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# REFERENDUM LEVY HANDBOOK:

## ISSUES AND STRATEGIES FOR THE MID-1980'S

AUGUST, 1982

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EDUCATIONAL COOPERATIVE SERVICE UNIT

of the Metropolitan Twin Cities Area

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Minneapolis, Minnesota 55418

# PART I

## FOREWORD

The Referendum Levy Handbook: Issues and Strategies for the Mid-1980's was approved as a special project by the Planning and Research Commission of the Metro ECSU in the spring of 1982 and authorized by the Executive Committee.

The 1982 edition of the Referendum Levy Handbook differs from its predecessor (published in June, 1981) in at least two respects. First, the 1982 version takes a somewhat more analytical, issue-oriented approach to revenue-raising efforts by metro area school districts than the previous handbook. Second, the 1982 document summarizes information derived from a rather comprehensive survey involving 23 metro area school districts which had recently held referenda. The focus of the survey, conducted in June, 1982, was on campaign strategies, the effectiveness of various campaign techniques, critical factors in levy elections, and the role of key participants in revenue-raising campaigns. The 1982 publication also presents exemplary materials used by districts in their recent elections. This document is intended to build upon the materials provided in the 1981 edition of the Referendum Levy Handbook.

The Metro ECSU wishes to extend a special thanks to the 23 school districts who participated in the survey and shared their campaign materials.

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## GLOSSARY OF KEY TERMS

### CAMPAIGN PERIOD

The number of weeks during which campaign participants actively pursue support for the passage of a levy or trade-off action.

### CROSSPRESSURE MODEL

A campaign strategy with two primary objectives: 1) to isolate and then ensure the participation of "yes" voters and 2) to isolate and then neutralize potential "no" voters--generally through the dissemination of information which confounds a strictly negative viewpoint of the proposed action.

### DISCRETIONARY LEVY

A supplement to the basic foundation program, the discretionary levy is generally a School Board responsibility--going to public vote only when requested through petition. In 1982-83 a discretionary levy may not exceed a total of  $2\frac{1}{4}$  mills. Districts levying the full  $2\frac{1}{4}$  mills are guaranteed \$138.52 per pupil unit. The state will pay aids for the difference between the  $2\frac{1}{4}$  mill levy and the \$138.52 guarantee. As with foundation aid, the discretionary aid amount per pupil unit decreases as district EARC valuation increases.

### HARDSSELL MODEL

A campaign strategy, perhaps passé in these difficult economic times, which seeks to impress or "dazzle" the electorate or some component therein with slick advertising and public relations techniques.



#### LOW-PROFILE MODEL

A campaign strategy which has the primary goal of minimizing public exposure to the proposed action. Only the "faithful" are communicated with to any significant degree and encouraged to vote when this model is used.

#### MILL/MILL RATE

A measure of the rate of taxation on community property for school purposes. Tax rates, expressed in mills, are established by dividing the dollar amount levied by the measure of total valuation of property and dividing that quotient by 1000.

#### PYRAMID TECHNIQUE

A campaign technique designed to increase the probability that a pre-specified number of "yes" voters will in fact turn out for the election. If, for example, a district felt that it needed 2000 "yes" votes to win an election, campaign organizers would attempt to identify 200 "friends of the schools." Each of these 200 people would be urged to develop a list of 10 "yes" voters and then to make sure that their 10 people voted on election day.

#### REFERENDUM

The practice of referring legislative measures or proposals by popular initiative to the vote of the electorate for approval or rejection. Passage of a referendum requires support from 50% plus one of those voting on a particular issue.

#### REFERENDUM LEVY

A provision for obtaining additional revenue limited only by the amount voted upon in an election. Referendum levy proposals are generally expressed in terms of mills, but may instead specify particular dollar amounts. Also, such proposals may provide for a one-time levy, a levy for a specific number of years, or be on-going in nature.

#### RIFLE or TARGET MODEL

Cousin to the low-profile model, this strategy is premised on the contention that the greatest proportion of campaign time and resources should be spent on likely "yes" voters, because convincing likely "no" voters to change their sentiments is generally futile and counterproductive. Hence, those using the target model attempt to inform and convince only select groups within the community.

#### SHOTGUN MODEL

A campaign strategy which seeks to inform and convince everyone in the community that the action proposed is in their best interests.

#### STRONG-ARM MODEL

Generally used in combination with another model, this strategy emphasizes the negative consequences that would theoretically occur if the proposed action were to fail.

#### "SPECIAL LETTERS"

A technique which attempts to personalize the campaign effort through the writing of personal letters. Examples include: elementary teachers writing to parents of current or past students; coaches writing to parents of current or past athletes; parents of special education children writing to like parents.

#### TRADE-OFF REFERENDUM

An election in which the request to increase taxes by a specified amount is accompanied by a School Board promise to reduce the levy for debt redemption, capital expenditures, or possibly another fund. In such a case, taxpayers realize no increase in taxes or less of an increase in taxes than the referendum levy would indicate. School districts often find it difficult to get the "mechanics" of the trade-off process across to their electorate during the referendum campaign.

## SUMMARY OF RECENT LEGISLATION

The following provides a brief summary of recent (1981-82 session) legislation related to school district referenda:

- THE 1982-83 FOUNDATION FORMULA ALLOWANCE WAS SET AT \$1325 PER PUPIL UNIT AND \$1475 PER PUPIL UNIT FOR 1983-84.
- THE 1983-84 BASIC MAINTENANCE MILL RATE WILL REMAIN AT 24 MILLS FOR FOUNDATION AID.
- SCHOOL DISTRICTS WILL BE ALLOWED TO IMPOSE A DISCRETIONARY LEVY OF UP TO  $2\frac{1}{4}$  MILLS IN 1982-83 AND UP TO  $2\frac{1}{2}$  MILLS THEREAFTER.
- BEGINNING IN 1983-84 SCHOOL DISTRICTS WILL HAVE THE OPTION OF HOLDING MORE THAN ONE REFERENDUM ON A TAX INCREASE DURING A GIVEN SCHOOL YEAR.
- BEGINNING IN 1983-84 VOTERS WILL HAVE THE CAPACITY TO REDUCE AS WELL AS REVOKE A LEVY REFERENDUM THROUGH PETITION.
- SCHOOL DISTRICTS MAY SHIFT UP TO \$50 PER PUPIL UNIT FROM THE CAPITAL EXPENDITURE FUND TO THE GENERAL FUND DURING THE 1982-83 SCHOOL YEAR. THIS TRANSFER IS ALLOWABLE ONLY IN 1982-83.
- SCHOOL DISTRICTS CAN NO LONGER MAINTAIN A LARGE BALANCE IN THE DEBT REDEMPTION FUND. THIS LEGISLATION MAY MAKE THE TRADE-OFF LEVY OBSOLETE.

# SUMMARY OF RECENT REFERENDA CONDUCTED BY METRO AREA SCHOOL DISTRICTS

**TABLE 1**  
**District**

<u>District</u>	<u>Date of Referendum</u>	<u>Type of Referendum</u>	<u>Duration</u>	<u>Number of Mills Involved</u>	<u>Outcome</u>	<u>Vote Counts</u> <u>"Yes" "No"</u>	
Anoka-Hennepin	9-9-81	Discretionary	On-going	2.25	Pass	6976	3007
Bloomington	9-2-81	Excess Levy	On-going	7.5	Fail	3423	4553
Burnsville-Eagan-Savage	10-7-80	Excess Levy	On-going	5	Pass	2661	1629
Centennial	10-6-81	Excess Levy	On-going	6.5	Pass	778	610
Chaska	9-10-82	Excess Levy	3 years	4	Pass	1219	941
Columbia Heights	10-5-81	Excess Levy with Trade-off	On-going	5 (with 3.5 mill trade-off)	Pass	1452	794
Forest Lake	9-17-81	Discretionary	On-going	2.25	Pass	1951	1612
Hopkins	10-1-78	Trade-off	On-going	.5	Pass	3770	2513
Minnetonka	4-27-82	Excess Levy	On-going	9	Pass	3511	3116
Mounds View	10-5-81	Excess Levy	On-going	8.5	Fail	4611	6026
North St. Paul- Maplewood-Oakdale	9-28-81	Trade-off	One-time	7	Pass	1725	187
Osseo	10-5-81	Excess Levy	On-going	6	Pass	4186	3544
Richfield	9-15-81	Discretionary	On-going	1.25	Pass	3971	1848
Robbinsdale	10-5-81	Excess Levy	On-going	8.5	Pass	6960	5783
Rosemount	9-15-81	Discretionary	On-going	1.25	Pass	3761	1158
Roseville	9-21-81	Trade-off	On-going	5.5	Pass	3290	448
Shakopee	5-4-82	Excess Levy with Trade-off	3 years	11.5 (with 6 mill trade-off)	Pass	2178	1720
S. Washington County	2-16-82	Excess Levy	On-going	9.5	Fail	2114	2298
Spring Lake Park	10-8-81	Excess Levy	On-going	5	Pass	788	481
St. Louis Park	6-7-82	Excess Levy	On-going	5.75	Pass	2562	1711
West St. Paul	5-18-82	Trade-off	One-time	5	Pass	1568	494
Westonka	9-29-81	Trade-off	On-going	6.2	Pass	1298	793
White Bear Lake	6-8-82	Trade-off	One-time	11	Pass	2393	1159

## CAMPAIGN STRATEGIES

TABLE 2

(N=23)

<u>Strategy</u>	<u>Districts Using Strategy in Most Recent Election</u>	
	<u>Number</u>	<u>Percent</u>
Low-Profile Model	2	8.7
Hardsell Model	0	0.0
Crosspressure Model	2	8.7
Shotgun Model	11	47.8
Rifle or Target Model	13	56.5
Strong-Arm Model	3	13.0
Other	1	4.3

(Note: Categories not mutually exclusive.)

It is clear from Table 2 that the "shotgun" and "rifle" campaign strategies are the two most popular among metro area school districts at this point in time. This is interesting given that at least theoretically, these strategies represent nearly opposite positions on how a campaign should be run. With the shotgun approach campaign organizers attempt to inform and convince as many of their electorate as possible, using a wide variety of techniques designed to disseminate information and influence voters. The hope is that an informed constituency will be more likely to support the fund-raising effort and less likely to feel alienated when it is successful.

Conversely, the rifle or target model focuses its efforts almost exclusively on one or more target groups, emphasizing telephone contact and other "low-profile" means of reaching potential "yes" voters. This strategy is premised on the contention that the greatest proportion of campaign time and resources should be spent on likely "yes" voters, as

convincing likely "no" voters to change their sentiments is generally futile and counterproductive.

<u>Rationale Category</u>	<u>Districts</u>	
	<u>Number</u>	<u>Percent</u>
Strategic Considerations	13	56.5
Ethical Considerations	3	13.0
Spontaneous Choice	1	4.3
Board/Citizen Committee Choice	5	21.7
Other	1	4.3
	(N=23)	

Table 3 lists a variety of factors that may influence the decision as to which strategy (or strategies) is most appropriate in a given district. District representatives were asked to indicate what the primary consideration was in their district's decision to operationalize one strategy or another. It is clear that strategic considerations were the overriding concern in most districts in their recent fund-raising efforts.

## CAMPAIGN PERIOD

TABLE 4

<u>Active Campaign Period</u>	<u>Districts</u>	
	<u>Number</u>	<u>Percent</u>
3 to 4 weeks	10	43.5
5 to 6 weeks	10	43.5
7 to 8 weeks	3	13.0
	(N=23)	

We have defined the "campaign period" simply as the number of weeks during which campaign participants *actively* seek support for passage of the proposed action. We can see from Table 4 that this period ranged from 3 weeks to 2 months among districts participating in our survey, with most campaigns running between 3 and 6 weeks.

It appears that the length of the campaign period is closely associated with the type of strategy being used. Districts employing the rifle and/or low-profile approaches tend to favor a somewhat shorter (3-5 week) campaign, thereby limiting the amount of time the opposition has to get mobilized. The shotgun and "strong-arm" models, on the other hand, generally demand a more expansive campaign timeline to inform and convince the community at large.



## CAMPAIGN TECHNIQUES

<u>Technique</u>	(N=23) Districts Using Techniques in Most Recent Campaign Effort	
	<u>Number</u>	<u>Percent</u>
Pre-Referendum Analyses	10	43.5
Door-to-Door Campaigning	7	30.4
Telephone Campaigns	19	82.6
Selection of Target Groups	21	91.3
Informational Mailings	22	95.7
Media Releases	14	60.9
Social Gatherings (e.g., coffee parties)	6	26.1
Public Meetings	11	47.8
Local Radio Shows/Commercials	4	17.4
Special Letters (see glossary)	4	17.4
Pyramid Method (see glossary)	2	8.7
Election-Eve Telephone Blitz	5	21.7
Chamber of Commerce Endorsement	2	8.7
Selection of Strategic Election Date	3	13.0
(Note: Categories not mutually exclusive.)		

As Table 5 reveals, metro area school districts are employing a wide range of techniques in their efforts to gain community financial support for the public schools during these difficult economic times. Many of the techniques listed are well-known among those persons in the districts having revenue-raising responsibilities; other techniques (some not listed in Table 5) may be less familiar. Examples include:

- USE OF OVERHEAD PROJECTOR AND TRANSPARENCIES TO PRESENT DATA TO LAY AUDIENCES IN A SIMPLE AND CONCISE MANNER

- REMINDER CALLS TO TARGETED VOTERS ON ELECTION DAY
- "SPECIAL LETTERS" (SEE GLOSSARY)
- PROVIDING A "REFERENDUM HOT-LINE" FOR COMMUNITY MEMBERS TO EXPRESS OPINIONS AND GET ANSWERS TO QUESTIONS
- LOCAL RADIO CALL-IN SHOWS AND COMMERCIALS
- COMPUTERIZED TELEPHONE NUMBER/MAILING LISTS
- PYRAMID METHOD (SEE GLOSSARY)
- TARGETED DOOR-TO-DOOR CAMPAIGNING
- GETTING FORMER SCHOOL BOARD MEMBERS INVOLVED IN CAMPAIGN EFFORT
- STAGING FORMAL AND INFORMAL DISCUSSIONS WITH KEY OPPONENTS
- USE OF LAWN SIGNS AND BILLBOARD ADVERTISEMENTS
- POST-REFERENDUM ANALYSES

## TECHNIQUES THOUGHT TO BE MOST EFFECTIVE

District representatives were asked to specify which of the campaign techniques used in their respective fund-raising efforts were *most* effective. Techniques most often expressed as being particularly effective were:

- TELEPHONE CAMPAIGNS
- SELECTION OF TARGET GROUPS
- INFORMATIONAL MAILINGS

Other techniques, perhaps less commonly used, but also thought to be very effective include:

- PRE-REFERENDUM ANALYSES OF COMMUNITY SENTIMENTS, PREVIOUS VOTING PATTERNS, ETC.
- SOCIAL GATHERINGS (E.G., COFFEE PARTIES, PANCAKE BREAKFASTS, ETC.)
- "SPECIAL LETTERS" (SEE GLOSSARY)

## KEY FACTORS

District representatives were asked to describe the key factor or factors which determined the outcome of their respective elections. Three factors commonly thought to have a *positive* influence on revenue-raising efforts were:

- THE EFFECTIVE PARTICIPATION OF KEY INDIVIDUALS AND/OR GROUPS
- GENERALLY FAVORABLE SCHOOL/COMMUNITY RELATIONS
- COMMUNITY AWARENESS OF PREVIOUS REDUCTIONS

Factors commonly thought to have *negative* implications for fund-raising were:

- A LOW-LEVEL OF COMMITMENT TO THE FUND-RAISING BY THE SCHOOL BOARD
- POOR SCHOOL DISTRICT CREDIBILITY WITH THE COMMUNITY
- NEGATIVE AND/OR CONFOUNDING MEDIA COVERAGE

## KEY PARTICIPANTS

Nearly 90 percent of the school districts participating in this survey indicated that there were key individuals and/or groups which significantly affected the outcomes of their respective elections. These participants ranged in character from citizens' committees to newspaper editors to real estate brokers to influential community spokespersons to superintendents to a Catholic priest.

The most common positive participants in school district revenue-raising endeavors appear to be citizens' groups, and particularly citizens' campaign organizing committees. It is clear that all school districts have a wealth of relevant talent and experience at their disposals and, when thoughtfully assembled, these resources can be invaluable in a campaign effort. Other key participants which tend to enhance the probability of success include district administrative staff, teacher groups, and parent groups.

Key participants which negatively affect revenue-raising are more difficult to generalize. Our data collection effort, generally speaking, revealed a paucity of knowledge and awareness among campaign organizers about just who their adversaries are and how they operate. This may be one area in which school districts will need to be more sophisticated and effective in the near future.

## SOME INTERESTING CORRELATIONS

The following are variables about which we have data that correlate well or are associated to a significant degree with successful and unsuccessful revenue-raising campaigns respectively. We must be extremely cautious in our interpretation of these relationships for at least three reasons: 1) our sample of cases (23 school districts) is relatively small, 2) our sample was not randomly selected and 3) correlation does not necessarily indicate a *causal* relation between two variables.

### CORRELATES OF SUCCESS

- TRADE-OFF REFERENDA
- LEVY REFERENDA WITH TRADE-OFF
- SELECTION OF TARGET GROUPS
- LEVYING A SMALL NUMBER OF MILLS
- USE OF LOCAL RADIO

### CORRELATES OF FAILURE

- A LOW LEVEL OF COMMITMENT TO THE CAMPAIGN EFFORT BY SCHOOL BOARD MEMBERS
- LOW CREDIBILITY WITH THE COMMUNITY
- NEGATIVE AND/OR CONFOUNDING MEDIA COVERAGE
- DOOR-TO-DOOR CAMPAIGNING
- PUBLIC MEETINGS

## SOME COMMENTS AND CONCLUSIONS

A serious problem facing American education today is the public's reluctance to approve school spending proposals. Traditionally, voters have been willing to give the schools as much money--in the form of budgets or bond measures--as they requested. In recent years, however, this situation has changed completely.

Today in some districts where voter approval of school levies was once virtually automatic, it is now almost equally automatic that school requests will be turned down, at least the first time they are placed before the voters. Although revised proposals, often calling for less money, are usually approved in later elections, even eventual approval can no longer be taken for granted. In some districts, voters have persisted in turning down spending requests until a lack of funds has forced the schools to cut back on educational services or even, in extreme cases, to close their doors entirely.

(Excerpted from "Research Action Brief," no. 1, June, 1977)

There is little doubt that the mid-1980's will present a substantial challenge to public education in the Twin Cities metro area and throughout the state of Minnesota. The financial future of many school districts across the state is uncertain at this time. Reductions in staff and services threaten the quality and quantity of learning. Pessimists suggest that the relationship between public schools and their surrounding communities has never been so tenuous. Optimists maintain that public education, weakened momentarily, has the human resources not only to overcome its financial difficulties, but its public relations woes as well. Regardless of your point of view, it would appear that revenue-raising in the mid-1980's by the public schools is going to require both thoughtful and effective strategy with considerable attention to community relations. Let's briefly

review the strategies and techniques that seem to be working well for school districts in the metro area as well as some of the key issues related to revenue-raising campaigns.

The predominant campaign strategies being used by metro area school districts for purposes of revenue-raising are the shotgun and rifle (or target) approaches. School Boards tend to favor the shotgun model because of its "open" and "democratic" nature. Our research suggests that in districts where the Board determines the type of campaign that will be run the shotgun model will likely be employed.

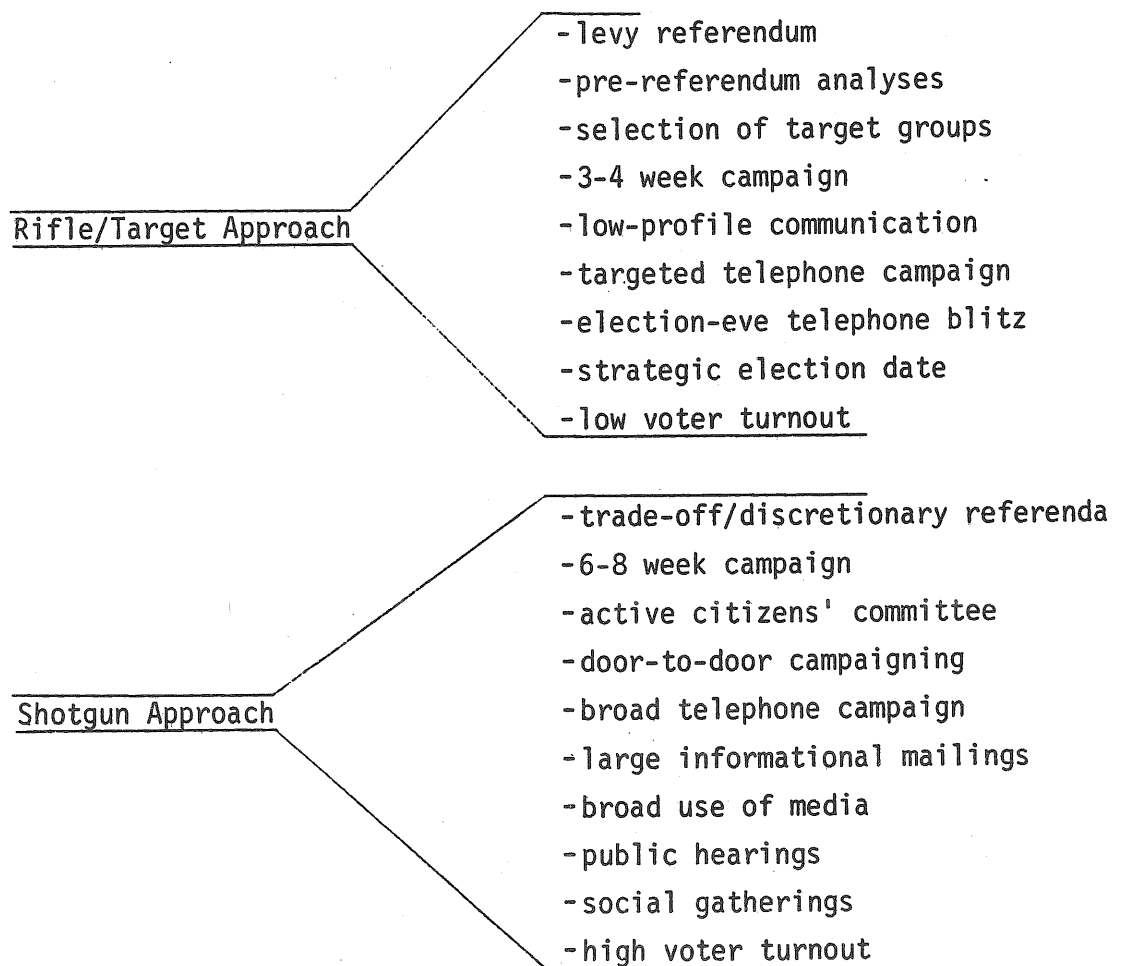
Critics of the shotgun approach argue that it assumes a partnership between the schools and their surrounding communities that may not exist in these difficult economic times. The contention is that the shotgun approach, although commendable, is politically naive; public financial support for the schools is no longer a forgone conclusion. For this reason, school district administrators generally favor the rifle or target strategy. The primary attributes of this strategy appear to be that it is less likely to rouse the opposition and, because the active campaign period for this model is ideally short (a month or less), it demands less of district financial resources and staff time. Still, the rifle strategy is criticized for its reluctance to bring the issue before the entire community.

Needless to say, both the shotgun and rifle strategies have been used successfully in the metro area. And, as we noted earlier, districts appear to be mixing what they believe to be the most effective elements of these, as well as other strategies. Perhaps the *type* of revenue-raising activity to be held, rather than philosophical concerns, is a more practical basis for selecting a campaign strategy. For example, the trade-off referendum by its



very nature would seem to demand broad dissemination of information simply because of its complexity. The greatest selling point of the trade-off referendum is that taxes will *not* be raised. This fact must be broadly and effectively communicated if the referendum is to pass.

Regardless of which general campaign strategy is chosen by a district for a given revenue-raising effort (and one strategy usually *is* dominant), there appear to be some support-gathering techniques and circumstances which logically go better with one or the other strategy. Below we have isolated those techniques and circumstances which our data suggest are associated with the two predominant strategies in our study.



# PART II

(SCHOOL DISTRICT MATERIALS)

## **PRE-CAMPAIGN ACTIVITY**

## Research Regarding Finance Elections

Research has shown the following patterns to be evident in finance elections:

1. Who votes:
  - a. Property-owning parents, especially those with children in public schools below grade 10.
  - b. Citizens who are informed about and interested in school affairs.
  - c. Citizens who are purchasing homes.
  - d. Middle-aged voters (34-64).
  - e. Wealthier citizens.
  - f. Citizens with greater education attainments.
  - g. Citizens who are involved in the community—residents for more than 3 years and belong to community organizations.
  - h. Voters who have a strong belief in the political process.
  - i. Women, who are better acquainted with schools than men.
  - j. Young, well-educated, well-to-do white collar workers.
2. Voter turnout for most school finance elections is normally low.
3. The larger the voter turnout, the smaller the percentage of favorable votes cast.
4. In a first-time election there is a high correlation between the turnout and negative voters—later votes have a better chance.
5. Teacher turnout is only slightly better than that of the general population.
6. Business and professional persons in the community are generally supportive.
7. Retired persons are the least supportive.

FINANCE REFERENDUMS: The Differences  
Between Winners and Losers

1. The winners spent as much time planning their campaigns as they did implementing them. Most spent more time planning than communicating.
2. The winners studied previous elections in their districts before planning the campaign.
3. The winners relied on face-to-face communication (block visitations and coffees) to build support for their ballot issues and reinforce the positive attitudes held by yes voters.
4. The winners augmented their face-to-face communications with printed material. Rarely did printed material carry the full communication load.
5. The winners took steps to identify target audiences and isolate their informational needs.
6. Campaign literature in winning districts centered on children and educational programs rather than school finances.
7. The boards of education in winning school districts were generally unanimous in their vote to place the financial issue on the ballot.
8. The winners were more committed to year-round financial communication than the losers.
9. The winners typically placed responsibility for the campaign in the hands of one person, a school administrator.
10. One form or another of citizen involvement characterized the campaigns of winners.
11. The winners began their campaigns by informing all voters of the ballot issue and its implications for the educational program.
12. The winners made special efforts to communicate with school supporters.
13. Most winning campaigns were organized by elementary attendance areas, and the elementary principals had key communication responsibilities.
14. Most winners had a history of working with the news media on a year-round basis. No winner relied solely on the media for campaign communication.
15. The winners didn't threaten voters with cuts in program, but they did clearly explain what would happen in the event of financial defeat. Most often the winners provided this information as "locally" as possible, i.e., general explanations of what defeat would mean were provided by central office; more specific information was provided in a child-centered way by the building principals.

16. Bumper stickers, lawn signs and posters were noticeably absent in winning campaigns.
17. Citizens in winning school districts seemed to know well ahead of the election that funds were needed. The announcement of the election wasn't a surprise.
18. Staff communication was considered a priority in winning districts. Staff members were first to know the need for the election and the ingredients of the campaign. Simply put, winners considered staff involvement an essential campaign consideration.
19. Winning districts carefully timed their communications and campaign activities. Care was taken to get the right information to the right place at the right time.
20. Winning districts followed the rule of "into/out-to." They stressed the year-round importance of getting citizens into the schools for various programs and activities. . . and they made sure they went out to the public before and during the financial campaign.
21. Winners had provisions for obtaining grassroots feedback, and they used the information they obtained to improve their communications.
22. Winners invited--sought out!--citizen questions about the financial issue. And they provided believable answers to questions asked.
23. Winners telephoned school supporters the evening before or the day of the election with a reminder to vote.

## POSSIBLE ISSUES TO BE ADDRESSED IN REFERENDUM CAMPAIGN

### 1. Enrollment is down and costs are up. Why?

There are four major reasons:

- a. The school system receives revenues from the State on the basis of pupil enrollment. St. Louis Park enrollment is down nearly 5,000 students since 1973-74.
  - b. Inflation has increased tremendously in the same period of time for public schools, just as it has for the individual.
  - c. Programs and services mandated by the State and Federal governments, such as special education are usually not fully funded. Reimbursement for some programs is less than promised.
  - d. There are many costs and services which cannot be reduced in proportion to enrollment because they are not directly related to enrollment, i.e., legal services, transportation, utilities, etc.
- ### 2. The schools' financial program is really the State's problem and the State should solve it.

School District and community representatives are working with the State legislature to bring about changes that will help to alleviate the local financial burden. In the meantime, our schools are in desperate need of funds to keep traditional programs such as instrumental music and athletics. The State's shortfall caused the District to cut 1.2 million dollars beyond the cuts projected for next year. Long term efforts with the legislature to change the way schools are funded will not solve our immediate problem. All funds raised by a local tax levy remain in the District and are not subject to State equalization.

### 3. Why are teacher salaries so high?

St. Louis Park does have one of the highest average teacher salaries in the State. Several factors account for this: 1. Location -- in the Metropolitan area salaries in general for all occupations and professions are higher than they are in outer areas of the State; 2. our teachers have pursued considerable additional training to improve the quality of instruction in the classroom.

The teaching staff is mature, stable, experienced and highly educated. Seventy-five percent of the licensed teachers have been in the district for a minimum of 16 years; 44 percent have been here for at least 21 years. Fifty-two percent of our teaching staff have earned at least a master's degree; 10 hold doctorates and 60 have completed doctoral coursework.

4. Why are our administrative costs so high? Are we "top heavy"?

Administrative costs for the district include more than just administrative positions. For example, School Board costs, legal services, contract negotiations, data processing services, and auditing services are some of the many items included in the "administration" category. In regard to administrative positions, the district has eliminated 12 administrative or supervisory positions since 1973-74. It is also important to note that administrative workload has not decreased over the years. New mandates from state and federal levels, expanded district programming, and the increased complexities of operating in times of adverse financial circumstances have meant increased administrative responsibilities, in spite of which the reduction of 12 positions was accomplished.

5. What is the impact of the referendum on taxpayers?

The Board is asking taxpayers for an additional 5.75 mills to see the schools through the crisis. Each mill raises \$324,375.56. In 1983-84 the 5.75 mill increase will raise \$1,863,000.

Here is the cost of the increase to taxpayers:

<u>Limited Market Value</u>	<u>Yearly Tax Increase</u>	<u>Monthly Tax Increase</u>
\$ 50,000	\$ 53.94	\$ 4.50
60,000	68.66	5.72
80,000	100.86	8.41
100,000	133.06	11.09
125,000	173.31	14.44

6. How will the additional money generated by the referendum be used?

The money will be used to maintain programs in place next fall following this year's 2.1 million dollar cut. The referendum will not pay for frills. It will help us save what's left.

7. Will the referendum solve our problem?

The referendum will enable the district to resolve its budget problems through the 1984-85 school year and will substantially reduce the scope of the problem in the 1985-86 school year. However, the Legislature must act to change the way in which schools are financed. The so-called "Minnesota Miracle" of 1971 no longer works and the result is financial chaos in the state's school systems. By approving this referendum, voters will give the district time to work with the Legislature and will in turn give the Legislature time to accomplish the fundamental change that is required. It is anticipated that such a change would become effective beginning with the 1985-86 school year. But it is important to note that the referendum is a "hold the line" figure and will not allow for program expansion beyond the level of 1982-83.



8. What about the balance in the budget?

The district's budget balance for next year and subsequent years is in a deficit situation. In spite of nearly \$9 million in budget cuts going back over the past nine years, we are still facing a projected deficit at the end of 1982-83 of \$158,000. Without the referendum, we will face budget deficits in 1983-84 of \$1,791,000 and in 1984-85 of \$3,884,000. Unlike many other districts throughout the state, St. Louis Park has not maintained a high budget balance in any previous years. Although we did not originally anticipate a deficit situation for the forthcoming school year, the State's revenue shortfall and the additional \$1.2 million worth of cuts that the district had to make because of it eliminated the projected balance we were anticipating. The State will not "make up" these excessive cuts that school districts have had to make.

9. I have heard that the district's capital fund budget is in good shape. Why not use capital funds to support the educational program?

In the first place, the district's capital fund budget is not in good shape. Last year we had to cut over \$6000,000 from that budget and this year the reduction amounted to nearly \$4000,000. Beyond that, however, the law prohibits the use of capital funds for support of the educational program. These funds are limited to repair and maintenance of school buildings, as well as minor construction or remodeling. It is important to note too that the capital fund is based on student enrollment so like the general fund the capital fund budget is strongly affected by enrollment decline and the increasing costs of inflation. Although the district is hoping to sell one or two of its unneeded elementary buildings, this has not yet been accomplished and is not money we can plan on for the future. If the sales do take place, money will go into the capital fund budget and will enable us to accomplish much needed but often-deferred maintenance in the various buildings of the district.

Dear Staff Member:

Without your help it can't be done.

The St. Louis Park School Board is going to hold a referendum on June 7 to ask the voters for a millage increase of 5.75 mills.


Here is what it will mean to the schools:

<u>Year</u>	<u>Amount of Dollars</u>	<u>Year End Balance</u>	<u>Year End Balance With No Referendum</u>
1983-84	\$1,863,000	\$491,724	- \$1,791,596
1984-85	2,012,500	585,573	- 3,884,912
1985-86	2,173,500	29,229	- 6,789,421

In the last referendum, the staff made the difference. It was the staff that dug in to finance the efforts to pass the referendum. It was the staff that did much of the phoning, the envelope stuffing, the door bell ringing, etc.

Now we're asking you to do it again. Last time everyone pulled together and it worked; there was 99.9% participation. This time, with the situation even more critical, we need 110% participation.

Let's do it again.

  
\_\_\_\_\_, Chairperson  
Staff Referendum Committee

-----  
Please complete and return by Friday, May 7 to Dick Russell, Senior High School

1. I will telephone on May 12 \_\_\_\_\_  
I will telephone on May 13 \_\_\_\_\_  
I will telephone on June 7-6 \_\_\_\_\_
2. I will stuff envelopes. \_\_\_\_\_
3. Here is my financial donation made out to St. Louis Park Referendum Committee. (We ask again that each person pledge \$1.00 for each year in Park Schools.) Check here if you wish a refund if there is money left after bills are paid. \_\_\_\_\_
4. Here are the names of St. Louis Park residents who do not have children in the schools but who should be contacted because they are friends of the schools.

\_\_\_\_\_  
Signed

## **FORMULATING A STRATEGY**

OUTLINE OF PLAN FOR  
LEVY REFERENDUM CAMPAIGN  
FALL 1981  
[REDACTED]

Major Points by Ad Hoc Committee

1. Focus of the campaign should be to:
  - a. Identify the "yes" voters.
  - b. Be sure they vote.
2. Identify a strong chairperson and establish a good structure with active leaders in the sub-committees.
3. The Board must be clear prior to the election regarding exactly what will happen to various programs if the referendum fails. Also, there should be clarity concerning programs that will be affected in either event.
4. Target groups for the campaign will be determined in part by the programs affected by the proposed reductions.
5. Identify committee members who have a commitment to pass the issue. Inservice all members.
6. Maintain close communications between the Committee and the Administration. Be prepared to cover any failure of committee members to perform their duties.
7. Committee structure:
  - a. Overall chairperson.
  - b. Sub-committees of Finance, Communications, Publicity, Leadership Contacts, Voter Identification.
  - c. Involve leadership from employee groups, special interest groups, city governments.
8. Prepare specific tax impact information.
9. Proposed timelines:
  - a. June--Organize committees, plan strategies, start finance campaign.
  - b. July--Administration presents proposed adjustments to the "new" Board, Board determines size of issue.
  - c. August--Board finalizes proposed adjustments.
  - d. September 8--Begin formal campaign.
  - e. October 8--Election Day.
10. Consider the possibility of having the committee purchase the services of a staff person to coordinate committee activities. This would considerably increase the budget for the campaign.
11. Adopt an appropriate theme for the campaign.
12. Non-threatening (non-emotional) language should be used. The budget adjustments should not be viewed as threats but as events which will occur if resources are unavailable.

### District Communications on the Issue

1. General mailings prior to the election relating to finance, budget, and program issues to further build understanding for the situation facing the District.
2. Involvement of the District Study and Advisory Committee and school building committees in the budgeting (adjustment) process.
3. A general mailing to all residents in the District following Board adoption of the resolution calling an election:
  - a. Statement of the ballot question.
  - b. Background information on why the election has been called.
  - c. Other relevant data, especially tax and program impact information.
4. Mailings to District employees to keep them informed, especially immediately after calling for the election.
5. Presentations in the school buildings by District Administrators during September on the referendum.
6. Develop a slide presentation for use in the campaign which focuses on the quality of Mounds View schools and programs.
7. Conduct general informational meetings in the community, and provide speakers for a series of meetings in each school-community.
8. Establish a "hotline" to answer questions.

### Additional Notes

1. Potential target groups:
  - a. Parents of students in programs affected by the planned adjustments.
  - b. Parents of students in grades K-9.
  - c. Employees of the District.
  - d. Business, professional, and governmental leaders.
  - e. Parents of pre-school children.
  - f. School volunteers.
  - g. Service organizations.
  - h. Youth groups and young adults in local churches.
2. Maintain close communications among all groups involved, the Administration, and the Board.
3. Basic plan for the Voter Identification Committee:
  - a. Review records, surveys, etc. to determine a projected voter turnout and, therefore, the projected "yes" votes necessary to pass the issue.
  - b. Identify target groups.
  - c. Develop the structure to contact individuals in the target groups; make the contacts after initial publicity efforts have begun.
  - d. Clearly record "yes" and "undecided" voters names upon contact.
  - e. Provide "undecided" names to the Communications Committee for further contacts.
  - f. Make another round of calls to "undecided" voters.
  - g. Make vote reminder calls to "yes" voters one and two days prior to the election as well as on election day.
  - h. Offer transportation if necessary to "yes" voters.
4. Establish clear lines of authority and responsibility among the sub-committees, schools, Administration, and Board.
5. Remove barriers to access to names in target groups.
6. Identify potential or actual opposition to the issue.
7. Carefully evaluate all details after the election—win or lose.
8. Inform secondary students regarding the planned budget adjustments.
9. Hold school functions of various kinds on election day (within legal restraints).

10. Develop uniform messages for phone contacts.
11. Hold staff recognition program in September to focus on quality of the schools and staff.
12. Plan for absentee votes.

February 1, 1982

TO: ~~Rosie Hagan~~  
~~Len Price~~  
~~Clyde Schabert~~  
~~Judy Woods~~  
Marie Skinner  
~~Mike Sieben~~

FROM: ~~Philip Deane~~

RE: Referendum Update

At this point it looks like our plan of action has been set for the balance of the campaign. The main highlights are as follows:

1. Fliers will be distributed to all 833 Employees and to parents' homes of school age children. The flier will be quite general with some artwork done by Marie Skinner on one side and a map of the polling places on the other side. Rosie Hagan has the distribution channels lined up for this coming weekend, Feb 6 & 7.
2. Phone bank responses indicate that we should be in fairly good shape if we can get out all the "yes" voters. The "yes" voters are to be called on Monday evening February 15, 1982. The calling will be done by previous volunteers from their homes. Len, Clyde and Judy will make sure that the voter lists are distributed widely enough so that the calls can be made in the one evening. By February 20th the lists should all be returned to Len Price so that he can return them to Mike Sieben.
3. Money does not appear to be a problem. We have \$570 at this point. Known and anticipated bills were approved at the 1/27/82 meeting. Funds remaining after all bills are paid will be returned pro rata to the donors.
4. After the referendum is over I would like to send "thank you" letters to all the people that helped with the various tasks. I would appreciate it if each of you would send me a list of names and addresses (or phone numbers) of people that helped you so that I could send a "thank you" to. Please send your list to my house at 1265 Wild Ridge Trail, Newport 55055.

We probably won't have another committee meeting unless something changes that needs to be discussed.

Feel free to call me if you have any other questions or comments.

Thanks for your assistance. It has been a lot of work. Thank goodness we are heading down the home stretch. Here's hoping the referendum is passed!

*Phil*



April 12, 1982

Dear

As you may or may not know, a Citizen's Committee has successfully circulated a petition and has sought and acquired approval of the District 720 School Board to run a referendum on May 4, 1982, to hopefully put life and spirit back into our school system.

Since the referendum that was held early last fall, we have had cuts in funds caused by the state shortfall that affected School District 720 to the tune of approximately \$600,000 the first time. Although this \$600,000 cut was serious, the School Board was able to maintain a well rounded education system. Following that was another \$350,000 cut, and this really did serious damage and in our estimation took the life and spirit out of our school system.

The Citizen's Committee, working in conjunction with the Administration and the School Board, is proposing a referendum that will put \$330,000 per year back into the school system allowing for the reinstatement, in a broad sense, of those things that were cut in the last \$350,000 reduction. Let me point out here, that although the co-curricular program, i.e. sports, band, speech, class plays, year books, etc., is planned to be reinstated, it will only be reinstated at less than 2% of the total budget versus 3% prior to the budget cutting. The reduction in that area will be accomplished by cutting back on some assistant coaches, eliminating purchase of additional equipment other than that required for safety, the possibility of a larger contribution from those participating in the program, etc. It Does eliminate the co-curricular competition in the Junior High, but this is being consistent with other surrounding school districts and communities. Even though most of this paragraph talks about the co-curricular program, it is pertinent to point out that over 75% of the monies in this referendum will be used for classroom or classroom related education.

The Referendum Committee last fall used a soft sell approach. This Referendum Committee feels that it will be necessary to do a heavy campaign with advertisements, yard signs, handouts, etc., to get the message out loud and clear that we are really interested in putting life and spirit back into our schools. This is where you come in. We already have approximately \$800. We estimate our advertising blitz will cost around \$3300, and once again we need to go to organizations, leading businesses, and individuals within our community to call for help.

(2)

The records indicate that many of you gave, and gave generously for the last referendum. Some who receive this letter may not have been contacted in the previous one; however, we would ask that all of you consider the detrimental effect to the Shakopee area unless we successfully pass this referendum. We need desperately to get life and spirit back into our schools. We ask you to consider the needs and then be generous with your contribution.

Please make checks payable to School District 720 May 4, 1982, Referendum Committee, and send to Dennis L. Hron, Treasurer, 200 Jackson Park, Shakopee, MN 55379.

If you have questions in reference to the referendum, if your organization would like a presentation, or if I can answer any questions in reference to the fund raising program, please call me at home, [REDACTED]-4570, or at work, [REDACTED]-5288.

Your consideration and concern will be appreciated.

Yours truly

[REDACTED], Treasurer  
May4th Referendum Committee

DLH/em



~~\_\_\_\_\_~~ Schools

INDEPENDENT SCHOOL DISTRICT ~~\_\_\_\_\_~~  
8040 - 80th STREET SOUTH • ~~\_\_\_\_\_~~, MINNESOTA 55016

RICHARD D. TRUMBIE, Ph.D., Superintendent

Telephone 459-5571

January 8, 1982

TO: All Grassroots Committee Members  
FROM: ~~\_\_\_\_\_~~ *Les*  
RE: Referendum meeting on January 6

In case you were unable to attend the first "Citizens Committee For District 833 Tax Levy Referendum" meeting on January 6, here is a recap.

First, Phil Betzel (activist in the Save Our Schools effort in Newport), opened the floor to discussion of a possible strategy. The group of 40 people attending agreed that the "rifle" rather than the "shotgun" approach would be most effective. This strategy involved concentrating efforts on target groups of "yes" voters on the referendum instead of district-wide. The main target group will be parents with children currently in the school system.

A plan of action was accepted also:

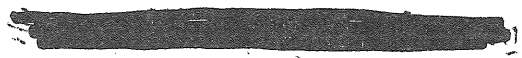
- January 15 Send out detailed article on referendum in Window On Education  
(All district residents would receive)
- January 15 Meet with Bulletin, St. Paul Dispatch/Pioneer Press
- January 19 Detailed flyer (To parents, pre-school parents and district employees)
- January 23-25 Phone bank to all registered voters in district
- January 26 Phone bank report to supervisor and supervisor to phone bank chairperson
- \* January 27 Meeting of entire citizens committee
- January 29 Another article in Window On Education
- February 11 Reminder flyer--to parents, pre-schoolers and employees
- February 15 Phone bank--to only "yes" and "undecided" registered voters
- February 16 VOTE!!!!

Committees were also formed in the areas of: Information, Distribution, Phone Bank, Finance and Speakers.

If you have not volunteered yet to help out on one of these sub-committees or would like more information, contact Phil at work 459-9718 or home 459-6536.

I will continue to mail you all "Board Notes: but I feel in order for this levy referendum on February 16 to be successful, you need an effective citizens committee. However, I am available to provide assistance if you need additional information on district issues.

Good luck!



Schools

INDEPENDENT SCHOOL DISTRICT  
8040 80th STREET SOUTH • COTTAGE GROVE, MINNESOTA 55016

RICHARD D. TRUMBLE, Ph.D., Superintendent

Telephone 459-5571

1/28/82

TO: ALL BOARD MEMBERS  
FROM: ~~Richard D. Trumble~~ JAA  
RE: Results of levy referendum phone bank

I have just received a sampling of the results of the Citizens Committee For the Levy Referendum's phone bank conducted January 20-22. They called registered voters throughout district 833. However, the calls for a large portion of Cottage Grove have not been completed and information from a precinct in Woodbury was unavailable.

Out of the 2,696 district residents contacted, their responses as to how they would vote on the referendum issue as of January 20 were: 1,149 YES, 341 NO and 1,206 UNDECIDED. Please keep in mind many of these voters, as of that date, had not received the Window On Education article nor the Citizens Committee flyer.

In case you are interested in how each community responded:

COTTAGE GROVE	27--yes	3--no	32--undecided (INCOMPLETE SURVEY)
ST. PAUL PARK/ NEWPORT	600--yes	171--no	500--undecided
WOODBURY	500--yes	164--no	662--undecided
GREY CLOUD	22--yes	3--no	12--undecided

The Committee has scheduled an additional phone bank on February 15 to YES voters only.

## **THE CAMPAIGN ORGANIZATION**

## Responsibilities of Board Members and District Administrators

### 1. Board members

- a. Adopt general structure for the campaign.
- b. Delegate authority to the Administration to fill committees—  
or do so themselves.
- c. Adopt the proposed program adjustments which will occur if  
the referendum fails, as well as the adjustments which will  
occur in either event.
- d. Determine the nature of the referendum issue:
  - i. Mill rate increase
  - ii. Duration
  - iii. Election date
  - iv. Ballot statement
  - v. Other legal questions
- e. Review issues (questions) which relate to the referendum.
- f. Be available as speakers.
- g. Support the Committee and Administration as they develop and  
carry out the campaign.

### 2. District administrators

- a. Present proposed structure for the campaign.
- b. Present proposed program adjustments for Board consideration.
- c. Provide support as needed to the Committee.
- d. Develop recommendations on the referendum issue.
- e. Prepare a general communications plan and the specific com-  
muniques.
- f. Prepare a "hotline" for questions related to the referendum.
- g. Be available as speakers.
- h. Coordinate the election itself.
- i. Prepare factual information for use by the Committee and  
general information.

## Committee Structure

### 1. Executive Committee:

- a. Chaired by Overall Chairperson.
- b. Membership is made up by chairpersons of the sub-committees.
- c. Responsibility for overall planning and coordination of sub-committee activities; budget-setting group; selects slogan.
- d. Maintains close liaison with the official contact in the Administration.
- e. Meet regularly to monitor progress and plan for next steps.

### 2. Finance Committee:

- a. Chaired by Finance Committee Chairperson.
- b. Membership is made up by volunteers active in fund-raising throughout the district:
  - i. Leaders from employee groups.
  - ii. Student leaders.
  - iii. PTA leaders.
  - iv. Other volunteers.
- c. Responsibility for raising necessary funds to finance the campaign.
- d. Coordinate all fund-raising activities.
- e. Meet in June and thereafter as necessary to carry out responsibilities.

### 3. Communications Committee:

- a. Chaired by Communications Committee Chairperson.
- b. Membership is made up by volunteers who have skills in designing campaign materials and who can relate thoroughly to the issues:
  - i. Study and Advisory Committee members who have skills in designing campaign materials.
  - ii. Principals and district administrators with skills in designing materials and presentations.
  - iii. Other volunteers.
- c. Responsibility for designing campaign materials and presentations; identifies the issues for use in the campaign; distributes campaign materials; coordinates "speaker's bureau".
- d. Coordinates closely with the official contact in the Administration.
- e. Meet in July and thereafter as necessary.

4. Leadership Contacts Committee:

- a. Chaired by Leadership Contacts Committee Chairperson.
- b. Membership is made up by representatives of school and community organizations (hopefully, the head of the organization):
  - i. Employee organizations.
  - ii. Athletic booster clubs.
  - iii. Civic groups.
  - iv. Governmental bodies within the district.
  - v. Student representatives from secondary schools.
  - vi. Other organizations within the district.
- c. Responsibility for informing and activating the groups represented and relating to other leaders within the district, and helping to get them to vote.
- d. Coordinates with other sub-committees.
- e. Meet in August and thereafter as necessary, but main focus is on the membership of their respective organizations.

5. Voter Identification Committee:

- a. Chaired by Voter Identification Committee Chairperson.
- b. Membership is made up by volunteers who can make a time commitment necessary to contact voters and get out the vote.
- c. Responsibility for identifying target groups, initial contacts with voters in target groups to identify "yes" voters by name, and contact on election eve and election day to get "yes" voters to the polls.
- d. Coordinates closely with Executive Committee and Administrative contact person.
- e. Maintains careful records of contacts and their responses.
- f. Meet in late August to plan work and thereafter in September and October to plan and to evaluate progress.

6. Schools Committee:

- a. Chaired by Schools Committee Chairperson.
- b. Membership is made up by:
  - i. A representative from each school building (administrator, teacher, or PTA officer).
  - ii. A student representative from each secondary school.
- c. Responsibility for planning school building activities to generate interest and support for the referendum in each school-community.
- d. Coordinates with the Communications Committee and the Executive Committee.
- e. Meet in early September and thereafter as necessary.

NOTE: Individual schools are encouraged to establish sub-committees to coordinate building activities.



1982  
Referendum Steering Committee

Chairman	John [redacted] 8619 Virginia Circle South St. Louis Park 55416	(H) [redacted]-0995 (B) [redacted]-7720
Treasurer	Tom [redacted] 4226 Yosemite Avenue South St. Louis Park 55416	(H) [redacted]-2560 (B)
Publicity	Adrienne [redacted] 9109 23rd Street West St. Louis Park 55426	(H) [redacted]-6825 (B)
Preschool parents	Mark [redacted] 3149 Edgewood Avenue South St. Louis Park 55426	(H) [redacted]-5292 (B) [redacted]-2969
K-12 parents	Paula [redacted] 8721 Westmoreland Lane St. Louis Park 55426	(H) [redacted]-4256 (B)
Senior citizen		
Certified staff	Dick [redacted] 3963 Natchez Avenue St. Louis Park 55416	(H) [redacted]-8808 (B) [redacted]-4300 (SHS)
Classified staff	Lloyd [redacted] 3413 Brunswick St. Louis Park 55416	(H) [redacted]-1818 (B) [redacted]-0873 (Central)
Students	Joel [redacted] 3894 Lone Cedar Circle Chaska 55318	(H) [redacted]-3389 (B) [redacted]-4300 (SHS)
	student representative: John [redacted] 2800 Glenhurst Avenue South St. Louis Park 55416	(H) [redacted]-3037
Superintendent	Mike [redacted] (en-officio)	(B) [redacted]-4300, ext. 209
Public Information	Nancy [redacted] (ex-officio)	(B) [redacted]-4300, ext. 304
Board	LaDonna [redacted] (en-officio) 3320 Alabama Avenue South St. Louis Park 55416	(H) [redacted]-1402

## ABBREVIATED POSITION DESCRIPTIONS

- 1-- Co-Chairpersons: Secure chairpersons for major divisions; call meetings; develop agendas; coordinate overall activities; be cheerleaders.
- 2-- Finance  
Chairperson: Secure minimum of 13 people who, in turn, will find 10 people to contribute \$10.00 to pay for expenses (publication expenses; name lists; etc.), estimated to be \$1200 to \$1500. Be overall treasurer, using separate bank account and providing accurate record of income and expenses. Be cheerleader.
- 3-- Brochure  
Chairperson: Secure workforce to accomplish these things: write content of brochure; obtain inexpensive publishing service; order labels; secure people to place labels on brochures; mail in various post offices; follow-up post office, making sure delivery is made on timely basis. Be cheerleader.
- 4--Telephone Call-  
ing Chairperson: Secure telephone calling work force for two occasions: (a) evening before April 27th and (b) April 27th itself. Prepare proper script for each occasion. Arrange for places where calling can be made. Prepare lists of people to be called and divide list among work force. Be cheerleader.
- 5-- Lend Your Name  
and Vote Chair-  
person: Obtain "one-on-one" leaders, i.e., individuals who will commit themselves to finding individuals who do three things: sign a "personal commitment list," saying s/he will support the referendum; provide telephone number(s) for work and home; and indicate available hours toward referendum objectives. Expand the network until the "personal commitment list" achieves significant numbers to impact outcome of referendum effort. Be cheerleader.
- 6-- PTO Assistance  
Chairperson: Follow through on three distinct efforts: (a) stimulate and coordinate room-parent calling campaign for Board Information Session #1 in neighborhood schools; (b) stimulate and coordinate room-parent calling campaign for Board Information Session #2; and (c) develop lists of names of persons who will assist with telephone calling on evening of April 26th and during day of April 27th. The first two efforts might entail development of a "model plan" including script; the third might involve a sign-up sheet for volunteer callers with appropriate information thereon, e.g., dates, times, telephone contacts, etc. Be cheerleader.
- 7-- Overall School  
Related Group  
Chairperson: Coordinate efforts of chairpersons of subcommittees associated with every school related group, making suggestions, monitoring progress, and giving encouragement. Be cheerleader.

## Referendum Steering Committee

### Job Responsibilities

#### Chairman

1. Provide leadership for overall referendum effort.
2. Convene and conduct steering committee meetings.
3. Coordinate work of individual committee members.
4. Serve as spokesman for the referendum effort.
5. With the Superintendent of Schools, make day-to-day decisions necessary to the operation of the campaign.

#### Treasurer

1. Establish a checking account in the name of the St. Louis Park Referendum Committee.
2. Issue checks as authorized by the Chairman for payment of campaign expenses.
3. Retain statements and other proof of payments related to the campaign.
4. Reconcile the account at the end of the campaign and close the account.

#### Parent Coordinator

1. Provide a parent perspective for campaign planning.
2. Organize network for parent involvement in campaign:
  - . volunteer for calling sessions (2)
  - . election day contacts
  - . identification and contact with "friends"

#### Pre-school Coordinator

(same as parent coordinator)

#### Certified Staff Representative

1. Provide staff perspective for campaign planning.
2. Maintain communication with both certified staff groups: PACE, Maintenance Operations, Food Services.
3. Organize network for classified staff participation in campaign:
  - . volunteer for calling sessions (2)
  - . election day contacts within each group
  - . positive support for referendum effort

#### Senior Citizen Representative

1. Provide a senior citizen perspective for campaign planning.
2. Serve as information source regarding the referendum for members of the senior citizen group.
3. Such endorsement/support for the referendum effort from the OAAC.

#### Student Representative

1. Provide a student perspective for campaign planning.
2. Mobilize student involvement in the referendum effort by:
  - . voter registration
  - . get out the student vote campaign
  - . recruiting volunteers for students-call-students on the day before election  
(classes of '81 & '82 plus other 18 year olds)

#### Publicity

1. Advise committee on publicity and public relations for campaign.
2. Develop and design all campaign materials for mailing and other distribution (with Communications Coordinator).

CHRONOLOGICAL TIME LINE OF BOARD-RELATED REFERENDUM ACTIVITIES

DAY	DATE	TIME	EVENT	RESPONSIBLE PARTIES:		
				Bd. Member	Admin.	Other
Mon	Mar 1		Newsletter to Printer		Mollerus	Draayer
Thur	Mar 9	7:45 pm	Regular Board Meeting		Draayer	Cabinet
Tue	Mar 9		Telephone Hotline Operation		McKay	Mollerus
Wed	Mar 10		Newsletter Rec'd by Citizens		Mollerus	Draayer
Thur	Mar 11	5-7:30 pm	Groveland Spaghetti Dinner			Boyle
Sun	Mar 14	8 am-1 pm	Excelsior Pancake Breakfast			Law
Mon	Mar 15	5-10 pm	MHS Wrestling Banquet	Wyard	Draayer	Gasser
Tue	Mar 16	5-8 pm	Sc. Heights Spaghetti Dinner	Hornick	Draayer	Street
Tue	Mar 16	7:30 pm	MHS Band Concert	Wyard/Moran	Rusch	Mook
Tue	Mar 16	6:30-8:30 pm	South Tonka Little League Sign-up at WJH	Moran	Gasser	Roslien
Thur	Mar 18	6:30-8:30 pm	South Tonka " " " "	Dugan	Rusch	Hruby
Thur	Mar 18	6:45 pm	Board Study Session on Refer- endum Material Presentation	ALL	Draayer	Mollerus
Thur	Mar 18	7:45 pm	Regular Board Meeting		Draayer	Cabinet
Fri	Mar 19	4:00 pm	Alternate Bd. Study Session on Refer. Material Presentation	ALL	Draayer	Mollerus
Sat	Mar 20	8:30-9:30 am 11:45-12:30 pm	EJH MTKA. / A Place to Grow	Dugan Olson	Jones	Jones
Mon	Mar 22		Referendum Brochure to Printer		Mollerus	Draayer
Mon	Mar 22	8 pm	BD.INFO.SESS: RD#1 Sc.Hghts.	Wyard	Devlin	Street
Tue	Mar 23	5:30-9 pm	4-6 Boys' Basketball Banq. MHS	Wyard	Jones	Mook
Tue	Mar 23	8 pm	" " " " Minnewashta	McGlasson	Syman	Lemberg
Tue	Mar 23	7:30 pm	Groveland Variety Show	Moran	McKay	Boyle
Thur	Mar 25	8 pm	BD.INFO.SESS: RD#1 Groveland	Dugan	Nelson	Boyle
Thur	Mar 25	7:30 pm	WJH Band Concert	McGlasson	Gasser	Hruby
Fri	Mar 26	5:30-8:30 pm	Excelsior PTO Fun Fair	McGlasson/Moran	Jones	Law
Fri	Mar 26	6:30-8:30 pm	South Tonka Little League Sign-up at WJH	Adams	McKay	Hruby
Sun	Mar 28	8-9:30 am 9:30-11:30 pm 11:30-1 pm	Cl. Sprgs. Pancake Breakfast	Hornick Dugan Dugan	Draayer Mollerus McKay	Nederloe

DAY	DATE	TIME	EVENT	RESPONSIBLE PARTIES		
				Bd.Member	Admin.	Other
Mon	Mar 29	7:30 pm	MHS Grade 8 Parent Orientation	McGlasson	Rusch	Mook/Hruby
Mon	Mar 29	8 pm	BD.INFO.SESS: RD#1 Cl.Sprgs.	Dugan	Mollerus	Nederloe
Mon	Mar 29	7-8:30 pm	Youth Hockey Awards at WJH	Hornick		
Tue	Mar 30	7-8:30 pm	Youth Hockey Awards at WJH	Hornick	McKay	Roslien
Tue	Mar 30	8 pm	BD.INFO.SESS: RD#1 Deephaven	Wyard	Syman	Ahern
Tue	Mar 30	8 pm	" " " " Exc.	McGlasson /Moran	Spannaus	Law
Wed	Mar 31		Referendum Brochure to Residents		Mollerus	Draayer
Thur	Apr 1	7:45 pm	Regular Board Meeting	ALL	Draayer	Cabinet
Thur	Apr 1	7:30 pm	MHS Grade 9 Parent Orientation	McGlasson	Rusch	Mook
Thur	Apr 1	10 am	Kindergarten Roundup: Clear Springs Excelsior Deephaven	Hornick Moran Wyard	-- -- --	Nederloe Law --
Mon	Apr 12	Phone Bank #1 6:30 pm Call 7-12 Parents for Bd. Info. Sessions Bermel Smaby - 18348 Mtk. Blvd. - Chowen's Corner			Mollerus	
"	"	Phone Bank #2 6:30 pm Call 7-12 Parents for Bd. Info. Sessions Burnet Realty - 19400 Highway 7 (Vine Hill Road)			Draayer	
"	"	Phone Bank #3 6:30 pm Call 7-12 Parents for Bd. Info. Sessions N.S.P. - County Road 19 (near Tonka Plaza)		Olson		
"	"	Phone Bank #4 Call 7-12 Parents for Bd. Info. Sessions Lyman Lumber (Third Street and Morse Avenue)		_____	McKay	
Mon	Apr 12	8 pm	BD.INFO.SESS: RD#2 Minnewashta	McGlasson	Devlin	Lemberg
Mon	Apr 12	8 pm	" " " " Groveland	Adams	Nelson	Boyle
Tue	Apr 13	8 pm	" " " " Sc. Hghts.	Olson	Jones	Street
Tue	Apr 13	Phone Bank Pre-schoolers: 7-9 pm	Edina Realty - Highway 7		Nelson	
Tue	Apr 13	7:30 pm	MJH Orientation for 7th graders	Wyard	Rusch	Palmer/ Roslien
Thur	Apr 15	7:30 pm	MJH Orientation for 8th graders	Olson	Rusch	Palmer/ Roslien
Sun	Apr 18	8-9:30 am 9:30-11 am 11:00-12:30 pm	Scenic Heights Pancake Breakfast	Adams Dugan Wyard	Draayer Rusch McKay	Street

DAY	DATE	TIME	EVENT	RESPONSIBLE PARTIES		
				Bd.Member	Admin.	Other
Mon	Apr 19-24		Title I parent visits; ALL elementary schools		Nelson/Evan to provide materials	
Mon	Apr 19	8 pm	BD.INFO.SESS: RD#2 Deephaven	Dugan	Spannaus	Ahern
Tue	Apr 20	8 pm	" " " " Cl. Sprgs.	Wyard	Devlin	Nederloe
Tue	Apr 20	7-8 am	Real Estate Persons; Cent.Office	Olson/Bd.	McKay	
Tue	Apr 20	6-8 pm	MJH Family Open House	Hornick	Nelson	Palmer/ Roslien
Wed	Apr 21	7:45 pm	Board Meeting	ALL		
Wed	Apr 21	7-8 am	City Officials	Olson/Bd.	Jones	
Thur	Apr 22	7:30-8:30 am	Volunteers in School & Community	Olson/Bd.	Jones	
Thur	Apr 22	8 pm	BD.INFO.SESS; RD#2 Excelsior	<del>McGlas</del> Hornick	Syman	Law
Thur	Apr 22	7 pm	Minnewashta Talent Night	<del>McGlas</del>	McKay	Lemberg
Thur	Apr 22	7:30 pm	MHS Musical	Moran	Rusch	
Fri	Apr 23	7:30 pm	MHS Musical	Hornick	Devlin	
Sat	Apr 24	2 pm	MHS Musical - matinee	Wyard	Rusch	Asst.Prin.
Sat	Apr 24	7:30 pm	MHS Musical	McGlas	Nelson	
Mon	Apr 26	7:30 pm	MHS Musical	Dugan	Mook	Mook
Mon	Apr 26	Phone Bank #1	Pre-school Calling		Mollerus	
"	"	Edina Realty				
"	"	Phone Bank #2	Pre-school Calling		Syman	
"	"	Fox Herfurth				
"	"	Phone Bank #3			Rusch	
"	"	Phone Bank #4			Spannaus	
"	"	Phone Bank #5			McKay	
"	"	Phone Bank #6			Devlin	
"	"	Phone Bank #7			Nelson/ Jones	
Tue	Apr 27	7 am	Referendum Vote	ALL	McKay	Draayer
Tue	Apr 27	9:30 pm	Special Board Meeting to Canvass Election Votes	ALL	McKay	Draayer

# REFERENDUM CAMPAIGN CALENDAR

<u>Week</u>	<u>Dates</u>	<u>Events</u>
1	4/12 - 4/16	Preliminary Board decision; campaign chair named; steering committee identified.
2	4/19 - 4/23	Initial steering committee meeting; begin volunteer recruitment and organization.
3	4/26 - 4/30	Board resolution establishing referendum; CAMPAIGN BEGINS.
4	5/3 - 5/7	Campaign continues; initial mailing to homes.
5	5/10 - 5/14	Campaign continues; initial telephone contact.
6	5/17 - 5/21	Campaign continues; final date for notice of election to <u>Sun</u> is 5/20 for publication on 5/26 (School Board election May 18).
7	5/24 - 5/28	Campaign continues; notices of election must be posted at all polls by 5/24.
8	5/31 - 6/4	Second mailing to homes; final calling (Sunday, June 6).

ELECTION DAY, MONDAY, JUNE 7

## LEVY CAMPAIGN-1981

The referendum campaign plan is outlined in the "Background" section of this notebook. Basically, it followed the traditional procedures: identify yes voters and work to obtain their votes. The campaign did differ slightly in one way from the plan. There was more general publicity, in the press and on television news, than originally planned. This was a result of the climate of the times. The economic situation of the state was looking bleak, and many school districts found themselves in similar predicaments to ours. School levies were news. I have no doubt that the consensus among district staff would be that the extra news did not substantially affect the outcome of the election. In general, the stories were positive.

*— d. eaton*

### CHRONOLOGY OF EVENTS

- August 11--Letter from superintendent to all staff, explaining reasons for the levy and possible outcomes if levy fails.
- August 14--First meeting of Citizens Supporting the School Referendum. Approximately 20 citizens attended. The committee met thereafter at the DSC on August 25 and once a week until the election.
- August 17--First meeting of the Communications Committee(6 members)
- August 17--School Board announces levy referendum. (This announcement was slightly earlier than optimum, according to research on levy campaigns)
- September 3--September issue of School Talk mailed out. This issue contained the bulk of the information about the levy. The next issue was to have had very little on the subject. The reason for this was that research shows: a) voters make up their minds early; b)winning campaigns concentrate on yes voters and do not distribute too much information generally, close to the election.

Mailings were a problem area. Some residents received their issues of S.T. the next day; many still did not have it two weeks later. There is always an element of uncertainty in general mailings. Three weeks' lead time is the only safe way to mail information such as this.

Calls about the levy flooded the DSC for a few days after people received this publication.



September 8--Grapevine mailed to all staff.

September 14--Most schools set up meetings that included booths or talks or discussions on the levy between 9/14 and 9/30. Provided for these meetings were citizens to hand out information, citizens or district representatives to give presentations, DSC representatives to answer questions, and the following handouts: Tax charts, Answers to Questions on the Levy, Fact Sheet on the Levy, List of Possible Budget Cuts.

A total of about 3500 parents attended these meetings. Some were back-to-school meetings; others were smaller.

September 17 and 21--Training sessions for callers. Parents to call and identify "yes" voters were recruited through the school classroom and activity organization. Parents from each elementary classroom were identified by teachers and contacted by the citizens group. In the high schools, coaches and club advisors identified possible callers. The Citizens' group provided training.

September 24--Second issue of School Talk mailed. The school board and superintendent requested that this issue present a positive image of what is happening in the schools. Levy information concentrated on answering objections to the referendum.

September 21--Brochure mailed to parents in district by Citizens.

September 28--Organized opposition emerges. Brochure sent to all homes claimed fiscal irresponsibility. It emphasized that the mill increase was "forever" (This was a theme that plagued the entire campaign. Opponents were outraged that this was to be a continuing levy and claimed that the district was trying to hide that fact. Although it is intriguing to wonder what the outcome would have been had the levy been for three years or some other finite amount of time, it is not sure that that would have been helpful. Other districts proposed continuing levies and had no problems with that issue. This response showed a definite lack of credibility and trust in the district.)

October 1--Opposition hand-delivers flyers opposing the levy.

October 4--Citizens and teachers, having divided up lists of "yes" voters, made approximately 5,000 phone calls. One problem was duplication of calls. One poor woman received 8 phone calls. This one area that needed just a bit more work, although overall the organization was fine.

October 5--LEVY REFERENDUM

October 6--Grapevine tells results to all staff

CITIZENS COMMITTEE FOR DISTRICT TAX LEVY REFERENDUM  
AGENDA FOR 1/27/82 MEETING  
PARK SENIOR HIGH LIBRARY 7:00 PM

I. Actions Taken To Date - Committee Reports

1. Information
2. Distribution
3. Phone Bank
4. Speakers
5. Finance

II. Open Discussion On Community Response

III. Open Discussion On Plan of Action

IV. Tentative Plan of Action

January 29 --- Window on Education - Article and map  
January 31 --- Finalize second flier to parents & 833 employees  
February 2 --- Fliers delivered to distribution chairwoman  
February 4 --- Fliers delivered to distribution volunteers  
February 6 & 7 -- Fliers delivered to parents & 833 employees  
February 8 --- Park Senior High 7:30 Open Forum - League of Women Voters  
February 9 --- Pullman Elementary 7:30 Open Forum  
February 15 -- Phone bank all "yes" votes, then test "undecided's"

V. Further Discussion

VI. Adjournment

# REFERENDUM      TIMELINE

<u>Deadline</u>	<u>Activity</u>	<u>Responsibility</u>
August 27	Action on Referendum - Approval	School Board
August 28	Informational meetings with Unit Managers and Principals	Executive Council
Sept. 3	Principals meet with parent volunteers. Choose representative to District-Wide Steering Committee	Principals & Administration
Sept. 3	Meeting with union stewards - 3:30 p.m.	Executive Council
Sept. 8	Parent volunteer representatives to meet with District-Wide Steering Committee Chairperson	Volunteers and Communications
Sept. 2	Unit Managers & Principals meet with staff	Principals & Unit Managers
Sept. 15	Mail community newsletter to all residents providing Referendum information	Communications & Business Office
Sept. 10	Press Releases to newspapers providing general Referendum information	Communications
Sept. 24	Public meetings at District Center Board Room - 6:30 p.m.	School Board and Administration
Sept. 17	Letter to Editor to newspapers	Board Chairman
Sept. 28	Building letter to parents to remind them to vote	Principals
Sept. 28	REFERENDUM	A11

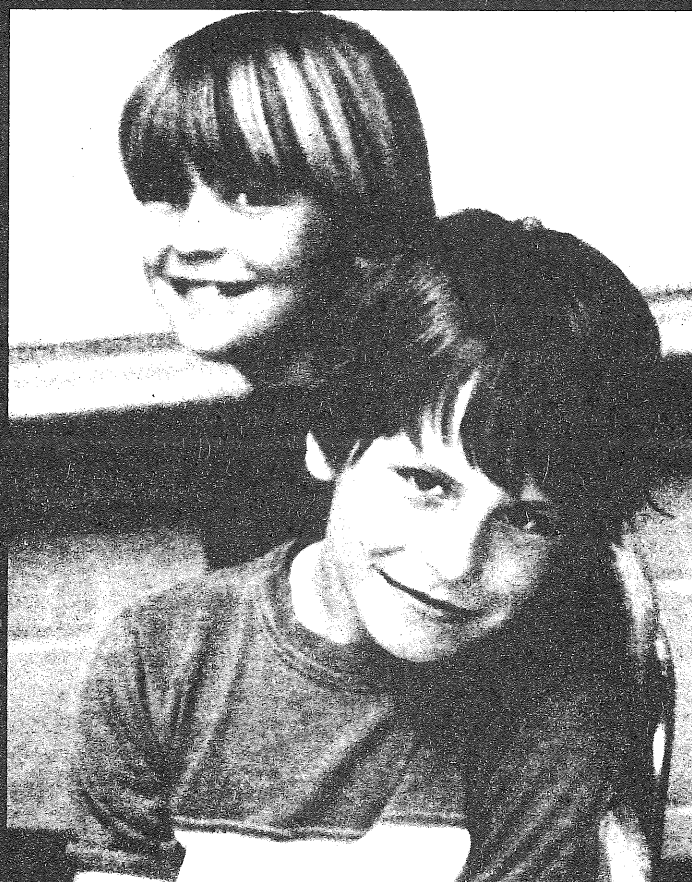
## REFERENDUM PLANNING

### 1981 Special Tax Levy Referendum

- |                                  |  |
|----------------------------------|--|
| July 15, Wednesday               | -Supt. reviewed preliminary proposals for referendum with Board of Education   |
| July 16, Thursday                | -Supt. met with Finance Review Committee--first meeting  |
| July 21, Tuesday                 | -Board Meeting--Supt.'s second review of background data and proposals with Board. Supt. submits final timeline to Board for approval. |
| July 22, Wednesday               | -Supt. meets with Information Advisory Committee to present data.  |
| July 28, Tuesday                 | -Second and final meeting with Finance Advisory Committee  |
| August 4, Tuesday                | -Board Meeting. Board considers Finance Review Committee report and adopts resolution setting the date and final details.              |
| August 6, Thursday               | -Information Advisory Committee meeting  |
| August 10 thru<br>August 28      | -Three weeks -- meetings, public discussions   |
| August 12, Wednesday             | -Published notice in Bloomington Sun. One week's notice is required.   |
| August 13, Thursday<br>7:30 p.m. | -Public Hearing -- Portland Administration Center  |
|                                  | Following the Board action on August 4th, the two publication dates that will satisfy the law are August 12 & 19th.                    |
| August 18, Tuesday               | -First day of posted notice at each polling place and at three other conspicuous places.   |
| August 24 thru<br>August 28      | -Informational meetings with the staff.  |
| September 1, Tuesday             | -Final staff informational meeting   |
| September 2, Wednesday           | - REFERENDUM   |

Approved by the Board of Education on July 21, 1981

## **INFORMING AND CONVINCING THE ELECTORATE**



**It takes more  
today to  
prepare them  
for tomorrow.**

**Vote YES June 7**

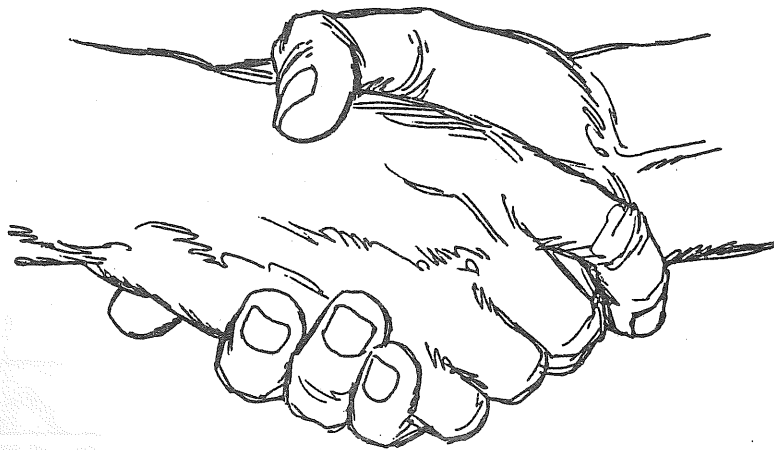
**The St. Louis Park  
Schools  
have always  
prepared our  
children for today's  
realities and  
tomorrow's  
possibilities.**

**We can't settle  
for less.**

# **The Richfield Discretionary Levy Referendum**

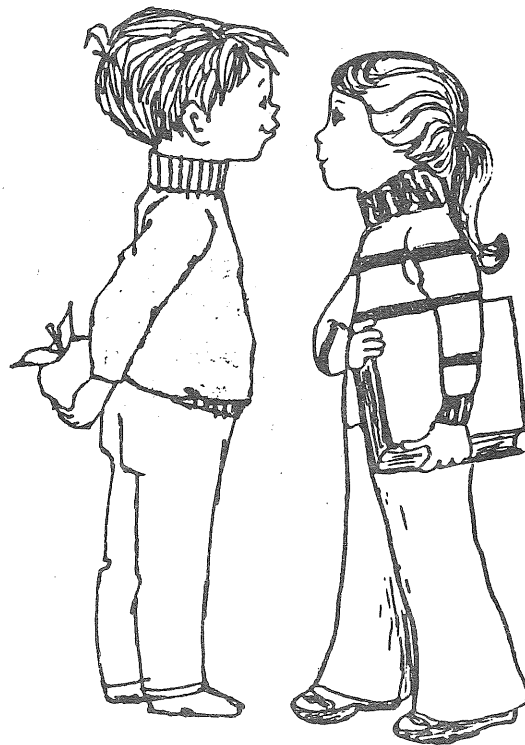
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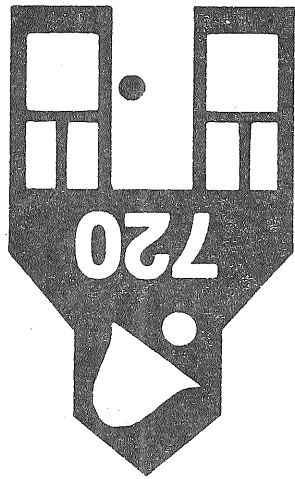




Have you Heard  
About the  
Referendum?  
(Tues., Feb. 16)

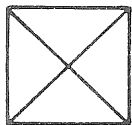


Make an Investment!



69

**VOTE**



**YES**

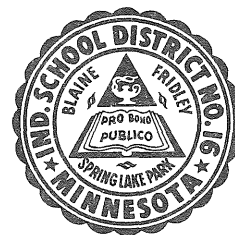
**Tuesday May 4**

**Make  
An  
Investment!**

- in Education
- in Family
- in Home
- in Community
- in all of us

**VOTE YES  
Tuesday May 4**

# KIDS are our business



## Open Door

Between the Community  
and its Schools

Independent School District 16

Vol. II, No. 1

September, 1981



# Vote on Oct. 8, 1981

# Your referendum

## What is the problem that is facing Independent School District 16?

During the 1960's the school district had a population explosion. Its children's need for schools far exceeded its ability to finance them.

Because of this, the State of Minnesota classified the district as financially distressed and loaned it almost \$7,000,000 in 30-year low interest emergency building loans. To insure that District 16 made a maximum tax effort to repay its loan, the state required the district to levy 20 mills for debt redemption for 30 years or until the state loan was repaid.

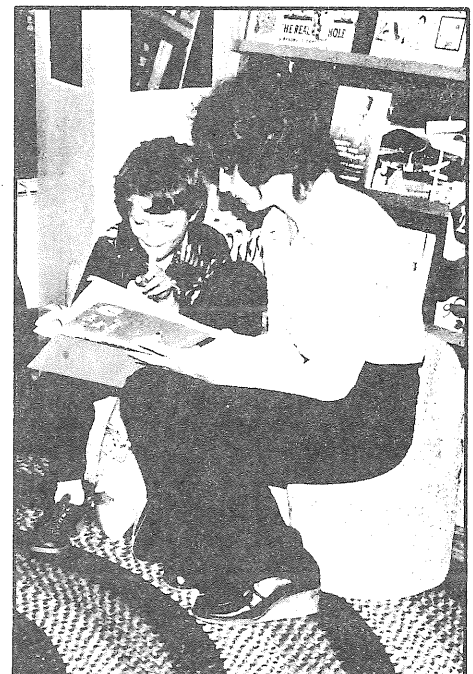
This past year, the state legislature changed the law lowering its mandatory 20 mill debt levy for District 16 to 15 mills.

The School Board immediately passed that tax savings on to its residents. At that time, the School Board also was able to reduce its other fund tax mill levies by another 5.5 mills, and again passed this savings on to its residents.

This was done in the hope that the state would increase its aids to the district in keeping with Governor Al Quie's original aid proposals.

### **THIS DID NOT HAPPEN!**

Now the district is faced with a **one-half million dollar** deficit in its **General Fund** and is unable to increase its tax levy further unless it receives approval from its residents through a special referendum vote.



# vote is needed

## Why is the School District holding this special referendum now?

When you plan a budget you set priorities. You set aside different amounts of money to cover your different expenses — so much for food, for gas, for utilities, etc. If you are like most people who make budgets you try to stick to your priorities.

You don't dip into your food money to pay the utilities, for example.

This is until something happens — inflation soars higher than you expected or you don't receive the raise you were counting on or someone gets sick.

Then your priorities have to change.

That's about the way it is in School District 16, especially this year.

The current rate of inflation is at 12.1 per cent, and District 16 received only a 5.8 per cent raise in its foundation aid from the state. So, the district is facing a money shortage in its General Fund of almost \$500,000. This shortage is projected even though the School Board has already made staff and program cuts.

These include cuts in secondary school electives, small enrollment classes and free driver's education.

The staff has been cut back from 262 in 1977-78 to 229 in 1981-82 for a savings of \$495,000.

## Will passage of the referendum mean we won't have to make any cuts in the immediate future?

No. The District's present financial outlook indicates that significant reductions will have to be continued. However, if the referendum does not pass, severe cuts will have to be made immediately.





# Your vote — Your involvement on

## What are the School District's different funds?

District 16 levies separate taxes for four funds as do the other public school districts in Minnesota. Taxes are levied separately for each of the funds (except Food Service and Community Service).

The **General Fund** pays the day to day expenses for running the schools, such as textbooks, supplies, staff salaries, utility costs, custodial services, athletic and other extra-curricular activities' costs.

The **Capital Expenditure Fund** pays for the equipment, furniture and fixtures. It helps to repair and remodel our school buildings and maintains our school grounds.

The **Food Service Fund** pays for our kitchens and cooks and helps to feed our children their noon lunches.

The **Transportation Fund** pays to bus our public and non-public school children to and from their schools, as required by law.

The **Community Service Fund** pays for the legally required supplies and services we provide our non-public school children that live in the district.

The **Debt Redemption Fund** pays the interest and principal on money we borrowed to build our schools.

## What does \$500,000 buy for District 16 children?

Currently \$500,000 buys:

Next year's new textbooks .....	\$ 65,000
Janitorial supplies .....	50,000
School building maintenance .....	90,000
Band, choir, drama and athletic activities .....	130,000
Property insurance .....	65,000
Heating expenditures for two school buildings .....	100,000
<b>TOTAL</b>	<b>\$500,000</b>

OR

Teaching supplies .....	\$205,000
Electricity for all schools .....	275,000
Pool supplies .....	15,000
<b>TOTAL</b>	<b>\$495,00</b>



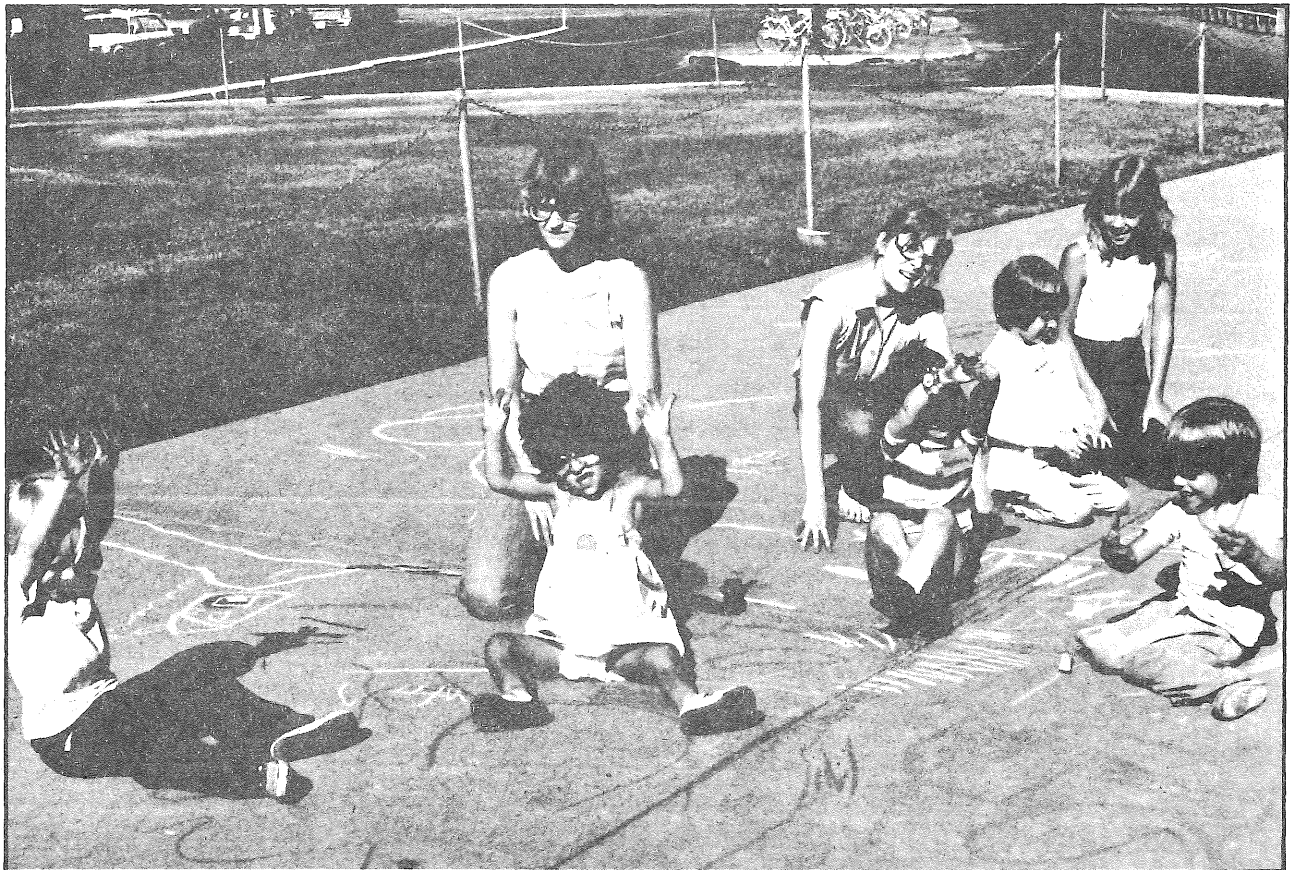
# this question is vital QUESTIONS?

GET ANSWERS AT THE  
PUBLIC MEETING SCHEDULED FOR:  
**Monday, Oct. 5, 1981**

**7:30 P.M.**

THE SCHOOL BOARD  
INVITES YOU  
TO LEARN AND ASK QUESTIONS  
ABOUT THE PROPOSED REFERENDUM

THE  
DISTRICT FINE ARTS CENTER  
8000 HIGHWAY 65 NORTHEAST  
SPRING LAKE PARK, MINNESOTA



# What are the alternatives?



## Will a YES vote for this referendum increase your school taxes?

**Yes.** Your yearly tax increase would be \$19.95 if you live in a house valued at \$50,000; \$31.90 for a \$60,000 house, and \$75.50 for a \$70,000 home.

Remember, however, it costs over \$2,000 to educate a child in District 16 per year.

It costs the average household in District 16 \$720 in school taxes per year. If one would assume that the average family has two children, the school tax cost would be \$360 per child.

Since children go to school an average of six hours per day for 172 days, they are in school 1,032 hours per year. Dividing the \$360 of school taxes by the hours in school shows that it costs a family just 34 cents per hour for each child in school.

## What will happen if the referendum fails?

If the referendum fails, school district programs and services would have to be reduced drastically over the next two years.

The district has always been fiscally conservative and will continue to be. But, without passage of this referendum, cuts of large magnitude will have to be made.

No aspect of school operations could remain unaffected.

Because more than 80 per cent of the General Fund goes to paying salaries, cutting that amount would be equivalent to eliminating 45 full-time jobs and all services provided by those jobs.





## Where to vote

If you live south of Highway 10, please vote at Woodcrest Elementary, 880 Osborne Rd. N.E., Fridley.

If you live north of Highway 10, please vote at Westwood Elementary, 701-91st Ave., Blaine.

## When to vote

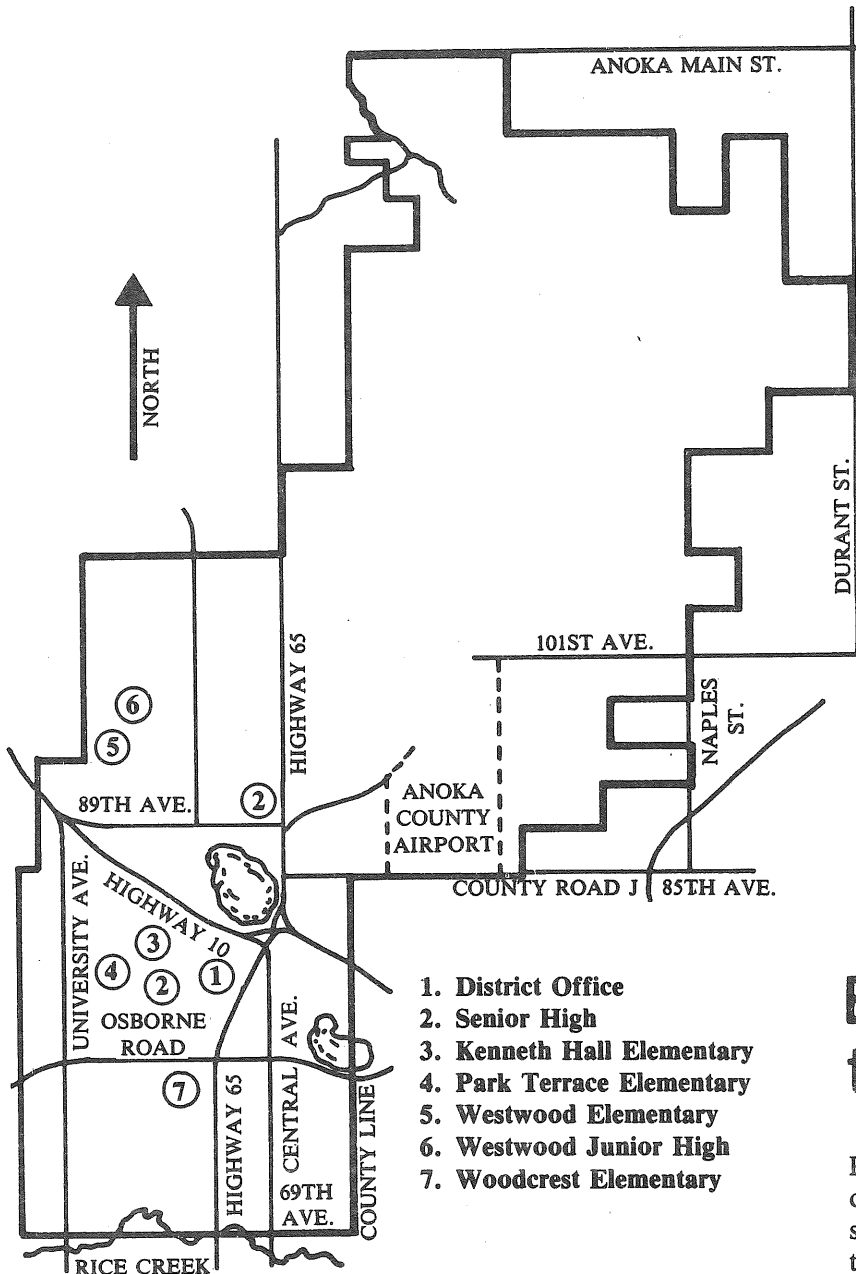
The polls will open at 7 a.m. and close at 8 p.m. The votes will be canvassed immediately following the closing of the polls. The results will be officially announced from the District Office, when counting is completed.

### Absentee ballots

Absentee ballots can be obtained at the District Office, 8000 Highway 65 N.E., Spring Lake Park. The office is open on weekdays between 8 a.m. and 4:30 p.m. The last day to obtain an absentee ballot is Wednesday, Oct. 7. Absentee ballots must be returned by WEDNESDAY, OCT. 7.

### Eligible to vote

Residents of Independent School District 16 that are 18 years old or older and who have lived in Minnesota for at least 20 days are eligible to vote.



1. District Office
2. Senior High
3. Kenneth Hall Elementary
4. Park Terrace Elementary
5. Westwood Elementary
6. Westwood Junior High
7. Woodcrest Elementary

# Please vote on Oct. 8

**SAMPLE BALLOT  
SPECIAL ELECTION  
INDEPENDENT SCHOOL DISTRICT NO. 16  
(Blaine-Spring Lake Park-Fridley)**

**OCTOBER 8, 1981**

"Shall Independent School District No. 16 of Anoka County, Minnesota, be authorized to increase its 1981 Maintenance Levy by 5 mills times the most recent taxable valuation of the District, based on the following: the additional millage will be used to finance school operations; the additional millage will raise \$494,840 in 1981, the first year it is to be levied; and a levy of the additional millage shall be authorized each year thereafter unless otherwise revoked, as provided by law?"

YES

☐

NO

☐

---

INSTRUCTIONS TO VOTERS: If you wish to vote in favor of the above proposition, mark a cross (X) in the square below the word "YES". If you wish to vote against the proposition, mark a cross (X) in the square below the word "NO".

Independent School District 16  
8000 Hwy. 65 N.E.  
Mpls., MN 55432  
612-786-5570

**SCHOOL BOARD**

Chairman	Charles Gooder
Vice Chairman	Harry Sheff
Treasurer	Ron Stenstrom
Clerk	Helen Fowler
Director	Stan Kowalski
Director	Jayne Noble
Director	James Le Tourneau

Superintendent Dr. Chris Huber

Robin Nehring  
Publications Coordinator

Non Profit  
U.S. POSTAGE  
PAID  
Mpls., MN  
Permit No. 1174

**For our children,  
the future is now!**

**April 27, 1982  
Referendum for schools**

Prepared and printed by  
Minnetonka School District 276  
Excelsior, Minnesota



*On February 2 the Minnetonka School Board was forced to cut school programs and staff totaling \$2.7 million, because the schools would not have enough money next year to pay for them.*

*The cuts include closing three school buildings, layoff of 24 percent of the school staff, increases in class sizes, and reduction of many services to students.*

*Despite the fact that the cutbacks reduce the cost of your schools by more than 16*

*percent, Minnetonka faces additional, even more severe cutbacks next year, unless local voters act.*

*On April 27 voters will decide whether these further cuts will be made. The alternative is to increase local support of schools to preserve the remaining educational programs for children.*

*To help you make an informed decision, the school board provides this information. Meetings have also been scheduled in all neighborhood schools.*



September 22, 1981

Dear Parents:

September 28th is an important date for your children. You will have the opportunity to pass a School Referendum which will retain the quality education you expect in District 622 and it won't cost you a cent.

Last year, voters approved a similar tradeoff Referendum. The School Board reduced the other Funds as pledged and there was not an increase in school taxes due to the Referendum. The Board is asking voters to do the same again this year. This tradeoff Referendum will solve the problem for one more year and will NOT CAUSE AN INCREASE IN SCHOOL TAXES.

Because of consequences of declining enrollment and the fact that State aid has been lagging behind the rate of inflation, District 622 has been experiencing a financial squeeze in its General Operating Fund. Projecting ahead, a budget deficit of 2.2 million dollars is anticipated next year. This deficit cannot be absorbed without serious reductions in educational programs and services. Previous program cuts have already been made by the School Board in adopting past year's budgets.

To combat this problem, the School Board is requesting voters to approve of an increase of 7 mills in the General Fund for one year, while at the same time reduce the combined levies for the Debt Redemption and Capital Expenditure Funds to offset that amount. Therefore, THIS REFERENDUM WILL NOT INCREASE YOUR SCHOOL TAXES--it is merely a tradeoff.

You can vote YES September 28th, continue present programs, and still pay the same in school taxes.

Every vote is important.

Your kids need not miss out on important educational programs. District 622's tradition of quality education can continue. Your kids are counting on you!

VOTE YES Monday, September 28th!!

--District 622 Referendum Committee

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Prepared, distributed, and paid for by District 622 Referendum Committee, Marilyn Vars, Chr., 1140 Beam Ave., Maplewood, MN 55109.

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If you receive more than one copy of this letter,  
please pass this on to a neighbor.

# St. Louis Park Public Schools

INDEPENDENT DISTRICT 283

6425 WEST 33RD STREET, ST. LOUIS PARK, MN. 55426

612-925-4300

May 14, 1982

Dear St. Louis Park Staff Member:

THE END OF A SCHOOL SYSTEM. That's what the stakes ultimately are in our June 7 levy referendum and there should be no mistaking that fact. The district's budget projections clearly show that without any increases in program and even allowing for reductions related to enrollment decline the district will be facing a deficit for the 1984-85 school year of \$3.8 million, followed in 1985-86 by a deficit of \$6.8 million. There is no way our system can respond to those deficits by making sufficient reductions to offset them. If this year's reductions of \$2.1 million seemed overwhelming, we have reductions of nearly that amount called for again next year for 1983-84--unless we pass the referendum.

As the past several weeks have unfolded, there has been a marked level of apathy--even some antagonism--regarding this referendum. In 1978 our overwhelmingly successful referendum effort was due in large part to the support and the spirit of our staff. You were the key ingredient then and you are the key ingredient now which will determine whether our referendum effort is a success or a failure.

I firmly believe that we can win this referendum even in the adverse tax climate that exists everywhere. In order to do so, we must follow through on our strategy which is totally dependent on our ability to make telephone contact with the voters on two occasions. The first of these occasions has already passed and we are in the process of analyzing the results of that effort. The second occasion will occur on Sunday, June 6, the day before the election.

We need your support and we need it now for the duration of this campaign effort. All of us have a great deal at stake, whether we are residents of the district or not. Our commitment to this system which is easy to display in happier times is even more important now under these adverse circumstances. I urge you to talk to your colleagues and reach out to one another to pool our efforts and energies one more time to pass this referendum. If we do not, it appears to me that the district will have no alternative but to explore consolidation with another school district no later than the beginning of the 1985-86 school year. In a very true sense, failure on June 7 really does mean the end of a school system.

Sincerely,

  
M. E. Hickey, Ph.D.  
Superintendent

MEH:nk

## May 18th Levy Referendum Information

### WHY HAVE A LEVY?

- \*THIS REFERENDUM WILL NOT INCREASE YOUR SCHOOL TAX RATE
- \*The Levy will, in effect, enable the school district to shift money from a fund where there is a surplus (Debt Service Fund) to a fund where the money is needed (General Operating Fund).
- \*According to state law, an election is needed to shift the revenue from one fund to the other.

### HOW MUCH WILL THE LEVY RAISE?

- \*The levy increase requested is 5 mills (or \$1,057,866) in a one-time shift to the General Fund in 1983-84. The Debt Service Fund will be correspondingly reduced with the result that there will be NO LEVY INCREASE IN TOTAL LEVY from this action.

### WHAT WILL THE BALLOT SAY?

- \*State law doesn't permit the ballot to state that this levy is a trade-off from one fund to the other or that there will be NO INCREASE IN TAXES.
- \*THE BALLOT WILL READ AS FOLLOWS:

"Shall Independent School District No. 197 of West St. Paul, Minnesota, be authorized to increase its 1982 maintenance levy by five mills times the most recent taxable valuation of the district, based on the following: The additional millage will be used to finance school operations; the additional millage will raise \$1,057,866 in 1982, the only year it is to be levied."

### WHAT IF WE DON'T HAVE A LEVY REFERENDUM?

- \*Current economic climate, rising costs and decreasing school population will continue to cut into the General Fund and affect the type of education the district can provide. Funds from this levy will be used to carry on our current operations and lessen the need for future dramatic cuts in services.
- \*This referendum will provide the best of both worlds. It authorizes the funds necessary to continue District 197's standards of education and does so at NO ADDITIONAL COST.

### WHERE CAN YOU VOTE?

- \*The polls will be open May 18, 1982, from 7:00 a.m. to 8:00 p.m. Voting will be held at the District 197 precinct locations. (See other side)

#### The District 197 School Board

DISTRIBUTION BY: Newscaster,  
District Bulletin and Students  
in Each Building

Mr. Peter Nasvik, Chairman    Mrs. Louise Midje, Director  
Mrs. Joyce Walker, Clerk    Mrs. Alice DeBlauw, Director  
Mr. James Stanton, Treasurer    Mr. Steven Tourek, Director  
Dr. Russell Anderson, Superintendent





# South Washington County Schools

INDEPENDENT SCHOOL DISTRICT 833  
8040 - 80th STREET SOUTH • COTTAGE GROVE, MINNESOTA 55016

RICHARD D. TRUMBLE, Ph.D., Superintendent

Telephone 459-5571

February 8, 1982

Dear Parent:

We first announced the magnitude of our fiscal crisis on November 17, 1981. Since that time, we have attempted to keep you informed of the Board's activities relating to budget cuts and actions for additional revenues. We have already closed two schools for the next year and have made additional budget cuts which approximate \$600,000. We still have a long way to go to balance next year's budget.

On December 7, 1981, we informed you of the Board's activities in gaining equal access to the "Grandfather Levy". The Board is still committed to this concept and continues to lobby for its passage in the State Legislature.

Due to the uncertainty of gaining access to the Grandfather Levy and due to the request of a large segment of the residents of the school district, the Board set a Levy Referendum for February 16, 1982, requesting the authority to raise an additional nine mills each year or approximately \$1.5 million for school purposes. This is approximately the same amount the Grandfather Levy would raise for the school district. If the Grandfather Levy were to pass in the Legislature and the Excess Levy Referendum were to pass with the voters, it is not the intention of this Board to exercise both levies. We will probably exercise the authority under the Grandfather Levy because it is an issue of equalizing our revenues with other metropolitan school districts. Furthermore, the Excess Levy Referendum does have a recall provision and cannot be counted on for long range financial planning.

The increases of levies to date have been transfers from the State in the funding of education and have not generated new dollars to our school district. Another important point to remember is that the revenue generated under either levy authority will not be available for the coming school year, 1982-83; the year we are facing the \$3,000,000+ budget deficit. The Board can borrow against this anticipated tax revenue but it must be paid back in the following fiscal year.

We have indicated to the public that we would withhold any major decisions on budget cuts until after we know the outcome of the Excess Levy Referendum and the Grandfather Levy issue. However, the Board is continuing to seek alternatives in the academic and program areas in order to continue programs for students, but yet realize substantial dollar savings in the administering of these programs. It is the Board's commitment to utilize any new sources of revenue toward the preservation of curricular and co-curricular programs for students as opposed to administrative services.

It is possible that our financial crisis is short term in nature (one to three years) and when the economy in Minnesota improves to the point of generating additional tax revenues at the state level, our aids could be increased to higher levels. However, we are not expecting any increases in state aid for the next

83 - OVER -



three years, since this was the action the Legislature took in special session just recently concluded. Therefore, we do not want to eliminate important programs because it is very difficult to add them back at a future date if aids are restored.

If you support the Excess Levy Referendum on February 16, 1982, you will give the Board one option in handling program cutbacks in a more moderate manner. If the Levy Referendum fails, we will continue to lobby for the Grandfather Levy authority. If this also fails, then we will be prepared to make substantial reductions to our programs which will have long term effects on our students. However, we are committed to providing the best educational program possible with the income available to us.

Sincerely,

Daryl E. Durum  
Sally Anderberg  
Barbara Fleming  
Michael Sheridan  
Patricia Jilk  
Lee Sveum  
Ben Franczok

# HERE'S YOUR SAMPLE BALLOT

## Special Election Independent School District No. 720 Shakopee, Minnesota

---

VOTE ON THE PROPOSITION STATED BELOW

---

☒ **YES**

☐ **NO**

SHALL INDEPENDENT SCHOOL DISTRICT NO. 720 OF SHAKOPEE, MINNESOTA, BE AUTHORIZED TO INCREASE ITS 1982 MAINTENANCE LEVY BY 11.5 MILLS TIMES THE MOST RECENT TAXABLE VALUATION OF THE DISTRICT, BASED ON THE FOLLOWING: THE ADDITIONAL MILLAGE WILL BE USED TO FINANCE SCHOOL OPERATIONS; THE ADDITIONAL MILLAGE WILL RAISE \$ 823,768 IN 1983, THE FIRST YEAR IT IS TO BE LEVIED; AND A LEVY OF THE ADDITIONAL MILLAGE SHALL BE AUTHORIZED FOR THREE (3) YEARS UNLESS OTHERWISE REVOKED AS PROVIDED BY LAW?

An 11.5 mill increase for the general fund;

A 6.0 mill decrease in the Capital Expenditure  
and Debt Services levies;

---

Equals 5.5 mill net increase to homeowners.

- The Levy is **Limited** (not compounded/non-progressive) and will expire after 3 years.
- A new tax will not go into effect until 1983.

---

**VOTE YES Tuesday, May 4th**

Polling held at Central Elementary School - Hours: 7 a.m. to 8 p.m.

---

Prepared and Paid for by People Interested in Education  
John Schmitt, Chairman - 1015 So. Main, Shakopee.

September 10, 1981

Dear

I am writing to you because I know we share a common concern about the quality of education in Richfield - be it public or private.

As you know, the school district has a discretionary levy referendum which which will be voted on by our citizens on September 15. The request that the school board is making for a tax increase is not irresponsible (\$21 per year on a \$70,000 house - \$29 per year on a \$90,000 house).

Many of our tax dollars do help our parochial schools - busing - Title I Aides - Psychological and speech help - Title II materials; but, beyond that, Richfield's excellent school system is part of our property evaluation. I wonder how many Richfield citizens recognize that twenty-one dollars invested now will mean hundreds of dollars when it is time to sell?

The last school levy passed by three votes, Many of those "No" votes came from landlords busing in seniors and singles from apartments and condominiums which are in Edina but in the Richfield School District. The "Edina Votes" may negate Richfield's citizens' vote unless we reach as many positive voters as possible.

I know that you and I have education as a top priority in our households. Let's keep its quality and excellence in Richfield.

Thank you for your interest and indulgence,

Sincerely,



DISTRICT OFFICES  
INDEPENDENT SCHOOL DISTRICT NO. 720

MARCIA SPAGNOLO, *Chairperson*  
JAMES STILLMAN, *Vice-Chairperson*  
WARREN HALLGREN, D.D.S., *Clerk*  
JOHN GOIHL, *Treasurer*  
BECKY KELSO, *Director*  
JOAN LYNCH, *Director*  
ROBERT MEADOWS, *Director*

505 SOUTH HOLMES  
SCOTT COUNTY  
SHAKOPEE, MINNESOTA 55379  
TELEPHONE: 445-4884

ROBERT MAYER, Ed.D.  
*Superintendent of Schools*

VIRGIL S. MEARS  
*Assistant Superintendent*

ROBERT MARTIN  
*Business Manager*

Dear Senior Citizen,

The financial problems facing the Shakopee School District have become a popular topic of discussion in our community. I am sure you have also read or heard of the problems facing many other school districts throughout the state.

A group of concerned citizens have banded together to see what can be done to help the school system carry out its mission of preparing the young people of our community for a productive adult life. These citizens have presented the school board with a petition to hold a tax levy referendum. As a result, the school board has scheduled an election for that purpose which will be held on May 4.

We support and appreciate the effort being made by "Parents Interested in Education" to inform residents of the Shakopee School District on the issues involved. The school board took the following action at its meeting of April 12:

WHEREAS, A reduction in funding for education has made it necessary for the school board to drastically reduce the educational opportunities provided for students; and

WHEREAS, A group of citizens, interested in providing quality educational opportunities for community children, have presented the school board with a petition requiring the school board to hold a tax levy referendum election; and

WHEREAS, These citizens have offered their help in informing the voters of the school district of the need for additional funding for educational purposes;

BE IT THEREFORE RESOLVED, That the school board publicly state its support of the efforts of the referendum committee to gain approval for additional funding which will allow the school board to replace some programs and services important to the development of young people in our community.

We realize that there are many people in the community who no longer have children in our schools and who have little direct interest in the schools. However, we realize that most of you have at one time used the services of the public schools and fully understand the importance of public education for the welfare of our youngsters, our community and our nation. We also realize that many of you have grandchildren attending our schools and that you have a deep personal concern for their welfare.

Senior Citizen

Over the years you have played an important part in developing a strong public school system in Shakopee. You have provided the community with modern, well equipped schools. You have provided the money needed to hire quality teachers and expand programs needed to prepare our young with an education appropriate for a rapidly changing world. You can be very proud of your contributions to education in Shakopee.

Times have changed and the quality educational system you have built is in danger. The State of Minnesota is experiencing some severe economic problems and as a result has not funded our schools to the extent expected. We do not have the money available to support the programs we now have in existence.

The school board has had to make some reductions for the 1982-83 school year because of this lack of funding. We have laid off 26 teachers and counselors, an equivalent of  $2\frac{1}{2}$  administrators, and 14.5 custodians and clerical workers. In addition we have found it necessary to eliminate all athletic activities and all other student activities. We have reduced budget wherever possible. The net result is a \$916,304 reduction in planned expenditures for the 1982-83 school year. This will have a drastic effect on the quality of programs and services we can provide for the children of Shakopee.

We realize that these are difficult times for you. We also realize that the school district must shoulder some of the burden of a declining economy, and we can assure you that it will. The availability of additional money supplied by a successful referendum election will not replace all programs that have been eliminated; but it would allow the school board to replace some that are very necessary to the development of our students.

We ask only that you reflect upon the importance of a good educational system, and that you do what you can to become informed on the state of our schools. After you have done that, we respectfully ask that you go to the polls on May 4 and vote your conscience.

Thank you for your concern and your understanding.

Sincerely yours,

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Vice-Chairperson

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director



# 622 NEWS

Serving the communities of North St. Paul, Maplewood, Oakdale, Landfall, Pine Springs, Lake Elmo, and Woodbury.

SEPTEMBER 1981

## SPECIAL ELECTION – SCHOOL REFERENDUM

ON SEPTEMBER 28TH RESIDENTS OF DISTRICT 622 WILL VOTE ON A REFERENDUM IN A SPECIAL ELECTION. THIS NEWSLETTER HAS BEEN PREPARED TO EXPLAIN THE REASON FOR THE REFERENDUM.

### **WHAT WILL HAPPEN?**

The School Board is asking to rechannel 1982 taxes amounting to \$2,022,969 from its Debt Redemption and Capital Expenditure Funds into its General Operating Fund FOR ONE YEAR ONLY.

This will be accomplished by raising the General Operating Fund levy by 7 mills and dropping the Debt Redemption and Capital Expenditure Fund levies by a total of 7 mills. The increase in one and decrease in the other means no change in the total amount.

As you know, because of inflation, tax rates are going up. However,

***This referendum  
will NOT***

***increase your  
school taxes***

### ***Promises made...***

### ***Promises kept...***

Last year, voters approved a similar tradeoff Referendum. The School Board reduced the other Funds as pledged and there was NOT an increase in school taxes due to the Referendum.

They are asking to do the same again this year, FOR ONE YEAR.

The School Board is dedicated to providing the best possible educational service to students at the lowest cost. They want to explore every alternative available and do not want to raise school taxes. This tradeoff Referendum will solve the problem for one more year. Another budget deficit of \$3 million is projected in 1984.

#### **MORE DETAILS AVAILABLE**

If more detailed budgetary information is desired, please call the Director of Business Affairs at 770-4604.

# AN EVEN EXCHANGE...

## OFFICIAL BALLOT

### SPECIAL ELECTION

**Independent School District No. 622**  
North St. Paul - Maplewood - Oakdale Schools

SEPTEMBER 28, 1981

Vote on proposition stated below:

YES ☐ Shall Independent School District No. 622 of North St. Paul-Maplewood-Oakdale, Minnesota, be authorized to increase its 1981 maintenance levy by 7 mills times the previous year's taxable valuation of the district, based on the following: the additional millage will be used to finance school operations; the additional millage will raise \$2,022,969 in 1981, and shall be authorized for one year only.

NO ☐

INSTRUCTION TO VOTERS: Voters desiring to vote in favor of said proposition put a cross mark (X) in the square opposite the word YES. Voters desiring to vote against said proposition put a cross mark (X) in the square opposite the word NO.

THE SCHOOL BOARD HAS PLEDGED TO REDUCE OTHER FUNDS BY 7 MILLS. BY LAW, THIS CANNOT BE INCLUDED ON THE BALLOT. ON AUGUST 27, 1981 THE SCHOOL BOARD PASSED UNANIMOUSLY THE FOLLOWING RESOLUTION:

North St Paul - Maplewood - Oakdale Schools  
ADMINISTRATIVE STAFF MEMORANDUM

August 27, 1981

Agenda Item IV.A.3.b

#### Resolution of Intent and Position of the School Board

WHEREAS the School Board has set a Special Election in the District to be held on September 28, 1981, and

WHEREAS the purpose of said Election is to increase the Maintenance Levy in an amount equal to 7 mills, and

WHEREAS the School Board wishes to avoid any increase in the District's total millage levied which would otherwise result from an increase in the District's Maintenance Levy permitted by Minnesota Statute 275.125, Subd. 2a.

NOW, THEREFORE BE IT RESOLVED by the School Board as follows:

1. It is hereby the intention and position of the School Board that if the voters increase the Maintenance Levy, it will reduce levies to be made in 1981 and collectible in 1982 by an amount of \$1,800,000 in the Debt Redemption Fund, and \$222,969 in the Capital Expenditure Fund totaling \$2,022,969, which is the total amount projected to be raised by the Special Election.
2. The purpose of this Resolution is to assure that in the event the voters increase the Maintenance Levy for a period of one year, the millage increase will be offset by a corresponding amount of reduction in the 1981 levy for the Debt Redemption and Capital Expenditure Funds.
3. That as a result of the reduction in the Debt Redemption and Capital Expenditure Fund levies which the Board hereby determines will be \$2,022,969, the net result by voting approval at the Special Election will be no increase on the school taxes of the taxpayers in the District.

The referendum will not increase your school taxes

## QUESTIONS?

Get answers at public meeting

Thursday, September 24

6:30 pm

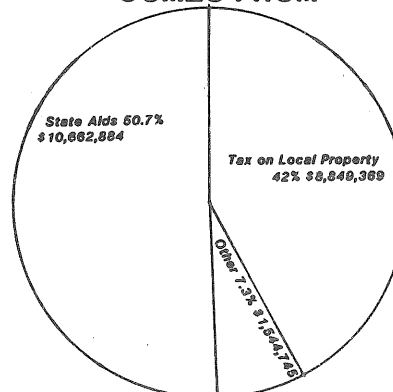
District Service Center

2055 E. Larpenteur Ave.

Maplewood

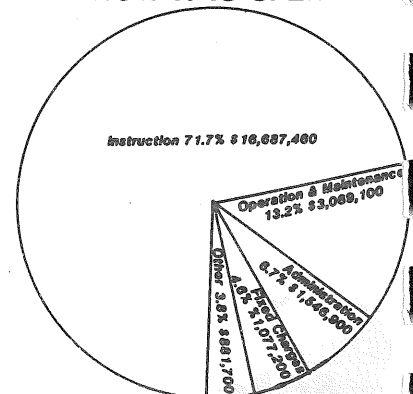
### 1982-83 TENTATIVE BUDGET\* GENERAL OPERATING FUNDS

#### WHERE OUR MONEY COMES FROM



TOTAL \$21,056,958

#### HOW IT IS SPENT



TOTAL \$23,262,360

\*\$2,205,402 projected deficit

## **WHY THE NEED?**

District 622 needs money in the General Operating Fund to continue to give our children the quality education they deserve. Our costs are rising faster than our income. Enrollment is dropping, but many costs are staying the same, or are rising.

Revenues from the State are dropping as our enrollment drops, but there are many costs that don't go down along with enrollment. The majority of these costs--salaries, books, operating expenses--are paid for out of the General Operating Fund.

Passage of the Referendum will allow \$2,022,969 to go into the General Operating Fund rather than into Debt Redemption and Capital Expenditure Funds for one year only. The referendum is not a tax increase. It is merely a trade-off. This can only occur with voter approval.

## **WHY FOR ONE YEAR ONLY?**

The School Board wants time to examine all programs carefully to determine where cuts can be made and also wants time to give citizens an opportunity for input and reaction before any massive programs cuts are made.

The present financial outlook indicates that the District will still have to make significant reductions if we do not receive more dollars from the legislature. The only other alternative would be a referendum in future years to increase school taxes.

## **WHAT HAPPENS IF THE REFERENDUM FAILS?**

If the Referendum is not approved, somehow, \$2.2 million--10% of the General Fund--will have to be cut out of the 1982-83 budget. Cuts of this amount cannot be absorbed without serious reductions in programs and services. \$700,000 has already been cut from current budgets.

Next year, programs and support services would have to be slashed. No aspect of school life could survive intact.

- \* Class size would have to be increased and programs currently offered would have to be reduced in number.
- \* Extra curricular activities would have to be reduced.
- \* Because over 80% of the General Operating Budget is used to pay salaries, teachers, principals, and other administrators, and support staff such as librarians, counselors, etc. would have to be cut.
- \* Cutting over two million dollars would be equivalent to eliminating about 100 jobs and losing the educational services provided by those jobs.

The outcome of the Referendum will have a major effect on the continuation of educational programs and services to our children. The responsiveness of District 622 to pupil needs and community expectations would be seriously undermined by further cuts.

## **WHAT IS THE EFFECT OF CUTTING THE OTHER FUNDS?**

NONE. We are not building new schools and are not incurring more debt. The recent high interest rates have increased income in these funds more than projected.



### SCHOOL BOARD

T. Geron Bell. . . . .777-4267  
Bette Jayne Haak . . .777-3766  
Bruce Beck . . . . .770-5463  
Robert Hansen. . . . .777-4258  
Paul Sandberg. . . . .777-5114  
Charles Wiger. . . . .770-0283  
William Sheffield. . .777-6485  
Dr.Wm.O.Woodworth  
Superintendent. . . .770-4602

Need more information?  
Call Office of School Community  
Relations - 770-4773

**NORTH ST. PAUL - MAPLEWOOD - OAKDALE SCHOOLS**  
**INDEPENDENT SCHOOL DISTRICT NO. 622**  
2055 E. LARPEUR AVENUE  
MAPLEWOOD, MN 55109

**Carrier Route Pre-sort**  
**Non-Profit Org.**  
**U.S. Postage**  
**Paid**  
**St. Paul, Mn**  
**Permit No. 4263**

## POSTAL CUSTOMER

**-DATED MATERIALS-**

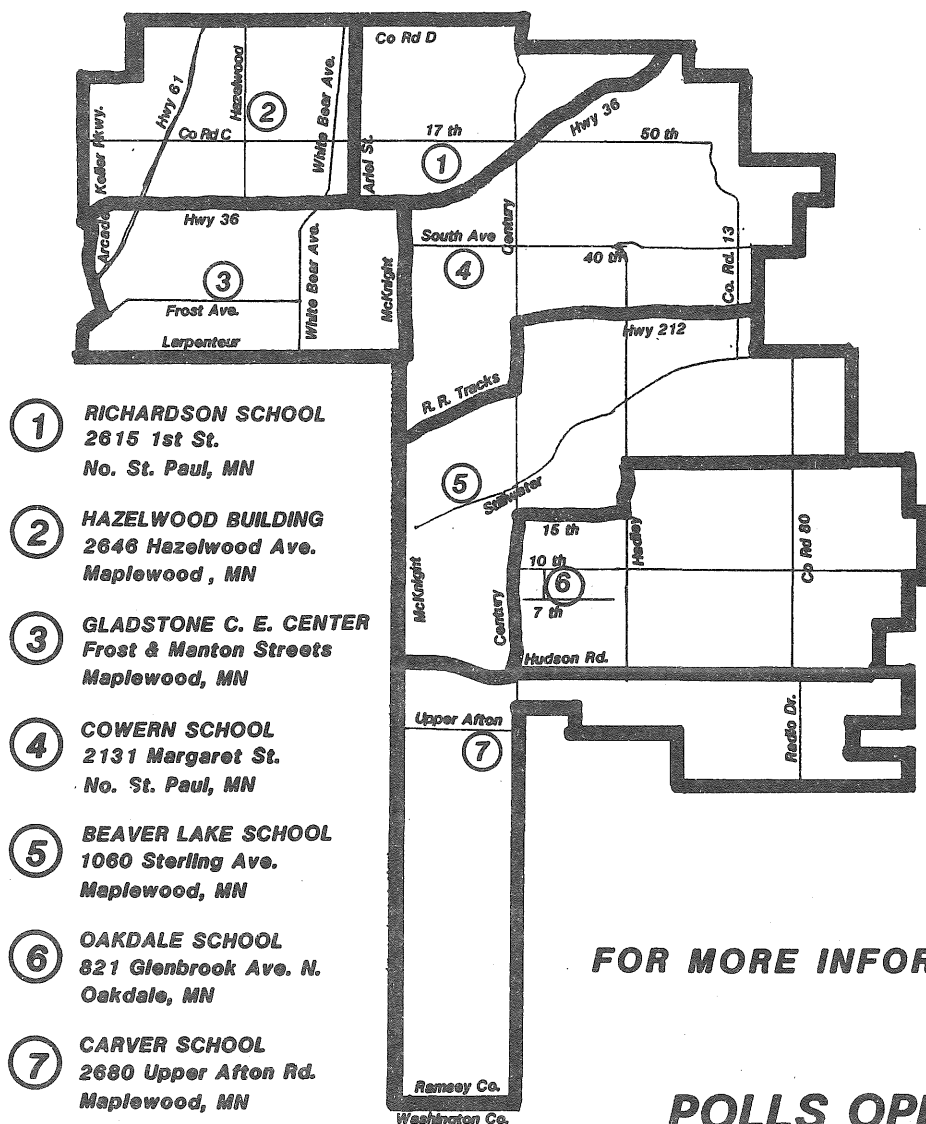
# VOTE-MONDAY, SEPT. 28 TH

## VOTING PRECINCTS OF SCHOOL DISTRICT #622

**ABSENTEE BALLOTS**  
can be obtained by  
stopping in at the  
District Center  
between 8 am and  
4:30 pm.

You must vote at the proper  
precinct. The precinct is  
determined by where you live.  
This may differ from where  
you vote in other elections.  
**PLEASE CHECK MAP.**

**WHO CAN VOTE**  
All residents of District  
622 who are 18 years of  
age or older and have lived  
in Minnesota for at least 20  
days are eligible to vote.

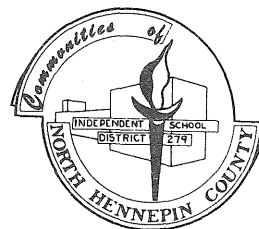


**FOR MORE INFORMATION CALL 770-4773**

**POLLS OPEN 7:00 AM - 8:00 PM**

# District 279 Levy Referendum

## SPECIAL ELECTION EDITION



DEAR SCHOOL DISTRICT RESIDENT:

On Monday, October 5, your school district is holding a Special Election which will affect your child's educational future. During the last legislative sessions, the federal government and the State of Minnesota drastically changed the way they support our local school system.

This past year, 80% of our operating income was paid from taxes collected by the state with the remaining 20% coming from local property taxes. These monies are used for such things as teacher's salaries, books and supplies, custodial services, transportation and building energy costs. The amount of money available to spend per pupil is set by the State Legislature each session. In the previous five years the increase has averaged 6.6%, while last year the increase was 5.5%. In the meantime, our costs have been inflating at nearly 10% (per year) just to maintain the programs we already have.

This year when the State Legislature granted the smaller increases to schools, they also made it possible for districts to raise more money locally to make up the difference by raising local property taxes. To do so, the School Board must hold a Special Election. This is the first time since the state took over financing education that we have asked the residents to vote for an increase to the general fund.

As your elected School Board, we have already reduced spending for the current school year by \$498,451. If the Special Election fails, future cuts will seriously affect your children's educational programs starting next year. Some changes will be increasing class sizes by reducing the number of classroom teachers, charging students fees for extra-curricular activities, decreasing bus service, eliminating elementary physical education and special programs such as those for gifted children.

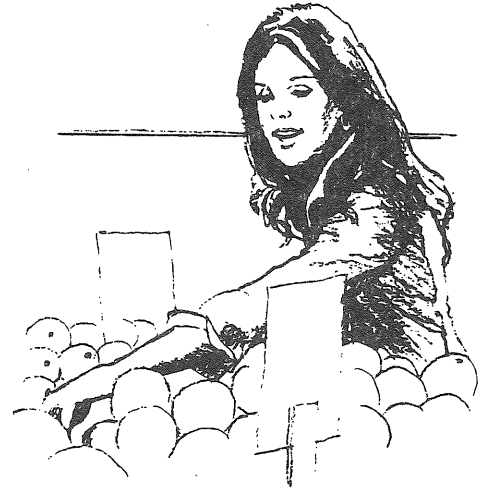
Remember, federal and state legislators have reduced income tax rates this year. Their clear messages are that local programs will be operated and financed by local taxes. As you read further, you will see that the property tax increase to support your school is small compared to the projected losses in your educational programs.

*DISTRICT 279 BOARD OF EDUCATION*

# Questions and Answers about the Election

## WHY MUST WE SEEK ADDITIONAL MONEY AT THIS TIME?

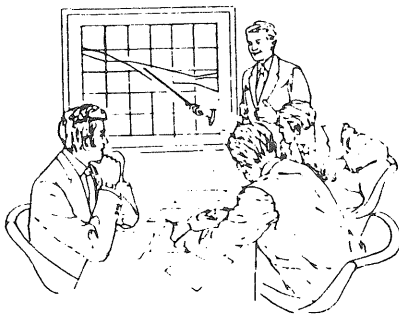
The school district income is set by State Legislature through the "State Aids Formula." Last year, approximately 80% of our funds came from the state; the remaining 20% came from local property taxes. During the past year, these aids have increased by 5.5%. The previous five years they increased an average of 6.6%. At a time of great inflation, the school district's revenue has been decreasing. In spite of efforts to limit expenditures, we have been forced to spend, annually, approximately 2% more than our income. With state funds dwindling, the deficit will increase in the years to come, unless we do something about it.



## WHY DON'T WE CUT SPENDING?

We have cut spending, and will continue to do so. On August 4, the School Board cut \$498,451 from the 1981-82 budget. Eighty-six point five percent of the budget goes for salaries and an additional 5.6% is expended for energy costs. In our school district, 92% of the budget is used for these re-occurring and inflating costs. We cannot hope to keep up with annual revenue increase of 6.6% or less. Our only recourse, without additional funds, would be to cut deeply into the programs which affect the education of children in the school district. In another article we list types of cutbacks which would have to be made in the very near future.

*Everyone feels the effect of inflation. Even after cuts totaling \$498,451, the school district will be in operating debt by 1984, unless new sources of revenue are found.*



## IF WE ARE NOW OPERATING WITH A DEFICIT BUDGET, HOW ARE WE STAYING OUT OF DEBT?

Before the state began to reduce our income, a reserve had been built up in the general fund. During the 1980-81 school year, 1.26 million dollars of the reserve fund was used to cover the deficit. To maintain programs during the current school year, we will spend another 2.65 million dollars from the reserve fund. If something is not done to change this trend, we will be out of reserve funds and operating in debt by the 1984-85 school year. By law, we cannot operate in debt. Our only choice, then, would be to borrow money or close schools until financing is found.

## 1984 IS A LONG WAY OFF. DON'T YOU THINK THAT THE STATE WILL PROVIDE MORE MONEY BY THEN?

In the budgeting process, 1984 is only two years away. If the levy referendum is successful, the money will be received in the 1982-83 school year. The money for the 1984-85 school year will be levied (finalized and submitted to the county) in October of 1983. The financial conditions in the nation and in the State of Minnesota are at the root of our difficulties. There seems to be no indication that the state's financial condition will be improving appreciably in the near term. In fact, present trends seem to indicate that it is worsening.

**IF YOU HAVE  
SPECIFIC QUESTIONS  
ABOUT THE  
LEVY REFERENDUM,  
PLEASE CALL —  
425-4131, ext. 642.**

REFERENDUM FACT SHEET

1. The Board has asked taxpayers to approve a 5.75 mill increase on June 7. That amount will raise approximately \$1.8 million during 1983-84.
2. Without a successful referendum we'll be looking at deficits of \$1.7 million in 1983-84 and \$3.8 million in 1984-85.
3. The money raised this year can not be levied until 1983-84. Referendum money will not be available to replace any of the \$2.1 million cut for 1982-83.
4. Since 1973-74 the School Board has cut nearly \$9 million from the general fund. Enrollment decline cuts amount to \$4.9 million. Program cuts beyond enrollment decline amount to just more than \$4 million dollars.
5. Since 1973-74 the K-12 population has dropped by almost 5,000 students. The K-12 staff count has decreased by 384.
6. The deficit is caused by several factors. First the school system faces the same inflation as an institution that we face as individuals. Schools receive funding from the State based on the number of pupils enrolled. As our enrollment declines we receive less money from the State. Some costs can not be cut as enrollment declines because they have no relationship to student numbers, i.e., legal expenses, mandated programs, lights, electricity.
7. The State shortfall has had a great impact on the school system. The District did not receive \$1.2 million it had been promised by the State for this school year. Consequently, that much had to be cut from next year's budget. In addition, the State is not reimbursing anywhere near the level promised in areas such as special education. Some programs expecting 67% funding received closer to 30%. The general fund has to make up the difference.
8. Each mill raises \$324,375.56. In 1983-84 the 5.75 mill increase will raise \$1,863,000.

Here is the cost of the increase to taxpayers:

<u>Limited Market Value</u>	<u>Yearly Tax Increase</u>	<u>Monthly Tax Increase</u>
\$ 50,000	\$ 53.94	\$ 4.50
60,000	68.66	5.72
80,000	100.86	8.41
100,000	133.06	11.09
125,000	173.31	14.44

POSSIBLE TELEPHONE SCRIPT:

If child answers -- ask to speak to Mrs. \_\_\_\_\_. If husband answers, talk to him.

1.) Hello \_\_\_\_\_. I'm a volunteer calling for the St. Louis Park Referendum Committee. As you may know, a referendum election has been scheduled for Monday, June 7. The Referendum Committee sent a flyer to your home briefly explaining the issues and it should have arrived last week. Have you had a chance to read it?

IF ANSWER IS YES: "Good" or "Great" etc.

IF ANSWER IS NO: The flyer briefly outlines the problems the school system will face if additional money is not available soon. We hope you will read it. A YES vote on Monday, June 7 will provide the additional funds and put off pending program cuts for a few years.

2.) In this kind of election every vote is important. Can we count on yours?

IF ANSWER IS NO -- simply acknowledge (OK) etc. and say thank you and good-bye and hang up.

IF ANSWER IS YES, SAY: "Thank you" and continue: as the flyer stated, the Committee is also developing a list of people who support the referendum but do not have preschoolers or children in school. Do you know anyone we could add to our list?

Thank you for your time and don't forget to vote Monday, June 7.

## TELEPHONE INSTRUCTIONS

Ask to speak to Mr. or Mrs. \_\_\_\_\_.

If a child answers, ask to speak to the mother.

Be polite and soft spoken. Never argue.

If a person asks a question you cannot answer, ask that person to hold the line and a supervisor will answer the question.

When people indicate a negative opinion on the referendum, quickly end the conversation by thanking them for their time and saying good-bye.

If person will vote YES, put a Y on the left of the name on the computer sheet. If the response is no, put an N by the name. If response is undecided, put a U by the name. If no answer, put an A by the name. If person wants a chance to supply us with names of friendly votes, put a CB in front of the name.

If the person you call can give you a name of a non-parent who will vote Yes, please write that name on the extra paper.

Don't encourage call backs for questions.

## PROCEDURE FOR ABSENTEE BALLOTS

Citizens may pick up a Request for Ballot Form any time at the District Office. Fill out form, have it notarized and return to District Office.

Ballots will not be available until after May 19. If you return completed, notarized Request for Ballot Form before May 19, a ballot will be mailed to you.

After May 19 you may return your completed, notarized Request for Ballot Form to the District Office, receive a ballot and vote immediately.

June 4 is the last day to vote by absentee ballot.

Questions - call Dorothy Nelson at 925-4300.

FRIENDLY VOTER SCRIPT:

Hello \_\_\_\_\_. I'm a volunteer calling for the St. Louis Park Referendum Committee. As you may have heard the school district has scheduled a referendum for Monday, June 7.

During our last referendum effort your name was suggested as a citizen who would be a supporter of quality education in St. Louis Park. We are hoping we can still count on your YES vote this time.

IF ANSWER IS YES: "Good" or "Great". "Thank you for your time and don't forget to vote June 7."

IF ANSWER IS NO: Simply acknowledge - say "OK" etc., say thank you and good-bye and hang up.

## **AFTER IT'S OVER**



MINNETONKA INDEPENDENT SCHOOL DISTRICT NO. 276

Excelsior, Minnesota

April 27, 1982

The Board of Education, Minnetonka Independent School District No. 276, met in the Administration Building the evening of April 27, 1982 to tally the votes of the special school election. Chairman Olson presided. Others present were Wyard, Hornick, Dugan, McGlasson; and Superintendent Draayer, ex officio. Absent: Adams.

RESOLUTION CANVASSING RETURNS OF  
VOTES ON SPECIAL SCHOOL ELECTION

McGlasson moved, Hornick seconded, that it is found, determined and declared that the special election of the voters of this district held on April 27, 1982, was in all respects duly and legally called and held, and at said election a total of 6,627 electors of the district voted on the question of increasing the levy for general and special school purposes in a maximum amount of 9 mills which, when applied to the most recent assessed valuation of the district, will raise \$2,135,718 in the first year of such levy; such levy to be added to the amount of mills as allowed by Minnesota Statutes Section 275.124, subd. 2a (1) and (2) which additional millage shall be used to finance school operations and shall be allowed each year thereafter until otherwise revoked as provided by law, of which 3,511 voted in favor, 3,116 voted against the same, and there were no spoiled ballots; such proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

Upon vote being taken thereon, the motion carried unanimously.

The following is a tally of the votes by polling station:

Polling Station:	ADMIN. BLDG.	CLEAR SPRINGS	DEEPHAVEN ELEMENTARY	GROVELAND ELEMENTARY	MINNEWASHTA ELEMENTARY	TOTAL
YES	663	902	659	863	424	3511
NO	709	544	603	762	490	3116
Defective Ballots	0	0	0	0	0	0
TOTAL BALLOTS	1372	1446	1262	1625	922	6627

\_\_\_\_\_  
Judith F. Hornick, Clerk



# South Washington County Schools

INDEPENDENT SCHOOL DISTRICT 833  
8040 - 80th STREET SOUTH • COTTAGE GROVE, MINNESOTA 55016

RICHARD D. TRUMBLE, Ph.D., Superintendent

Telephone 459-5571

2/17/82

## UNOFFICIAL ELECTION RESULTS FROM FEBRUARY 16 EXCESS LEVY REFERENDUM

Totals: Yes--2,114 No--2,298 (Difference of 184 votes)

Precinct #1	Yes--56	No--187
#2	Yes--524	No--483
#3	Yes--183	No--162
#4	Yes--101	No--229
#5	Yes--165	No--241
#6	Yes--159	No--260
#7	Yes--493	No--417
#8	Yes--433	No--319

## South Washington County Schools

# Window on Education

Vol. 14, No. 5 March/1982

## Referendum Fails By 184 Votes. . .

The proposed 9 mill excess levy referendum for District 833 was defeated by 184 votes on February 16.

The record voter turnout of 4,412 ballots included 2,114 yes votes and 2,298 no votes.

	LOCATION	YES	NO
Precinct 1	Woodbury, East Cottage Grove	56	187
Precinct 2	Woodbury	524	483
Precinct 3	Newport	183	162
Precinct 4	St. Paul Park, Grey Cloud	101	229
Precinct 5	Pullman Elem. area	165	241

Precinct 6	Pine Hill Elem. area (Thompson Grove)	159	260
Precinct 7	Hillside Elem. area	493	417
Precinct 8	Park Senior High area	433	319

This levy would have raised a much needed \$1.5 million for the 1983-84 school year.

"This election, even though not successful, showed us a lot of people basically support District 833. You have to read into the negative votes also and I think they were just voting their pocketbooks and telling us to get by with less," said School Board Chairman Daryl Durum.

## Board Slashing 82-83 Budget

Following the defeat of the excess levy referendum on February 16, the school board has begun slashing budget cuts for the upcoming school year. On February 25, an additional 27 reductions were made from the original 52-item cut list.

As of the last board meeting, our district has made \$2,740,749 in budget cuts. The total reductions needed to balance the 1983-84 general fund budget is \$3,730,328 which leaves \$989,579 remaining in cuts.

A special board meeting has been scheduled March 4 for further discussion of the remaining budget cuts. Reductions left on the list include athletics, special education, elementary resource teachers, elimination of non-MSHSL activities, 916 as a senior high curricular option and possibly Newport Elementary closure.

Two items which have been removed from the list are No. 27 - which would have reduced district health services to one nurse and added two health aides in high school and No. 45 - elimination of the physical education director/elementary.

The following list updates action on 1983-84 budget cuts items thus far. The dates indicate board action and dollar amounts the proposed savings. The number on the left is the original budget cut number for those of you following the reduction process and using the initial January Window on Education budget cut list.

1	Close Grove (12/17/81)	\$120,211
2	Close Park Junior High (12/17/81)	265,687
16	Drop WECEP (1/07/82)	17,100
17	Drop OJT Bus (1/07/82)	18,611
4	Keep 7 Hour Day, Reduce Staff.	171,008
	Summer School.	208,509

	District Special Education	25,895
12	Identical Clerical (1/14/82)	12,294
24	Eliminate Area Heads (1/14/82)	14,400
	Update - Grove and Park Jr. energy savings.	39,016
	Update - Decrease total bldg. budget total	8,767
25	Eliminate Substitute Caller	5,076
8	Increase Secondary Class Size to 22.5/Reduces Staff by 20.53	351,063
5	Eliminate Position of Director of Instruction (2/25/82)	24,594
6	Eliminate Central Office Clerical Position (2/25/82)	9,000
7	Eliminate Director of Instruction-Office Budget (2/25/82)	8,828
9	Increase Elementary Class Size to 29.5/Reduces Staff by 30.5 (2/25/82)	521,550
10	Reduce Mr. Moore's Office Budget (2/25/82)	4,000
11	Reduce Dr. Lundy's Office Budget (2/25/82)	4,000
13	Eliminate Position of District Foreman (2/25/82)	21,966
14	Eliminate Position of Chemical Dependency Coordinator (2/25/82)	8,550
15	Eliminate Activity Bus (2/25/82)	7,000
18	Reduce Allotted Custodial Overtime Dollars (2/25/82)	20,000
19	Reduce Allotted Clerical Overtime Dollars (2/25/82)	4,020
22	Eliminate Position of Secondary Building Coordinators (2/25/82)	20,146
23	Eliminate Position of District Safety Coordinator (2/25/82)	7,250
26	Eliminate ISS Directors-Senior High (2/25/82)	12,000
28	Reduce K-12 Music Staff (2/25/82)	119,600