

Yellow Medicine East ISD 2190 School Board Meeting Agenda



Monday, April 26, 2010 at 7:00 PM
Second Meeting
YME High School Board Room

1. Call to Order	2
2. Approval of Agenda	
3. Approval of April 12, 2010 Meeting Minutes	
4. Opportunity for Citizens to Speak	
5. Discussion Items	
A. Facilities Project	
1. Bids and Financing	4
2. Reduce and Reuse Equipment/Furniture	
3. Hearing on Temporary Injunction	
4. Grade Configuration	
a. PK-5 Elementary, Grade 6-8 Middle School, Grade 9-12 High School	9
5. Moving High School Office and District Office	12
6. Technology	
a. Wireless	
b. Audio	
B. Administrative Structure	
1. Staff Development/Curriculum Coordinator Position	
2. West Central Conference Admin Comparison	13
6. Upcoming Events	15
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8. Adjourn	

YELLOW MEDICINE EAST PUBLIC SCHOOLS

Independent School District 2190

To: YME School Board Members
From: Allen Stoeckman, Superintendent
Date: April 23, 2010
RE: Second Board Meeting – April 26, 2010 – 7:00 pm – YME Board Room

The agenda notes for the April 26, 2010 Board meeting are as follows. Supporting exhibits are posted on BoardBook. Please let Denise know if you will be unable to attend.

Please note these are all discussion items. Any action will be taken at the May 10 meeting.

- | Item | Description |
|------|---|
| 1. | Call to Order |
| 2. | Approval of Agenda |
| 3. | Approval of April 12, 2010 Meeting Minutes |
| 4. | Opportunity for Citizens to Speak |
| 5. | Discussion Items |
| A. | Facilities Project |
| 1. | Bids and Financing
<i>Bids for the Alternative Financing portion of the project are over \$3,000,000 under estimates. The Board may elect to do only items that were submitted in the MDE Review and Comment or add other projects namely fire protection (sprinkling) and remain within the approved dollar amount for bonds. See attachment in BoardBook.</i> |
| 2. | Reduce and Reuse Equipment/Furniture
<i>We need to empty the entire elementary school before the project begins on June 9. Many items are out-dated and not used. We need to reduce what has been accumulating for many years. Is it OK to set out old books, old furniture and old technology for the public to take during the citywide garage sale the weekend of April 30-May 1?</i> |
| 3. | Hearing on Temporary Injunction
<i>Scheduled for May 4. The presiding judge may not make a decision that day, but will decide within a few weeks, so contractors may be informed. The deadline to bond for QZAB is August 31. If the litigation process goes past August 31 we will lose the low/no interest funding.</i> |

4. Grade Configuration
 - a. PK-5 Elementary, Grade 6-8 Middle School, Grade 9-12 High School
What are the thoughts of the School Board regarding moving towards this grade configuration?
5. Moving High School Office and District Office
TSP Architects have sketched a layout of the District Offices that would be located on the East Wing of the 1930 building. Do you support this plan?
6. Technology
 - a. Wireless
 - b. Audio
With ceilings being replaced during the facilities project I believe we should upgrade our wireless technology and audio enhancement systems at the same time. Current capital dollars would be used to pay for these upgrades.

B. Administrative Structure

1. Staff Development/Curriculum Coordinator Position
With Trevor's resignation, how do you want to proceed? Do we increase the position, keep as 0.5 position, or assign the responsibilities to current staff. I have gathered comparison information from area school districts that is part of item 2.
2. West Central Conference Admin Comparison
The comparison shows school districts listed from highest to lowest (fewest administrators per pupil to most administrators per pupil). Of the West Central Conference School Districts Minnswaska has the fewest administrators and Benson has the most. The document also shows smaller neighboring district and their administrative structure.

6. Upcoming Events
7. Closed Meeting for Negotiations Discussion
7. Adjourn



April 19, 2010

Mr. Al Stoeckman
Superintendent of Schools
450 9th Avenue
Granite Falls, MN 56241

Re: Yellow Medicine East Schools – 2010 - 2011 Ventilation Improvements

Mr. Stoeckman,

The following is a financial summary of the ventilation project to date.

Project Funding:

Alt Facilities Bonds \$11,660,550

Project Costs:

Design mgmt, commissioning, review, permits,
inspections, bids received, and contingency \$8,581,340

Subtotal Projected Balance: \$3,079,210

ISD Possible Projects: (budgeted amount):

Door Replacement \$90,775

Electrical for Door Replacement \$5,000

Fire Protection (Both Schools) \$683,600

Window Replacement for SW, S, SE, NE 1930 Bldg \$524,880

(Verifying cooling adjustment \$ to Mech System)

Sincerely,

Dan Bosch
Ventilation Manager
Energy Services Group
CC: Perry Schmidt – ESG
Buzz Comstock - ESG
Job File

Yellow Medicine East School District No. 2190
Analysis of Tax Impact for Potential Alternative Facilities Bonds
April 26, 2010

Issue Size	\$8,800,000	\$9,510,000
	Wrap Around	Wrap Around
Number of Years	17	18
Est. Tax Capacity Rate Payable in 2010*	4.26	4.26
Est. Tax Capacity Rate Payable in 2011*	11.33	11.70
For Proposed Alternative Facilities Bonds	7.07	7.44

Type of Property	Taxable Market Value		
Residential Homestead	\$50,000	\$35	\$37
	60,000	42	45
	70,000	49	52
	80,000	57	60
	90,000	64	67
	100,000	71	74
	125,000	88	93
	150,000	106	112
	175,000	124	130
	200,000	141	149
	250,000	177	186
Commercial/ Industrial	300,000	212	223
	\$100,000	\$106	\$112
	250,000	300	316
	500,000	654	688
	750,000	1,007	1,060
Agricultural Homestead **	1,000,000	1,361	1,432
	\$200,000	\$106	\$112
	400,000	177	186
	500,000	212	223
	600,000	247	260
Agricultural Non-Homestead (dollars per acre)	700,000	283	298
	800,000	318	335
	\$2,000	\$1.41	\$1.49
	2,500	1.77	1.86
	3,000	2.12	2.23
	3,500	2.47	2.60
	4,000	2.83	2.98

* The figures in the table are based on school district taxes for bonded debt only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Property Tax Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the bond issue for many property owners.

** For agricultural homestead property, a value of \$100,000 was assumed for the house, garage, and one acre.

Yellow Medicine East School District No. 2190
Analysis of Tax Impact for Potential Alternative Facilities Bonds
October 29, 2009

Issue Size	\$12,215,000
Number of Years	20
Est. Tax Capacity Rate Payable in 2010*	3.91
Est. Tax Capacity Rate Payable in 2011*	14.84
For Proposed Alternative Facilities Bonds	10.93

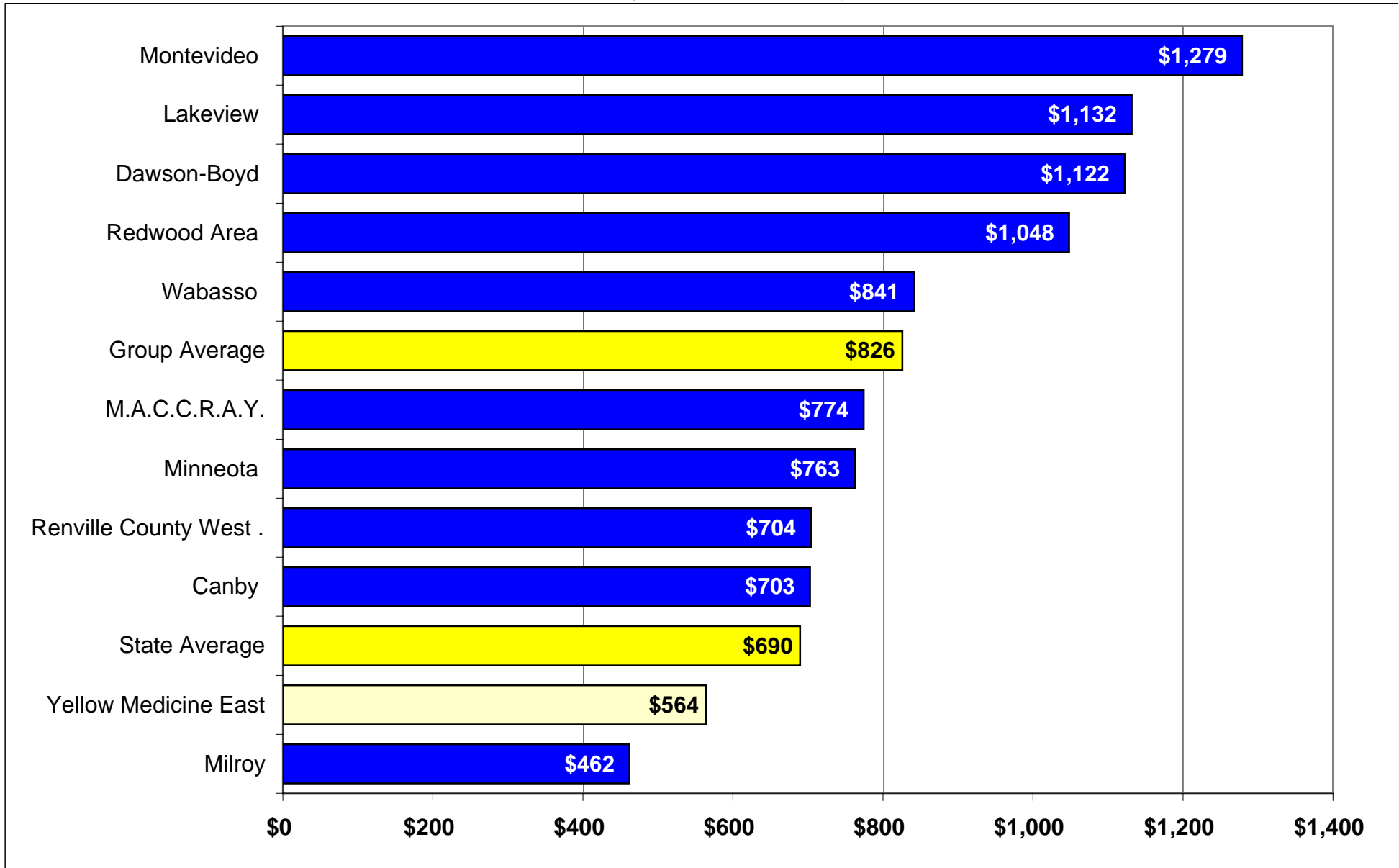
Type of Property	Taxable Market Value	
Residential Homestead	\$50,000	\$55
	60,000	66
	70,000	77
	80,000	87
	90,000	98
	100,000	109
	125,000	137
	150,000	164
	175,000	191
	200,000	219
Commercial/ Industrial	250,000	273
	500,000	328
	750,000	465
	1,000,000	1,011
		1,558
Agricultural Homestead **	\$200,000	\$164
	400,000	273
	500,000	328
	600,000	383
	700,000	437
Agricultural Non-Homestead (dollars per acre)	800,000	492
	\$2,000	\$2.19
	2,500	2.73
	3,000	3.28
	3,500	3.83
	4,000	4.37

* The figures in the table are based on school district taxes for bonded debt only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Property Tax Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the bond issue for many property owners.

** For agricultural homestead property, a value of \$100,000 was assumed for the house, garage, and one acre. "

Yellow Medicine East School District
Total School Taxes, Payable 2009, on a Farm with a Taxable Market Value of \$600,000
Including a House, Garage and One Acre Valued at \$100,000

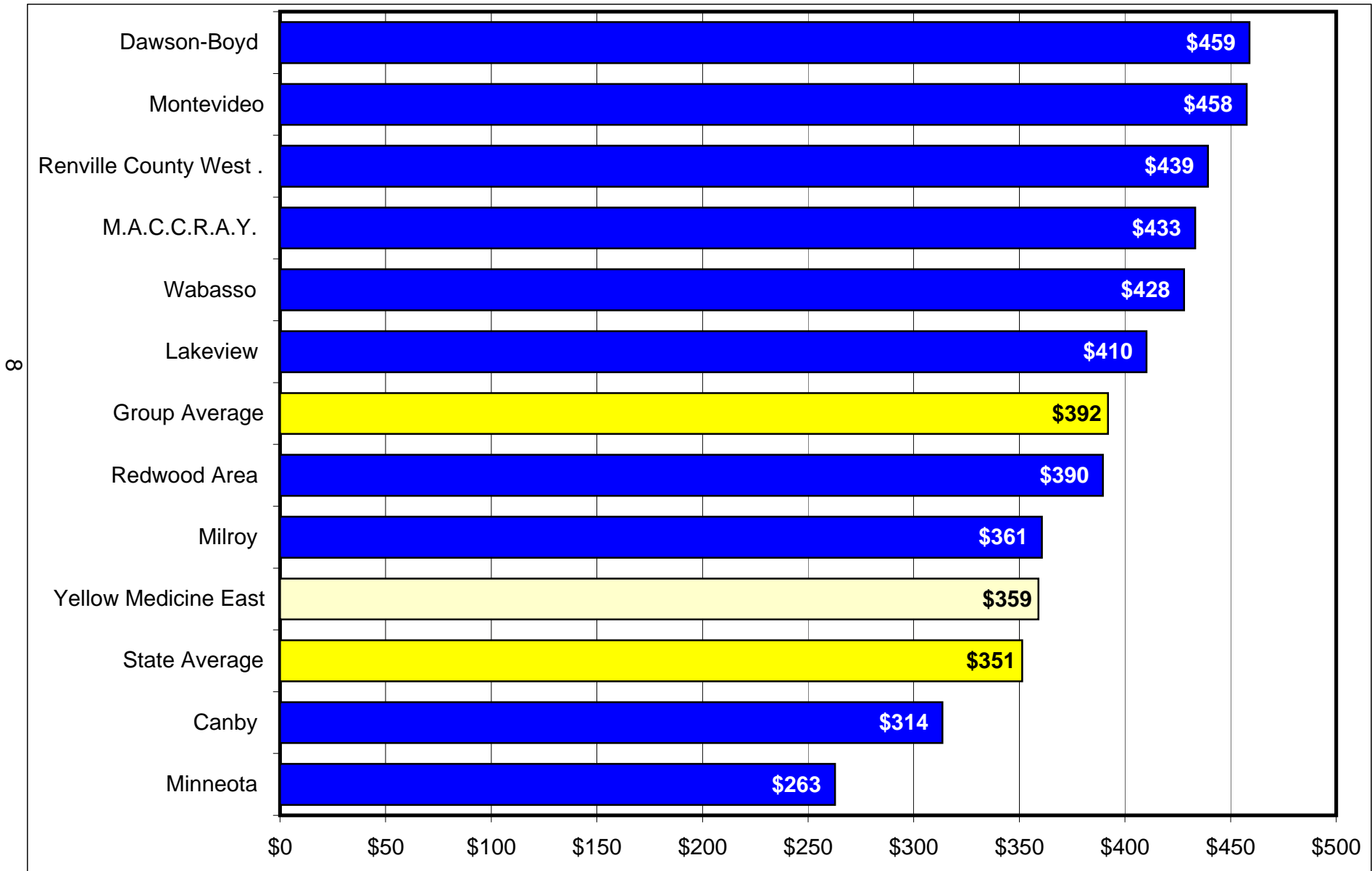
Source: Pay 2009 School Tax Report



Yellow Medicine East School District

Total School Taxes, Payable 2009, on a Home with a Taxable Market Value of \$100,000

Source: Pay 2009 School Tax Report



* The above figures do not include the impact of the homestead credit, which will decrease the school portion of property taxes by varying amounts.

3.2 Executive Summary

The purpose of this section is to provide a brief statement regarding the philosophy or philosophies that shaped the decisions regarding facilities and to highlight major elements identified for each grade group. Following the executive summary are sections for each of the grade groupings containing bubble diagrams and tables which are designed to clarify the standards. The bubble diagrams are conceptual in nature and are not drawn with any relationship to scale. They represent spatial relationships and should not be construed as a design for space.

The vision committee focused its attention on the development of core elements for existing programs for which there will be an ongoing need rather than speculating on new or special programs that may be introduced or mandated at some future date. In addition to addressing the needs of space types within each grade grouping, there are several others with broader implications.

The first of these was the consolidation of district facilities to a single location. There are definite benefits to the district represented by the multiple facilities. Most significant of these are the gymnasiums and athletic fields that support the district's diverse programs. The district serves a large geographic area and the Granite Falls facilities are to the extreme east of the district. This raises issues of transportation, efficiencies regarding the sharing of staff and retention of students in areas most remote from Granite Falls. The committee felt that these issues are best left to the purview of the board of education and did not address them individually. Nevertheless the committee came to consensus very quickly that the optimum facility for the district's programs would be a single, Pre-K-12th grade facility. No proposed location for the facility was discussed.

The second broad topic to be discussed was the optimal grade structure. The current grade structure, K-6, 7-12 is working well for the district, but it was felt that there is an opportunity to improve the effectiveness of the program if K-6 were divided into K-2 and 3-5, with the 6th grade being regrouped with the 7th and 8th grades, to recognize significant developmental differences that develop in students during this initial six year period. It was also felt that YME should name preschool programs in the grade grouping rather than treating preschool as a program that was adjunct to the district's school system. The vision committee's recommended grade grouping for YME is Pre-K, K-2, 3-5, 6-8, 9-12.

Another broad subject is technology. Technology no longer refers simply to computers or to satellite links or telephones but to a fully integrated two-way interactive system making voice, video, and data reception and transmission basic tools available to students and staff. When existing facilities are renovated, the infrastructure for technology should be provided. The infrastructure must have a large reserve of excess carrying capacity – bandwidth – so that it can be expanded upon easily and often without requiring major reinvestment in or disruption to the facility. It is highly recommended that district facilities be equipped for wireless internet access throughout.

Finally, regardless of the configuration of school facilities, it must be remembered that facilities cannot in and of themselves create successful programs. Only staff can do that, and staff can only do that when they are given adequate time, space, and training. Addressing facilities' needs without also addressing staff needs would severely limit results.

A. Learning Environments for Children: Groupings Pre-K, K-2, 3-5:

In an elementary school, a child's teacher and classmates become an educational "family." This should be reflected in the scale of the building and its elements. There should be space that students can identify with as "theirs" for the time they are in school to help them develop a feeling of belonging in the school "family." Each grade grouping should be treated as a "house" within a neighborhood with the other houses. Each house should have its own identity, but should share amenities with the others. This will provide for interaction between the "houses" and also improve the efficiency of the building by increasing the utility of shared facilities.

Facilities should be equipped with technology that will allow information to be accessed, used, and shared by students and staff with each other beyond the confines of their own buildings. The technology should be designed to help kids promote their own learning. K-2 and 3-5 classes should be provided with separate gymnasium and cafeteria facilities. They should also have dedicated and appropriately designed and equipped music rooms and art rooms as well as an enhanced classroom for hands-on science.

B. Learning environments for Early Adolescents: Grouping 6-8

Early adolescents are going through a time of tremendous change in their development – both physical and social. They are sensing growth in their responsibilities for themselves and to others – courtesy, loyalty, tradition, behavior, work, play, teamwork, failure, and achievement. These changes create stress and anxiety, which must be recognized and addressed. The need for a sense of "family" is still prevalent and in many ways the social development of the students is as critical as their academic development. In middle school the "family" unit will expand to become the whole grade level. Students should be grouped into spatially and programmatically related groupings of students, staff, and space with visually identifiable boundaries, which are linked to promote learning through an integrated program.

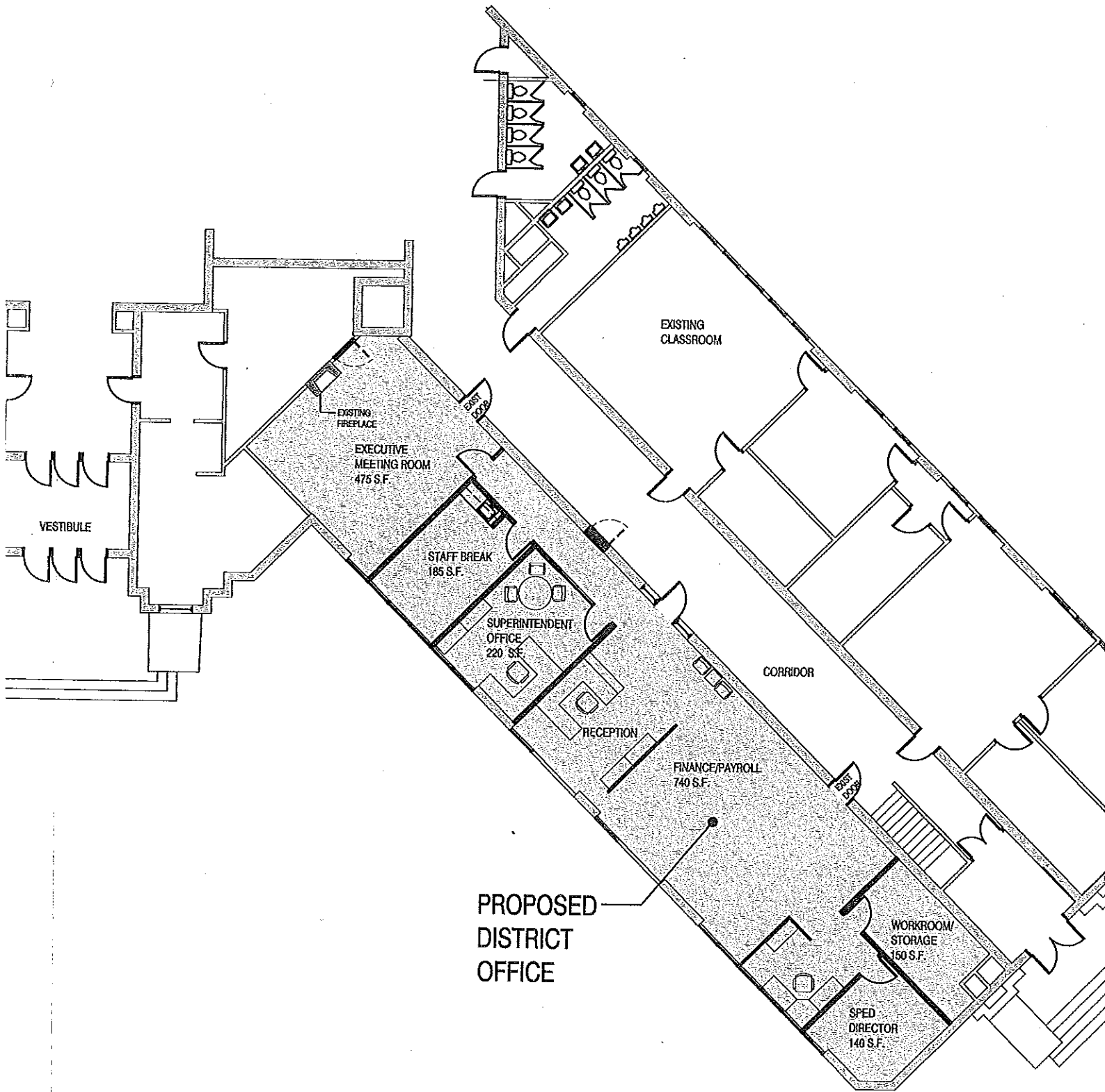
A key element of the 6-8 grade grouping should be multiple areas which are accessible throughout the day where students are not only allowed, but encouraged to interact.

Technology will play an increasing role in the learning of students as they move to this level. Their spaces should be provided with technology that will allow information to be accessed, used and shared by students and staff with each other as well as beyond the confines of their own buildings. Technology needs to be available wherever learning occurs.

C. Learning environments for Young Adults: Grouping 9-12

While the middle grades span a time when students are exploring a broad range of topics, the upper grades cover a time when students begin to specialize. Their educational "families" get smaller again and are largely defined by their areas of academic focus and extracurricular interests. Nevertheless the identification of students with their high school is typically much stronger than is experienced by elementary or middle school students. The sharing of space with the 6th-8th grade grouping has the potential to dilute the identity of the high school. Care must be taken to maintain the identity of the high school from the middle school.

Academic success will be more reflective of what students uncover through research and experimentation than what they cover in terms of traditional "course content." Technology systems will become an essential tool for all students and it will be assimilated into all areas of curriculum. The role of media centers will change dramatically as technology systems become more developed. Ultimately the entire high school will become a "media center" where all types of information are accessible from any location where learning occurs.



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YELLOW MEDICINE EAST – ISD 2190



Administration Comparison

Minnewaska	Superintendent/Business Manager	1.0	1 104 Students
	7-12 Principal	1.0	4.0 FTE
	K-6 Principal	1.0	276 per FTE
	Assessment Coordinator	0.5	
	Athletic Director	0.5	
New London-Spicer	Superintendent/Staff Dev/Curriculum	1.0	1 488 Students
	K-4 Principal	1.0	5.5 FTE
	5-8 Principal	1.0	270 per FTE
	9-12 Principal	1.0	
	Business Manager	1.0	
	Activities Director	0.5	
Morris	Superintendent/Business Manager	1.0	908 Students
	K-6 Principal	1.0	3.5 FTE
	7-12 Principal/Assessment Coordinator	1.0	259 per FTE
	Athletic Director	0.5	
ACGC	Superintendent/HS Principal	1.0	794 Students
	K-8 Principal/Staff Dev/Curriculum	1.0	3.5 FTE
	Business Manager	1.0	227 per FTE
	Athletic Director	0.5	
BOLD	Superintendent	1.0	765 Students
	7-12 Principal/Curriculum Coordinator	1.0	3.5 FTE
	K-6 Principal/Assessment Coordinator	1.0	219 per FTE
	Activities Director	0.5	
Montevideo	Superintendent	1.0	1 359 Students
	9-12 Principal	1.0	6.3 FTE
	5-8 Principal	1.0	216 per FTE
	K-4 Principal	1.0	
	Business Manager	1.0	
	Curriculum Coordinator	0.5	
	Athletic Director	0.5	
	Assessment Coordinator	0.3	
LPGE	Superintendent	1.0	1 088 Students
	PK-5 Principal/Assessment Coordinator	1.0	5.67 FTE
	6-8 Principal/Curriculum Coordinator	1.0	192 per FTE
	9-12 Principal/Staff Development	1.0	
	Business Manager	1.0	
	Athletic Director	0.67	
Lac qui Parle Valley	Superintendent	0.5	851 Students
	7-12 Principal	1.0	4.5 FTE
	K-4 Principal	0.5	189 per FTE
	K-4 Principal	0.5	
	5-6 Principal/AD/Assessment Coordinator	1.0	
	Business Manager	1.0	

Sauk Centre	Superintendent	1.0	1024 Students
	PK-6 Principal	1.0	5.5 FTE
	7-9 Principal	1.0	186 per FTE
	10-12 Principal	1.0	
	Business Manager	1.0	
	Athletic Director	0.5	
YME	Superintendent	1.0	876 Students
	7-12 Principal	1.0	5.0 FTE
	K-6 Principal	1.0	175 per FTE
	Staff Dev/Curriculum/Assessment	0.5	
	Business Manager	1.0	
	Activities Director	0.5	
Benson	Superintendent	1.0	959 Students
	K-4 Principal	1.0	5.5 FTE
	5-8 Principal/Assessment Coordinator	1.0	173 per FTE
	9-12 Principal	1.0	
	Business Manager	1.0	
	Athletic Director	0.5	

Separate Study that did not include Business Manager & Staff Development/Curriculum

Lakeview	Superintendent	1.0	575 Students
	K-12 Principal	1.0	2.0 FTE 288 per FTE
Dawson-Boyd	Superintendent	0.5	517 Students
	High School Principal	1.0	2.0 FTE
	Elementary Principal	0.5	259 per FTE
MACCRAY	Superintendent	1.0	706 Students
	High School Principal	1.0	3.5 FTE
	Elementary Principal	1.0	201 per FTE
	Athletic Director	0.5	
RCW	Superintendent	1.0	544 Students
	High School Principal	1.0	3.5 FTE
	Dean of Students	1.0	155 per FTE
	Athletic Director	0.5	
Canby	Superintendent	1.0	526 Students
	High School Principal	1.0	3.5 FTE
	Elementary Principal	1.0	150 per FTE
	Athletic Director	0.5	
Minneota	Superintendent	1.0	447 Students
	High School Principal	1.0	3.0 FTE
	Elementary Principal/Athletic Director	1.0	149 per FTE

Upcoming Events and Activities

Event	Date	Location	Time
YME Prom	May 1, 2010	YME High School	4:00 PM
Hearing	May 4, 2010	Renville County Courthouse	10:00 AM
Board Meeting	May 10, 2010	Board Room	7:00 PM

09-10/ 10-11 Contract

YME Total Package

50.833 FTE's (08-09 Base)	Base	New \$	Percent	1st Year
Salary	2,536,509	58,622	2.3111%	Steps/1.6
Insurance	237,802	229	0.0961%	0
Extra Curricular	109,436	-	0.0000%	0.00%
Sub-total	2,883,747	58,851	2.0408%	
TRA & FICA	347,942	7,709	2.2155%	13.15%
Total	3,231,689	66,559	2.0596%	

	Base	New \$	Percent	2nd Year
Salary	2,595,131	14,233	0.5485%	Steps 14+
Insurance	238,031	56	0.0233%	0
Extra Curricular	109,436	-	0.0000%	0.00%
Sub-total	2,942,598	14,289	0.4856%	
TRA & FICA	355,651	1,872	0.5263%	13.15%
Total	3,298,248	16,160	0.4900%	

New \$ over 2 years	\$	149,279	4.619%
MSBA %			2.560%
Per FTE 1st year	50.833	\$	1,309
Per FTE 2nd year		\$	318
Over 2 Years per FTE		\$	2,937

**Teachers moving from Step 14 (08-09) to Step 14+ (09-10) will receive .5 (1/2 step) from current (08-09) 14 to current (08-09)14+. Same teachers will receive the remainder of step to 14+ second year (10-11) plus the increment.*

**Teachers on steps 1-13 (08-09) will move one step for 09-10. No steps for 10-11 (freeze).*

**Teachers on step 14+ (08-09) will receive a 1.6% increase (.8% stipend and .8% on salary schedule) for 09-10. Salary will be the same for 10-11 (freeze).*

**Lane advancement both years for qualifying teachers.*

YME-EM Proposal (Tentative Agreement)

3/29/2010

Current (FY10) Staff Only

Health	Per Year	# Single	# Family
0	0	31	8

LTD 0.39%

Health	Per Year	# Single	# Family
0	0	31	8

LTD 0.39%

Single # Family

09-10/ 10-11 Contract

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50.833 FTE's (08-09 Base)	Base	New \$	Percent	1st Year
Salary	2,536,509	58,622	2.3111%	Steps/1.6
Insurance	237,802	229	0.0961%	0
Extra Curricular	109,436	2,189	2.0000%	2.00%
Sub-total	2,883,747	61,039	2.1167%	
TRA & FICA	347,942	7,997	2.2983%	13.15%
Total	3,231,689	69,036	2.1362%	

	Base	New \$	Percent	2nd Year
Salary	2,595,131	14,233	0.5485%	Steps 14+
Insurance	238,031	56	0.0233%	0
Extra Curricular	111,625	-	0.0000%	0.00%
Sub-total	2,944,786	14,289	0.4852%	
TRA & FICA	355,938	1,872	0.5258%	13.15%
Total	3,300,725	16,160	0.4896%	

New \$ over 2 years	\$	154,232	4.772%
MSBA %			2.636%
Per FTE 1st year	50.833	\$	1,358
Per FTE 2nd year		\$	318
Over 2 Years per FTE		\$	3,034

YME-EM Scenario

4/26/2010

Current (FY10) Staff Only

Health	Per Year	# Single	# Family
0	0	31	8

LTD 0.39%

Health	Per Year	# Single	# Family
0	0	31	8

LTD 0.39%

Single # Family

**Teachers moving from Step 14 (08-09) to Step 14+ (09-10) will receive .5 (1/2 step) from current (08-09) 14 to current (08-09)14+. Same teachers will receive the remainder of step to 14+ second year (10-11) plus the increment.*

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