September 7, 2010 through January 30, 2011.
- ERIC J. HERMANN, Independent Study Math Instructor at Richfield Senior High effective October 7, 2010 through June 30, 2011.
- MARY B. HOGETVEDT, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- KARAH L. HOLLE, Independent Study English Instructor at Richfield Senior High effective October 28, 2010 through June 30, 2011.
- MARY G. JOHNSON, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.

- JESSICA S. KAST, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- LAMIN KHAN, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- DANIEL M. KURTZWEG, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- ARDATH M. MILLER, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- DONNA MOE, Reading Instructor at Bren Road Education Center effective October 26, 2010 through December 22, 2010.
- ANGELA D. OSTBYE, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- KENNETH R. PASHINA, Tech. Ed. Instructor at Bren Road Education Center effective October 1, 2010 through December 22, 2010.
- SUSAN M. PEICHEL, Online English/Language Arts Instructor effective September 13, 2010 through January 30, 2011.
- KIRSTIN A. ROCCHIO, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- PATTI SANNER, RAMP UP Site Coordinator effective November 2, 2010 through May 31, 2011.
- PAUL SCHOLTZ, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- SHANNON SHI, Online Chinese Instructor effective September 7, 2010 through January 30, 2011.
- CHRISTINA A. SHIDLA, EBD Instructor at Sandburg Education Center effective October 19, 2010 through October 29, 2010.
- JODY M. SOUTHERLING, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- ANN M. STABY, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.
- MAE P. VOLK, RAMP UP Technical Tutor effective October 6, 2010 through May 31, 2011.

D. Substitutes

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2. **Extended Leaves of Absence:**

A. **Unpaid**

- SANDRA B. WALSH, Occupational Therapist at the District Service Center, effective October 20, 2010 through June 13, 2011.

3. **Separations:**

A. **Dismissal**

-

B. **Resignation**

-

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

-

4. **Other:**

A.

NON-LICENSED STAFF:

1. **New Hires:**

A. **Regular**

- MATT GARDNER, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective October 20, 2010 Step 10 Lane 4 +90 credits – .875 FTE.
- SUBOR FREEMAN, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective November 1, 2010 Step 3 Lane 5 +BA - .875 FTE.
- CHRISTINE KRENZKE, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective October 18, 2010 Step 5 Lane 5 +BA – .875 FTE.
- KATE BERRY, Education Assistant at Sandburg Education Center, **refill for C. Minor**, effective November 11, 2010 Step 4 Lane 5 +BA – .875 FTE.
- BRIAN WHITSON, Education Assistant at South Education Center, **additional position due to increased enrollment**, effective October 20, 2010 Step 2 Lane 3 +30 credits - .875 FTE.
- ANGELA REED, Clerical at the District Service Center, **refill for M. Jones-Hermerding**, effective November 8, 2010 Grade III Step 2 – 12 month – 1.0 FTE.

- DARNELL PEARSON, Education Assistant at Sandburg Education Center, **refill for B. Sandy**, effective November 1, 2010 Step 6 Lane 1 - .875 FTE.
- LAMIN KHAN, Education Assistant at Sandburg Education Center, **refill for M. Foster**, effective November 1, 2010 Step 8 Lane 5 +BA - .875 FTE.
- ELIJAH, FERRIAN, Education Assistant at Sandburg Education Center, **additional position due to increased enrollment**, effective November 15, 2010 Step 4 Lane 3 + 30 credits - .875 FTE.

B. Temporary

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C. Substitutes

- Ginger Rohleder
- Patricia Williams
- Maurice Jones

2. Extended Leaves of Absence:

A. Unpaid

- DENISE HUKRIEDE, Education Assistant at Edgewood Education Center, effective November 19, 2010 through June 13, 2011.

3. Separations:

A. Dismissal

-

B. Resignation

- ELIZABETH ARMSTRONG, Assistant Cook at South Education Center, effective October 21, 2010.
- MELINDA STATHOPOULOS, Clerical at South Education Center, effective December 3, 2010.

C. Retirement (Regular/Disability)

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4. Other:

- A.** RECOMMEND the Board's approval to credit, Denise Hukriede, Education Assistant at Edgewood Education Center, with two (2) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balance by one (1) day.

Bob Lauman

Brent Maves

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: November 18, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

RE: Recommendation for Board Acceptance of the Alternative to Suspension Grant from Minnesota Department of Education.

District 287 has been awarded \$20,000.00 for the grant entitled “Alternative to Suspension” from the Minnesota Department of Education Special Education, IDEA Part B-611 from October 28, 2010 through June 30, 2011. The grant, submitted on behalf of the Grants and Research Office (GRO) of Districts 287 and 916 will be used to create a comprehensive program of support for reducing suspensions in four Area Learning Center sites-two in District 287 and two in Northeast Metro 916.

Intermediate District 287

Responsive. Innovative. Solutions

INTER-OFFICE MEMORANDUM

DATE: November 18, 2010

TO: Sandra Lewandowski, Superintendent

FROM: Janet A. Johnson, Director of Finance

RE: Recommendation for Board Acceptance of the Federal Stimulus-152-Education Jobs Fund

District 287 has been awarded \$883,799.65 for the federal grant entitled “Stimulus-152-Education Jobs Fund” from August 10, 2010 through September 30, 2012. The initial plan for the grant will be to cover the cost of Food Service and Community Ed staff that would otherwise create a budget deficit. It will also allow us to fund facilities staffing for NEC rather than using other general fund dollars. There are also dollars available to cover the cost of a Professional Learning Facilitator with a primary emphasis on instructional technology and related training activities. This grant covers a two year time period and the plan can be modified.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: November 11, 2010

To: Sandy Lewandowski, Superintendent

From: Jane Holmberg, Executive Director of Teaching and Learning

Re: What Board Members Should Know About Innovation Coaches

An exciting element of the strategic plan has been the focus on innovation. This year we have established the position of Innovation Coach to help shepherd innovative ideas at a site level. Mike Smart leads the group of 11 staff, each of whom has .1 or .2 FTE devoted to this effort, depending on the size of the site. They meet monthly as a group, have regular one-on-one Skype check-ins with Mike, and communicate about projects through the Innovation Forum.

A major focus this fall has been to develop the coaches' skills as innovators. We want each coach to have a strong understanding of the fundamentals of the diffusion of innovations, a skill set they can tap into for evaluating and developing ideas, and access to resources and information they need to work effectively in this role.

The group has been challenged to produce 100 accomplishments during the 2010-11 school year. This amounts to a pace of nine implemented each month. While we expected the first two months to be the slowest of the year, we have already implemented about half a dozen projects, and two dozen or more are in the works. A sampling of projects includes:

Innovation Forum

The first innovation also has created the method by which innovation discussion and planning can be facilitated across the district. The Innovation Forum (<http://innovation.district287.org>) is a digital bulletin board for open discussion on innovation in education. All staff can now be part of a community of educators passionate about innovation in education in less than a minute and a couple of clicks.

District 287 Moodle

Innovation Coach Jon Fila spearheaded the project for District 287 to host two Moodle servers. With outstanding support from our tech department, we were able to install Moodle on our own servers, allowing more flexible control over our online cyberspace.

Math Matters

David VanDenBoom, Innovation Coach at North Vista, worked with math teacher Mary Peters to redesign her monthly newsletter. The result is a highly visual piece that leaves the old model in the dust.

Micro Sites

Several Innovation Coaches are busy building prototype sites for "micro-sites," which would be small, program-level websites for staff, students, and parents. The sites would contain key information for those connected to that particular program.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

M E M O R A N D U M

Date: November 12, 2010

To: Sandy Lewandowski, Superintendent

From: Tom Shultz, Director of Facilities
Colleen Baumtrog, Executive Director of Administrative Services

Re: Top Things Board Members Should Know About 287 Facilities

Grants

Edgewood Education Center is receiving a new burner for its primary boiler, with grant funds from the State of Minnesota providing 50% assistance. This project will cost District 287 \$17,236, have a pay back of 2.1 years and a simple return on investment (ROI) of 46%.

287 received a COPS Grant for cameras and card access improvements at NWTC and Edgewood sites totaling \$63,400 from the Federal Government. Funds will be used to install twenty-one cameras with twenty-four card access points.

Operating Efficiencies

A co-sourcing study of the DSC was conducted in September of 2010. Co-sourcing utilizes an independent organization, NorthMarq, to review a building's operation both fiscally and physically for areas of potential improvements. The DSC was evaluated, and it was determined there are no significant saving opportunities at this time. Benchmarking results indicate that 287 is rated at .5 FTE favorable, with about half the normal janitorial cost per square foot. We are ranked "Best in Class" in maintenance, repairs and supplies and utility costs are at about 50% of benchmarked sources.

Energy efficiencies for FY 10 have been analyzed with weather normalization taken into consideration and District 287 was more energy efficient in FY 10 vs. FY 09 & FY 08.

Bren Road was re-lamped in late FY 2010 with 28 watt lamps which replaced the 32 watt lamps. This is not only saving energy day to day, but the new lamps have an estimated life of 35,000 hours vs. 12,000 hours.

Facilities Related Actions in the Past Year

District 287 sites have had different numbering systems from one another causing problems with various reports to the State. Facilities staff worked with site staff at Bren Road to develop a room numbering system that mimicked the system at the SEC and will be in place at the NEC for district wide consistency. This project is in process, and Edgewood will be next.

At the SEC students are learning about building maintenance by working alongside of the facilities maintenance worker washing windows in doors, assigning numbers to parking lot lights and tracking information related to those individual lights.

The walking path around Edgewood is now paved. This reduces bus trips and provides immediate access for students in need of a calming activity. Edgewood also now has room dividers built for customizing a few classrooms and a dividing wall in the Media center.

NWTC parking lot has been resurfaced for safety.

University of MN Representation

District 287 is represented on the U of M advisory board for the College of Continuing Education Construction Management Degree Program. We will assist in the development of a degree program in Facilities Management with IFMA.



Accelerating Graduation by Reducing Achievement Disparities (A-GRAD)

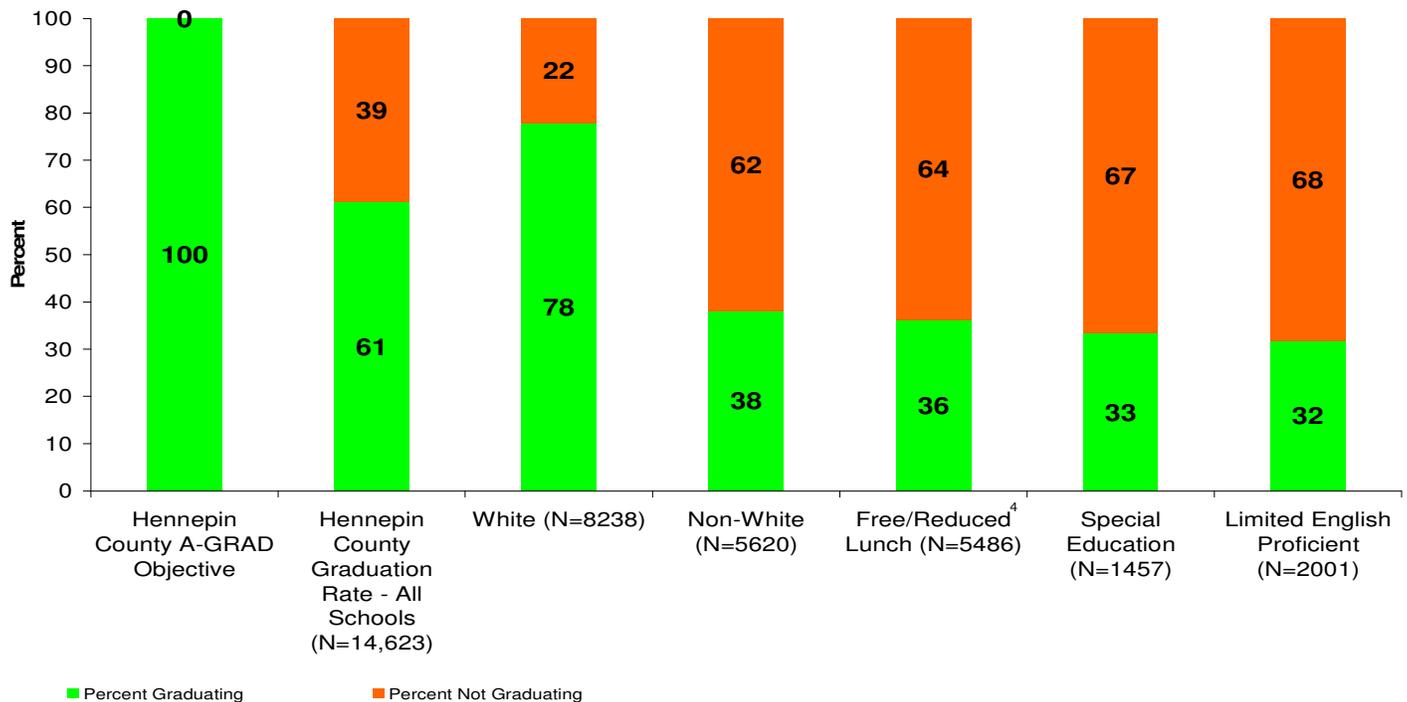
A-GRAD is Hennepin County's commitment to setting policy and making investments to ensure youth graduate from high school

Background for November 10, 2010 Meeting with Hennepin County Superintendents

Minnesota Department of Education Graduation Rates, Hennepin County, 2009¹

Rate Description	Four-Year		Five-Year		Six-Year	
	Graduating	Not Graduating	Graduating	Not Graduating	Graduating	Not Graduating ²
All Schools All public schools, alternative and contract alternative schools, <u>AND</u> independent charter schools in Hennepin County.	61%	24% Continue 7% Drop Out 8% Unknown	64%	12% Continue 9% Drop Out 15% Unknown	68%	4% Continue 8% Drop Out 19% Unknown
All Public Schools All public schools including alternative and contract alternative schools in Hennepin County.	66%	20% Continue 7% Drop Out 7% Unknown	69%	10% Continue 9% Drop Out 12% Unknown	72%	3% Continue 8% Drop Out 17% Unknown
All Charter Schools All charter schools in Hennepin County.	30%	46% Continue 9% Drop Out 15% Unknown	31%	29% Continue 11% Drop Out 29% Unknown	34%	13% Continue 14% Drop Out 40% Unknown

Four-Year Cohort Graduation Rates by Selected Risk Factors, Hennepin County, 2009³



Source: Minnesota Department of Education (MDE)

Table and chart produced by Hennepin County Research, Planning and Development Department, October 2010

¹ GED attainment is not reflected in the graduation rates.

² Total percents in the Six-Year Graduating / Not Graduating cells for "All Schools" and "All Charter Schools" do not add up to 100 due to rounding errors.

³ The N for 'All Hennepin County Schools' is the total number of first time ninth-graders in 2005 who had graduation results reported by MDE (excluded n = 238 charter students). The N's for race/ethnicity and risk factors reflect the total number of first time ninth-graders who had graduation results reported in each category by MDE.

⁴ The FRL threshold nearly equals the 150% of the poverty threshold. For a one parent, two-child family, the U.S. Census Bureau's 2009 poverty threshold is \$17,285 per year.

Multiple Pathways to Graduation – Reducing Achievement Disparities and Drop Out Rates While Increasing Graduation Rates

Cross sector leaders in cities such as New York, Boston, Philadelphia, Portland, and Chicago are creating promising strategies to identify early warning signs of youth dropping out, strategies that prevent youth from getting off-track to graduate, and strategies that re-engage students who have dropped out or who are already off-track. The approach is referred to collectively as **Multiple Pathways to Graduation**.

Research into the depth of the dropout problem, bold cross sector leadership, and engagement with both students and families has resulted in a framework that seems to be working in large cities not dissimilar to Minneapolis and surrounding suburbs. The framework includes:

- **Reframing the dropout conversation** to focus on graduation
- **Analyzing the local dynamics of the graduation crisis** to determine which factors are predictive in determining which students will not graduate unless they become re-engaged
- **Creating and strategically managing a portfolio of new school options.** Districts are increasing graduation rates by mapping student needs against actionable solutions, developing a set of metrics to maximize student outcomes, and developing the right mix of schools to keep students on track to graduate - and to get students back on-track if they begin to slip. (*Closing the Graduation Gap, Youth in Transition Funders Group, 2008*).
- **Collaborative leadership** to make it happen.

Philadelphia's Multiple Pathways to Graduation Initiative – Project-U Turn

A delegation from Hennepin County, including two County Commissioners and leaders from three school districts, learned in a July 2010 visit that Philadelphia has a tenacious commitment to raise graduation rates. The Philadelphia Youth Network (an intermediary previously focused on youth employment) coordinates the work of the initiative with the key cross sector leaders of the school district, mayor's office, human services, juvenile justice, youth employment providers and community organizations.

Philadelphia's rising graduation rate has been fostered through strong leadership, expertise in using student data to drive pathway development, strategic financing, and a strong coalition. Although the organizational landscape is different in Hennepin County, delegation members believe they can create pathways that consistently use early warning signs to prevent youth from getting off-track to graduate or dropping out, and to re-engage youth who have dropped out. These pathways must have:

- A commitment to be data driven
- A range of pathways to graduation for off-track youth who are in or out of school
- Committed leadership and voices that are representative of all stakeholders
- A shared vision that rallies champions
- A robust collaborative with clear roles and responsibilities
- Active marshalling and focusing of resources

HENNEPIN COUNTY
COMMISSIONERS & SUPERINTENDENTS
November 10, 2010



NEW TIMES.... New Partnerships

“The difficulty lies not so much in developing new ideas as in escaping the old ones.”

-John Maynard Keynes

Accelerating Graduation by Reducing Achievement Disparities (A-GRAD)

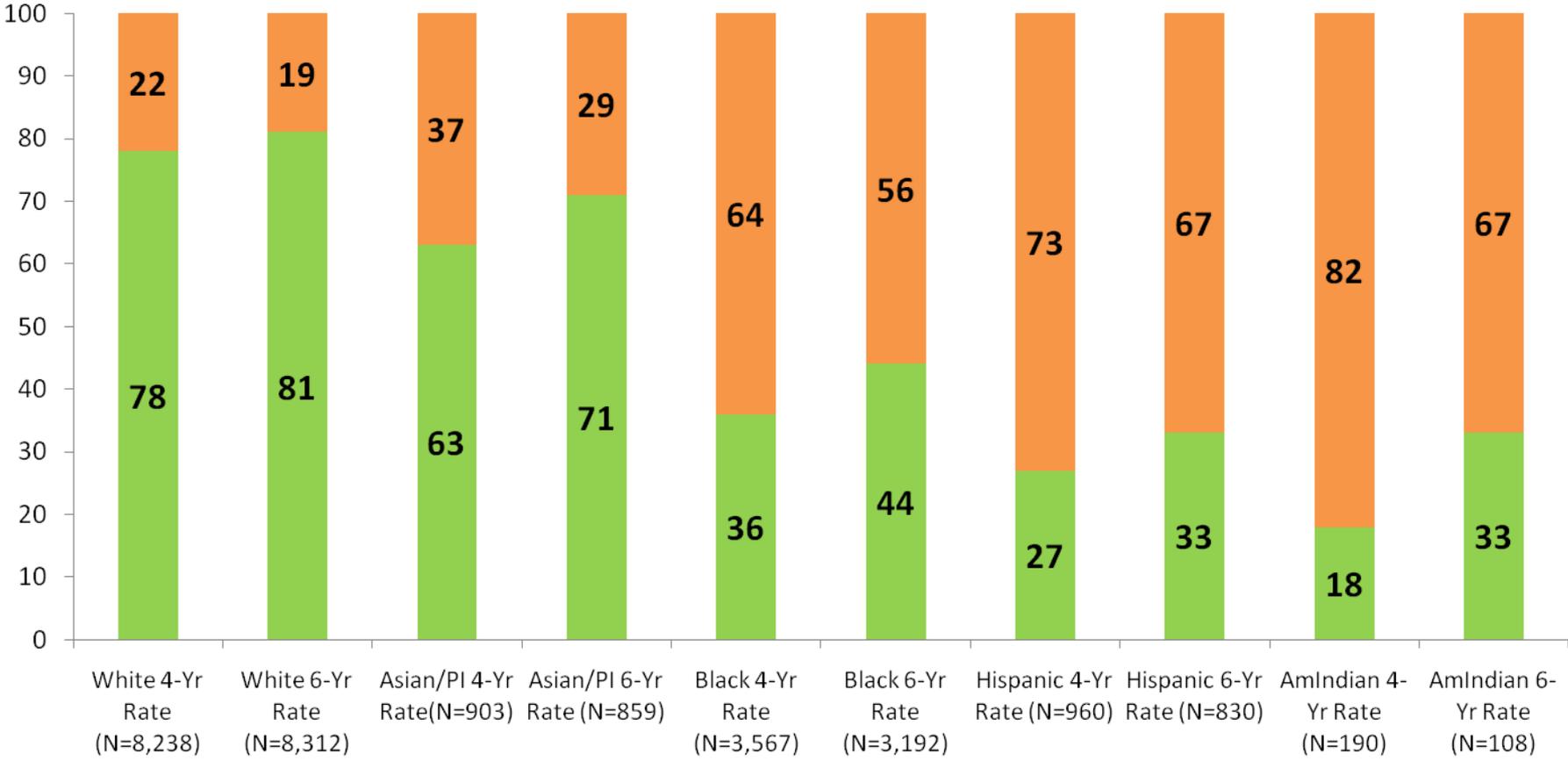
Hennepin County's Role in Improving High
School Graduation Rates

Kristine Martin, Director
Hennepin County Research, Planning and Development Department
November 10, 2010

Four- and Six-Year Graduation Rates by Race/Ethnicity (2009)

Four-Year Graduation Rate All Students = 61% (N=14,623)

Six-Year Graduation Rate All Students = 68% (N=13,904)

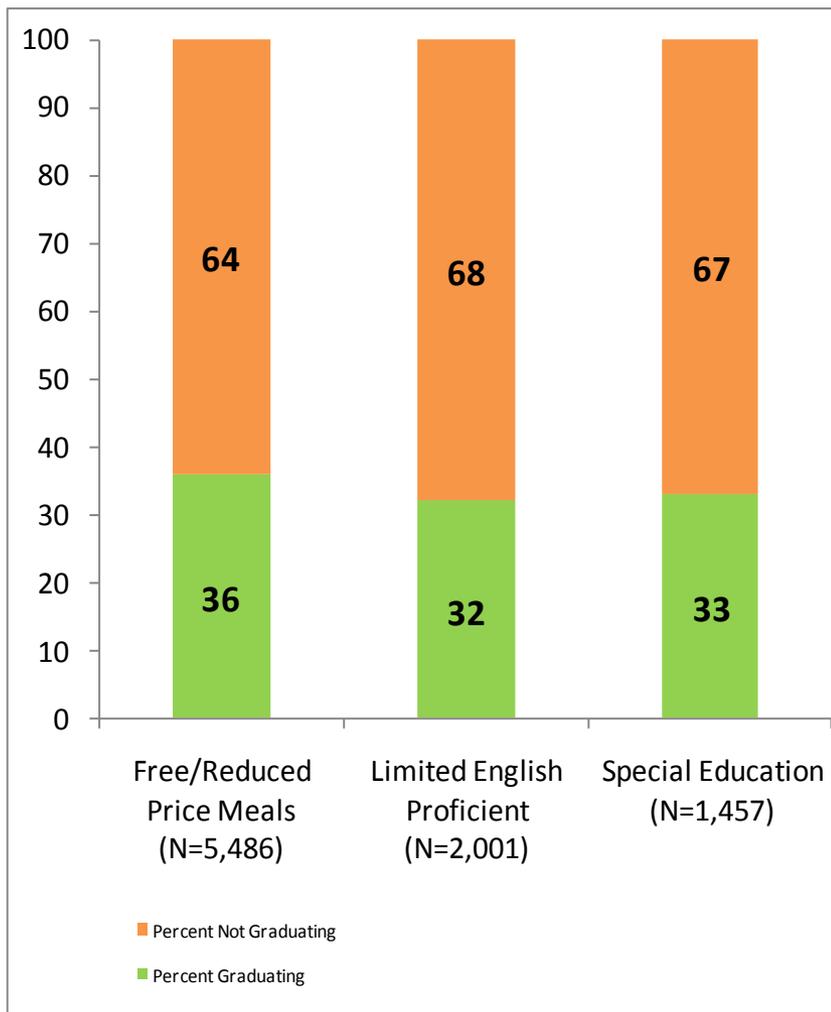


Not Graduating (orange) Graduating (green)

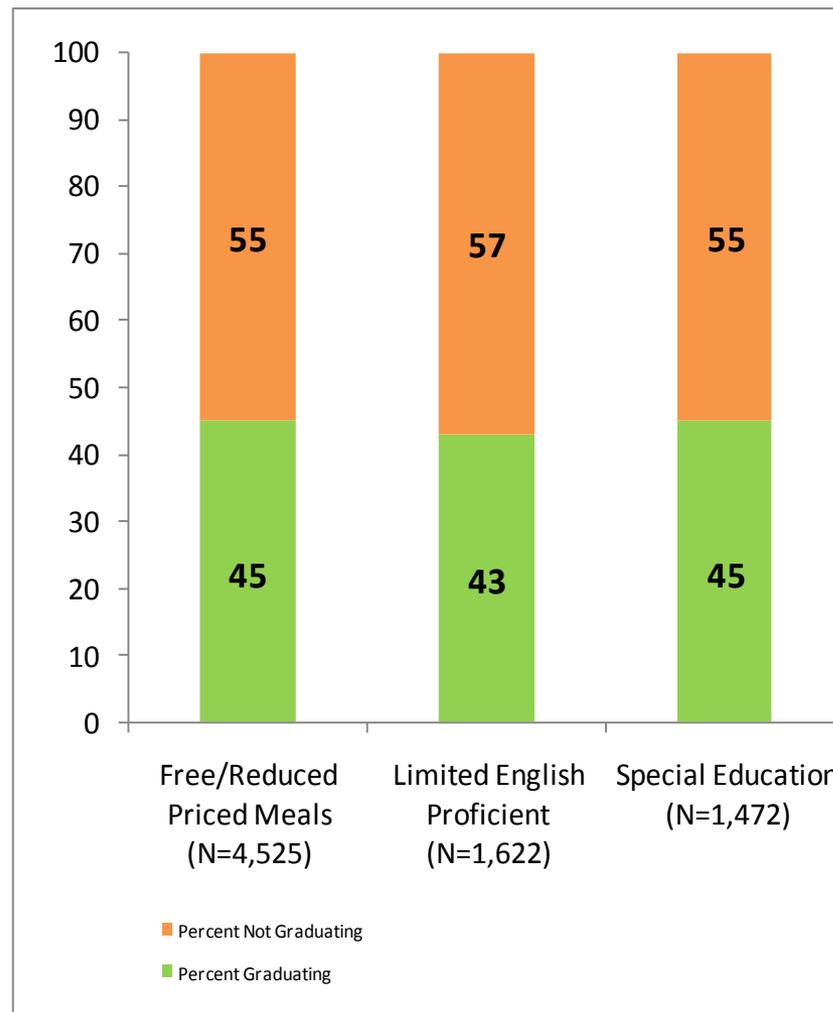
Data Source: Minnesota Department of Education (MDE)
 Chart produced by Hennepin County Research, Planning and Development Department, November 2010

Four- and Six-Year Graduation Rates by Special Populations (2009)

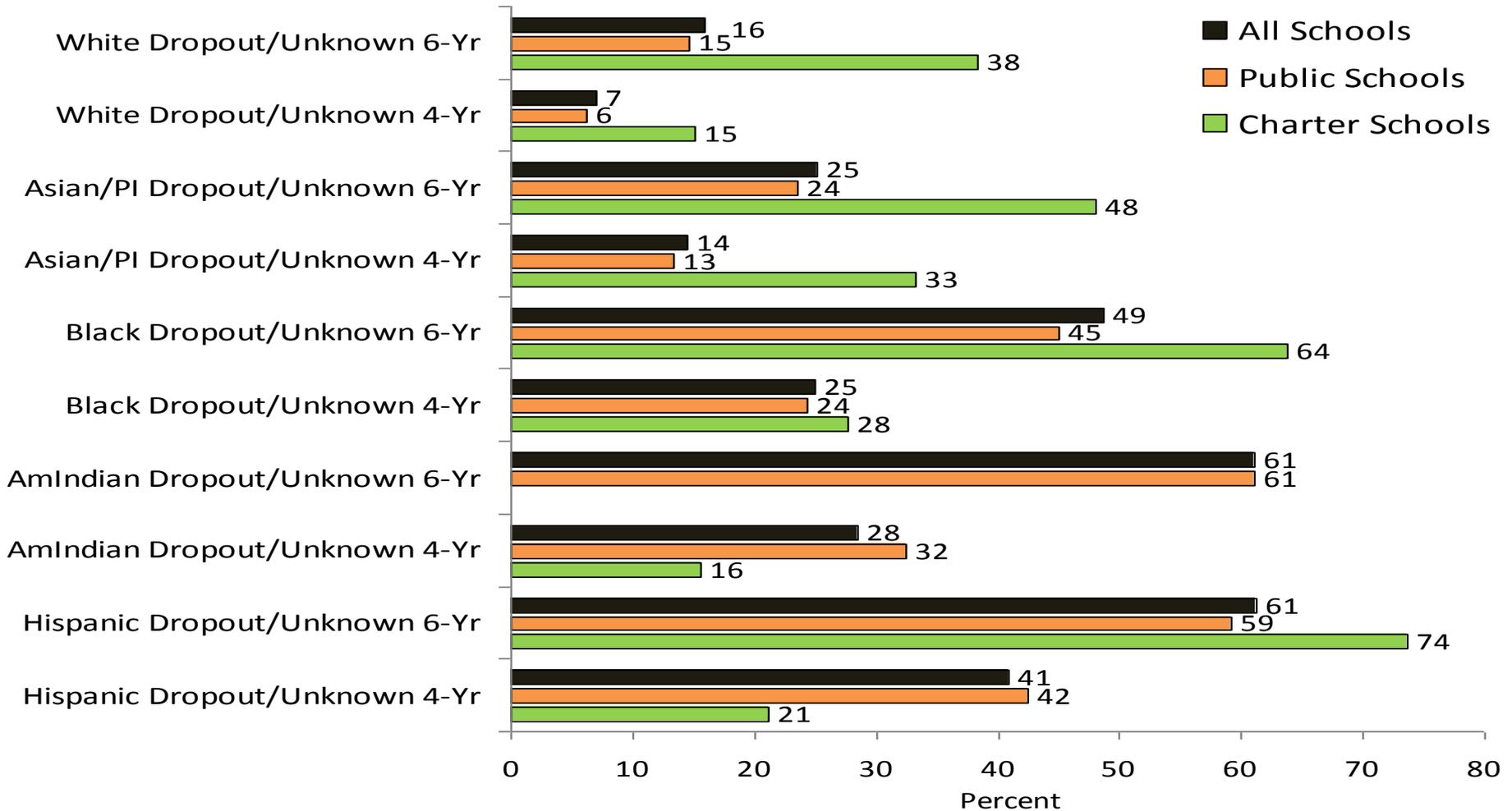
Four-Year Rates



Six-Year Rates



Four- and Six-Year Dropout and Unknown End Status by Race/Ethnicity (2009)



Data Source: Minnesota Department of Education (MDE)

Chart produced by Hennepin County Research, Planning and Development, November 2010

Total Lifetime Income “Lost” by Hennepin County Students Who Dropped Out in 2009



\$1,129,850,000



Number of students dropping out in 2009 = 3,830
Average lifetime income gain for a high school graduate = \$295,000

Total Lifetime Tax Revenue Lost to Hennepin County **\$260,440,000**

Number of students dropping out in 2009 = 3,830
Average lifetime tax revenue = \$68,000 per graduate

Economic and Social Program Costs for Hennepin County Students Who Dropped Out in 2009

- Increase in Criminal Justice Costs



\$107,240,000

Number of students dropping out in
2009 = 3,830
\$28,000 criminal justice savings per high
school graduate

- Increase in Economic and Social Programs Costs



\$325,550,000

Number of students dropping out in
2009 = 3,830
\$85,000 economic and social program
savings per high school graduate

Hennepin County Timeline

- **2006** ***“BE IT RESOLVED, that the Hennepin County Board of Commissioners embark on a 20-year collaborative effort to ensure that all Hennepin County youth graduate from high school;”***
- Hennepin County Board Resolution No. 06-10-580
- **2008** ***“Based on the governance structure and policy framework, use investments – both internally and externally – to support strategies that increase graduation rates.”***
- Report of Findings and Recommendations to the Hennepin County Board of Commissioners, 2008 – Recommendation 3
- **2010** ***Leadership consensus reached to develop an education data sharing model and shared social worker model, and to explore multiple pathways to graduation models.***
- Joint Directive from Superintendents/County Commissioners Meeting, January 2010

- Framework Similarities - A-GRAD and Multiple Pathways to Graduation

- ***Reframing*** the conversation.
- ***Research*** into the graduation/dropout problem.
- ***Creation and strategic management*** of new school options.
- ***Collaborative leadership*** to make it happen.

Dropout Recovery in Hennepin County

A proposal for Hennepin County Commissioners and Superintendents, November 10, 2010

Convened by Intermediate District 287

Scope of the Problem

Every year in Hennepin County over 3800 students drop out of high school. Thirty eight hundred students per year is an unacceptable loss. If we are to address this problem we must understand:

- **All our kids are all our kids.** Mobility across districts necessitates regional cooperation.
- This is a moral issue for the individuals themselves in addition to being a **workforce and economic issue** for the general population. For each yearly cohort of students who do not graduate, the estimated lifetime loss in wages is over \$1.1 billion. In addition, lifetime social services costs for the yearly cohort are estimated at over \$430 million.
- Both **Schools and Hennepin County need to modify and align systems** to address the many ways our practices contribute to students dropping out. We need to listen to the students to learn how students become “drop-outs by a thousand paper cuts.”

Dropout by a Thousand Paper Cuts

Previous dropout efforts and the literature have not always acknowledged the ways our systems contribute to the dropout problem. Superintendents and Commissioners **MUST** drive changes and enlist others to join the effort, busting barriers and dismantling inconsistencies that little by little push students out. We can renovate based on student need and best practice in the areas of:

- Adolescent Literacy
- Student Records and Data Privacy
- Behavior Policies
- Special Education Practices
- Lack of follow up when a student leaves
- Staff Performance Issues – Poor instruction and ineffective school leadership
- Financial disincentives for districts to claim “expensive” students (i.e. those with Emotional Behavioral Disorders)
- Communication and follow up when a student leaves a district program
- Human Services--probation, truancy and social services-- not focused on school success

Our Vision

Recognizing that Hennepin County is a region of great cultural diversity, educational choice, and student mobility, stakeholders will modify systems to leverage efforts and resources to increase the County graduation rate. We will do this through cross-sector collaboration, research, emerging technology and innovation.

Our BHAG *(Big, Hairy Audacious Goal) : Through the active leadership of the Hennepin County Commissioners and Superintendents, Hennepin County’s six-year graduation rate will increase from 68% (2009) to 80%, an annual increase of 3%, by 2015.

*The term **Big Hairy Audacious Goal** (“BHAG”) was proposed by James Collins and Jerry Porras in their 1996 article entitled *Building Your Company's Vision*. A BHAG encourages companies to define visionary goals that are more strategic and emotionally compelling.

Hennepin County Network Model

A Hennepin County Network model to address dropouts would be built on the foundation of Area Learning Center (ALC) policy and funding. The ability to provide programs and services to students "who are at risk of, or, who have dropped out" is already clearly authorized in Minnesota statute. In addition, such legislation allows for funding up to 1.2 ADM to accelerate and modify students' learning. ALC's provide a flexible model and a ready funding source for a coordinated dropout effort. Recovering thirty-eight hundred students each year would generate significant additional state revenue based on existing education funding formulas.

ALCs are an important safety net; however, their alternative status has to this point defied adopting common high standards or providing a clearly articulated network of programming complete with access to county services. The transformation we are proposing is to use research and best practice to upgrade instruction and services across current ALC programming, beginning with the creation of a portfolio of schools, "**Hennepin High**" that would be lighthouses to:

- 1) develop uniform literacy proficiency,
- 2) integrate contemporary instructional technology,
- 3) adopt proven behavioral strategies,
- 4) embed expertly executed special education practice, and
- 5) use strategies based on best practices to improve education outcomes for students of color.

Implementing these five areas would radically upgrade the current fractured and ineffective efforts contributing to over 3800 students dropping out of our educational programs each year. Guided by data and paired with targeted, extensive staff development, the instructional quality can dramatically improve and thus increase the graduation rate of students.

Basic Components of the Model

Elements of a model	Possible changes for school districts	Possible changes for Hennepin County	Possible changes for legislation
A defined network of alternative programs are chosen by a Request for Proposals process to compose a portfolio of options that meet model requirements	<p>Request for Proposals (RFP) process would be open to all – reinvent current ALC program or design new to reengage students and achieve graduation.</p> <p>Securing additional funding from private sources could support extended year contracts for planning and professional development.</p> <p>"Innovation Incubator," comprised of representatives from interested districts, Hennepin County, philanthropic organizations, could be the group to write the RFP.</p>	Streamlined access to County services for youth who meet at-risk factors for enrollment in Area Learning Centers.	<p>Exercise the same flexibility as other non-traditional schools, such as charters and site-governed schools.</p> <p>Fully fund special education costs for network students</p> <p>Office of the Legislative Auditor Report (2010) called for use of alternative measures of accountability. These could be developed and piloted as measures of success for the network schools. Seek legislative allocation to fund such work across the state.</p>

Elements of a model	Possible changes for school districts	Possible changes for Hennepin County	Possible changes for legislation
<p>Network programs have clear connection to higher education, including Career and Technical education</p>	<p>Programs clearly articulate components that make higher education accessible, including college credit or career certification courses, after school learning opportunities, e.g., mentoring and tutoring.</p> <p>Programmatic engagement is determined through individual planning and monitoring. Academic standards are incorporated into Career and Technical coursework.</p>	<p>Student portfolio planning is part of the County transition process when students are entering a new educational environment or during key transition periods.</p>	
<p>Network programs are designed and re-designed as the data show a need</p>	<p>Components of the programs should (1) include service and experiential learning opportunities, (2) foster connections between students and adults, and (3) create school climates that are positive, safe, and welcoming.</p> <p>Programs will be designed with the understanding that successfully educating students of color is sometimes based on promising practices rather than research that did not include adequate representation of certain cultural communities.</p> <p>If students are successfully recovered, additional integration revenue and enhanced coordination with the integration districts might be realized.</p>	<p>Programs have clear County support and connection.</p> <p>If youth is receiving case management services, case plan has integrated education outcomes.</p> <p>Hennepin County libraries will provide enhanced access to resources for network schools.</p>	<p>Reexamine school funding that equates learning with seat time and conventional ideas about attendance. Seek legislative waiver from “seat time” requirement and legislative allocation to fund work that could be used across the state.</p>
<p>Centralized Reengagement service providing access to the defined network of middle, junior and high school and alternative programs</p>	<p>Enrollment centers that are defined by the individual school district boundaries would not be the only way to re-enroll students. A regional service would look across the network of programs and work to enroll students based on specific needs</p>	<p>The new “Systems’ Navigator” role that is being piloted in the ALC Plus program might serve as a model for expansion.</p>	<p>Dedicated funding for regional services.</p>
<p>Transportation to all schools in network</p>	<p>Advance use of metro transit system: schools must be on busline.</p>	<p>Invest in transportation for youth with significant mental health needs and other risk factors.</p>	<p>Determine whether legislative action and funding is needed to capitalize on existing transit systems and reimbursement options.</p>

Elements of a model	Possible changes for school districts	Possible changes for Hennepin County	Possible changes for legislation
Shared social workers (pilot under way)	School social workers will develop new skills in collaborating with their County peers and will familiarize themselves with County resources and services. They work to ensure that joint planning occurs on a regular basis.	County social workers will develop new skills in collaborating with their education peers and will familiarize themselves with school resources and services. They work to ensure joint planning occurs on a regular basis.	Consider legislative platform that includes increase in safe schools revenue dedicated for this regional lighthouse program, AND/OR consider County levy to fund.
Increase teacher effectiveness to understand the unique contextual issues of the students being served	Staff development could be coordinated in a way to leverage talent and direct activities, much like with the Regional Math and Science Teacher Academies. Examples might include Social Emotional Learning topics, helping students with poor literacy skills access advanced content, or developing cultural competency.	The County could co-sponsor staff development activities that encourage sharing ideas between the County and schools.	Legislative changes to be able to exercise the same flexibility as other non-traditional schools, such as charters and site-governed schools, would allow for extended time to provide teachers with the staff development needed to implement all aspects of the model.
Shared Data (pilot under way)	School personnel routinely ask parents/guardians to sign release of information forms granting permission to share data with County personnel.	County workers adopt a routine process to check TSIS SchoolView for school attendance, academic achievement, and behavior data. All county workers involved with school-age youth seek parental permission to share information with schools.	Amend data practices to allow data sharing between school districts and County human services.
Clear connection to jobs	Work experience coordinators cultivate job placement opportunities for all students. Schools work to consolidate available funding sources for Career Tech to leverage job training and placement. Investigate with County proven models such as YouthBuild.	Consolidate and leverage workforce investment funding. County engages in research with local employers about work force needs and sponsors work experience placements.	Propose legislation to offer financial incentives to employers who provide jobs for the target population.

Elements of a model	Possible changes for school districts	Possible changes for Hennepin County	Possible changes for legislation
Leaders direct and monitor	<p>Superintendents use a data dashboard that continually tracks progress in order to direct their organizations to achieve the vision of the regional model.</p> <p>Superintendents require key staff to coordinate efforts as requested: for example, business directors to agree on funding methodology; communications directors prepare regional messages; special education directors align and focus instructional and behavioral strategies.</p>	<p>Commissioners use a data dashboard that continually tracks progress in order to direct their organizations to achieve the vision of the regional model.</p>	

In Brief: Foundations of a Successful Hennepin County Model

- Data defines the problem and identifies points of leverage
- Research frames responses
- There is joint financing among public entities and with private entities for joint ventures
- Philanthropy, business, community members, and parents play an active role
- By fully using fully the 1.2 ADM per student ALC funding, we can capture revenue to make the effort possible
- Districts who have positively affected their own dropout rates can provide expertise
- Legislation should be advanced to allow all districts to offer targeted services as preventive force (OLA report, February 2010) (18 million more per year)
- Ensure special education needs are being met and fully funded for students enrolled in this program.
- Solutions capitalize on emerging technology and innovative redesign
- Is managed by a structure that is outside current, fractured systems
- Includes a legislative agenda
- School districts commit that “All our kids are all our kids,” and transform current practice that impedes achieving the vision
- Hennepin County commits that “All our kids are all out kids,” and transforms current practice that impedes achieving the vision

Additional Benefit: As we work together to solve this problem, there will be benefits for other joint efforts, leveraging resources more powerfully to address our most difficult problems.

Hennepin High

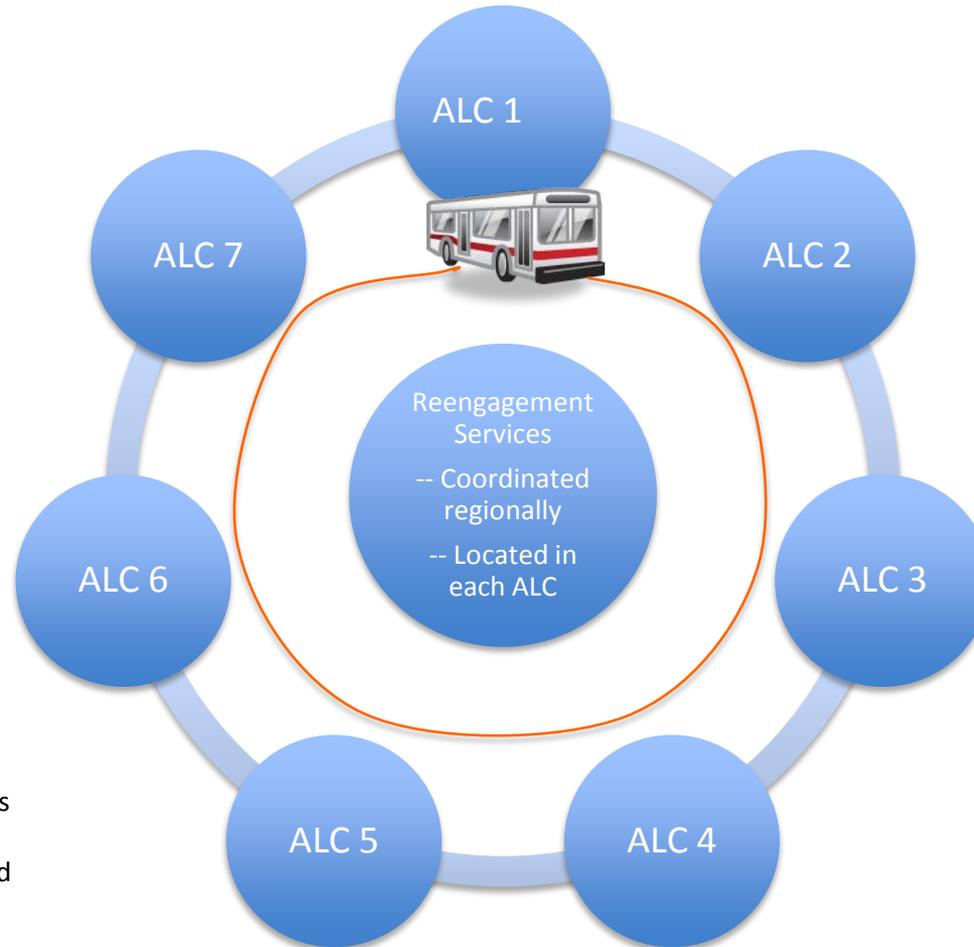
A significant element of a countywide model built on existing Area Learning Center structure and available funding (1.2 ADM)
Creates network of identified programs with high standards and co-located county services

Lighthouses to:

1. Develop **uniform literacy proficiency**
2. Integrate **instructional technology**
3. Adopt proven **behavioral strategies**
4. Embed **special education practice**
5. **Address cultural disparities** in dropout rates

Elements of Model:

- Selected by RFP
- Access Public Transportation
- Provide Regional Staff Development
- Call for Innovative Legislative Changes (1) flexible schedules and staffing ,(2) Spec Ed Funding, (3) Data Sharing, and (4) Seat time = Learning



Clear Connections to:

Higher Ed



Jobs



Core Message for Dropout Recovery Efforts in Hennepin County

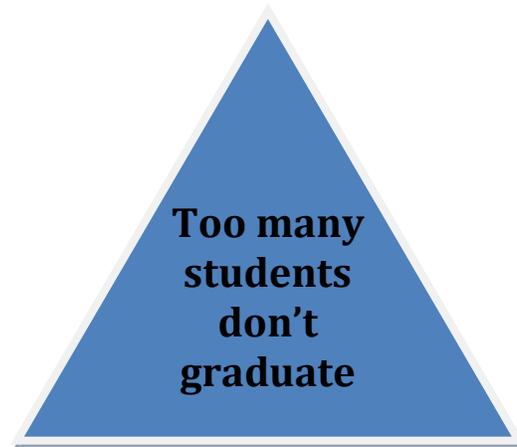
Countywide model built on the understanding that all our kids are all our kids

- Calls for innovative changes in districts, county and legislation.
- Builds on the Area Learning Center Funding and Structure
- Creates a portfolio of schools (Hennepin High) based on best instructional practice for this population and includes co-located County services.

If not us, who?

If not now, when?

- 3,800 students drop out annually in Hennepin County.
- Both a moral and economic issue for our region.
- Our systems contribute to the problem; it's within our reach to fix.
- Catch-up to success of other large cities.



New times call for new partnerships and bold leadership.

- A successful, regional approach to dropout prevention hinges on Superintendents and Commissioners leading the effort.
- Issue crosses boundaries; many students attend high school in multiple districts.
- Provide active leadership to increase HC's six-year grad rate from 68% to 80% by 2015 - 3% annually.

Dropout Recovery Efforts in Hennepin County, A proposal for Hennepin County Commissioners and Superintendents, November 10, 2010

Convened by Intermediate District 287, www.district287.org

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

Telephone: 763.550.7101
www.district287.org

Good Afternoon,

I am writing to thank you for your attendance and support at Wednesday's meeting with Hennepin County. The regional participation from school districts in this important cross-sector conversation was encouraging. There was a clear "thumbs up" from everyone at the table to continue to work on this topic. Three major themes emerged from the discussion:

1. Mike Opat, the Chair of the County Board, spoke strongly at the end of the day about **County commitment to planning with the schools and County commitment to modify their systems**. It is clear that they want to make the most of their increasingly limited resources and are enthused about working together to achieve improved graduation rates.
2. Several Superintendents expressed a sense of urgency about "undertaking the work" while developing longer range plans.
3. The schools and the County expressed a willingness to further mine the data to guide next steps.

Intermediate District 287 convened the meeting as a regional conversation. I believe the conversation has presented a great opportunity to work with Hennepin County to more closely integrate our work on behalf of all of our children. The compelling economic reason to engage in this work makes the opportunity even more appealing. **I believe an additional factor to consider is whether we undertake this work before legislators mandate regional work**. Finally, there is a strong sense that this initiative has the potential to draw philanthropy, business and competitive grant resources to the table.

With all of these factors in mind, I want to be exceedingly clear about any action that I take related to the effort. I am asking each of you to respond to the following six questions by next **Friday, November 19**, via this SurveyMonkey link <http://www.surveymonkey.com/s/6QVWZJM>. Your answers will assist me in any next steps. I will be looking for a majority of responses to guide me and sincerely hope that you will respond candidly.

1. Do you want 287 to continue facilitating this regional discussion? If not, please suggest who you think would be better positioned to lead the conversation. Please note that 287's desire is to be helpful and we would certainly be willing to turn over facilitation to any other individual or organization.
2. A small investment in Philadelphia (\$250,000) allowed them to further examine disjointed systems. Would you like 287 to pursue, in collaboration with Hennepin County, securing a potential funding source for further strategic examination in our region?
3. On October 8, Superintendents requested that a proposal be developed for their consideration. We offered a draft proposal that included several elements, one of which is to capitalize on the existing funding framework of Area Learning Center programs. While there are many levels of a total County

plan to be developed, the ALC Lighthouse model is one that could begin over the near to mid term and brings the potential for County Services to be embedded in programs. Are you in support of moving forward with additional planning of such a model while continuing to develop a more in-depth assessment and long range work plan?

4. If you believe school districts should further develop the Lighthouse concept, would you be willing to send a representative to an Incubation Innovator discussion to further refine our ideas?
5. Given the clear need to share data more effectively, would you like to have 287 pursue a legislative initiative that would allow schools and the County to expand opportunities for data sharing and further investigate other identified legislative changes?
6. A draft school board resolution is attached and contains modifications suggested by meeting participants at the end of the discussion. Would you be willing to move this resolution through your local school board by March 1, 2011?

Thank you in advance for your assistance.

Please let me know if you have any questions or comments. Have a terrific weekend!

Sandy

RESOLUTION IN SUPPORT OF HENNEPIN COUNTY DROPOUT RECOVERY EFFORTS

WHEREAS, over 3800 students drop out of Hennepin County high schools every year;
and

WHEREAS, these are disproportionately poor and minority students; and

WHEREAS, these 3800 students will lose an estimated \$1.1 billion in lifetime earnings
and use an estimated \$430 million in social services over the same period; and

WHEREAS, mobility across districts necessitates regional cooperation; and

WHEREAS, leaders of local government entities in Hennepin County are committed to
increasing graduation rates and recognize that, collectively, they have the necessary leadership
and vision to bring about this change; and

WHEREAS, increasing the graduation rate calls for school districts and Hennepin County
to modify and align systems to share data and integrate service delivery that will provide the
flexibility and comprehensive approach needed to meet the needs of the whole student; and

WHEREAS, we recognize that elements of a Countywide solution already exist and provide a
foundation for robust collaboration, such as (1) the pilot projects to share data and school social workers,
and (2) Area Learning Center (ALC) funding and choice framework that allows school districts to provide
programs and services to students who are at risk of, or who have dropped out; and

WHEREAS, aligning and modifying current systems might also require legislative changes to
support an integrated regional approach,

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School
District No. _____, _____, State of Minnesota, as follows:

1. The Board shares the goal of increasing Hennepin County's graduation rate from 68%
to 80% by 2015; and
2. The Board is committed to collaborating with other local government entities in
Hennepin County to accomplish this goal.
3. The Board will examine practices that may interfere with attaining this goal.

From: Janet A. Johnson

Sent: Tuesday, November 09, 2010 3:33 PM

Subject: FW: BDAC Message

Importance: High

BDAC Members,

We have received proposals regarding the Bloomington situation from the three organizations who attended our last meeting on October 21, 2010. Those three were Froehling Anderson, Springsted and Van Iwaarden.

In reviewing the proposals we feel that Froehling Anderson provides the blend of experience in business valuations with the understanding of school business that BDAC felt necessary for this project. The estimated cost of their services is \$15,000 to \$20,000. Their fee is "dependent on scope changes dictated by other experts and time involved gaining comfort in their work". Their fees are slightly higher than the other two organizations. We feel the higher amount is justified because of the broader overall expertise they would bring to the project. They also have shown a good fundamental understanding of the requirements of this project. In addition we feel that further work on a broader RFP process would extend the timelines but not necessarily provide a better result.

All three organizations would rely on work from other experts to help us arrive at a proposal. Other areas of expertise that have been specifically discussed at this point are, legal counsel, real estate appraisers and actuaries. Each of these will increase the overall cost of this project.

We need your feed back in order to proceed. **Please let me know by Wednesday, November 17, 2010 if you agree or not** with District 287 proceeding to work with Froehling Anderson to develop a proposal relative to the distribution of assets and assignment of liabilities specifically for the Bloomington withdrawal as well as a methodology that will apply in the future in the event of a withdrawal from or addition to the membership.

Thank you for your help in this very important project. Feel free to contact me if you have questions.

Janet A. Johnson

Director of Finance

Phone: (763) 550-7156

Fax: (763) 550-7198

Mobile: (651) 387-2822

jjohnson@district287.org

Intermediate District 287

RESPONSIVE.INNOVATIVE.SOLUTIONS.

1820 Xenium Lane North

Plymouth, MN 55441

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

Regular Meeting – November 18, 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 October Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds totals \$32,011,781, or 42.3% of the Adopted Revenue Budget of \$75,670,471. The District’s monthly revenue report will continue to reflect the impact of our conversion to the MDE Special Education Uniform Tuition system and related payments coming from the State. Over the course of the year our revenue reflects the cash payments we receive from MDE. During FY09 we were receiving payments based upon 90% of the entitlement. That dropped to 73% in FY10 and will be 70% in FY11. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds, total \$19,640,899, or 26.6% of the Adopted Expenditure Budget of \$73,704,473. This includes the September 2010 purchase of the Hosterman land for \$1,132,399.50.

The FY10 year end numbers are still preliminary. The audit work is in progress. The numbers will continue to change up to and through the end of that process.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

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

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions:_____

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

RUN: THU 111110 08:41 PAGE 1

ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
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 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
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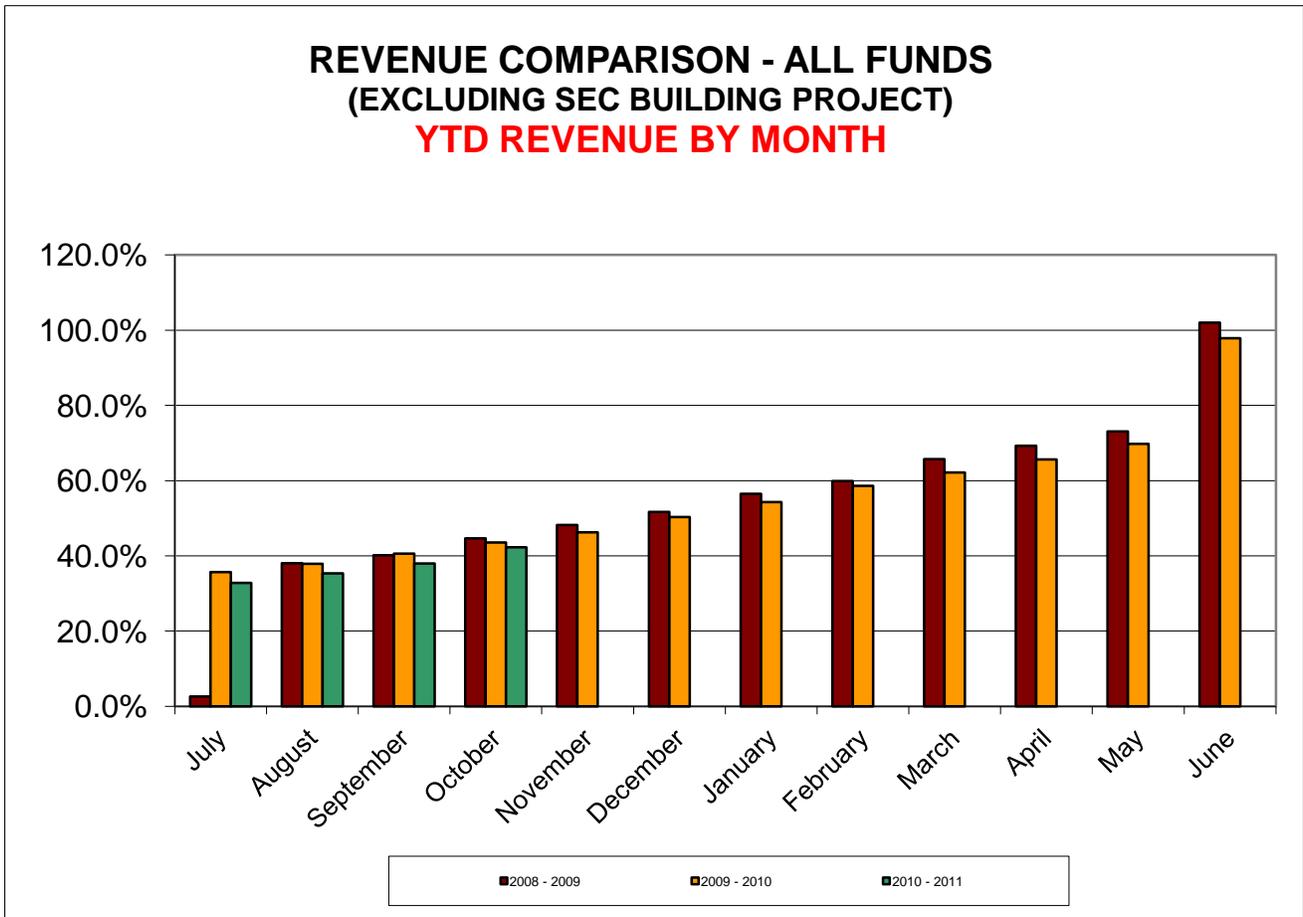
FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	10/01/10 10/31/10	- - - - - RECEIVED THRU 10/31/10	FISCAL YEAR 201007	- - - - - REMAINING ON 10/31/10	- - - - - PERCENT REMAINING
01 GENERAL FUND	18,118,592.26	18,574,613	948,401.12	23,938,245.00		5,363,632.00-	28.87-%
02 FOOD SERVICE FUND	272,780.40	378,066	1,418.55	4,764.27		373,301.73	98.73 %
04 COMMUNITY SERVICE FUND	322,949.76	302,960	10,896.44	26,764.75		276,195.25	91.16 %
08 TRUST FUND	348,977.47	0	111,107.00	111,107.00		111,107.00-	0.00 %
12 ALC-ACADEMIC	6,794,964.95	8,183,062	78,670.63	319,627.76		7,863,434.24	96.09 %
13 CAREER & TECH	1,808,549.33	1,926,354	0.00	658.00		1,925,696.00	99.96 %
14 SPECIAL EDUCATION	43,018,852.69	46,276,616	2,046,171.01	7,531,842.73		38,744,773.27	83.72 %
20 INTERNAL SERVICE FUND	429,114.66	0	0.00	6,979.96		6,979.96-	0.00 %
30 KEYSTONE ITD	1,110,881.59	0	68,349.00	68,349.00		68,349.00-	0.00 %
41 DONATIONS	2,134.55	0	57.40	155.80		155.80-	0.00 %
51 STUDENT CLUBS	30,806.68	28,800	2,087.68	3,287.11		25,512.89	88.58 %
*** REPORT TOTALS:	72,258,604.34	75,670,471	3,267,158.83	32,011,781.38		43,658,689.62	57.69 %

DISTRICT 287

REVENUE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2008 - 2009		2009 - 2010		2010 - 2011	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	1,848,739	2.6%	26,328,904	35.7%	24,850,317	32.8%
August	25,269,197	38.1%	1,643,203	37.9%	1,917,864	35.4%
September	1,488,574	40.2%	1,997,224	40.6%	1,976,441	38.0%
October	3,156,289	44.6%	2,207,558	43.6%	3,267,159	42.3%
November	2,534,489	48.2%	1,982,827	46.3%		
December	2,467,467	51.6%	3,006,224	50.3%		
January	3,455,875	56.5%	2,910,074	54.3%		
February	2,420,448	59.9%	3,203,938	58.6%		
March	4,158,279	65.7%	2,630,766	62.2%		
April	2,528,874	69.3%	2,518,014	65.6%		
May	2,695,389	73.1%	3,090,652	69.8%		
June	20,591,549	102.0%	20,739,219	97.9% *		
TOTAL	72,615,169	102.0%	72,258,604	97.9%	32,011,781	42.3%
BUDGET	71,203,550		73,818,687		75,670,471	

*Pre Audit



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

RUN: THU 111110 08:41 PAGE 1

ACCT STATUS: All Account Statuses ACCOUNT RANGES: 01 TO 99-999
 ZERO BALANCES: Suppress Zero Balances INCLUDE/EXCLUDES: EXL FD 09 09 EXL FD 11 11 EXL O/S 589 589
 SORTED BY: ACCOUNT FD EXL O/S 635 635 EXL O/S 920 920
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

FD 01	PRIOR YEAR ACTUAL	FISCAL YEAR 201007						REMAINING ON 10/31/10	PERCENT REMAINING
		< - - - - - >	REVISED BUDGET	10/01/10 10/31/10	EXPENDED THRU 10/31/10	ENCUMBERED THRU 10/31/10			
01 GENERAL FUND	17,552,587.26	18,486,175	2,319,270.37	6,417,613.65	2,386,370.81	9,682,190.54	52.37 %		
02 FOOD SERVICE	272,780.40	378,066	21,953.88	53,026.78	83,274.98	241,764.24	63.94 %		
04 COMMUNITY SERVICE FUND	302,879.76	294,105	26,004.29	65,474.84	77,314.40	151,315.76	51.44 %		
06 BUILDING CONSTRUCTION FUND	353,761.21	0	173,478.75	406,625.67	157,241.58	563,867.25-	0.00 %		
08 TRUST FUND	353,766.11	0	111,107.00	111,107.00		111,107.00-	0.00 %		
12 ALC-ACADEMIC	7,098,420.31	7,920,291	650,746.80	1,959,330.47	476,643.09	5,484,317.44	69.24 %		
13 CAREER & TECH	1,814,407.48	1,835,278	127,790.56	338,199.41	35,025.52	1,462,053.07	79.66 %		
14 SPECIAL EDUCATION	42,110,482.21	44,761,758	3,812,678.46	10,286,113.66	1,042,562.85	33,433,081.49	74.69 %		
20 INTERNAL SERVICE FUND	393,229.80	0	0.00	0.00		0.00	0.00 %		
30 KEYSTONE IDT	1,110,881.59	0	0.00	0.00		0.00	0.00 %		
51 STUDENT CLUBS	33,230.14	28,800	2,412.88	3,407.95	3,944.11	21,447.94	74.47 %		
*** REPORT TOTALS:	71,396,426.27	73,704,473	7,245,442.99	19,640,899.43	4,262,377.34	49,801,196.23	67.56 %		

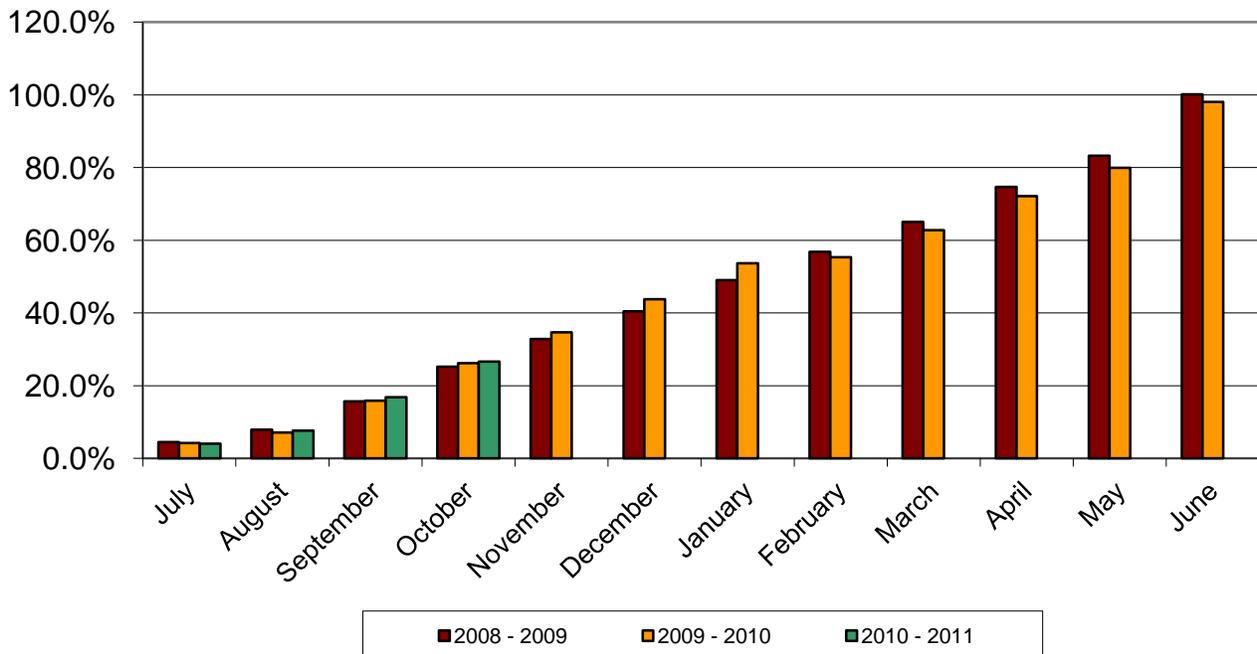
DISTRICT 287

EXPENDITURE COMPARISON - ALL FUNDS EXCLUDING SEC BUILDING PROJECT

Month	2008 - 2009		2009 - 2010		2010 - 2011	
	\$ Amount	% of Budget	\$ Amount	% of Budget	\$ Amount	% of Budget
July	3,131,464	4.5%	3,100,407	4.3%	3,000,073	4.1%
August	2,428,763	7.9%	2,090,194	7.1%	2,597,686	7.6%
September	5,457,295	15.7%	6,381,272	15.9%	6,797,697	16.8%
October	6,728,518	25.3%	7,468,578	26.1%	7,245,443	26.6%
November	5,330,730	32.8%	6,212,868	34.7%		
December	5,361,530	40.5%	6,626,034	43.8%		
January	6,044,579	49.1%	7,212,163	53.7%		
February	5,459,050	56.8%	1,226,463	55.4%		
March	5,770,557	65.1%	5,379,804	62.8%		
April	6,755,660	74.7%	6,840,093	72.1%		
May	6,017,108	83.2%	5,634,133	79.9%		
June	11,887,784	100.1%	13,224,416	98.0% *		
TOTAL	70,373,038	100.1%	71,396,426	98.0%	19,640,899	26.6%
BUDGET	70,271,671		72,817,617		73,704,473	

* Pre Audit

EXPENDITURE COMPARISON - ALL FUNDS (EXCLUDING SEC BUILDING PROJECT) YTD EXPENDITURES BY MONTH



INTERMEDIATE DISTRICT 287

Partner in Education

DATE: **November 10, 2010**

TO: Members of the School Board

FROM: Janet A. Johnson, Director of Finance

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

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

- | | |
|---|--|
| 1. Claim payments for: October 2010 | Totaling <u><u>\$ 5,176,321.72</u></u> |
| a) Check #'s 480187 - 480659, 70007179 - 70007351
and Electronic Wire Transfers out - #'s 2188 - 2196, 80000079 - 80000088 | |
| 2. Payroll for: October 2010 | Totaling <u><u>\$ 2,217,710.05</u></u> |
| a) Check #'s 675213 - 675236
b) Direct Deposit #'s 177313 - 179056 | |
| 3. Receipts for: October 2010 | Totaling <u><u>\$ 6,683,804.24</u></u> |
| a) Receipt #'s 127336 - 127506
and Electronic Wire Transfers in | |
| 4. Investments at end of month | Totaling <u><u>\$ -</u></u> |

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

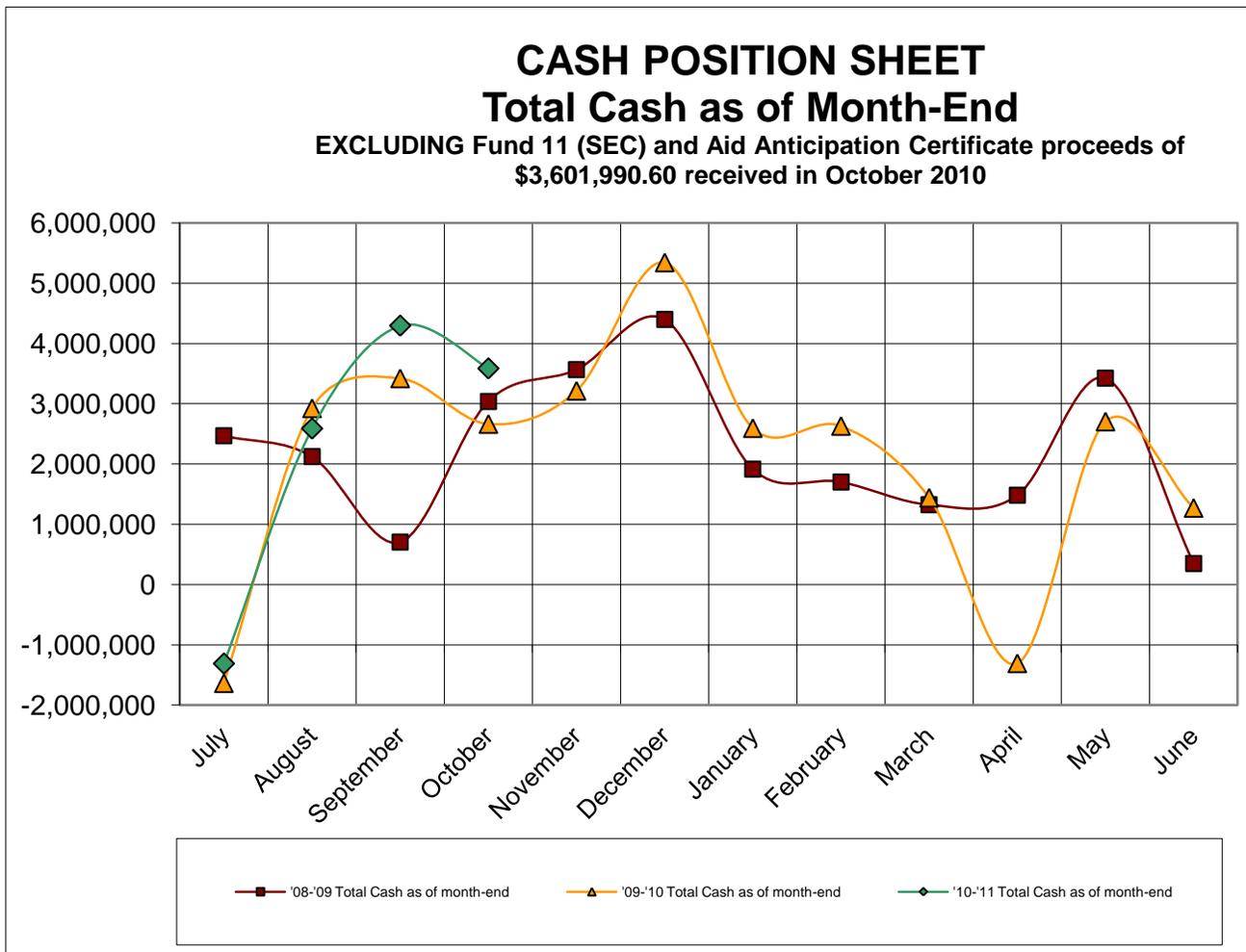
Intermediate District 287

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

<u>Date</u>	<u>'08-'09 Total Cash as of month-end</u>	<u>'09-'10 Total Cash as of month-end</u>	<u>'10-'11 Total Cash as of month-end</u>
July	2,466,323	-1,635,886	-1,311,376 *
August	2,120,954	2,924,129	2,589,499 *
September	703,434	3,420,767	4,297,117
October	3,040,273	2,663,437 *	3,587,135 **
November	3,565,934	3,215,281 *	
December	4,399,671	5,343,251 *	
January	1,915,347	2,595,593 *	
February	1,701,975	2,630,541 *	
March	1,323,076	1,441,697 *	
April	1,481,056	-1,306,262 *	
May	3,423,055	2,705,205 *	
June	347,873	1,270,575 *	

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

** excludes Aid Anticipation Certif. proceeds of \$3,601,990.60 in Oct. 2010



INTERMEDIATE DISTRICT 287

OCTOBER 2010 ACTIVITY

WIRE TRANSFERS IN:

DATE	AGENCY	TO	EF#	AMOUNT	DESCRIPTION
10/14/10	EDUCATIONAL AID	MSDLAF	4901902	24,445.36	01S211 GEN ED AID FY11
	EDUCATIONAL AID	MSDLAF	4901902	1,986,968.55	01S360 SPEC EDUC FY11
10/28/10	EDUCATIONAL AID	MSDLAF	4923917	36,668.04	01S211 GEN ED AID FY11
	EDUCATIONAL AID	MSDLAF	4923917	79,524.13	01S211 GEN ED AID FY10
MTD TOTALS				<u>2,127,606.08</u>	

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
10/15/10	MSDLAF	MN DEPT OF REV	2188	41.68	QUARTERLY WITHHOLDINGS
	MSDLAF	MN DEPT OF REV	2189	41.68	QUARTERLY WITHHOLDINGS DUPLICATED
	MSDLAF	EBC	2190	26,100.06	EBC EMPLOYEE 403B RETIREES
	MSDLAF	ING	2191	55,682.20	HEALTH CARE SAVINGS ACCOUNT
	MSDLAF	BANK CARD FEES	2192	128.86	MERCHANT CARD FEES SEPT10
	MSDLAF	BANK OF MONTREAL	2193	9,764.36	P-CARDS SEPT 10
	MSDLAF	MN DEPT OF REV	80000083	65,726.71	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000080	122,934.84	FEDERAL TAXES (EMPLOYER)
	MSDLAF	US BANK	80000082	268,256.77	FEDERAL TAXES (EMPLOYEE)
	MSDLAF	EBC	80000079	18,980.73	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000081	51,225.85	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK		1,091,615.28	DIRECT DEPOSIT PAYROLL
10/30/10	MSDLAF	WELLS FARGO	2195	1,010,271.53	WELLS FARGO LOAN PAYMENT
	MSDLAF	US BANK	2194	3,270.34	CORP. HEALTH SYSTEMS JUNE 30(10/10)
	MSDLAF	US BANK	2194	43,311.73	CORP. HEALTH SYSTEMS OCT10
	MSDLAF	MN DEPT OF REV	80000086	68,349.53	STATE WITHHOLDING TAXES
	MSDLAF	US BANK	80000088	125,367.15	FEDERAL TAXES(EMPLOYER)
	MSDLAF	US BANK	80000085	276,877.44	FEDERAL TAXES(EMPLOYEE)
	MSDLAF	EBC	80000084	51,151.85	EMPLOYEE & EMPLOYER 403B
	MSDLAF	EBC	80000087	19,084.63	EMPLOYEE & EMPLOYER 403B
	MSDLAF	US BANK	2196	99.88	APR FEES VOUCHER AUG10
	MSDLAF	US BANK	3052	5.61	ARP FEES RECEIPT ACCT AUG10
	MSDLAF	US BANK	4064	91.82	ARP FEES PAYROLL ACCT AUG10
	MSDLAF	US BANK		1,107,912.81	DIRECT DEPOSIT PAYROLL
MTD TOTALS				<u>4,416,293.34</u>	

DONATIONS
INTERMEDIATE DISTRICT 287
2010-2011

OCTOBER 2010

DON. DATE	DESCRIPTION	VIN#	EST VALUE	DONOR	SS# OR FED ID#	CAMPUS	PROGRAM
10/08/10	HARVARD POOL TABLE		\$ 500.00	ELIASON, DARREN			BREN RD
10/04/10	1999 PLYMOUTH VAN	2P4FP2582XR225799	\$ 500.00	HALLSTROM, SCOTT & SUSAN		EPC	AUTO TECH
09/22/10	OPTELEC CLEAR VIEW CCTV		\$ 2,094.00	KUNTZE, JUNE			VISUALLY IMPAIRED
09/13/10	LITTLE DIPPER MANUAL WHEELCHAIR		\$ 2,000.00	PIETRINI, KRISTA			INTINERANT
10/19/10	CHECK		\$ 36.35	TARGET CORP			PHASE NORTH
			\$ 5,130.35				

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

Regular Meeting – November 18, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

**ITEM: Recommendation for Board Acceptance of the
Unaudited Fund Balance Report for FY10**

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

The unaudited fund balance for FY10 will be presented for Board information. The report shows that the Unreserved – Undesignated General Fund Balance at June 30, 2010 was \$3,885,721 or 5.83%.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION:

The Board accepts the unaudited fund balance report for FY10.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287
UNAUDITED FUND BALANCES JUNE 30, 2010
FY10

PROGRAM	BEGINNING FUND BALANCE 7/1/2009	FY10 REVENUE			FY10 EXPENDITURES			REVISED BUDGET FD BAL 6/30/2010	UNAUDITED ACTUAL 6/30/2010	FUND BALANCE CHANGE	FY10 TRANSFERS PROPOSED	ADJ. FUND BALANCE 6/30/2010	
		REVISED BUDGET	UNAUDITED ACTUAL REVENUE	BUDGET TO ACTUAL VARIANCE	REVISED BUDGET	UNAUDITED ACTUAL EXPENDITURES	BUDGET TO ACTUAL VARIANCE						
GENERAL FUND UNRESERVED - UNDESIGNATED													
DISTRICTWIDE ADMIN / OPS	\$ (455,469)	\$ 16,982,198	\$ 16,837,953	\$ (144,245)	\$ 16,769,971	\$ 16,256,630	\$ (513,341)	\$ (243,242)	\$ 125,854	\$ 581,323	\$ (93,625)	\$ 32,229	
ALC/ACADEMIC EDUCATION	\$ (322,837)	\$ 7,429,221	\$ 6,548,119	\$ (881,102)	\$ 7,273,505	\$ 6,851,575	\$ (421,930)	\$ (167,121)	\$ (626,293)	\$ (303,455)	\$ (159,791)	\$ (786,083)	
CAREER & TECH	\$ 333,285	\$ 2,256,631	\$ 1,808,549	\$ (448,082)	\$ 2,038,263	\$ 1,814,407	\$ (223,856)	\$ 551,653	\$ 327,427	\$ (5,858)	\$ (40,811)	\$ 286,616	
SPECIAL EDUC	\$ 5,136,396	\$ 45,243,754	\$ 42,574,009	\$ (2,669,745)	\$ 44,610,546	\$ 41,674,246	\$ (2,936,300)	\$ 5,769,604	\$ 6,036,159	\$ 899,764	\$ (683,199)	\$ 4,352,960	
TOTAL UNRESERVED - UNDESIGNATED	\$ 4,691,374	\$ 71,911,804	\$ 67,768,631	\$ (4,143,173)	\$ 70,692,285	\$ 66,596,857	\$ (4,095,428)	\$ 5,910,893	\$ 5,863,147	\$ 1,171,773	\$ (1,977,426)	\$ 3,885,721	5.83%
GENERAL FUND UNRESERVED - DESIGNATED:													
Property Acct (DSC)	\$ 814,266	\$ -	\$ -	\$ -	\$ 30,560	\$ 30,560	\$ (0)	\$ 783,706	\$ 783,706	\$ (30,560)	\$ -	\$ 783,706	
Sep/Severance	\$ 2,123,524	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,123,524	\$ 2,123,524	\$ -	\$ 977,426	\$ 3,100,950	
Student Clubs	\$ 43,912	\$ 28,800	\$ 30,807	\$ 2,007	\$ 28,800	\$ 33,230	\$ 4,430	\$ 43,912	\$ 41,489	\$ (2,423)	\$ -	\$ 41,489	
North Education Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000	\$ 1,000,000	
TOTAL UNRESEVRED - DESIGNATED	\$ 2,981,702	\$ 28,800	\$ 30,807	\$ 2,007	\$ 59,360	\$ 63,790	\$ 4,430	\$ 2,951,142	\$ 2,948,719	\$ (32,983)	\$ 1,977,426	\$ 4,926,145	
-													
for Health & Safety	\$ 1,243	\$ 92,725	\$ 84,961	\$ (7,764)	\$ 92,725	\$ 84,968	\$ (7,757)	\$ 1,243	\$ 1,236	\$ (7)	\$ -	\$ 1,236	
for Safe Schools	\$ 115,044	\$ 1,192,683	\$ 1,195,678	\$ 2,995	\$ 1,307,324	\$ 1,180,430	\$ (126,894)	\$ 403	\$ 130,292	\$ 15,248	\$ -	\$ 130,292	
for Compensatory	\$ -	\$ -	\$ 693,824	\$ 693,824	\$ -	\$ 683,082	\$ 683,082	\$ -	\$ 10,742	\$ 10,742	\$ -	\$ 10,742	
TOTAL RESERVED	\$ 116,287	\$ 1,285,408	\$ 1,974,463	\$ 689,055	\$ 1,400,049	\$ 1,948,480	\$ 548,431	\$ 1,646	\$ 142,270	\$ 25,983	\$ -	\$ 142,270	
TOTAL GENERAL FUND	\$ 7,789,363	\$ 73,226,012	\$ 69,773,901	\$ (3,452,111)	\$ 72,151,694	\$ 68,609,127	\$ (3,542,567)	\$ 8,863,681	\$ 8,954,136	\$ 1,164,774	\$ -	\$ 8,954,136	
NONMAJOR FUNDS:													
Food Services	\$ -	\$ 330,873	\$ 272,780	\$ (58,093)	\$ 330,873	\$ 272,780	\$ (58,093)	\$ -	\$ -	\$ -	\$ -	\$ -	
Community Serv	\$ (20,067)	\$ 261,802	\$ 322,950	\$ 61,148	\$ 335,050	\$ 302,880	\$ (32,170)	\$ (93,315)	\$ 3	\$ 20,070	\$ -	\$ 3	
Building Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 353,761	\$ 353,761	\$ -	\$ (353,761)	\$ (353,761)	\$ -	\$ (353,761)	
TOTAL NONMAJOR FUNDS	\$ (20,067)	\$ 592,675	\$ 595,730	\$ 3,055	\$ 665,923	\$ 929,421	\$ 263,498	\$ (93,315)	\$ (353,758)	\$ (333,691)	\$ -	\$ (353,758)	
TOTAL GOVERNMENTAL FUNDS	\$ 7,769,295	\$ 73,818,687	\$ 70,369,631	\$ (3,449,056)	\$ 72,817,617	\$ 69,538,549	\$ (3,279,068)	\$ 8,770,365	\$ 8,600,378	\$ 831,082	\$ -	\$ 8,600,378	

- 1) The District continues to be conservative in it's approach to recognizing the level of revenue through the MDE Special Education Tuition Billing system.
- 2) Deficits in the ALC/Academic areas were caused by MDE overstating prior year revenue on the On-Line Learning programs and making the correction in the current year. In addition there were formula, reimbursement and staff changes resulting in less than anticipated revenue in the Day Care programs. Revenue for both of these areas is established by outside organizations. We are carefully monitoring our ability to impact revenue or modify programs as necessary. In addition, we are studying alternatives.
- 3) The General Fund Unreserved-Undesignated Fund Balance declines some as we are setting up a designated fund balance for the dollars that have been committed to the North Education Center project.
- 4) This year end reflects another year of careful budget monitoring by budget administrators. Expenditures in all categories came in under budget. This in turn results in the need to generate fewer dollars through billing processes.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – November 18, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: Recommendation for Board Approval of an
Equity Transfer for FY10 – Food Service

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

Recommendation for approval of an Equity Transfer from General Fund to Food Service Fund in the amount of \$125,533.86 for FY10. In the event of a negative fund balance at year end in the Food Services Fund, districts are required to transfer dollars from the General Fund to bring the Food Service Fund to zero. The District 287 Board has approved similar transfers for the prior two fiscal years. The District continues to study its Food Service options. The fundamental issue appears to be that we do not have the critical mass of students that allow a food service program to operate at a breakeven level.

For FY11 and FY12 the District will use a portion of its Federal Education Jobs Fund Program allocation to cover salaries and benefits in the Food Service fund. We are optimistic that with that assistance the need for this type of transfer in the next two years will be greatly reduced, if not eliminated.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION:

The Board approves an Equity Transfer from the General Fund to Food Service Fund in the amount of \$125,533.86 for FY10.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – November 18, 2010

AGENDA SECTION: ADMINISTRATIVE SERVICES

ITEM: Recommendation for Board Approval of an
Equity Transfer for FY10 – Community Education

PRESENTED BY: Janet A. Johnson, Director of Finance

1. Background Information

Recommendation for approval of an Equity Transfer from General Fund to Community Education Fund in the amount of \$93,549.80 for FY10. In the event of a negative fund balance at year end in the Community Education Fund, districts may transfer dollars from the General Fund to bring the Community Education Fund to zero. The Community Education Fund at District 287 represents the operating results of the Conference Center and PREP Center at the District Service Center. When Hennepin Technical College moved its Customized Training services out of the District Service Center in the summer of 2009 it had a significant impact on District 287's Conference Center operations. The District has developed a new business model to operate these functions on a break even basis. We projected a deficit in the first year of operation. This equity transfer is to offset that deficit.

For FY11 and FY12 the District will use a portion of its Federal Education Jobs Fund Program allocation to cover salaries and benefits in the Community Education Fund. We believe that will provide the support to successfully implement the new business model and eliminate the need for future transfers.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION:

The Board approves an Equity Transfer from the General Fund to Community Education Fund in the amount of \$93,549.80 for FY10.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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

Intermediate District 287 – The North Education Center Story

How did the NEC project come to be?

- **Why has District 287 considered new construction or remodeling in the north area?**

District 287 is seeking predictability and fiscal responsibility of dollars being spent on facilities. Unlike other districts, District 287 has been a renter, rather than an owner of school sites. In recent years, District 287 has been researching this 'rent vs. own' issue and seeing the advantages of ownership of some sites not only for students' needs but also in terms of cost. For example, District 287 spent \$1.1 million in FY10 for the lease of Hosterman, located at 5530 Zealand Avenue North and North Vista, located at 3510 France Ave North. Rent increases for FY10 were 5% for Hosterman and 23% for North Vista. If 287 did nothing and continued to lease, it would pay an estimated \$3.3M in annual rent in 2030 for these two sites, have no equity and be facing continued rent increases (assuming an annual 5% increase in rent over 20 years). In completing this project there will no longer be a rent or debt payment for this property in 2030.

- **Aren't student enrollments declining right now? Will we need the space in the future?**

The current enrollment in the programs intended to be located at NEC is very stable with some programs already closed to non-members. This is due to a "at -capacity" status and the need to reserve space for potential new students from our members. We expect stable enrollment to continue well into the future and anticipate that we will continue to serve students that require customized space that provides for small group learning and numerous break out spaces.

- **Why not rent or purchase a school building from a member district?**

287 examined the MDE listing of all school sites for the state, narrowed them down to our member districts, then sorted by size, location and availability. The Hosterman property met the preliminary criteria of size, location, and availability. Other buildings considered needed to be in a location that worked for the needs of our student and member districts. Transportation is a big issue; both for the member districts and the students (bus times). Size was also a consideration along with age and condition. There was no school building available at that time that met the criteria for location and size.

- **Why not remodel and remain at Hosterman?**

It was not fiscally prudent. A study done by architectural firm TSP showed that it would cost about \$26.6M to remodel Hosterman (2008 estimate by TSP) versus costs in the \$27.5M range to either build new or renovate a commercial property. First, there was much unneeded/unused space at Hosterman that 287 paid to maintain. Secondly, the Hosterman lease was projected to rise 5% in the coming years and that did not include the much needed capital improvements, such as windows, roof and electrical system. Investment in the infrastructure of the building was not fiscally prudent given its age and condition.

- **What would the impact of a new or remodeled building be on the lease levy for member districts?**

Building a site to serve the combined student populations of Hosterman and North Vista would help slow the increase in the lease levy rates District 287 charges to the member districts. It could make the lease levy rates predictable and constant, rather than subject to inflationary pressures. 287 remains committed to maintaining the impact on member district lease levies at a level that is no greater than if the District remained at Hosterman/No Vista, assuming a 5% annual rent increase. Recent award of Federal Qualified School Construction Bonds (QSCB's)

of \$29.8 M to District 287 will make it possible to keep the impact lower than maintaining current lease practices.

- **How much would a new school cost and how would 287 finance the construction?**

TSP Architects have provided cost estimates ranging from \$34M to \$38M depending on the size of the building. We worked with Springsted, Inc. on financing considerations. With the award of \$29.8M in QSCB bonds, we are able to finance the majority of the project through the American Recovery & Reinvestment Act of 2009. Costs beyond that could be financed with other District resources, the elimination of additional operating leases or additional financing. Final financing decisions will be made prior to awarding the construction bids.

- **Might changes in the economy and in construction result in additional cost savings since building SEC?**

Yes; current construction projects are showing pricing at levels 15% – 20% below Means (construction standard method for cost estimating) estimates costing methods.

- **What is Best Value and why is 287 using this process?**

Best Value is an alternative means of procuring construction contractors to the traditional low-bid method. A Best Value approach considers price as well as performance criteria in the selection of contractors. This method has been recently authorized for public schools in Minnesota (MN Statute 16C.02 Subd. 4a). A Best Value method will allow District 287 to request and review proposals for the construction of NEC that will result in the selection of high performing contractors who will deliver fewer change orders, complete the project on time and at a competitive price. See <http://pbsrg.com/> for more information. Best Value has been proven to be successful for many organizations across the country and in Minnesota. The University of MN has been active in this method for five years with very good success. The Rochester School District uses this method exclusively for all their construction projects. The City of Rochester and Goodhue County are also users of this system. US Army Medical and GSA have also realized the positive results from implementing this program for their construction projects.

- **What financing did 287 use and how did the financing process end up?**

On October 28, 2010, District 287 issued \$29.8M in Certificates of Participation (COP's) using Federal Qualified School Construction Bonds (QCSB's). The interest on these COP's is taxable and was set at 6.0%. Because they are federally supported by the QSCB award, the Federal government will be paying 5.37% of the interest cost. District 287 will make annual debt service payments of \$1.38M for 19 years. Those payments will be accumulated in a "sinking fund" over the 19 years. The dollars in that fund will be earning interest to support the final payment. The final payment is referred to as a "bullet maturity". This is a concept similar to a balloon payment on a mortgage, only the dollars to make the payment will be accumulating in the sinking fund to make the full \$29.8M payment when due 2/1/2029. In the end, District 287 will have borrowed \$29.8M and will pay back \$24.9M from local sources. The difference as well as interest earnings to investors will come from the federal contribution and the sinking fund earnings.



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

North Education Center NEC

November 2010 Fact Sheet #3

Fact Sheet

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. See the November, 2010 Q & A document for more background information on the NEC story.

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 in Richfield and easily adapt as programs grow and change to meet students' needs.

Size	157,521 sq ft (includes 3 rd floor deduct)
Land	10 acres
Architect/Engineer	TSP, Inc.

Timeline

October 2010	Design Development phase completed, CUP approved by City of New Hope, Financing of COPs with QSCABs for \$29.8M completed
November 2010	Demolition & site preparation for construction,
December 2010	Best Value RFP for general, mechanical & electrical contractors released
January 2011	Best Value bid proposals from contractors due
March 2011	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	\$34 to \$38 million (depending upon how the bids come in)
Financing	\$29.8 million federal Qualified School Construction Bonds awarded – largest QSCAB award in MN \$ 24.9 million needed to pay off loan due to interest earned on sinking fund
Moody's Rating	Aa2
Land Purchase	\$1.175 million to Robbinsdale Area Schools
Comparison with SEC	With the 3 rd floor alternate, NEC will be 45% larger than SEC at a 55% lower cost

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 and approximately 50 infants and toddlers of enrolled students.

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 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – November 18, 2010

AGENDA SECTION: BOARD BUSINESS

ITEM: Policy Development, Adoption, Implementation and Review

PRESENTED BY: Anne Becker, Director of Human Resources

1. Background Information

The Policy Development, Adoption, Implementation and Review is presented for a second read and approval. A motion is necessary to approve this policy as presented.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the agenda as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: Board Officers & Operations
SUBJECT: Policymaking Process
BOARD APPROVED: January 2007
REVISION DATE:

BOO200 Policy Development, Adoption, Implementation and Review

I. PURPOSE

The purpose of this policy is to establish guidelines for Board policymaking.

II. GENERAL STATEMENT OF POLICY

The Board believes that the creation of policies is the Board's most important function. Through the development and adoption of written policies, the Board exercises its leadership in the District. Board policies shall be clear, concise, accessible, and follow a consistent format. Policy implementation is delegated to the Superintendent.

Policies will be reviewed on an ongoing basis to ensure their compliance with new laws, Board priorities, District needs and circumstances. When possible, policy review will be staggered throughout the year.

III. POLICY ADOPTION PROCESS

All Board policies shall comply with applicable state and federal laws, rules and regulations.

Development

In developing and revising policies, the Board will seek the advice and assistance of staff, organizations, and other relevant parties through the Superintendent.

~~Role of Board Committees and Members~~

~~Proposed policies and revisions to existing policies shall be assigned to a Board committee for consideration.~~

~~The Board committee shall notify all Board members of its scheduled meetings to discuss policies. Any Board member is welcome to attend these meetings and/or provide comments on any Board policy at any stage in the committee's deliberations.~~

~~Policy proposals approved by a Board committee may be placed on the full Board's consent agenda.~~

Notice

The Board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two Board meetings, except as provided in Parts IV and V.

Adoption

Policies and policy revisions introduced at a Board meeting shall not be adopted until a subsequent meeting of the Board. At the first meeting the policy proposal shall be presented for a first reading and discussion, and at the second meeting, the proposal shall be presented for a second reading, discussion, and vote. Board members may propose amendments to policy proposals at either of the two readings.

Effective Date

A policy is effective upon adoption by a majority of the Board present at a regular meeting, unless another effective date is specified.

IV. SUSPENSION OF POLICIES

Any section or sections of Board policies not required by law or contract may be temporarily suspended by a majority vote of a quorum of the Board at a regular or special meeting. The suspended sections may be reinstated by the same process.

V. EMERGENCY ADOPTION OF POLICIES

Emergency Conditions

Under unusual and rare circumstances, the Board may temporarily approve a policy to meet emergency conditions. A majority vote of a quorum of the Board is required to adopt an emergency policy. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes.

Expiration of Emergency Policies

The emergency policy shall expire within one year following the emergency action or when there has been Board action to adopt, revise or repeal the emergency policy under the regular policy adoption process, whichever occurs first.

VI. IMPEMENTATION OF BOARD POLICY

Superintendent Role

The Superintendent is responsible for the administration of the District under applicable laws and Board policies. Board policies shall be the basis for the Superintendent's formulation of procedures.

Development of Administrative Procedures

It is the Superintendent's responsibility to develop administrative procedures to provide greater specificity and consistency in the process of policy implementation. The Board reserves the right to review all administrative procedures however it will revise them only when, in the Board's judgment, they are inconsistent with policies adopted or guidelines set by the Board.

Administrative Action in Absence of Policy

In the event that a situation demanding a decision is not covered by an existing policy or administrative procedure, the Superintendent or his or her designee is empowered to act as needed and report such action or decision to the Board.

VII. POLICY REVIEW

Superintendent Role

The Superintendent, on a continuing basis, shall bring to the Board's attention all policies that are out-of-date or otherwise in need of revision.

Board Member Role

Any Board member may request that a policy be reviewed at any time, for any reason. The Board shall decide, by a majority vote of the Board present at a regular meeting, whether to initiate the requested review.

Review Schedule

The review process shall be structured so that each policy is reviewed annually for compliance with current law, and for suitability and effectiveness at least once every four years.

Consent Agenda

Board policies scheduled for routine review that are not in need of any substantive change shall be placed on the Board's consent agenda.

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

Regular Meeting – November 18, 2010

AGENDA SECTION: BOARD BUSINESS

ITEM: Superintendent Memorandum of Understanding

PRESENTED BY: Linda Johnson, Board Chair

1. Background Information

Paragraph VII.A. of the Superintendent’s Contract will be changed to state that the School District will pay 100% of the premium for single coverage under the School District’s \$1000.00 deductible plan, rather than 100% of the \$500.00 deductible plan.

Paragraph VII.A of the Superintendent’s Contract will be further changed to state that the School District will contribute \$800.00 each year to the Superintendent’s Health Reimbursement Account, rather than \$400.00 each year.

Paragraph XI.A. of the Superintendent’s Contract will be changed to allow a designation of vacation and/or sick leave days to the Superintendent’s 403(b) tax-sheltered annuity account or health care savings account, at the Superintendent’s option.

These changes will occur for the 2010-11 fiscal year only and will not be retroactive. All other provisions of the Superintendent’s Contract will remain unchanged.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: The Board approves the Memorandum of Understanding for Superintendent Lewandowski’s contract as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between the Sandra Lewandowski, Superintendent of Intermediate District 287 (“Superintendent”) and Intermediate District 287. (“School District”).

WHEREAS, the School District and the Superintendent have entered into a Superintendent’s Contract for the period July 1, 2008 through June 30, 2011, and

WHEREAS, the School District no longer offers the \$500.00 deductible plan referenced in the Superintendent’s Contract to its employees, but instead offers a \$1000.00 deductible plan to its employees; and

WHEREAS, the Superintendent’s Contract states that the Superintendent may designate accumulated vacation and sick leave days to a health care savings account, and

WHEREAS, a change to the Superintendent’s Contract to allow designation of accumulated vacation and sick leave days to a 403(b) tax-sheltered annuity or a health care savings account may occur at no increased cost to the School District and offers increased flexibility to the Superintendent.

NOW, THEREFORE, IT IS HEREBY AGREED AS FOLLOWS:

1. Paragraph VII.A. of the Superintendent’s Contract will be changed to state that the School District will pay 100% of the premium for single coverage under the School District’s \$1000.00 deductible plan, rather than 100% of the \$500.00 deductible plan.
2. Paragraph VII.A of the Superintendent’s Contract will be further changed to state that the School District will contribute \$800.00 each year to the Superintendent’s Health Reimbursement Account, rather than \$400.00 each year.
3. Paragraph XI.A. of the Superintendent’s Contract will be changed to allow a designation of vacation and/or sick leave days to the Superintendent’s 403(b) tax-sheltered annuity account or health care savings account, at the Superintendent’s option.
4. These changes will occur for the 2010-11 fiscal year only and will not be retroactive. All other provisions of the Superintendent’s Contract will remain unchanged.

Date: _____

Sandra Lewandowski

Date: _____

Board Chair

Association of Metropolitan School Districts 2011 Legislative Platform

Minnesota was once considered a national leader in innovation and excellence in public education. We routinely led the nation in student test scores and graduation rates. We were the brainpower state. Over the last few decades, however, that vision and commitment have waned. At the same time, expectations for our public schools have increased dramatically. With the baby boom generation rapidly approaching retirement, the mission of public education must be to graduate ALL of our students from high school prepared to enter a post-secondary training program.

To accomplish this new mission, we must transform the current funding and delivery system. The current system was designed for a different age and a different mission. Global competition, rapidly changing technology and the need to constantly innovate requires that all students gain an education comparable to the level of the highest performing students a generation ago. However, achieving this unprecedented goal will require new investments. It will also require that state policymakers and educators do things differently and think creatively with the bold leadership that was once a Minnesota hallmark.

State policymakers must act strategically in both the short and long-term if Minnesota is to be successful in developing the educated workforce we need to succeed as a state. In the short-term, bold action is needed to stabilize the current system. At the same time, we must lay the groundwork to transform to a new system focused on delivering a customized education to students based on their individual learning needs.

Stabilize Funding

The State faces a historic budget challenge that has left school districts with fewer resources and greater challenges. AMSD member school districts have made over \$285 million in budget reductions including laying off almost 1,700 employees over the past two years. It is critical that the Governor and Legislature take immediate steps to stabilize education funding and increase flexibility for school districts as the state recovers from the economic crisis.

To protect education funding, balance the state budget and stabilize the state's fiscal system, the AMSD Board recognizes that all options must be on the table including state tax increases and a delay in paying back the education accounting shifts. In addition, the Governor and Legislators should:

- Maintain the state's funding commitment to education
- Allow school boards to renew an existing operating referendum by a majority vote of the school board

DRAFT

- Eliminate the \$25 per pupil penalty for not reaching a contract settlement by January 15
- Recognize the critical role public education plays in shaping Minnesota's future and the importance of a stable school environment by classifying teachers as essential employees
- Repeal the maintenance of effort requirement associated with safe schools revenue
- Give school districts greater flexibility to transfer funds from the operating capital, food service and debt service accounts to the general fund
- Repeal the two percent staff development set aside requirement

Adopt Initiatives to Close the Achievement Gap

Minnesota's population is becoming increasingly diverse. As the baby boom generation moves toward retirement, it is critical that ALL of our students be prepared to fill future job openings. While Minnesota students on the whole measure up favorably in national and even international comparisons, a persistent achievement gap remains for our students of color. Not only does the achievement gap raise important moral and social questions, it also raises profound economic challenges for the state.

The first step toward closing the achievement gap is closing the readiness gap. Too many Minnesota children are not prepared to enter kindergarten. Research shows that investments in early childhood education and full day kindergarten yield a significant return on investment. It is time for the Governor and Legislature to act boldly and implement evidence-based programs that have a proven track record in closing the achievement gap and raising achievement levels for all students.

- Establish an equalized early learning levy to provide school districts a source of revenue for early childhood education, school readiness programs and full day kindergarten.
- Expand the Extended Time Program so school districts can extend the school day, week and/or year for students not making adequate yearly progress on the state assessments
- Allow locally elected school boards to determine their school calendar including setting the starting date of the school year as well as allowing school districts to collaborate to establish a common calendar
- Establish pilot projects to allow more school districts to develop community schools which allow students access to the range of services that will help them succeed

Increase Teacher and Administrator Effectiveness

Research shows a strong correlation between student achievement and the quality of the teacher in the classroom. Likewise, strong administrative leadership is an integral ingredient in a high quality school. Recruiting and retaining quality teachers and

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principals must be a top priority for the state. Toward that end, the Governor and Legislature should:

- Direct the Department of Education to develop and implement a comprehensive longitudinal data system to help personalize student instruction, enhance professional development and evaluate the effectiveness of teacher training programs
- Create alternate, rigorous pathways to licensure for aspiring teachers and principals
- Require the Department of Education to develop a model evaluation tool for teachers and principals that differentiates effectiveness based on multiple measures
- Maintain and enhance the Alternative Teacher Professional Pay System (ATPPS). Modify the ATPPS formula to ensure that intermediate school districts are able to participate in the program
- Require all teacher preparation programs to train prospective teachers to effectively use data to improve student instruction
- Require teacher and administrator training programs to provide training in cultural competence
- Amend the continuing contract law to ensure school districts are able to retain the most effective teachers

Transform the Education Funding System

The *New Minnesota Miracle* proposal provides a framework for developing a new funding and delivery system. This framework simplifies the current funding system and identifies the resources necessary to allow school districts to meet requirements established in state and federal laws. Importantly, the framework creates a new innovation revenue funding stream that can be used to develop state and local partnerships to transform the way services are delivered to students. The new framework should support:

- Developing on-line instructional and learning resources
- Creating personal learning plans for students
- Providing learning opportunities 24 hours a day, 7 days a week, 365 days a year
- Expanding opportunities for students to graduate from high school early
- Developing community schools that provide wrap around social services to meet the needs of individual students

The Governor and Legislature should adopt a new funding system based on the New Minnesota Miracle Framework and phase it in over time as the state recovers from the global recession.

10/20/10



A History of the School Excess Operating Referendum Levy

Money Matters 08.05
June 2008

Greg Crowe, Fiscal Analyst, 651-296-7165

Fiscal Analysis Department
Minnesota House of Representatives

The Origins of the Operating Levy Referendum

In 1971, the Minnesota Legislature as part of the “Minnesota Miracle” gave school districts the ability to levy, with voter approval, for additional revenue to cover general district operating costs. This authority was rather broad; as most other levy authority for school districts was limited in amount and purpose. Prior to 1971, local school boards had much greater flexibility in deciding how much to levy, with the levy limited primarily by the need for money and the ability and willingness of the property taxpayers in the district to provide resources. The 1971 law was the first effective state-imposed and voter-controlled levy limit on school districts.

The specifics of the law were relatively open-ended. The 1971 referendum levy law stated that “the levy...may be increased in any amount which is approved by the voters of the district in a referendum called for that purpose,” and that “the referendum may be held on the date set for the election of members to the school board, or on an equivalent date in any year in which there is no such election, or between September 1 and September 20” (1971 Laws, Extra Session, Ch. 31, Art. XX, Sec. 8, clause 3). The 1971 law also provided for the revocation of any additional levy authority that had been previously approved via a subsequent referendum proposed by the school board or required by a voter petition.

The Current Status of the Operating Levy Referendum

Today, referendum levies are much more controlled. For instance, referendum elections themselves may only be held on Election Day in November, unless the school district is in Statutory Operating Debt, or the election is held by mail. In addition, referendum levies now must be levied against the market value of all property in the district, excluding agriculture land and seasonal recreational property, rather than net tax capacity (net tax capacity uses classification rates to change the property tax burden of particular types of property, relative to the property’s actual market value). This has the effect of shifting a greater burden of the referendum levy to the residential property classes that are otherwise taxed at lower rates than most other types of property.

Referendum revenue is capped at an amount equal to the greater of 1) the greater of (a) 26 percent of the basic general education formula allowance (\$1,332.24 in the 2008-09 school year) or (b) \$1,294 multiplied by inflation since 2003-04 (which is currently estimated to be \$1,513.85 in the 2007-08 school year, based on the July 2007 consumer price index); or 2) the district’s 1994 referendum allowance amount times 1.177 times the inflationary increase between 2003-04 and 2007-08 time one-fourth the percentage increase in the basic formula plus the district’s 2002 supplemental and transition revenues minus \$215. District referendum revenue, except in districts eligible for sparsity revenue, may not exceed this cap. For most non-sparsity eligible districts, \$1,513.85 is the effective cap.

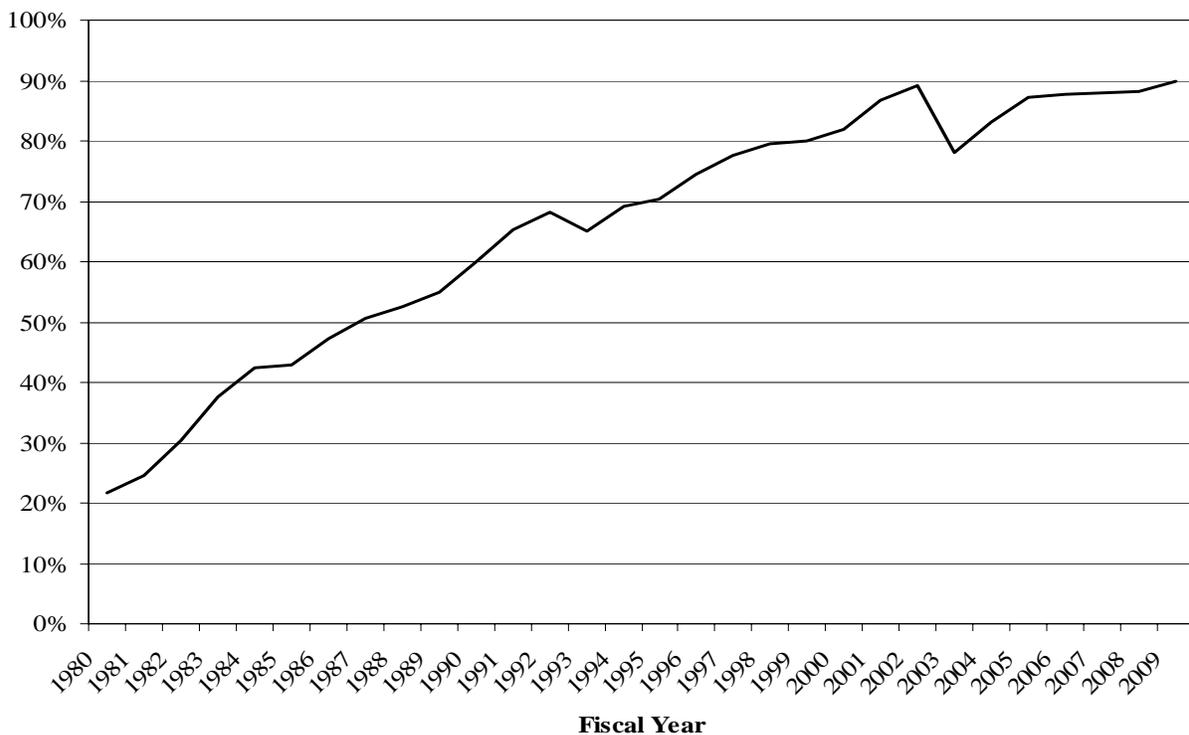
Since 1993, referendum revenue has been “equalized” at varying levels, so the state pays in aid the difference between what is raised by a local levy and a guaranteed revenue amount. The current equalization formula is two-tiered: the first \$700 per pupil of a school district’s levy is equalized at \$476,000 of market value, and any amount above \$700 and below the cap is equalized at \$270,000. Districts qualifying for sparsity revenue have any amount of referendum revenue above \$700 per pupil equalized at the second tier equalizing factor of \$270,000.

Equalization is used to make property tax burdens for districts with similar per pupil referendum revenues but varying tax bases the same. The relationship of a district's market value per pupil unit to the equalizing factor (\$476,000 in the case of the first \$700 of referendum revenue) indicates how much basic referendum revenue the district will receive from property taxes. If a district's property valuation per pupil unit were \$238,000 for example (50 percent of \$476,000), and its approved referendum amount is \$700 or less, the district would receive 50 percent of its revenue from its referendum levy and 50 percent from state equalization aid. If a district's market value per pupil unit is greater than \$476,000, that district will receive all of its basic revenue from the local levy.

Historical Levels of the Operating Levy Referendum

In fiscal year 1973, the first year of the referendum levy, one school district had an excess levy totaling \$25,400. By fiscal year 1980, 95 districts had referendum levies in effect, totaling \$12.3 million. From 1980 forward, with few exceptions, revenue raised through voter-approved referendum has increased each year, and the percentage of districts with voter-approved levies also increased, rising to nearly 90 percent of all districts during fiscal year 2002. This trend is illustrated in Figure 1, which shows the percentage of districts with a referendum each year since fiscal year 1980. As shown in Figure 1, for fiscal year 2003 there was a substantial reduction in voter-approved levies, due to the conversion of the first \$415 of each district's referendum to a \$415 increase in the basic formula, a change enacted by the Legislature during the 2001 Legislative session. A similar conversion, of \$100 for fiscal year 1993, marks the only other year in which the percentage of school districts with referendums declined.

Figure 1: Percent of Districts with Referendum



Subsequent to the significant reduction in referendums that followed the \$415 conversion, a record 197 districts presented voters with 207 referendum questions during calendar year 2001, and 136 districts had at least one success. In contrast, in calendar year 2006, there were only 84 attempts to pass referendums, and only 33 were successful. In 2005, the percent of districts with referendum authority increased to 87 percent, and in 2007, increased to 90 percent.

In fiscal year 1993 the state started paying equalization aid to school districts based on their property wealth. Figure 2 shows total referendum revenue, including the mix of levy and referendum and tax base replacement aid since 1980. Referendum revenue was \$283.1 million in fiscal year 1993, and reached \$544.1 million in fiscal year 2002. The 2001 legislative change, converting \$415 of referendum revenue into basic formula revenue, reduced that amount to \$293.0 million, but within a year, following the new elections in calendar year 2001, fiscal year 2004 referendum revenue was \$424.4 million. Total referendum revenue rose above the 2002 level in 2007, with total referendum revenue of \$600 million, and increased again in 2008 to \$628 million.

Figure 2: Total Referendum Revenue

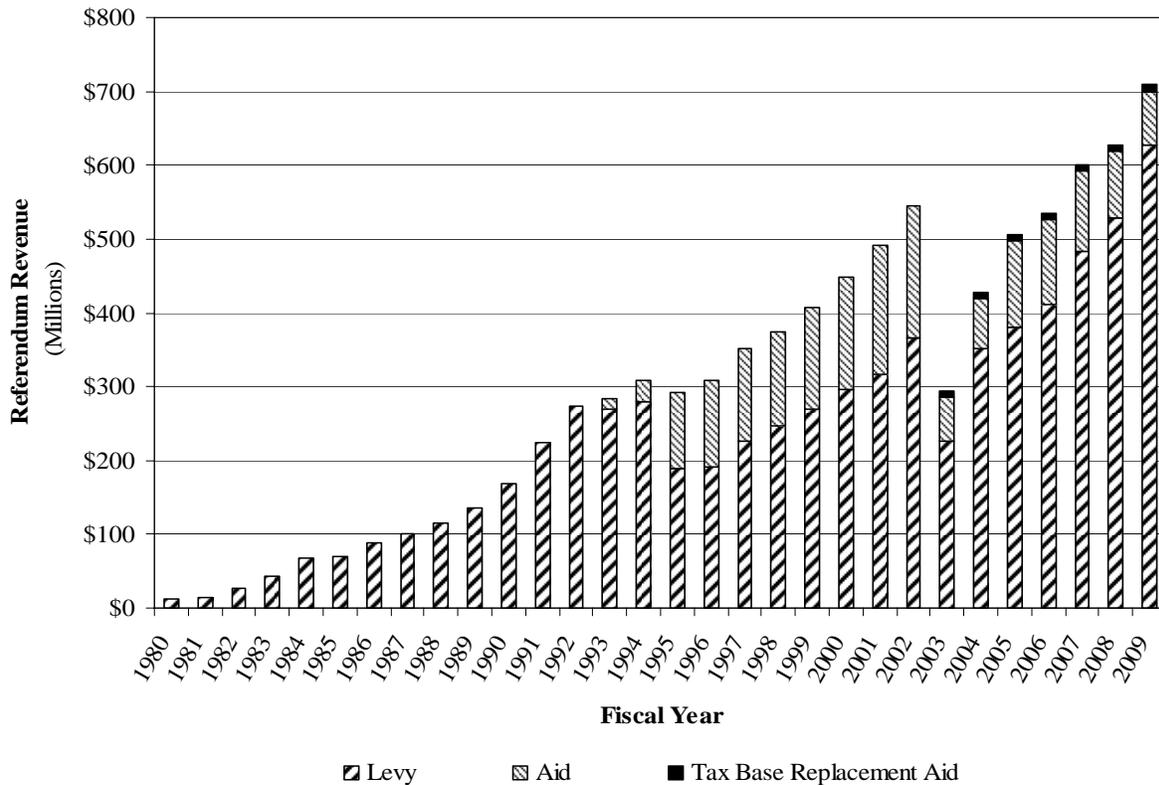


Table 1 shows the number and percent of districts that made referendum levies, the amount of revenue raised by those levies, and the amount of referendum equalization aid and tax base replacement aid paid by the state. Table 1 also shows the percentage increase each year of referendum revenue in total and per student (using students in Average Daily Membership as the student count). Referendum revenue decreased in fiscal years 1995 and 2001, one-time occurrences

as a result of a portion of referendum revenue being offset by a concurrent, equal, increase in the basic general education formula (see 1993 and 2001 legislative changes summary).

Table 1
Referendum History

Fiscal Year	Districts with Referendum	Percent with Referendum	Referendum Levy	Referendum Equalization Aid	Tax Base Replacement Aid	Total Referendum Revenue	Percent Increase	Student Headcount (ADM)	Referendum per Student	Percent Increase
1980	95	21.8%	12,342,000	0	0	12,342,000		772,101	16	
1981	107	24.6%	14,260,000	0	0	14,260,000	15.5%	751,373	19	18.7%
1982	132	30.3%	26,715,000	0	0	26,715,000	87.3%	729,105	37	93.1%
1983	163	37.5%	43,944,000	0	0	43,944,000	64.5%	710,972	62	68.7%
1984	185	42.5%	68,855,000	0	0	68,855,000	56.7%	700,167	98	59.1%
1985	187	43.0%	69,225,000	0	0	69,225,000	0.5%	695,777	99	1.2%
1986	205	47.1%	87,753,757	0	0	87,753,757	26.8%	699,191	126	26.1%
1987	220	50.6%	100,919,363	0	0	100,919,363	15.0%	708,446	142	13.5%
1988	229	52.6%	114,507,030	0	0	114,507,030	13.5%	716,125	160	12.2%
1989	239	54.9%	135,681,183	0	0	135,681,183	18.5%	723,598	188	17.3%
1990	261	60.0%	169,411,411	0	0	169,411,411	24.9%	733,338	231	23.2%
1991	282	65.3%	224,338,168	0	0	224,338,168	32.4%	750,865	299	29.3%
1992	290	68.1%	273,748,762	0	0	273,748,762	22.0%	767,786	357	19.3%
1993	269	65.0%	270,184,212	12,918,322	0	283,102,534	3.4%	785,072	361	1.1%
1994	273	69.1%	279,241,355	28,785,011	0	308,026,366	8.8%	799,285	385	6.9%
1995	269	70.4%	189,185,762	103,378,573	0	292,564,334	-5.0%	812,582	360	-6.6%
1996	272	74.5%	190,804,864	117,264,015	0	308,068,879	5.3%	827,588	372	3.4%
1997	278	77.7%	227,161,847	124,524,294	0	351,686,140	14.2%	840,377	418	12.4%
1998	281	79.6%	246,209,274	128,962,249	0	375,171,523	6.7%	849,270	442	5.6%
1999	280	80.0%	269,275,308	138,501,125	0	407,776,433	8.7%	845,971	482	9.1%
2000	284	81.8%	295,987,019	152,568,508	0	448,555,527	10.0%	839,234	534	10.9%
2001	299	86.7%	317,047,156	173,852,334	0	490,899,489	9.4%	836,931	587	9.7%
2002	306	89.2%	365,672,596	178,433,137	0	544,105,732	10.8%	836,875	650	10.8%
2003	268	78.1%	226,600,062	58,047,977	8,347,239	292,995,278	-46.2%	833,618	351	-45.9%
2004	285	83.1%	350,083,326	66,298,041	8,040,837	424,422,204	44.9%	828,336	512	45.8%
2005	299	87.2%	380,500,398	116,217,626	8,698,852	505,416,876	18.3%	803,304	629	19.4%
2006	301	87.8%	411,012,510	114,818,451	8,672,599	534,503,560	5.8%	801,109	667	6.0%
2007	299	87.9%	483,398,712	108,349,856	8,609,270	600,357,837	12.3%	798,740	752	12.7%
2008	300	88.2%	529,051,852	89,927,269	8,609,270	627,588,390	4.5%	788,102	796	5.9%
2009	306	90.0%	627,620,378	72,584,077	8,588,033	708,792,488	12.9%	786,997	901	13.1%

The Operating Levy Referendum as a Percent of Total Revenue Is Growing

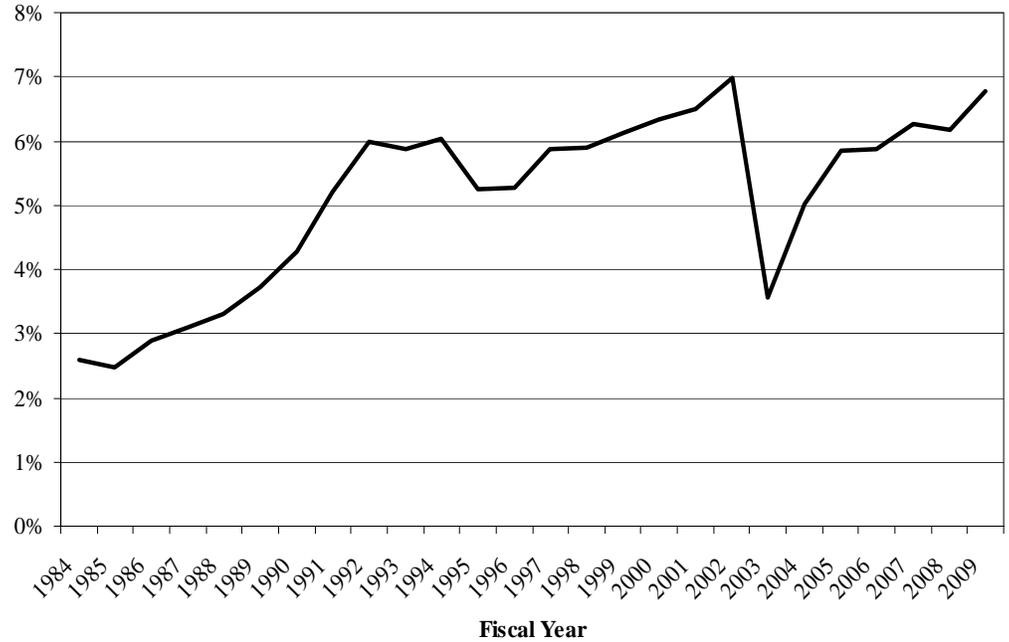
Until the \$415 referendum offset in fiscal year 2003, referendum revenue had grown relatively steadily to be a larger part of overall education revenue, although the rate of growth fell considerably during the 1990s. As shown in Table 2 and Figure 3, during fiscal year 1984, referendum revenue made up 2.9 percent of total education revenue, and by fiscal year 1992, had increased to equal 6.8 percent of total education revenue. That rate grew slowly through the late 1990s and into 2002, when referendum revenue as a percent of total education revenue increased to its highest level, 7.9 percent. With the \$415 referendum offset in fiscal year 2003, the percentage dropped to

4.4 percent, but the new elections in calendar year 2001 and 2002 have increased the percentage sharply to 5.6 percent for fiscal year 2004

Table 2:
**Referendum Revenue
As a Percent
Of Total Revenue**

1984	2.6%
1985	2.5%
1986	2.9%
1987	3.1%
1988	3.3%
1989	3.7%
1990	4.3%
1991	5.2%
1992	6.0%
1993	5.9%
1994	6.0%
1995	5.2%
1996	5.3%
1997	5.9%
1998	5.9%
1999	6.1%
2000	6.3%
2001	6.5%
2002	7.0%
2003	3.5%
2004	5.0%
2005	5.8%
2006	5.9%
2007	6.3%
2008	6.2%
2009	6.8%

Figure 3: **Referendum Revenue as a Percent of Total Revenue**



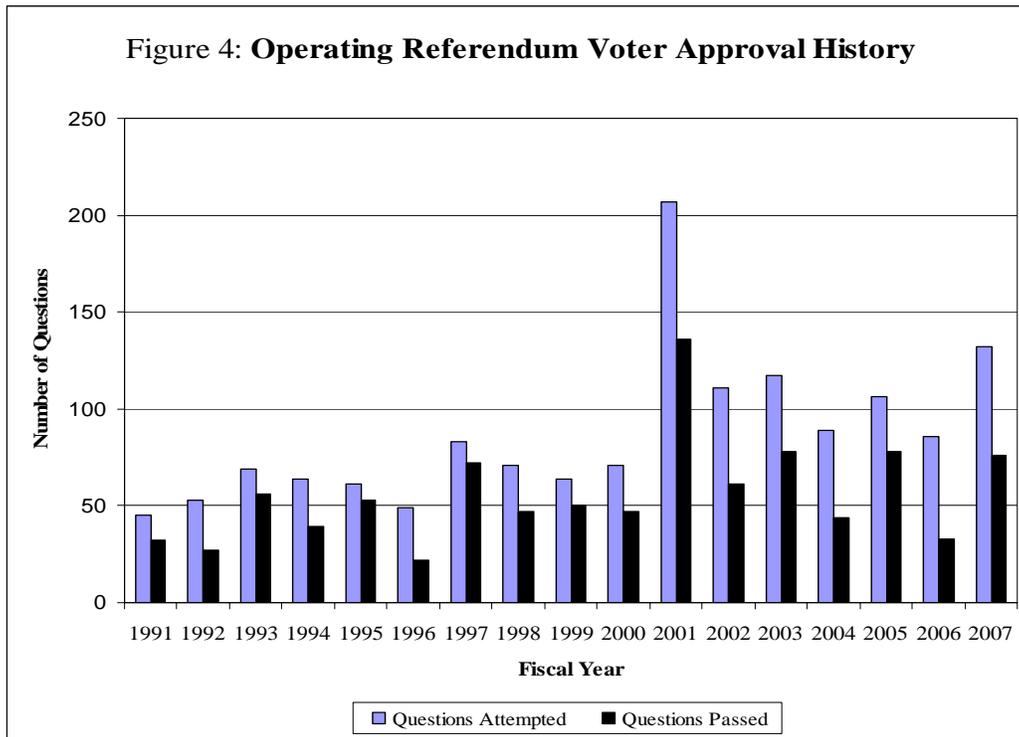
Note: Total education revenue includes all sources of school district revenue, including state appropriations and tax relief aids, local revenue, such as local levies and local fees, as well as federal funds.

Referendum Passage Rates Vary by Election Year

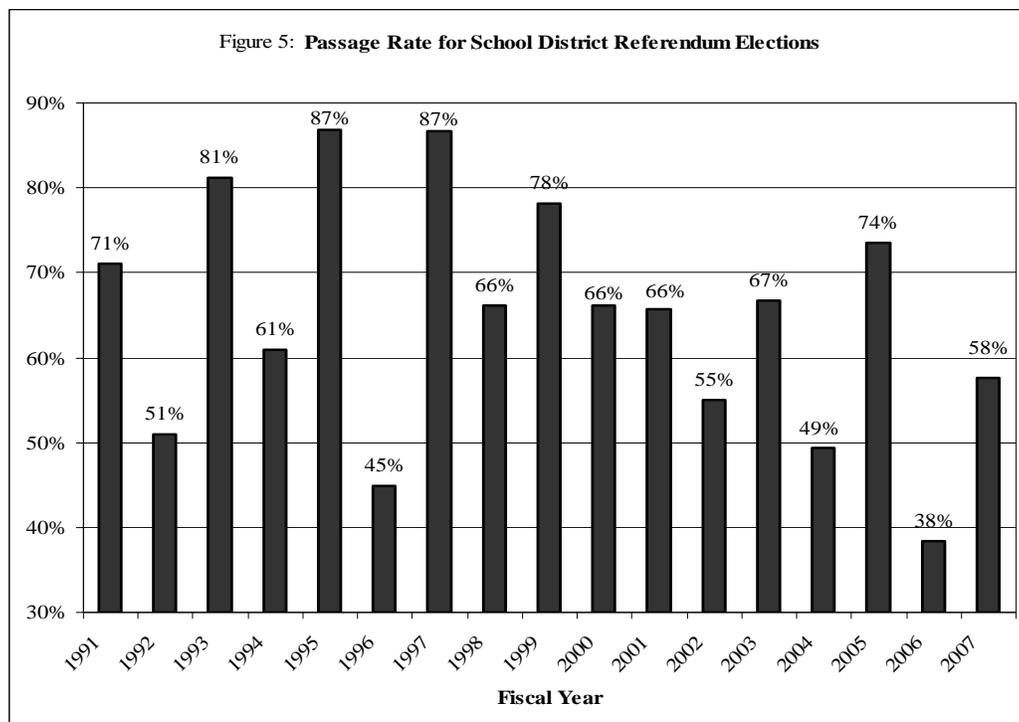
Referendum elections may be held, unless held by mail ballot, only on the general election day for that year (the first Tuesday after the first Monday in November). Districts in statutory operating debt that have an approved plan for eliminating their statutory operating debt (or have an approved extension from the requirement to file that plan) may have an election on a different day. Mail ballots may be held at any time. Also, only one referendum to increase a district's operating referendum may be held during a given calendar year.

Over the past 15 years an increasing number of ballot questions have been put forward. Figure 4 shows the number of questions proposed to voters in each calendar year and the number of questions passed by voters during that calendar year. (Districts can ask more than one question on a given election day, so the number of questions does not necessarily equal the number of districts attempting to pass a referendum.) Between 1991 and 1996, an average of about 50 questions were attempted each year, between 1997 and 2000, about 75 per year, and between 2002 and 2007 a little more than

100 per year. The large number of questions in 2001 corresponded with a reduction in district referendum authority implemented the previous year.



Traditionally, elections are more successful during odd numbered years. Figure 5 shows the passage rate for questions in each given year. Even numbered years, which have more general election day activity, tend to have lower passage rates than odd numbered years, which have fewer elections of any type occurring.



A History of Legislative Changes to the Operating Levy Referendum

Between 1971 and 1988, no significant changes were made to the operating levy referendum. Beginning in 1989, many changes were made, primarily in an effort to restrain the unlimited nature of the referendum levy and to equalize access to referendum revenue among districts with disparate tax base wealth per pupil unit. The 2001, 2003 and 2005 legislative sessions marked the most significant changes in recent years to the program. The changes are summarized below in reverse chronological order.

2008

Referendum ballot notices in cases where a district is renewing a referendum amount that is the same revenue per pupil as the prior year may indicate that a “yes” vote extends a referendum that is set to expire, rather than stating that a “yes” vote may increase property taxes.

[*M.S. 126C.17, subd. 9 \(2008 Laws, Ch. 363, Art. 2, Sec. 22\)*](#)

2006

Referendum ballot questions may state that the amount of revenue approved may increase annually by inflation. The inflation rate referenced is the Consumer Price Index calculation already included in the inflation increase on the referendum cap amount.

[*M.S. 126C.17, subd. 9 \(2006 Laws, Ch. 263, Art. 1, Sec. 13\)*](#)

2005

The limit for referendum amounts is increased to 26 percent of the basic formula amount. In addition, for districts capped at their 1994 level plus inflation, the \$415 subtraction is reduced to \$215, which has the effect of increasing their limit by \$200.

[*M.S. 126C.17, subd. 2 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 29\)*](#)

The first tier of referendum equalization is increased to include the first \$600 per pupil of referendum revenue for fiscal year 2007 and to the first \$700 per pupil for fiscal year 2008 and later.

[*M.S. 126C.17, subd. 5 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 30\)*](#)

Referendum ballot requirements are changed so that the referendum market value tax rate does not have to be shown on the ballot, and the ballot language is generally simplified.

[*M.S. 126C.17, subd. 9 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 32\)*](#)

The first tier of referendum equalization is increased to the first \$600 per pupil for fiscal year 2007 and to the first \$700 per pupil for fiscal year 2008 and later.

[*M.S. 126C.17, subd. 5 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 30\)*](#)

2003

Due to a change in the calculation of pupil counts, referendum amount is adjusted so that districts do not receive less referendum revenue because of the pupil counting changes made by the Legislature. In addition, because of the pupil counting changes, the cap is calculated as 18.6 percent of the basic formula, rather than 18.2 percent.

[*M.S. 126C.17, subd. 1 \(2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 35\)*](#)

The limit for referendum amounts is adjusted to include a calculation of inflationary increases in the calculation of the referendum cap. The new cap for most districts is calculated as 18.6 percent of the basic formula, or the previous year's allowance times an inflationary adjustment, whichever is

greater. Districts limited by their 1994 grandfathered referendum amount now have that limit adjusted by 17.7 percent compared to 1994, and then adjusted each year for inflation. In both cases, inflation is defined as a Consumer Price Index inflation rate for fiscal years 2005 through 2008, but for grandfathered districts, inflation changes from being CPI inflation to one-fourth of the basic formula increase for fiscal year 2009 and later.

[*M.S. 126C.17, subd. 2 \(2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 36\)*](#)

The first tier of referendum equalization is increased from the first \$126 per pupil of referendum revenue, to the first \$405 per pupil for fiscal year 2005 and to the first \$500 per pupil for fiscal year 2006 and later.

[*M.S. 126C.17, subd. 5 \(2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 37\)*](#)

Tax Base Replacement Aid, which was initially intended to phase out as districts renewed their referendums, is made permanent.

[*M.S. 126C.17, subd. 7a \(2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 39\)*](#)

2002

Referendum equalization aid is limited to 18.2 percent of the basic formula amount for school districts with more than 90 percent of their referendum revenue coming from equalization aid.

This provision prevents extremely low property value districts that don't otherwise have a cap on their referendum amount from passing large referendums that are then paid entirely or almost entirely by the state. *M.S. 126C.17, subd. 7 (2002 Laws, Ch. 374, Art. 4, Sec. 7)*

2001

Agriculture land (but not an agriculture homestead including a house, a garage and one acre of land) and seasonal recreational property are excluded from referendum market value and payment of operating referendum levies.

M.S. 126C.01, subd. 3 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 8)

Each school district's referendum allowance is reduced by \$415 per pupil (in conjunction with a \$415 increase in the basic formula allowance). A district's referendum allowance, after the \$415 subtraction, cannot be less than \$0. The \$415 represents the amount that, up until this year, had been equalized by the state.

M.S. 126C.17, subd. 1 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 12)

The limit on how much operating referendum a district may have is changed. The new limit is the greater of (1) 18.2 percent of the basic formula amount, or; (2) the district's 1994 referendum amount per pupil multiplied by 1.162, plus the amount of 2002 supplement and transition revenue per pupil that was converted to referendum revenue, minus the \$415 reduction in the referendum revenue per pupil, or; (3) the sum of all the member districts' referendum authority in the year prior to the creation of a newly reorganized district. *M.S. 126C.17, subd. 2 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 13)*

A new two-tier method for calculating referendum equalization aid is created. The first tier is calculated on any referendum amounts up to \$126 per pupil, with the second tier calculated on referendum amounts above \$126 per pupil, up to 18.2 percent of the basic formula amount, unless the district qualifies for operating sparsity revenue, in which case the second tier is calculated on any amount above \$126 per pupil. *M.S. 126C.17, subd. 5, subd. 7, and subd. 8 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 14, Sec. 16 and Sec. 18)*

The equalizing factors for calculating a district's referendum levy are set, with the first tier equalizing factor at \$476,000 of market value per pupil and the second tier equalizing factor at \$270,000. *M.S. 126C.17, subd. 6 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 15)*

Referendum tax base replacement aid is created. Any district with a referendum greater than \$415 before the conversion qualifies for aid based on the amount of levy previously paid by agriculture land and seasonal recreational properties. *M.S. 126C.17, subd. 7a (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 17)*

A school board may, for fiscal year 2003 only, add to the district's referendum allowance the district's 2002 supplement and transition revenue amounts (which are repealed elsewhere) without voter approval. The added amounts must be renewed by the voters at a later date. *M.S. 126C.17, subd. 13 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 19)*

1999

Charter schools' general education aid includes the state referendum equalization aid for a pupil, based on how much referendum equalization aid the pupil generates in the pupil's resident district. *M.S. 124D.11, subd. 1 (1999 Laws, Ch. 241, Art. 1, Sec. 2)*

The equalized portion of an operating levy referendum is increased from the first \$350 per pupil of referendum revenue to the first \$415 per pupil of operating referendum revenue. *M.S. 126C.17, subd. 5 (1999 Laws, Ch. 241, Art. 1, Sec. 43)*

School districts must transfer referendum equalization aid generated by a resident student to an alternative attendance program if a resident student is being served in that alternative attendance program. *M.S. 127A.47, subd. 7 (1999 Laws, Ch. 241, Art. 1, Sec. 49)*

1998

The operating levy referendum election date is modified to allow for elections on a date other than the Election Day in November, in order to tie operating referendums to a bond election that is for a complimentary purpose. *M.S. 124A.03, subd. 2b (1998 Laws, Ch. 398, Art. 1, Sec. 24)*

1997

Clarifies that the referendum cap for newly reorganized districts is the sum of the reorganizing districts' referendum authority for the prior year, if that sum is greater than the regular cap. *M.S. 124A.03, subd. 1c (1997 Laws, First Special Session, Ch. 4, Art. 1, Sec. 33)*

A referendum still assessed on net tax capacity has a fixed equalizing factor of \$10,000. *M.S. 124A.03, subd. 1g (1997 Laws, First Special Session, Ch. 4, Art. 1, Sec. 34)*

1996

A referendum election ballot question may propose variable levels of referendum revenue per pupil unit during the years of the referendum. This would allow for increases (or decreases) in the referendum amount after the first year. *M.S. 124A.03, subd. 2 (1996 Laws, Ch. 412, Art. 1, Sec. 15)*

The commissioner is granted limited authority to allow districts to hold a referendum election on a date other than the November general election date if that referendum is held in conjunction with a bond election and the proceeds of the referendum would finance the operation of the facility to be funded by the bond issue. *M.S. 124A.03, subd. 2b (1996 Laws, Ch. 412, Art. 1, Sec. 16)*

The referendum reduction initially passed in 1993 is made permanent. It no longer will be recalculated each year nor will it apply to new referendum authority. *M.S. 124A.03, subd. 3c (1996 Laws, Ch. 412, Art. 1, Sec. 17)*

1995

A referendum election may be held in the first or second calendar year prior to the year in which it is payable. *M.S. 124A.03, subd. 3 (Special Session Laws 1995, Ch. 3, Art. 1, Sec. 23)*

Market value referendum levies will be equalized based on the market value of the school district rather than net tax capacity. *M.S. 124A.03, subd. 1g (Special Session Laws 1995, Ch. 3, Art. 1, Sec. 21)*

Capital expenditure facilities and equipment revenue is moved to an operating capital account in the general fund. One effect of this change is to allow referendum revenue to be used for capital purposes. *M.S. 124A.22, subd. 10 (Special Session Laws 1995, Ch. 3, Art. 1, Sec. 35)*

1994

The sunset date for referendum revenue is moved from 1997 to July 1, 2000 for most districts. In the interim period, if a referendum is authorized on market value for ten or fewer years, a referendum is valid for the number of years approved even though it may be in effect beyond 2000. *M.S. 124A.0311 (Laws 1994, Ch. 647, Art. 1, Sec. 15 and 20)*

The maximum duration of newly approved referenda is ten years, an increase from the five years in previous law. *M.S. 124A.03, subd. 2 (Laws 1994, Ch. 647, Art. 1, Sec. 17)*

School boards may convert referendum amounts from adjusted net tax capacity to market value in parts over time. A process is established for this conversion, including an incentive (the duration of a referendum before reauthorization may be longer) when districts convert before July 1, 1997. *M.S. 124A.0311, subd. 2 (Laws 1994, Ch. 647, Art. 1, Sec. 20)*

Districts with referenda expiring before taxes payable in 1998 may propose a new referendum, partially levied on adjusted net tax capacity and partially on market value. The full levy must be converted to market value by 2001. *M.S. 124A.0311, subd. 3 (Laws 1994, Ch. 647, Art. 1, Sec. 20)*

Market value is redefined for any property having a class rate below one percent. For that property, market value is defined as 100 times the tax capacity. *M.S. 124A.02, subd. 3b and M.S. 124A.03, subd. 2a (Laws 1994, Ch. 647, Art. 1, Sec. 13 and 18)*

1993

Referendum equalization aid is increased from 50 percent of the equalizing factor to 100 percent for the first \$315 per pupil unit, effective for 1994-95 school year revenue. *M.S. 124A.03, subd. 1f, 1g (Laws 1993, Ch. 224, Art. 1, Sec. 8, 9)*

The referendum levy is no longer to be counted in the allocation of HACA (homestead and agricultural credit aid). HACA that had been allocated to the referendum levy is used to fund the increased level of referendum equalization. This results in about \$55 million of HACA being shifted to referendum equalization aid, effective for taxes payable in 1994. *M.S. 273.1398, subd. 2a (Laws 1993, Ch. 224, Art. 1, Sec. 29)*

District referendum revenue is reduced by all or a portion of the \$100 per pupil unit increase in the general education formula. The full reduction does not apply to the referendum revenue if the district has supplemental revenue (the reduction is applied first to supplemental revenue) or the district meets a certain group of criteria (low tax capacity per pupil unit, low fund balance, no

supplemental revenue and a referendum tax rate greater than 10 percent). Referendum revenue may also be reduced by up to 25 percent of increases in training and experience and compensatory revenue, effective for 1994-95 school year revenue. *M.S. 124A.03, subd. 3b (Laws 1993, Ch. 224, Art. 1, Sec. 10)*

The referendum revenue allowance limit is reduced from \$915 per pupil unit to \$787.50 per pupil unit (25 percent of the basic general education formula allowance) unless the district had a higher limit in payable 1993 or is eligible for sparsity revenue, effective for referenda passed fall 1993. *M.S. 124A.03, subd. 1c (Laws 1993, Ch. 224, Art. 1, Sec. 7)*

All referendum levies are set to expire on July 1, 1997 (after payable calendar year 1997 taxes). To continue a referendum, a vote must be held in November 1997. Referendum levies that are renewed would be spread on market value rather than on the adjusted net tax capacity (ANTC) of property and have a five-year limit. (*Laws 1993, Ch. 224, Art. 1, Sec. 37*).

1992

The referendum revenue allowance limit is reduced from \$1067.50 per pupil unit to \$915 per pupil unit (30 percent of the basic general education formula allowance) unless a district had a higher limit in previous years or is eligible for sparsity revenue, effective for referenda passed fall 1992. *M.S. 124A.03, subd. 1c (Laws 1992, Ch. 499, Art. 1, Sec. 11)*

A referendum election may be held only during the calendar year before the new levy first becomes payable, effective fall 1992. *M.S. 124A.03, subd. 2 (Laws 1992, Ch. 499, Art. 1, Sec. 12)*

A district in statutory operating debt may apply to and receive approval from the commissioner of education to hold a referendum on a date other than the November Election Day, effective April 30, 1992. *M.S. 124A.03, subd. 2b (Laws 1992, Ch. 499, Art. 1, Sec. 14)*

1991

The first \$305 per pupil unit (ten percent of the general education formula allowance) is equalized at a rate of 50 percent of the equalizing factor. This equalization is phased in over three years, effective beginning with 1992-93 school year revenue. *M.S. 124A.03, subd. 1f, 1g, 1h (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

The referendum amount determination is changed from a percent of tax capacity to a dollar per pupil unit, effective for referenda passed fall 1991. *M.S. 124A.03, subd. 2 (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

The duration of the referendum is limited to five years, effective for referenda passed fall 1991. *M.S. 124A.03, subd. 2 (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

The referendum revenue allowance is limited to the lesser of \$1,067.50 per pupil unit (35 percent of the basic general education formula allowance) or the amount the district levied in the previous year. Districts eligible for sparsity revenue are exempt from the limit, effective for referenda passed fall 1991. *M.S. 124A.03, subd. 1c (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

Districts are allowed to have referendum elections on dates other than the November election date if the election is held by mail ballot, effective November 1, 1991. *M.S. 124A.03, subd. 2 (Laws 1991, Ch. 291, Art. 1, Sec. 5)*

Any new referendum levies must be applied to the market value of property in the school district rather than adjusted net tax capacity, effective for referenda approved after November 1, 1992. *M.S. 124A.03, subd. 2a (Laws 1991, Ch. 291, Art. 1, Sec. 6)*

New referendum levies that would begin in payable 1992 are limited to a maximum of \$10 million as approved by the Commissioner of Education. (*Laws 1991, Ch. 265, Art. 1, Sec. 29*)

1989

Districts are limited to one referendum vote per year on the November general election day.

M.S. 124A.03, subd 2. (Laws 1989, Ch. 329, Art. 1, Sec. 4)

Districts are required to mail notices about the tax impact of the proposed referendum levy to the taxpayers in the district. *M.S. 124A.03, subd. 2 (First Special Session Laws 1989, Ch. 1, Art. 9, Sec. 5)*

Districts are required to specify on the ballot the number of years for which a referendum levy could be in effect. *M.S. 124A.03, subd. 2 (First Special Session Laws 1989, Ch. 1, Art. 9, Sec. 5)*

1973-1988

In 1973, an amendment prohibited districts from holding more than one referendum election per year (*Laws 1973, Ch. 683, Sec. 18*). In 1977, the referendum law was amended to permit ballot language specifying the years of duration of the levy, and requiring that the ballot disclose the amount of referendum levy in mills and the total to be raised in the first year in dollars (*Laws 1977, Ch. 447, Art. 1, Sec. 19*).

In 1982, the referendum revocation provisions were amended to allow for an election to reduce as well as revoke a referendum levy (*Laws 1982, Ch. 548, Art 1, Sec.12*). Also enacted in 1982, for elections affecting taxes payable in 1983 only districts were allowed to hold two referendum levy elections per year (*Laws 1982, Ch. 548, Art. 1, Sec. 12*). In 1983, this one-time provision was made permanent (*Laws 1983, Ch. 314, Art. 7, Sec. 34*).

For additional information on this or any other K-12 education topic, please contact Greg Crowe in the House of Representatives' Fiscal Analysis Department at 651-296-7176, or via e-mail at Greg.Crowe@house.mn

AMSD

CONNECTIONS

News and Updates from the Association of Metropolitan School Districts

November 2010
vol 8 • no 2

AMSD Calendar

November 5, 2010

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

November 19, 2010

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

Legislative Preview

January 7, 2011

8:00 a.m.—10:00 am
Grand Hall
TIES Building, St. Paul

SAVE THE DATE!

January 19, 2011

8:00 AM—12:00 PM

2010 AMSD Winter Conference

"Building a Bridge to the Next Generation of Public Education"

Grand Hall, TIES Building, St. Paul

AMSD's Mission

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



**Association of
Metropolitan School Districts**

Building Community in Roseville: Police and School Partnerships

Police officers often come to schools for DARE programs or safe driving presentations. In Roseville Area Schools, they also come for lunch. Beginning this school year, officers with the Roseville Police department started dropping by Roseville Schools' cafeterias for informal conversations with elementary through high school students. The results have been unexpected for both the students and police officers. "Our students are excited to see the police officers in the lunchroom," said Florence Odegard, principal at Central Park Elementary. "Students ask a lot of questions. It is a positive way to build relationships. It is important for students to informally interact with police officers – students need to understand that police officers are 'real' people who genuinely care about their wellbeing."



Continued on page 2

From the Chair:

Not surprisingly, most of the media attention during the campaign season has been directed at the race for governor and the state and congressional races. However, there will also be some very critical school referendum questions on the ballot.

As the research article in this month's newsletter highlights, Minnesota school districts are very reliant on revenue received through voter approved operating referenda. Once upon a time, referendum revenue was used to provide extras – programs and offerings that went beyond what students needed to meet graduation requirements. Those days are long gone. Today our school districts rely on referendum revenue to provide the basic programming our students need to meet state and federal requirements and to try to keep class sizes at manageable levels that are conducive to learning.

School referendum elections are one more reason that it is critically important that Minnesotans get engaged in the electoral process. Do your homework, study the issues and the ballot questions, and find out where the candidates stand on critical education issues. Most importantly, get to the polls and vote on November 2!

Patsy Green, school board member from Robbinsdale Area Schools, is chair of AMSD.

Police officers enjoy developing positive relationships with students in Roseville

Continued from page 1

The student/officer lunches aim to increase police involvement in the community and develop positive relationships with students. Ben Rezny, a Roseville Detective, says the idea grew out of his years as a School Resource Officer for Roseville Area High School. “By the time I worked with a student as the liaison officer, the relationship wasn’t usually a friendly one,” he recalled. “You realize that most of the students are good kids, they just sometimes make bad choices.” He realized how important it was to develop positive relationships with students, especially high school students, before there is a problem and students cross the threshold of behavior that breaks the law. “If we can develop ties with students that are positive and healthy, when we need to see them, we already know them,” Detective Rezny said. “There is some trust there, and we can get to the bottom of a bad choice and move on.”



The officers drop by for lunch at Brimhall and Central Park elementary schools, Parkview Center School (K-8), Fairview Alternative High School and Roseville Area High School. Officers have the option of whether or not to be in uniform. “I love that our officer comes in uniform,” said Kristen Smith-Olson, principal at Parkview Center School. “It’s a great way for kids to become more familiar with them. Then, if they are in a situation where the police are called – say a car accident – it isn’t scary or a surprise that they have a gun.”

Officers talk casually with students about whatever is on their mind – the Vikings, the weather, school sports – and keep it informal. “Elementary students want to talk about the equipment we have – the badge, handcuffs, taser. High schools students are more interested in the lifestyle of a police officer – what it is like and the situations we encounter,” said Rezny. And the reception they receive also differs by age. “The younger students will run up to us and want to hang out,” said Rezny. “High school kids want to talk, but it’s not cool in front of peers, so you have to break that initial barrier. Once you get past that, students open up.”



The positive, informal contact also builds trust so that students seek out the officer privately as someone they can go to that will help them. “They’ll come to you with all sorts of problems – homework, teachers, domestic abuse, bullying. Students feel more supported, that they can trust us to help and it will be handled in a way that doesn’t make it worse,” said Rezny. “And it also gives an interesting perspective on all of the students. They really know what is going on in the community.”

The response from officers has been enthusiastic. “The officers love it, and want to do more,” said Rezny. “We have a stressful job, but we’ll go to lunch with students and come back more lighthearted, positive and energized for our job.” The officers also experience more connectedness to the community. “These officers will be at a local store out in the community and the students and parents will approach them,” said Rezny. “They know the officer from positive encounters.”

And simply having lunch with students has opened up many new relationships. School principals know the officer assigned to their school better and are more comfortable accessing them for advice before problems reach a crisis stage.

In the end, it is a simple lunch in a school cafeteria. But the ripple effects of these informal, positive encounters spread throughout Roseville schools and the community.

This month’s member spotlight was submitted by Karen Schaub, Director of Community Education and Public Relations for Roseville Area Schools.

Referendum Revenue Funds Core Education Programs

On November 2, seventy-five school districts across the state will be asking voters to approve or renew an operating referendum. Five AMSD member districts have at least one operating referendum question on the ballot this fall: Brooklyn Center, Elk River, Mounds View, Rosemount-Apple Valley-Eagan and West St. Paul-Mendota Heights-Eagan. In addition, the Hopkins School district has two ballot questions – one for a capital projects levy for curriculum and technology and the other for a capital bond for safety and security improvements. You can access these school district’s web sites to gather more information [here](#).

School districts rely on referendum revenue to fund basic educational programming for their students. As the chart below shows, over the past decade the number of school districts with a referendum question on the ballot has ranged from a high of 197 in 2001, to a low of 53 in 2008. The passage rate for school districts has also varied significantly during this time frame from a high of 75.3 percent approval in 2005 to a low of 42.7 percent in 2006.

Operating Referendums Proposed / Approved Statewide

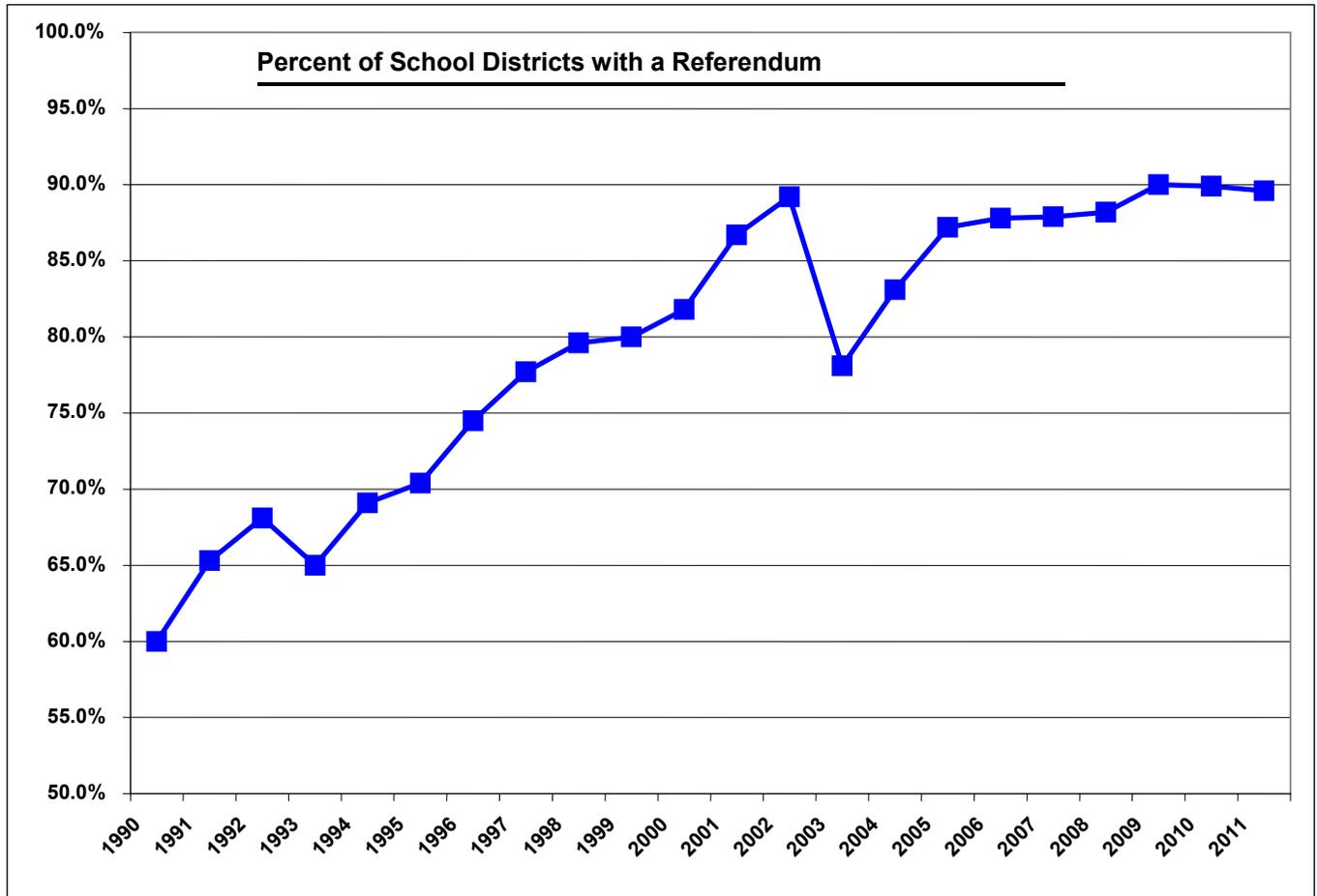
Election Year	CY 2000	CY 2001	CY 2002	CY 2003	CY 2004	CY 2005	CY 2006	CY 2007	CY 2008	CY 2009
First effective fiscal year	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Total questions proposed	71	207	111	117	89	106	86	132	68	78
Total questions approved	47	136	61	78	44	78	33	76	30	49
% Approved:	66.2%	65.7%	55.0%	66.7%	49.4%	73.6%	38.4%	57.6%	44.1%	63%
# Districts proposed	70	197	93	90	72	89	75	100	53	59
# Districts approved	46	135	56	64	40	67	32	67	27	42
% Approved:	65.7%	68.5%	60.2%	71.1%	55.6%	75.3%	42.7%	67.0%	50.9%	71.2%

Source: MDE “OperatingRefCY2009.xls”

Over the past 20 years, the number of school districts that have come to rely on referendum revenue has increased significantly. As the chart on the following page demonstrates, about 90% of school districts depend on revenue received from an operating referendum. The number of school districts with a referendum declined sharply in 2003 after the state replaced \$415 of referendum revenue with state aid. However, the number has consistently increased since then due to declining state support for education. Given the significant budget challenges facing the state, the reliance on the operating referendum is not likely to diminish in the foreseeable future.

AMSD Members: Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville, Columbia Heights, East Metro Integration District 6067, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Intermediate District 917 (Associate Member), Inver Grove Heights, Mahtomedi, Minneapolis, MSU Mankato Center for Engaged Leadership (Associate Member), Minnetonka, Mounds View, Intermediate School North St. Paul/Maplewood/Oakdale, Northeast Metro District 916 (Associate Member), Northwest Suburban Integration District (Associate Member), Orono, Osseo Area Schools, Richfield, Robbinsdale, Roseville, Rosemount-Apple Valley-Eagan, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Cloud, St. Louis Park, St. Paul, Stillwater, TIES (Associate Member), Wayzata, West Metro Education Program, West St. Paul, and White Bear Lake.

Ninety Percent of School Districts Rely on Referendum Revenue



Source: MDE "OperatingRefCY2009.xls"

Metropolitan school districts are particularly reliant on referendum revenue. As the chart below shows, in FY2011 the average AMSD school district will depend on referendum revenue for almost 13 percent its total operating revenue. Some AMSD member districts receive almost 20 percent of their total operating revenue from the operating referendum! Not surprisingly, the failure of an operating referendum question can have devastating consequences for a school district. Consequently, school officials spend an enormous amount of time meeting with citizens in their district to explain the referendum request. School superintendents and school board members are always happy to answer questions from members of the community.

Percent of Total Operating Revenue from an Operating Referendum

District	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
AMSD Average	11.2%	7.6%	10.4%	10.8%	10.8%	11.4%	11.5%	12.2%	13.1%	12.9%
State Average	6.2%	3.6%	5.5%	5.9%	6.1%	6.8%	7.1%	8.2%	9.2%	9.3%

Source: MDE "DistRev02-11Feb10Forecast-1.xls"

School Board Planning Calendar 2010

1 st Meeting of the Month	2 nd Meeting of the Month
JULY 22, 2010 <i>(Only one Board meeting this month!)</i>	
C-Train Update Health and Medical Bucket NEC Facility Committee Report	Financial Report June Legislative Session Review & Implications for District Operations
AUGUST 26, 2010 <i>(Only one Board meeting this month!)</i>	
Administrative Services PLC Financial Report July Report on Crisis Planning (Michelle Axell – 10 minutes) Determine NEC Size & Cost Option	Approval of Cash Flow Borrowing Resolution NEC Facility Committee Report School Start Up Program Report “Top Things Board Members Should Know About Our 2010-2011 Start-Up” (Colleen, Laura, and Jane)
SEPTEMBER 9, 2010 Superintendent Goals Bloomington – Closed Session	SEPTEMBER 23, 2010 Financial Report August Resolution to Borrow PLC’s Results/Goals MDE Final Special Education Monitoring Report NEC Facility Committee Report Resolution to Authorize Financing for NEC Report on Crisis Planning
OCTOBER 14, 2010 Prior Year Agenda Review Restraints and Seclusion – Instructional Report Resolution for Sale of Bonds for NEC Cash Flow Borrowing	OCTOBER 28, 2010 Financial Report September Strategic Plan Update/Innovative Coach NEC Facility Committee Report
NOVEMBER 18, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report October OPEB Reporting & Funding C-Train Report (Written Report) Food Service Resolution	Prior Year Unaudited Fund Balance Report NEC Facility Committee Report Resolution for Settlement of Bonds for NEC Facilities Management Update
DECEMBER 9, 2010 <i>(Only one Board meeting this month!)</i>	
Financial Report November Facilities Management Update - Energy Audit Digital Copy Certificate (Written Report)	Prior Year Audit Review NEC Facility Committee Report Legislative Initiatives

INFORMATIONAL ITEMS TO REMEMBER:

** Pay Equity Report - (every three years - due in January 2012)
 Board TLC

Board role in setting/supporting goals
 Community use of Facilities Bucket

School Board Planning Calendar 2011 (TENTATIVE)

1 st Meeting of the Month		2 nd Meeting of the Month	
<p>JANUARY 13, 2011 Organizational Meeting</p> <ul style="list-style-type: none"> ○ Oath of Office ○ Election of Board Officers <p style="text-align: center;">Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference</p>		<p>JANUARY 27, 2011 <i>Organizational Meeting</i></p> <ul style="list-style-type: none"> ○ Oath of Office ○ Election of Board Officers <p>Strategic Plan Review & Measurement Report - Steve will be here. Financial Report December NEC Facility Committee Report</p>	
<p>FEBRUARY 10, 2011</p>		<p>FEBRUARY 24, 2011 Financial Report February Staff Reduction ULA Resolution Changes for following Yr FY11 Budget Revision & FY12 Budget Assumptions Program Withdrawal Report ALC Plus Update</p>	
<p>MARCH 10, 2011</p>		<p>MARCH 24, 2011 Financial Report February NEC Facility Committee Report Program Reduction Resolution Reduction ULA for tenured staff FY2012 Preliminary Budget Update</p>	
<p>APRIL 28, 2011 <i>(Only one Board meeting this month!)</i></p>			
<p>Spotlight DVD Presentation Financial Report March Superintendent & Board Evaluation Update</p>		<p>NEC Facility Committee Report Long Range Facilities Planning Presentation Proposed District 287 School Calendar 2011-2012</p>	
<p>MAY 12, 2010 PBIS Data Update</p>		<p>MAY 26, 2011 Financial Report April Audit Open Items & Requirements changes Staff Reduction ULA Resolution PLC Data Report Highlights Non- Tenured Non-Renewals & Probationary Non-Licensed Clerical Layoffs North Education Center (NEC) Facility Community Report</p>	
<p>JUNE 9, 2011 Superintendents Evaluation</p>	<p>Financial Report May PLC Data Report 2010-11 Budget NEC Facility Committee Report Attachment 10 Performance Criteria & Health & Safety</p>	<p>JUNE 23, 2011 Final ULA Resolution for Licensed Staff Board Evaluation Health & Safety Assessment 99 Report Superintendent & School Board Evaluation to plan for Board Retreat outcomes</p>	

INFORMATIONAL ITEMS TO REMEMBER:

**** Pay Equity Report - (every three years - due in January 2012)
 Board TLC**

**Board role in setting/supporting goals
 Community use of Facilities Bucket**

INTERMEDIATE DISTRICT 287
November 18, 2010
SCHOOL BOARD CALENDAR

November 2010

09	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
14 18	Thursday	General Board Meeting (DATE CHANGE – November 11, 2010 Veterans Day)	6:30PM	Board Rm
23	Tuesday	Bren Road Education Center - Fall Fest	11:00AM	Bren Road

December 2010

09	Thursday	General Board Meeting	6:30PM	Board Rm
21	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm

January 2011

13	Thursday	General Board Meeting Board meeting has been <u>CANCELED</u> due to MSBA Leadership Conference	6:30PM	Board Rm
18	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

February 2011

09	Wednesday	South Education Center Graduation	TBD	SEC Gym
10	Thursday	General Board Meeting	6:30PM	Board Rm
15	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

March 2011

10	Thursday	General Board Meeting	6:30PM	Board Rm
15	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

April 2011

19	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
27	Wednesday	Honors Mentor Connection Scholar's Forum	6:00PM	DSC – 3rd Floor
28	Thursday	General Board Meeting	6:30PM	Board Rm

May 2011

12	Thursday	General Board Meeting	6:30PM	Board Rm
17	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
25	Wednesday	North Vista Graduation	7:00PM	North Vista Ed Ctr
26	Thursday	General Board Meeting	6:30PM	Board Rm

June 2011

03	Friday	Prairie Center Alternative Graduation	10:00AM	EP Community Ctr
07	Tuesday	South Education Center Graduation	5:00PM	SEC Gym
08	Wednesday	City West Academy Graduation	10:00AM	Shady Oak
09	Thursday	General Board Meeting	6:30PM	Board Rm
14	Tuesday	Board Facilities Committee Meeting	8:30AM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm

- ◆ Board Facilities Committee Meeting - Third Tuesday of the Month
- ◆ Board Facilities Committee Meeting - Second Tuesday of the Month
- ◆ General Board Meeting – Date Change
- ◆ New Event

RED WRISTBANDS AND "LCAT"



Brent Maves,
Instructor @ Phase North,
LCAT Chairperson

Wristband colors symbolize a united purpose or belief. Lance Armstrong's yellow Livestrong bands were created to inspire, support and empower people affected by cancer. More colors rolled out: pink for breast cancer, purple for domestic abuse, and black & white for racism. Now there's a new one.

RED BANDS show support of Local 2209's Negotiating Team!

The idea came from a group that is now forming within 2209: the **LOCAL CONTRACT ACTION TEAM** or **LCAT**.

LCAT's passion and purpose are led by **Brent Maves**. Brent naturally stepped into the role of LCAT chairperson following his leadership role in the Organizing for Settlement Committee during the 2010-11 Contract negotiations.

mark your calendars

—election of delegates to ED MN Rep Convention (march 18-19, 2011) will take place @ 2209 general membership mtg on dec 8th.
—nea regional leadership conference, jan 14-16, 2011 in Kansas City, KS.: "turning hope into action-action into power." check with bruce mulder for details: bhmulder@district287.org

Brent described LCAT's purpose:

"LCAT will develop a comprehensive action plan for future negotiations to build power among members, demonstrate unified support of the 2209 bargaining team, and build sustained support within the community ...for the staff working there. LCAT will accomplish these outcomes through analysis, identifying strengths/weaknesses/opportunities, setting goals, building activists, communicating, planning a campaign and launching a campaign."

Contact Brent if you have questions about LCAT, or would like to get involved: BDMaves@District287.org

negotiations update

Formal negotiations for our next contract are scheduled to begin in Sept. 2011. That doesn't mean the wheels have not started spinning. District 287 and Local 2209 have already met a couple times regarding the 2012-2013 contract. Bruce Mulder, 2209 President, said the intention is "to lay groundwork for what we hope will be an efficient, positive, and productive round of negotiations."

**We're digital now.
...What do you
think?**

**Comments to editor:
elazowski@district287.org**



Please be our guest at the
annual Bren Road Fall Feast!

We will be serving a wonderful
dinner with all the fixins!

Please call 952-653-1655 to let
us know that you will be
attending

Fall Feast

Tuesday
November 23
11:00 - 1:00
Bren Road Education
Center

11140 Bren Road West
Minnetonka, MN 55343

Sponsored by
Bren Road Staff & Culinary Classes