

INDEPENDENT SCHOOL DISTRICT 273  
 Special Meeting, April 27, 2009, 5:00 P.M.  
 Room 349, Edina Community Center

AGENDA

Determination of Quorum and Call to Order

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

REPORTS

- Personalized Learning – Dr. Jenni Norlin-Weaver, Director of Teaching & Learning
- 1-on-1 Laptop Pilot Program Proposal – Dr. Michael Burke, Director of Media & Technology Services
- BRRRG (Budget Reduction, Reallocation & Revenue Generation) Proposal – Dr. Ric Dressen, Superintendent; and Jay Willemssen, Director of Business Services

ACTION

|     |  |         |
|-----|--|---------|
| 380 | 2009–2010 Budget Reductions                              | 695-699 |
| 381 | Purchase of 3-D Printer for Project Lead the Way Program | 700     |
| 382 | Personnel Recommendations (To Be Walked In)              | 701-702 |
| 383 | Community Education Services Personnel Recommendations   | 703     |
| 384 | New Course at Edina High School, 2009–2010               | 704     |

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, April 27, 2009  
Volume 80, Report 380

SUBJECT: 2009–2010 BUDGET REDUCTIONS

Be It Resolved, That

The Board of Education

Approve budget reductions for 2009–2010 in the amount of \$2,254,500.

BACKGROUND INFORMATION

The attached pages represent the culmination of three months of input and discussion by members of the community, staff, administration and School Board. If it becomes necessary to have additional reductions, Tier V will be presented at a later date. The hope is that, through the savings we have achieved in 2008–2009 and the potential stimulus dollars coming from the federal government, this list will be more than sufficient and will not have to be fully used.

**Tiers I/II Reductions**

**Target: \$1,000,000**

| BRRRG Items   | Target Amounts               | Personnel Impact                        | Background and Impact  |
|---|------------------------------|---|--|
| Reduce administrative services and budget expenses    | \$208,000                    |   | Reduce training/travel, legal, property insurance, and modify services.  |
| Reduce administrative support position                | 50,000                       | 1.0 D.O.<br>Clerical                    | Realign and reassign responsibilities given the reduction in position.   |
| Reduce Curriculum Resource Program services           | 15,000                       |   | Reduce curriculum support programs (i.e., BRAVO, Art Masterpiece, speakers) while expanding volunteering. Requires restructuring of program. |
| Reduce extended teacher contracts                     | 50,000                       |   | Reduce extended contract days for select teaching positions. Limit teacher services in the summer.   |
| Eliminate district Copy Center                        | 75,000                       | 1.0 Supv.,<br>.75 Clerical              | Eliminate district Copy Center and use only site-based copying. Requires restructuring at schools.   |
| Reduce decentralized budget by 5%                     | 25,000                       |   | Reduce and modify expenditures.  |
| Reduce Teacher on Special Assignment (TOSA) positions | 67,500                       | .5 Teacher<br>1.0 Instruct<br>Support   | Reduce and restructure responsibilities of various TOSAs in schools. Limits support services to teachers and students.                       |
| Reduce paras at schools by 10%                        | 160,000<br>40,000<br>100,000 | 15.0 Spec. Ed.<br>2.0 Sec.<br>5.0 Elem. | Reduce and reassign responsibilities. Limits support service to students and requires special education students to be clustered.            |
| Reduce media assistant support by 20%                 | 63,000                       | 1.8 Clerical                            | Reduce and reassign responsibilities. Limits support service in media.   |
| Reduce social worker                                  | 55,000                       | 1.0 Soc. Wkr.                           | Reduce and reassign responsibilities. Limits support services to students.   |
| Reduce custodial positions                            | 120,000                      | 3.0 Custodian                           | Reduce and reassign responsibilities. Reduction of .5 at elementary schools.   |
| Reduce bus garage employee                            | 40,000                       | 1.0 Maint.                              | Reduction of services  |

|  |             |  |  |
|--|-------------|--|--|
| Reduce and restructure secondary activities program        | 55,000      |  | Reduce and rework assignments. Examine delivery through community education services. Minimize impact to student access to beyond-the-school-day activities. Pursue fee structure program for Math Olympiad. |
| Reduce teacher overload assignments                        | 100,000     |  | Reassign teacher duties. No impact to students. Possible limit on expertise.   |
| Reduce contracted services with ISD 287                    | 30,000      |  | Edina teachers complete instruction. Efficient use of funding.   |
| Increase student fees by 5% (records, parking, activities) | 20,000      |  | The increase keeps Edina within comparables to other districts. Limits student access. Expand scholarship opportunities.   |
| Increase building use fees by 5%                           | 20,000      |  | The increase keeps Edina within comparables to other districts. Limits community participation after hours. May impact rental arrangements.  |
| Increase activity admission fees                           | 10,000      |  | The increase keeps Edina within comparables to other districts. Pursue a student fall and winter admissions pass.  |
| SUBTOTAL   | \$1,303,500 |  |  |

**Tiers III/IV Reductions**  
**Target: \$1,600,000**

| BRRRG Items | Target Amounts | Personnel Impact | Background and Impact |
|-------------|----------------|------------------|-----------------------|
|-------------|----------------|------------------|-----------------------|

**Administrative**

|  |          |              |  |
|--|----------|--------------|--|
| Reduce administrative expenditures<br>- Consultants, training and line items | \$48,000 |              | Reduce training and services. Limits services and requires restructure.          |
| Reduce support staff position  | 50,000   | 1.0 Clerical | Realign and reassign responsibilities. Limits services and requires restructure. |

**Noninstructional**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**Instructional (Nonload-Bearing)**

|                                   |       |            |   |
|-----------------------------------|-------|------------|---|
| Reduce special education position | 9,000 | .3 Teacher | Reduce occupational therapist position and reassign responsibilities. |
|-----------------------------------|-------|------------|---|

**Instruction (Load-Bearing)**

|   |         |              |  |       |       |       |   |   |   |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|---|---------|--------------|--|-------|-------|-------|---|---|---|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Increase elementary class size by 1 in grade 2 and by 2 in grade 3 with modified para support | 55,000  | 1.0 Teacher  | <table border="0"> <tr> <td></td> <td align="center">K</td> <td align="center">1</td> <td align="center">2</td> <td align="center">3</td> <td align="center">4</td> <td align="center">5</td> </tr> <tr> <td>Curr:</td> <td align="center">19/21</td> <td align="center">22/24</td> <td align="center">22/24</td> <td align="center">22/24</td> <td align="center">25/27</td> <td align="center">25/27</td> </tr> <tr> <td>Prop:</td> <td align="center">19/21</td> <td align="center">22/24</td> <td align="center">22/25</td> <td align="center">24/26</td> <td align="center">25/27</td> <td align="center">25/27</td> </tr> </table> |       | K     | 1     | 2 | 3 | 4 | 5 | Curr: | 19/21 | 22/24 | 22/24 | 22/24 | 25/27 | 25/27 | Prop: | 19/21 | 22/24 | 22/25 | 24/26 | 25/27 | 25/27 |
|   | K       | 1            | 2  | 3     | 4     | 5     |   |   |   |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Curr:   | 19/21   | 22/24        | 22/24  | 22/24 | 25/27 | 25/27 |   |   |   |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Prop:   | 19/21   | 22/24        | 22/25  | 24/26 | 25/27 | 25/27 |   |   |   |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Reduce English teacher at Normandale  | 55,000  | 1.0 Teacher  | Align reduction with elementary Spanish reduction at other sites.  |       |       |       |   |   |   |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Reduce elementary Spanish program (Eliminate in grades 2 and 3; provide in grades 4/5)        | 110,000 | 2.0 Teachers | Work with world language teachers to determine best possible program given modifications and make Spanish a load-bearing class. Eliminate in grades 2 and 3.   |       |       |       |   |   |   |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Reduce elementary general music in grade 5 to maintain band and orchestra                     | 82,500  | 1.5 Teachers | Work with music staff to identify best way to provide reduced services. Align band, vocal and orchestra experience with the general music experience in grade 5.   |       |       |       |   |   |   |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

|                                    |           |              |   |  |         |           |          |      |      |           |      |      |
|------------------------------------|-----------|--------------|---|--|---------|-----------|----------|------|------|-----------|------|------|
| Increase secondary class size by 1 | 429,000   | 7.8 Teachers | <p style="text-align: center;">Average Class Size</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Gr. 6-9</td> <td style="text-align: center;">Gr. 10-12</td> </tr> <tr> <td>Current:</td> <td style="text-align: center;">24.8</td> <td style="text-align: center;">28.5</td> </tr> <tr> <td>Proposed:</td> <td style="text-align: center;">25.8</td> <td style="text-align: center;">29.5</td> </tr> </table> |  | Gr. 6-9 | Gr. 10-12 | Current: | 24.8 | 28.5 | Proposed: | 25.8 | 29.5 |
|                                    | Gr. 6-9   | Gr. 10-12    |   |  |         |           |          |      |      |           |      |      |
| Current:                           | 24.8      | 28.5         |   |  |         |           |          |      |      |           |      |      |
| Proposed:                          | 25.8      | 29.5         |   |  |         |           |          |      |      |           |      |      |
| Reduce gifted and talented         | 27,500    | .5 Teacher   | Reduce services and reassign roles.   |  |         |           |          |      |      |           |      |      |
| Reduce security officers           | 30,000    | 1.0 Position | Reassign security duties and add additional security cameras at schools (one-time expenditure).   |  |         |           |          |      |      |           |      |      |
| Reduce staff supervision duties    | 15,000    |              | Reassign staffing duties with minimal service impact.   |  |         |           |          |      |      |           |      |      |
| Reduce teacher compensatory days   | 25,000    |              | Reduce the approved teacher comp days throughout the district, including elementary early conference days.  |  |         |           |          |      |      |           |      |      |
| Reduce teacher leadership stipends | 15,000    |              | Reassign leadership duties and school site leadership structure. Seek additional input from school site leadership on funding revisions (area leaders).   |  |         |           |          |      |      |           |      |      |
| SUBTOTAL                           | \$951,000 |              |   |  |         |           |          |      |      |           |      |      |

TOTAL TIERS I - IV

\$2,254,500

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273  
Special Meeting, April 27, 2009  
Volume 80, Report 381

SUBJECT: PURCHASE OF 3-D PRINTER FOR PROJECT LEAD THE WAY PROGRAM

Be it Resolved, That

The Board of Education

Approve the purchase of one Dimension U Print 3-D printer and a three-year comprehensive educational package from First Technologies, Inc. for \$24,395.

BACKGROUND INFORMATION

The 3-D printer will be purchased for the Project Lead the Way program at South View and Valley View Middle Schools. The 3-D printer will allow middle school students in the pre-engineering classes to turn their 3-D CAD drawings into three-dimensional, hard plastic, working models. District staff looked at the two competing companies in this area: The Dimension U Print 3-D printer from First Technologies, Inc., which uses a plastic design material to create three-dimensional models, and the Z-Printer from Z Corporation, which uses a powdered material to build the models and requires that models be soaked in polyurethane or superglue to harden.

The plan is to buy one 3-D printer and move it between schools at the end of each quarter. The Dimension U Print machine weighs 168 lbs. while the Z-Corporation printer weighs 255 lbs., and with the powdered supply material, would be more difficult to move.

| Company            | 3-D printer model          | Hardware plus shipping and handling | 3-year supplies and maintenance | Total    |
|--------------------|----------------------------|-------------------------------------|---------------------------------|----------|
| First Technologies | Dimension U Print          | \$17,900                            | \$6,495                         | \$24,395 |
| Haldeman Homme     | Z-Corporation Z310 printer | \$20,200                            | \$9,875                         | \$30,075 |

It is recommended that the district purchase the Dimension U Print 3-D printer from First Technologies, Inc. Funding is being provided by the Edina Education Fund.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273  
 Special Meeting, April 27, 2009  
 Volume 80, Report 382

SUBJECT: PERSONNEL RECOMMENDATIONS

Be It Resolved, That

The Board of Education

Approve the following personnel recommendations:

PROFESSIONAL STAFF

A. REQUEST TO RESCIND RESIGNATION

| <u>Name</u>    | <u>Current Status</u> | <u>Effective Date</u> |
|----------------|-----------------------|-----------------------|
| WEST, KATHLEEN | Leave                 | 4/20/09               |

B. REQUEST FOR LEAVE OF ABSENCE WITHOUT PAY

| <u>Name</u>      | <u>Current Status</u> | <u>Type</u> | <u>Effective Date</u> |
|------------------|-----------------------|-------------|-----------------------|
| FORSTON, JESSICA | Leave                 | Supt disc   | 2009-10 school yr     |

C. RESIGNATIONS

| <u>Name</u>        | <u>Assignment</u>            | <u>Effective Date</u> |
|--------------------|------------------------------|-----------------------|
| KEELEY, SHERYL     | School Nurse<br>Creek Valley | 6/9/09                |
| MORRIS, STEPHANIE  | Leave                        | 4/20/09               |
| REINERTSEN, CHERYL | Language Arts<br>High School | 6/9/09                |
| WALLIN, ABBY       | Leave                        | 6/9/09                |

CLASSIFIED STAFFA. RESIGNATIONS

| <u>Name</u>        | <u>Assignment</u>                   | <u>Effective Date</u> |
|--------------------|-------------------------------------|-----------------------|
| BENNEWITZ, LINDSAY | Educ Assoc/Spec Ed<br>Highlands     | 6/5/09                |
| HOENACK, DAVID     | Educ Assoc/Spec Ed<br>High School   | 6/5/09                |
| MEYER, CALVIN      | Bus Driver<br>Transportation Center | 6/9/08                |

B. TERMINATIONS

| <u>Name</u>       | <u>Assignment</u>                     | <u>Effective Date</u> |
|-------------------|---------------------------------------|-----------------------|
| FINK, SARA        | Educ Assoc/Spec Ed<br>Creek Valley    | 6/5/09                |
| FINK, THOMAS      | Copy Center Supervisor<br>High School | 6/30/09               |
| LUEDTKE, VICTORIA | Educ Assoc/Spec Ed<br>Creek Valley    | 6/5/09                |
| SVEC, KURT        | Copy Center Assistant<br>High School  | 6/30/09               |

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273  
 Special Meeting, April 27, 2009  
 Volume 80, Report 383

SUBJECT: COMMUNITY EDUCATION SERVICES PERSONNEL  
 RECOMMENDATIONS

Be it Resolved, That

The Board of Education

Approve the following Community Education Services personnel  
 recommendations:

CHANGE IN ASSIGNMENT

| <u>Name</u>      | <u>Position</u>   | <u>Salary</u> | <u>Date</u> |
|------------------|---|---------------|-------------|
| Andrea Bernhardt | Adult Enrichment Supervisor<br>(from 40 hours/week to 24<br>hours/week) | \$26,844      | 7/1/09      |

RESIGNATION

| <u>Name</u>          | <u>Position</u>           | <u>Date</u> | <u>Reason</u> |
|----------------------|---------------------------|-------------|---------------|
| Mary Bottolene-Amiot | CES Technology Specialist | 6/30/09     | Retirement    |

TERMINATIONS (POSITION ELIMINATIONS)

| <u>Name</u>      | <u>Position</u>        | <u>Date</u> |
|------------------|------------------------|-------------|
| Michelle Schulze | (YD/S) Program Manager | 6/30/09     |
| Jennifer Skaug   | CES Operations Manager | 6/30/09     |

CES = Community Education Services

YD/YS = Youth Development/Youth Service

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273  
Special Meeting, April 27, 2009  
Volume 80, Report 384

SUBJECT: NEW COURSE AT EDINA HIGH SCHOOL, 2009–2010

Be it Resolved, That

The Board of Education

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

Edina High School Mentor Connection

This program is designed for students who have advanced knowledge or interest in a particular field of study and who would like to work with a professional in that field who serves as a mentor. Students will collaborate with their mentor at the mentor's place of work to design and complete an in-depth project, culminating in a May Term experience. The course will include on-site preparatory class time, focused on the acquisition of 21<sup>st</sup> Century readiness and leadership skills. The mentor experience will be held off-campus for a two-hour afternoon block. Application for the program must be made through the counseling office and an interview process will be part of the selection and placement process.

BACKGROUND INFORMATION

This option is intended to replace one previously available through sponsored and coordinated by Intermediate School District 287. This proposal is the result of district reorganization of services aligned with the BRRRG process and has been supported by teaching and learning staff, Edina High School administration, area leaders, and teachers on special assignment, including the coordinator of gifted and talented services. A steering committee has been convened, inclusive of Edina Board of Education and community representation. It is the desire of all involved to create additional 'off site' experiences for interested students in a variety of areas, however, as it has been in the past, the focus for school year 2009–2010 will be on talented students seeking enrichment experiences.