

Who are we?

Northeast Metro 916 is one of only three intermediate school districts in Minnesota; we benefit our students and member school districts in a number of ways:

- By providing innovative and quality educational options that are limited or not available in our member districts.
- Through stable, expert staff that provides high quality and consistent learning support to our students and their families.
- By creating and delivering programs and services in partnership with our 10 member districts.
- Through shared administrative services and educational options that yield a high return on investment through economies of scale.

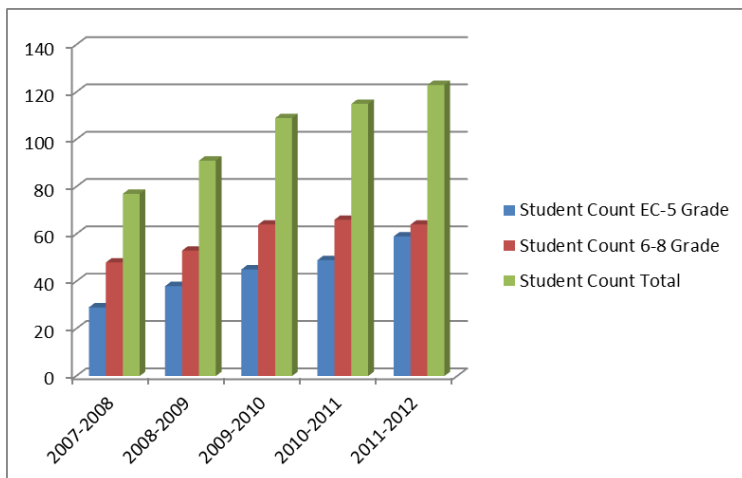
At Northeast Metro 916, we directly teach 4,000 students each year through shared programs that include Career and Technical education, Special Education services, Valley Crossing Community School, and our Area Learning Centers. We proudly partner with our 10 northeast metro area member school districts as well as supporting a number of other participating, non-member school districts. Our member school districts include Columbia Heights, Spring Lake Park, Mounds View, Roseville, Centennial, North St. Paul/Maplewood/Oakdale, White Bear Lake, Mahtomedi, Stillwater, and South Washington County.

Why are we here?

We are here because we would like to purchase the 11.68 acres south of 95th Street and adjacent to the water tower that is owned by United Properties in order to build a new K-8 school for our district.

What is the need / why now?

In the last five years our school district has seen a tremendous increase in the number of referrals for children with autism, particularly at the elementary and middle school level. The chart below shows the increase in students referred to us just from school districts located in the northwest region of our school district. (Anoka-Hennepin, Centennial, Columbia Heights, Forest Lake, Fridley, Minneapolis, Mounds View, North Branch, Osseo, Roseville, Spring Lake Park, St. Anthony-New Brighton, St. Francis, and White Bear Lake)



Historically we have only had six classrooms of elementary-aged students in our programs. This has now grown to sixteen classrooms and, for the first time in our history, we had to temporarily close a program last year to non-member school districts. To create the additional classrooms, we have had to convert space in a middle school building to accommodate elementary-aged students and create small programs in temporary space provided by our member district schools. These solutions are not available to us on a long-term basis, and are not efficient or economical. For example, many highly specialized staff are spending time travelling between students at different sites, rather than working with students in the classroom. We are also spending scarce resources to modify rooms for our students in temporary locations that will have to be returned to our member districts in the next two to three years.

Our current programs are centrally located in our school district. (See attached map) This has worked in the past because the largest part of our student population (secondary students) could handle an extended bus ride. However, the long travel times to our centralized locations are an added burden for our increasing elementary population. As an example, some students are currently being transported from Fridley to Woodbury.

To try and address the above issues, Northeast Metro 916 has been working with our member district superintendents, special education directors and school boards on long-term facility planning for our students. The Northeast Metro 916 school board has approved a plan to regionalize our K-8 facilities with the long-term goal of creating a K-8 facility in both the northwest and southeast regions of our school district. They have officially approved creating the first new facility in the northwest region with a goal of opening in the Fall of 2014. This facility is a priority because we currently do not have any presence in this area and we are losing five of our temporary classrooms to a member district who needs the space to accommodate their own growth.

What is the planned size of the school and what kind of jobs does it represent?

The building we are planning would be approximately 70,000 square feet in size and serve up to 150 students. We have hired BWBR as the building architect, Hallberg Engineering as mechanical and electrical engineers, and Kraus Anderson to provide construction management for this building.

This educational program will serve level four disabled students. These students cannot be served in a regular K-12 school building and typically require ancillary services as part of their school day. Therefore, we have very high staff to student ratios in our school.

Based on our current enrollment, we anticipate opening the building with 95 students and 88 staff members. The table below outlines the starting and maximum capacity levels of jobs at this new school.

K-8 Facility Staffing			Ave		Start		Capacity	
	Start	Capacity	Salary *	Comp *	Salary *	Comp *	Salary *	Comp *
Licensed staff:	35	53	\$ 62,594	\$ 86,111	\$ 2,190,790	\$ 3,013,885	\$ 3,317,482	\$ 4,563,883
Support staff:								
Education assistants (1:2)	45	75	\$ 21,372	\$ 30,429	\$ 961,740	\$ 1,369,305	\$ 1,602,900	\$ 2,282,175
School nurse	1	1	\$ 38,461	\$ 49,018	\$ 38,461	\$ 49,018	\$ 38,461	\$ 49,018
Building engineer	1	1	\$ 51,496	\$ 78,533	\$ 51,496	\$ 78,533	\$ 51,496	\$ 78,533
Custodians	2	2.5	\$ 35,984	\$ 49,615	\$ 71,968	\$ 99,230	\$ 89,960	\$ 124,038
Building principal	1	1	\$ 108,725	\$ 124,388	\$ 108,725	\$ 124,388	\$ 108,725	\$ 124,388
Assistant manager	1	1	\$ 78,091	\$ 93,755	\$ 78,091	\$ 93,755	\$ 78,091	\$ 93,755
Due process secretary	1	1	\$ 38,461	\$ 49,018	\$ 38,461	\$ 49,018	\$ 38,461	\$ 49,018
Administrative assistant	1	1	\$ 38,461	\$ 49,019	\$ 38,461	\$ 49,019	\$ 38,461	\$ 49,019
Total all staff	<u>88</u>	<u>136.5</u>			<u>\$ 3,578,193</u>	<u>\$ 4,926,151</u>	# <u>\$ 5,364,037</u>	<u>\$ 7,413,827</u>

* Averages shown for salary and total compensation package are based on FY13 contracts.

How much traffic would this school generate?

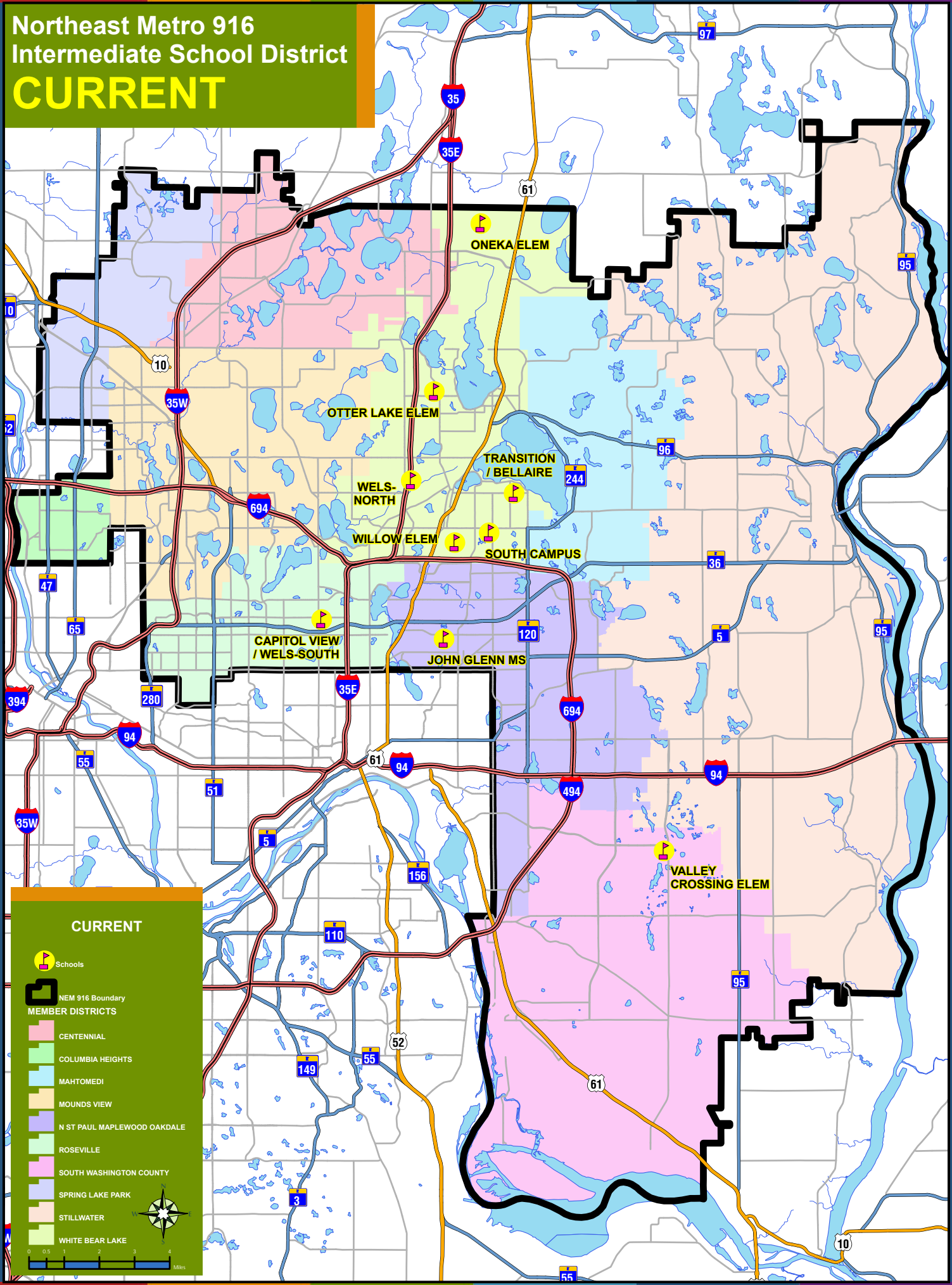
Students in our programs are all transported by their home district transportation departments. Parents do not drop off and pick up their children because the school is typically not in their neighborhood. Therefore, the car traffic that is generated is really generated by our employees.

Bus traffic will take the form of perhaps 20 or so busses per day and they will be any range of sizes. There will also be many districts that send their students in vans to our programs. This number might also be close to 20. Start times have not yet been set but our programs typically run from 8 to 2 or 9:15 to 3:15 each day and transportation vehicles start arriving a half hour ahead of that time.

There is very little activity in the school building during the evening or on weekends. Again, because our students are coming from multiple districts across the metro, and they are transported by their home school district, it is not feasible to have these types of events in our programs. There will however be a few evening conferences and student programs during the school day that are open for families to attend.

Northeast Metro 916 Intermediate School District

CURRENT



CURRENT

- Schools
- NEM 916 Boundary
- MEMBER DISTRICTS
- CENTENNIAL
- COLUMBIA HEIGHTS
- MAHTOMEDI
- MOUNDS VIEW
- N ST PAUL MAPLEWOOD OAKDALE
- ROSEVILLE
- SOUTH WASHINGTON COUNTY
- SPRING LAKE PARK
- STILLWATER
- WHITE BEAR LAKE

0 0.5 1 2 3 4 Miles



Kindergarten - 8th Grade Facility

PROGRAM OVERVIEW

Specialized programming will provide special education and related services to students kindergarten through grade 8 with Autism (ASD) and Emotional or Behavioral Disorders (EBD). Evidence-based instructional practices will be implemented in a highly supportive environment that will maintain a low student/teacher ratio to address the unique, educational and therapeutic needs of each child. Classroom teachers and related service providers will work together in a coordinated manner to maximize the educational benefits for students.

INSTRUCTION

Students will be carefully grouped each year for optimal learning in small classrooms. The program will focus on academic instruction with necessary accommodations, modifications and adaptations to the curriculum to ensure that students are able to reach their potential. Fully certified teachers -- with the assistance of highly trained educational assistants -- will provide academic instruction utilizing a multi-sensory approach in individual and small group settings.

Technology will be fully integrated into the instruction. Each classroom will be equipped with technology that will allow for seamless student access through a large variety of motivational and instructional educational software.

RELATED SERVICES

Related services identified on each student's Individualized Education Plan (IEP) are delivered in pull out, embedded and consultative formats. These services include, but are not limited to, the following:

- Speech/Language Pathology
- Mental Health Services
- Occupational Therapy
- Physical Therapy
- School Health Services
- Audiology

Related services are interwoven with the instructional program and delivered within the classroom setting whenever possible. An interdisciplinary team approach will ensure regular and cohesive communication and co-planning amongst teachers, related services and therapeutic staff.

Kindergarten - 8th Grade Facility

COMMUNITIES

SKY: (ASD/EBD, Grades K - 5)

The Sky community will focus on the unique needs of the primary grade students. An emphasis will be placed on academic readiness skills, communication, and social skills. Learning is structured to meet a variety of needs through individual/small group instruction, and naturalistic opportunities. Students will be provided opportunities to learn through structured exploration, movement, and play. Students will be supported by district approved curriculum

PRAIRIE: (ASD/EBD, High functioning)

The Prairie community will focus on providing a program that can flexibly adapt to a variety of instructional and therapeutic needs by placing an emphasis on creating supportive therapeutic relationships and environments. The collaboration between medical, behavioral, clinical, and educational personnel will create an integrated environment that will insure the application of individualized protocols. Instruction will be provided with the district approved curriculum on targeted skill building, and social skills.

FOREST: (ASD/EBD, Grades 6-8)

The Forest community will focus on the unique needs of middle school students by providing layers of supports that will maximize cognitive abilities, improve communication skills, and nurture social development that leads to independence. With the aid of supports, students will manage an increasingly complex environment. When success is met the supports will be systematically faded. Students will access the district approved curriculum, targeted skill building and social thinking instruction.

LAKE: (ASD, Low functioning)

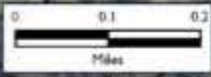
The Lake community will focus on the needs of students who require a highly structured and individualized environment, instruction, and behavioral program. This group will have the greatest use of instructional techniques such as discrete trial, errorless learning, applied behavioral analysis, and TEACCH to meet the individual needs of students. An emphasis on spontaneous functional language or alternative modes of communication, visual learning, predictable routines, individualized schedules, and skill generalization are important facets to this program. Instructional materials will be customized from district approved curriculum with access to functional academics and community.

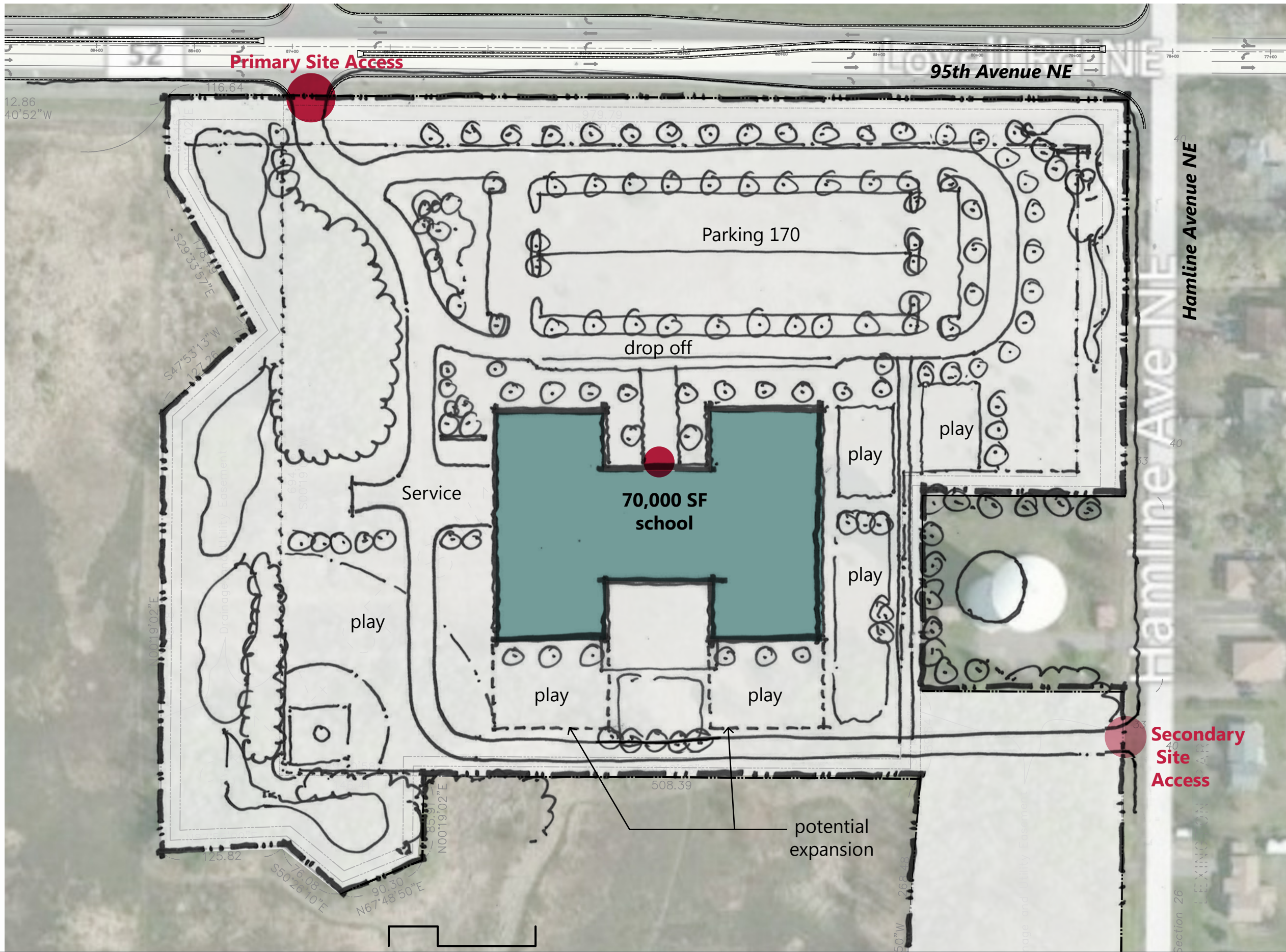


35W

95th Ave NE

Hamline Ave N





ZONING REQUIREMENTS
(lot is zoned PBD planned business district. B-2 and B-3 are shown as examples)

B-2

Setbacks:

front yard	50 feet
side yard	20 feet
(50 feet for corner, 100 feet when adjacent to residential district)	
rear yard	20 feet
(100 feet when adjacent to residential district)	

Maximum building height: 36 feet, 2.5 stories

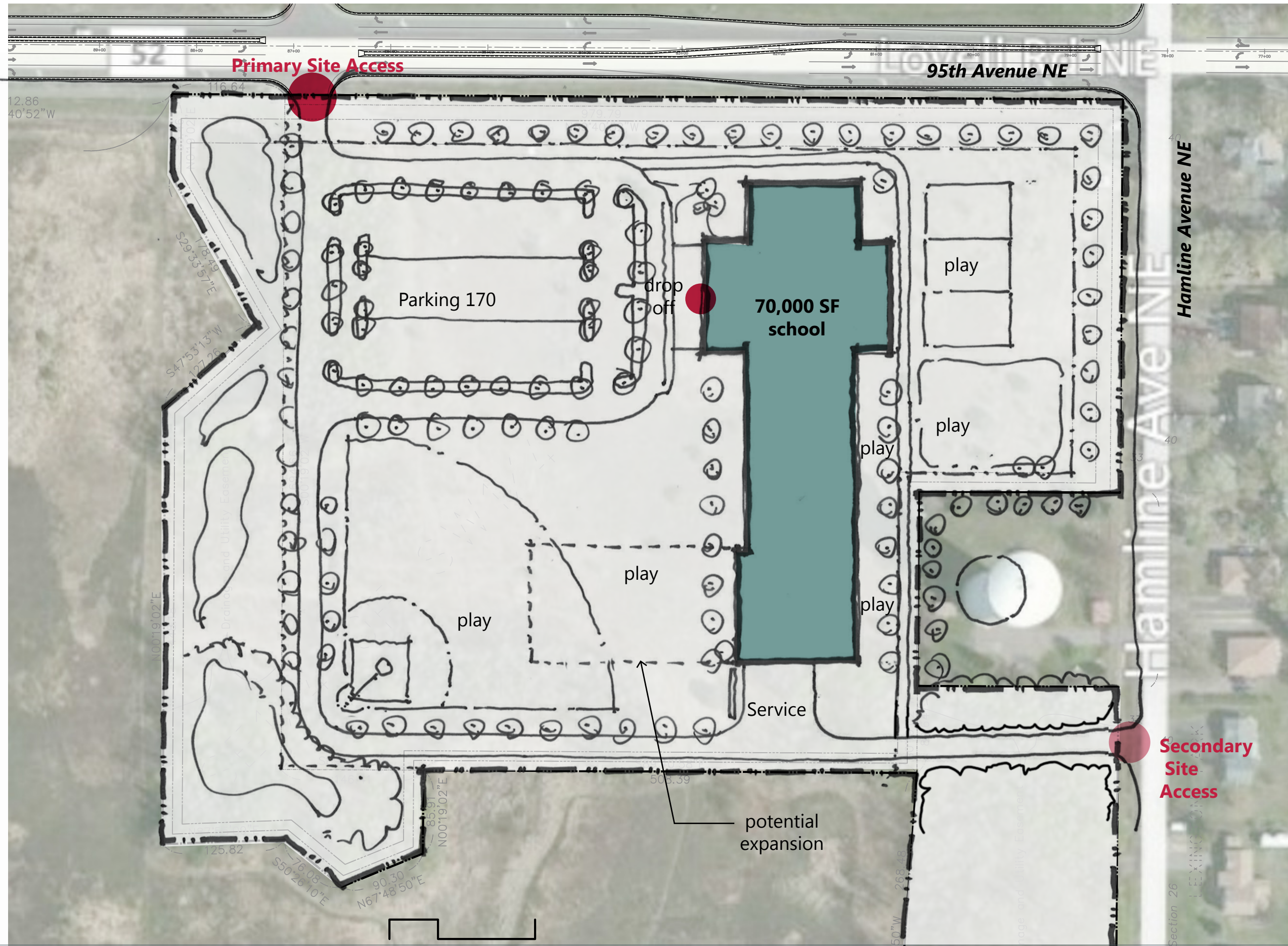
Maximum lot coverage by building: 40%

Parking/Driveway setbacks:

front yard	25 feet
side yard	10 feet
(25 feet for corner, 25 feet when adjacent to residential district)	
rear yard	10 feet
(25 feet when adjacent to residential district)	

Off-street Parking:
(21) Schools, elementary, junior high, public or private: At least one (1) parking space for each faculty member and other full time employees, plus adequate off street parking for students who are permitted to drive.

Off-street loading:
 location and screening requirements, number not specified



ZONING REQUIREMENTS
(lot is zoned PBD planned business district. B-2 and B-3 are shown as examples)

B-2

Setbacks:
 front yard 50 feet
 side yard 20 feet
 (50 feet for corner, 100 feet when adjacent to residential district)
 rear yard 20 feet
 (100 feet when adjacent to residential district)

Maximum building height: 36 feet, 2.5 stories

Maximum lot coverage by building: 40%

Parking/Driveway setbacks:
 front yard 25 feet
 side yard 10 feet
 (25 feet for corner, 25 feet when adjacent to residential district)
 rear yard 10 feet
 (25 feet when adjacent to residential district)

Off-street Parking:
(21) Schools, elementary, junior high, public or private: At least one (1) parking space for each faculty member and other full time employees, plus adequate off street parking for students who are permitted to drive.

Off-street loading:
 location and screening requirements, number not specified