

INDEPENDENT SCHOOL DISTRICT 273
Special Meeting, December 19, 2008, 7:30 A.M.
Room 200, Edina Community Center

AGENDA

Determination of Quorum and Call to Order

HEARINGS OF INDIVIDUALS, DELEGATIONS, & PRESENTATION OF PETITIONS FROM THE PUBLIC REGARDING ITEMS BEFORE THE BOARD FOR ACTION OR ON ANY OTHER ISSUE (*SEE ATTACHED DETAIL.)

ACTION

227	Final Tax Levy for 2008 Payable 2009 (Taxes for 2009–2010 School Year)	425-426
228	2009–2010 Budget Reduction, Reallocation and Revenue Generation Process for the General Fund	427-431
229	Personalized Learning Guiding Change Document	432-434

DISCUSSION

230	World Language Course Change at Edina Middle Schools, 2008–2009	435-436
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INFORMATION

231	Theater Group Trip to Washington, D.C.	437
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LEADERSHIP UPDATE

School Board Positions, Committees and Assignments
Plans for January 2009

Adjournment

*Persons who wish to address the Board are requested to complete and submit an appropriate form to the Board Secretary prior to the designated hearing time. When recognized, each individual shall identify himself/herself and the group represented, if any. He/She shall then state the reason for addressing the Board and shall be limited in time at the discretion of the Board chair. Individual employees of the School District or representatives of employee organizations shall have utilized administrative procedures before making a request to address the Board.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Special Meeting, December 19, 2008
 Volume 80, Report 227

SUBJECT: FINAL TAX LEVY FOR 2008 PAYABLE 2009
 (Taxes for 2009–2010 School Year)

Be It Resolved, That

The Board of Education

Certify final taxes payable in 2009 as follows:

General Fund	\$ 20,820,441.00
Community Services Fund	\$ 938,668.00
Debt Services Fund	<u>\$ 9,946,805.00</u>
Total	<u>\$ 31,705,914.00</u>

BACKGROUND INFORMATION

As can be seen on the following page, this levy represents a 5.95% increase over the previous year. The major changes are the new alternative compensation levy and the addition to the referendum due to inflation and enrollment increase. The maximum levy was not taken in the following areas to soften the increase: Alternative Compensation, Health and Safety, and Early Childhood Family Education. The Board Finance Committee recommends the approval.

EDINA PUBLIC SCHOOLS
Tax Levy Information
December 19, 2008

	2007 Payable 2008	2008 Payable 2009	\$ Change	% Change
General Fund				
Referendum	\$ 14,371,140	\$ 14,891,015	\$ 519,875	3.62%
Alternative Compensation	-	1,174,701	1,174,701	0.00%
Equity Aid	426,090	733,923	307,833	72.25%
Down Payment Levy	1,000,000	1,000,000	-	0.00%
Health & Safety	612,881	679,947	67,066	10.94%
Levy/Lease	345,835	347,949	2,114	0.61%
Deferred Maintenance	542,348	(547,864)	(1,090,212)	-201.02%
Safe Schools/Crime Levy	359,454	371,087	11,633	3.24%
Integration Levy	239,229	238,038	(1,191)	-0.50%
Operating Capital	1,836,934	1,858,605	21,671	1.18%
Unemployment	40,173	(43,334)	(83,507)	-207.87%
LCTS Repayment	-	50,554	50,554	0.00%
Abatements/Other	76,414	65,820	(10,594)	-13.86%
General Fund Subtotal	\$ 19,850,498	\$ 20,820,441	\$ 969,943	4.89%
Community Services				
Basic Community Education	\$ 282,021	\$ 282,021	\$ -	0.00%
ECFE	227,592	273,625	46,033	20.23%
Home Visit	4,576	4,680	104	2.27%
Adults with Disabilities	5,202	5,202	0	0.00%
Extended Day Disabled	370,295	371,106	811	0.22%
Other	3,008	2,034	(974)	-32.38%
Community Services Subtotal	\$ 892,694	\$ 938,668	\$ 45,974	5.15%
Debt Service				
Principal & Interest	\$ 9,180,972	\$ 9,946,805	\$ 765,833	8.34%
Debt Service Subtotal	\$ 9,180,972	\$ 9,946,805	\$ 765,833	8.34%
TOTAL	\$ 29,924,164	\$ 31,705,914	\$ 1,781,750	5.95%

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
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Volume 80, Report 228

SUBJECT: 2009–2010 BUDGET REDUCTION, REALLOCATION AND REVENUE
GENERATION PROCESS FOR THE GENERAL FUND

Be it Resolved, That

The Board of Education

Approve the 2009–2010 Budget Reduction, Reallocation and Revenue
Generation Process for the General Fund.

BACKGROUND INFORMATION

Edina Public Schools is committed to maximizing its resources to ensure successful, innovative and personalized learning for all students, blended with the alignment of time, talents and funds. At this time, the funding from the State of Minnesota for the upcoming biennium unknown. The economic challenges facing the state will have an impact on available state funding for school districts, including Edina.

Given this challenge, the School Board and the Lead Team have identified a process that will be used to maximize the available resources of the General Fund. The guiding change document for the Budget Reduction, Reallocation and Revenue (BRRRG) process and additional background information, including a tentative timeline, are attached. This process has received the support of the Board Finance Committee.

The administration is targeting a savings of \$2.6 million through the BRRRG process for the 2009–2010 school year. This target would also assist in addressing BRRRG challenges in 2010–2011.

TOPIC: 2009–2010 Budget Reduction, Reallocation & Revenue Generation

CONTEXT AND REALITY	UNACCEPTABLE MEANS	RESULTS
<ul style="list-style-type: none"> • Achievement is high, change is hard • Disparities in achievement exist comparing demographic groups • District vision seeks personalized learning • Federal and state mandates, negotiated agreements, district policies • Edina Alternative Compensation Plan • General fund revenue projections <ul style="list-style-type: none"> ○ Zero percent formula increase ○ Reduction of \$51 per student revenue from previous year ○ Increased enrollment of 150 student • General fund expenditure projections: <ul style="list-style-type: none"> ○ Utilities based on historical and supplier data ○ No increase in instructional supplies, equipment or training ○ Wages and salaries based on settlements or Board parameters ▪ Current general fund balance expected to be approximately 9% ▪ Capital budget developed separately from general fund ▪ District will likely be seeking a significant BRRRG process again in 2010–2011 	<ul style="list-style-type: none"> • Create inequity in services or limit access to programs across district • Identify items that are not sustainable • Identify items that reduce bus transportation services to/from school • Identify items that reduce the number of student calendar days during the school year • Identify items that reduce EHS graduation requirements 	<ul style="list-style-type: none"> • Seek a balanced general fund for 2009–2010 school year that: <ul style="list-style-type: none"> ○ Maximizes resources to ensure to successful, innovative and personalized learning for all students, blending alignment of time, talent and funds ○ Implements the BRRRG process ○ Targets \$2.6 million in BRRRG items through a phased increment approach

Decision Making Steps

PHASE	A. REALITY	B. OPTIONS	C. CHOICE-MAKING
Who?	STEP 3 <ul style="list-style-type: none"> • Parents • Students • Teachers • Staff • Community 	STEP 2 <ul style="list-style-type: none"> • Lead Team • Board Finance Committee (advisory) • Principals (advisory) 	STEP 1 <ul style="list-style-type: none"> • T-A – Board • T-B - Superintendent
When?			
What Issues and Questions?			

Target Completion Date: May 9, 2009

**2009-2010 Budget, Staffing & Goal Setting
through
Budget Reduction, Reallocation and Revenue Generation**

Purpose: Maximize resources to ensure successful, innovative and personalized learning for all students blending the alignment of time, talents and funds.

- Target: \$2.6 million
 - BRRRG = Budget Reduction, Reallocation and Revenue Generation for General Fund
 - Address through phased increment approach
 - Recognize a significant BRRRG process in 2009-10 would reduce BRRRG challenges in 2010-11

- BRRRG Steps for General Fund
 - All hiring beginning January 1, 2009, will be completed on a required basis only, and superintendent approval must be received before posting.
 - Leadership will seek to reduce 2008-2009 budget by \$150,000, with a spending pause on all general fund orders and new expenditures as of April 1, 2009.
 - Leadership will identify possible General Fund revenue reductions that could negatively impact planned district revenue (i.e., state prorations)
 - The BRRRG process will include TeamWorks' guiding change document and decision making process. Principals will guide the process with staff at the school sites.
 - The district will use the guiding change process in developing the BRRRG recommendations with:
 - Choice-maker:
 - ❖ School Board
 - ❖ Superintendent
 - Options: Lead Team with guidance from Board Finance Committee and building principals
 - Shared reality: Staff, parents, community, students
 - Process approved by the School Board in December 2008

- Tentative Timeline
 - December 2008
 - Leadership discussions
 - Finalize BRRRG process
 - Tax levy certification

- January 2009
 - Information sharing with staff and public
 - Begin BRRRG process
 - Identify expenditure parameters for 2009-10
 - Receive government's proposal on school funding
- February 2009
 - Receive first draft of BRRRG items
 - Identify class size guidelines for staffing
- March 2009
 - Notify staff with impacted positions
 - Develop second draft of BRRRG items
- April 2009
 - Identify BRRRG recommendations to School Board
 - Finalize personalized learning schematic recommendation
- May 2009
 - Board approves BRRRG recommendations
 - Legislature approves school funding (target)
- June 2009
 - Approve budget for 2009-10
 - Implement BRRRG recommendations

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Special Meeting, December 19, 2008
Volume 80, Report 229

SUBJECT: PERSONALIZED LEARNING GUIDING CHANGE DOCUMENT

Be it Resolved, That

The Board of Education

Approve the Personalized Learning Guiding Change Document.

BACKGROUND INFORMATION

Edina Public Schools has selected the following as a major strategic initiative: Maximize the achievement of all students by developing and implementing coordinated plans for personalized learning for each student.

In order to formally charge a team with the task of creating options for the Board and superintendent to consider, a guiding change document with this focus has been drafted. Following several opportunities for input from Board members and Lead Team members, the appended document is presented for approval.

TOPIC: Defining Personalized Learning

CONTEXT AND REALITY	UNACCEPTABLE MEANS	RESULTS
<ul style="list-style-type: none"> • Achievement is high, change is hard • Disparities in achievement exist comparing demographic groups • District vision seeks personalized learning • Growing expectation for customization • Technology is an expanding resource for delivery and support of personalization • Federal and state mandates and negotiated agreements • High level of parent involvement • Resource (funds, staff, time, programs) challenges exist that need to be considered • Current grade configuration is K-5 neighborhood schools, a K-5 immersion school, 6-9 middle schools, 10-12 high school with strong AP focus • Each school site has its own culture and communication system • Ensuring learning beyond basics – after-school activities 	<ul style="list-style-type: none"> • Create options that result in the need for additional financial resources • Create inequities in services • Educational goals, services and programs that are not aligned 	<ul style="list-style-type: none"> • Define personalized learning for all students that includes systems of: <ul style="list-style-type: none"> ○ Progress measurement and accountability ○ Instruction and interventions ○ Implementation and training ○ Communication • Create a schematic of personalized learning at the elementary, middle and high school levels

Decision Making Steps

PHASE	A. REALITY	B. OPTIONS	C. CHOICE MAKING
Who?	STEP 3 <ul style="list-style-type: none"> • Parents • Principals • Students • Teachers • Community • Tech Staff • TOSAs/TISs • Service Learning 	STEP 2 <ul style="list-style-type: none"> • Director of Teaching & Learning • Director of Research & Evaluation/Data Coach • Director of Special Services • Gifted & Talented Coordinator • Assistant Director of Administrative Services • Activities Director • Principal Representatives – Shawn Dudley, Peter Hodne 	STEP 1 <ul style="list-style-type: none"> • T-A – School Board • T-B – Superintendent
What?	Step 5	Step 5	Step 4
What Issues and Questions?	Step 6	Step 6	Step 6

Target Completion Date: April 2009

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Special Meeting, December 19, 2008
Volume 80, Report 230

SUBJECT: WORLD LANGUAGE COURSE CHANGE AT EDINA MIDDLE
SCHOOLS, 2009–2010

Be it Resolved, That

The Board of Education

Approve the following new course beginning with the 2009–2010
school year:

South View and Valley View Middle Schools

Mandarin Chinese

BACKGROUND INFORMATION

This request is the result of a follow-up study and recommendation by the World Language Department (see attached) at the direction of the school district, in response to a stated desire to offer a nonwestern world language option beginning at grade 6. The team was led by the middle school principals and included representatives of each middle level world language and all three secondary sites. It comes as a request associated with the Edina Curriculum Review Cycle and has been recommended by the principals, the Options Team, area leaders, teachers on special assignment (TOSAs) and the Board Teaching and Learning Committee.

The group also recognizes that this addition will necessitate that German be phased out of the options available for grades 6-8 and become a grade 9 entry point. This will allow the middle schools to use staffing time most effectively, as the middle level German enrollments have steadily dropped over the past few years. The group studied local and national trend data and conducted a survey of incoming grade 6 families. The addition of the Chinese language and the diminished interest in studying German mirror national trend data found at both secondary and postsecondary levels. The recommendations, as noted below, also recognize the need to serve the language course-taking needs of students currently enrolled in German.

World Language Options Group Recommendations

1. Chinese is an option that we would support as the “Options Group.”
 - Introduce Mandarin Chinese in the middle schools.
 - We recommend hiring a full-time (1.0 FTE), licensed Chinese teacher in order to recruit a quality candidate.
 - If we phase-in four levels of Chinese at each middle school, then we would need to support a full-time FTE (‘A’ days at one building and ‘B’ days at another building).
 - If we phase-in incrementally at grades 6 and 7, then we would recommend marrying the middle school position with a high school position.
2. Arabic is an option that we would support as the “Options Group.”
 - Explore Arabic at the high school level only.
3. We recommend a dialogue open to discuss entry points for all world languages, especially at grade 8.
4. We recommend German as an option be phased out at grades 6, 7 and 8 and kept as an entry-level option at grade 9.
 - In 2009-2010, German is offered at grades 7 (1-A), 8 (2-A) and grade 9 (2-B)
 - In 2010-2011, German is offered at grades 8 (2-A) and grade 9 (2-B)
 - In 2011-2012, German is offered at grade 9(2-B) and grade 9 (German I)
 - In 2012-2013, German is offered at an entry level for grade 9 (German I)

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
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 Volume 80, Report 231

SUBJECT: THEATER GROUP TRIP TO WASHINGTON, D.C.

In conformity with Policy 538, the following theater group trip on December 30 and 31, 2008, to the Vietnam Veterans Memorial in Washington, D.C. has been approved by the Edina High School administration. The theater group will visit the wall, meet with veterans and visit Representative Ramstad's office. The students will not miss any school.

Tues., December 30	5:30 am	Meet at Minneapolis/St. Paul Airport
	7:00 am	Flight departs
	10:40 am	Flight arrives in Washington, D.C.
	12:00 pm	Travel to Vietnam Veterans Memorial
	4:00 pm	Meeting at Sen. Ramstad's Office
	5:00 pm	Meeting with veterans at National Cemetery
	6:00 pm	Check in at hotel
	7:00 pm	Dinner
	8:00 pm	Rehearsal
	10:00 pm	Pizza at hotel
	11:30 pm	In rooms/lights out
Wed., December 31	6:00 am	Transportation to airport
	7:30 am	Flight departs
	10:15 am	Flight arrives in Minneapolis

BACKGROUND INFORMATION

This trip has been approved by the high school administration and parents of the cast and crew. Approximately 20 students will be going on the trip. Chaperoning will be provided by Theater Directors Tony Matthes, Karen Seay, Amy Hill and Bob Sedoff Ray, in addition to two parent volunteers.

Transportation has been arranged through Midwest Airlines, and will be covered through fundraising.