

Work session will begin 10 minutes after adjournment of Business Meeting.

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Robbinsdale Area Schools

Annual Report to the School Board 2020-2021

Financial Advisory Council

FAC 2020-2021 Membership & Meetings

- ▶ Gregg Fishbein, Chair
- ▶ Howard Schwartz, Secretary
- ▶ Earl Hoffman
- ▶ Lennie Kaufman
- ▶ Greg Kugler
- ▶ O. Barry Rogers
- ▶ Terry Swanson
- ▶ Pam Lindberg, Board Treasurer
- ▶ Greg Hein, Exec. Dir.-Finance
- ▶ Bylaws require a minimum of four (4) meetings per year; FAC met five (5) times:
 - ▶ 11/10/20; 1/12/21; 3/23/21; 5/11/21; 5/23/21
- ▶ Other attendees: Dr. Stephanie Burrage, Karylann Marchand, Kelly Smith, Nichol Sutton, Ginny Vergrugge, Kristine Wehrkamp
- ▶ Earl Hoffman, Greg Kugler, and Howard Schwartz were also invited to attend several Cabinet Task Force meetings

FAC Duties and Responsibilities

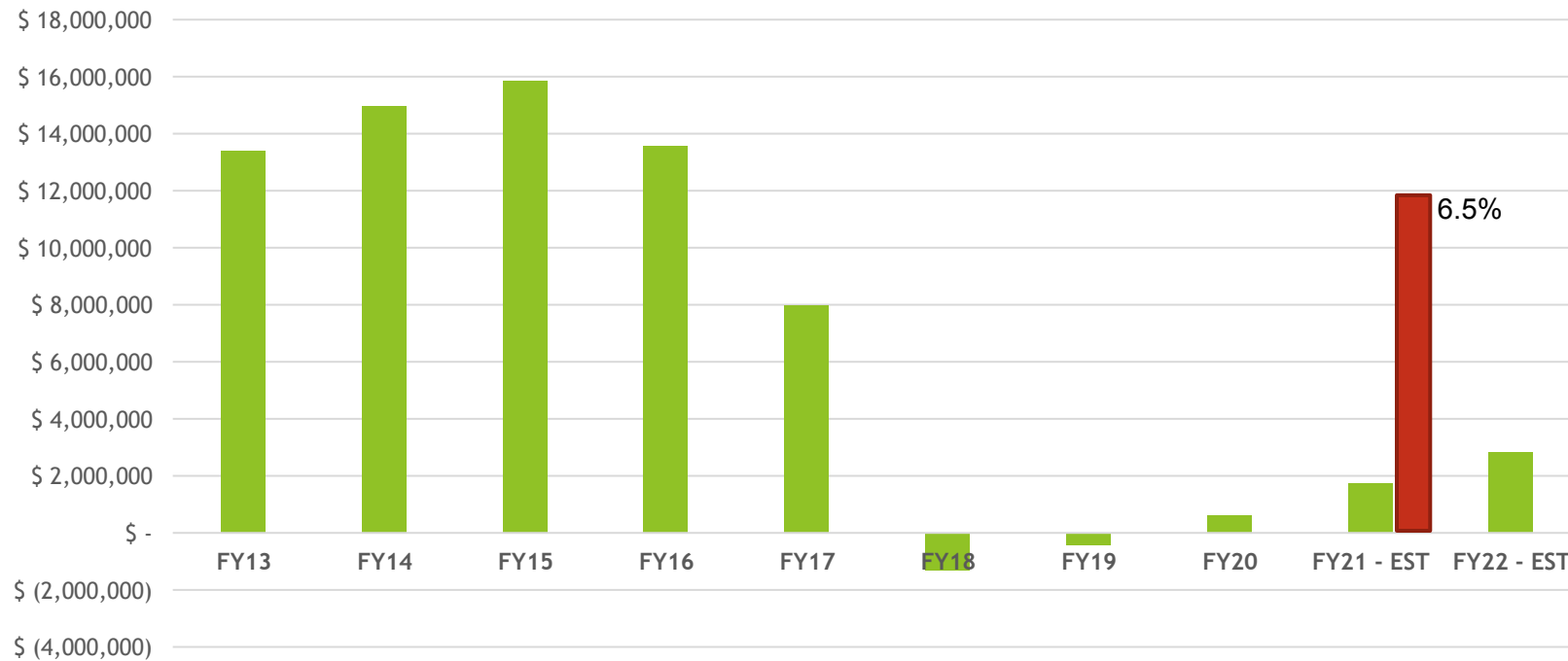
(per School Board Bylaws)

- ▶ Provide financial advice and support to the Board and to the Administration
- ▶ Evaluate the District's economic conditions
- ▶ Provide insights re: overall District financial condition
- ▶ Review present and future revenue/expenditure projections
- ▶ Make recommendations re: future budget targets and assumptions

Discussion Points and Issues

► Unassigned Fund Balance Concerns:

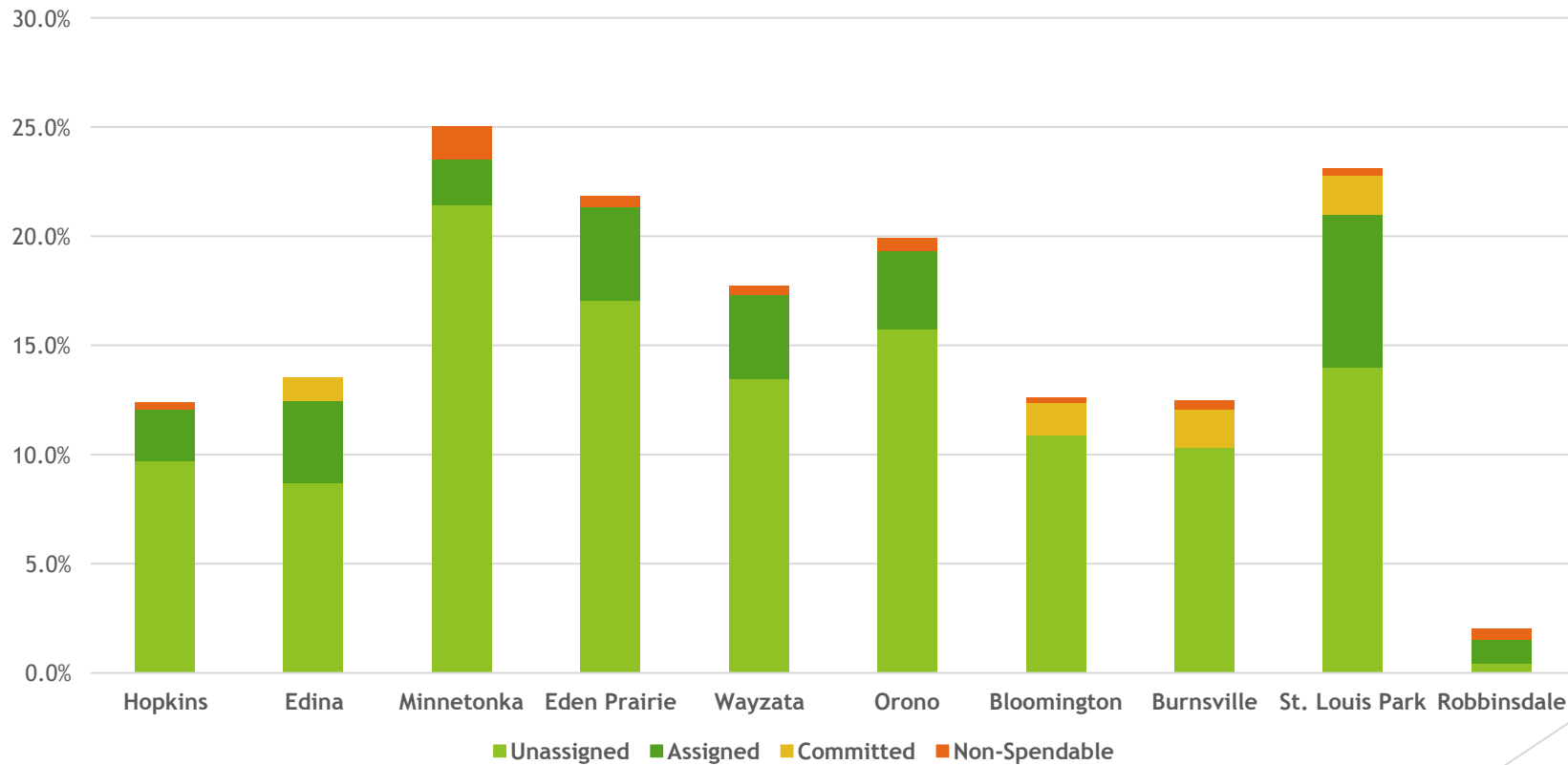
General Fund Unassigned Fund Balance History



Discussion Points and Issues

► Unassigned Fund Balance Concerns:

FY20 Fund Balances as % of General Fund Expenses by School District



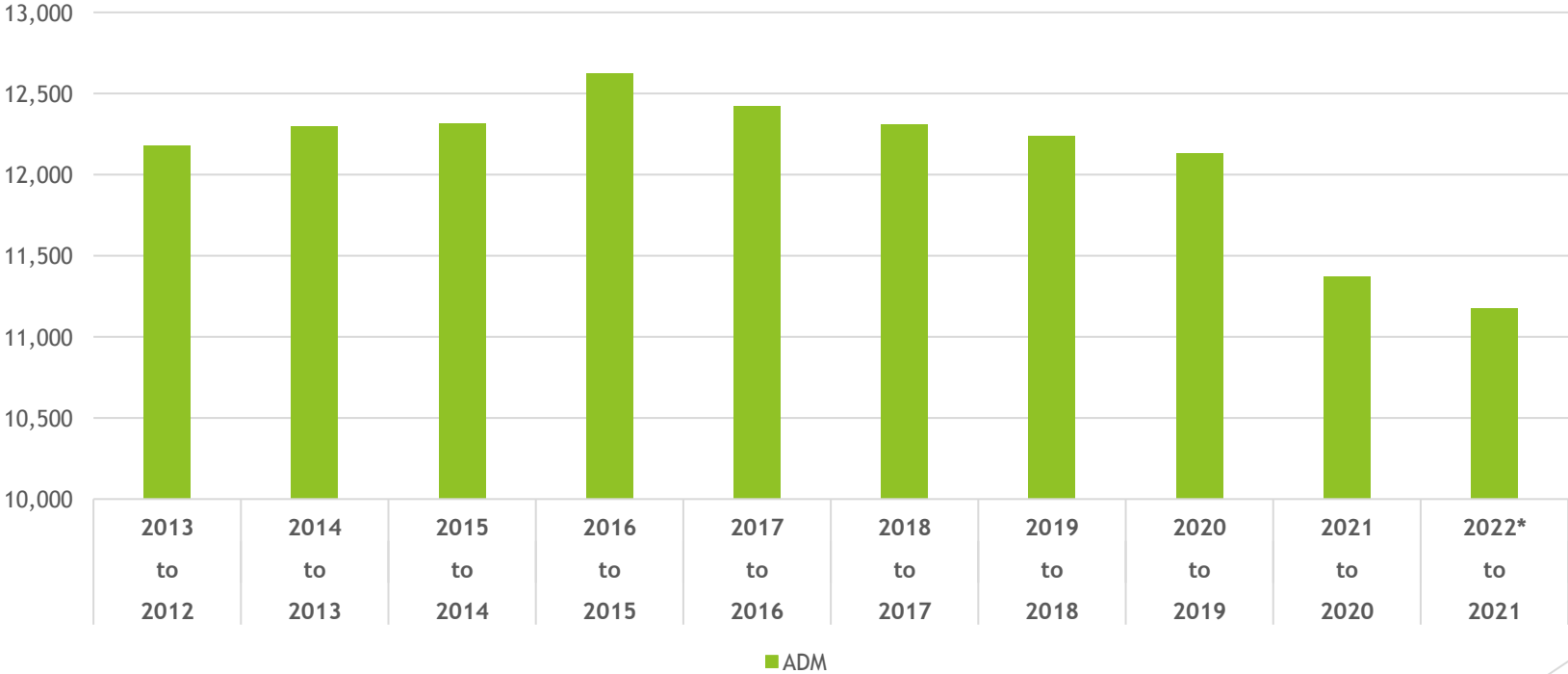
Discussion Points and Issues

- ▶ Enrollment/Revenue Projection Concerns:
 - ▶ Enrollments projected to continue declining - 3,545 students (27%) living in the District open-enrolled in other districts or attended private and charter schools, resulting in millions of lost ADM dollars. Every effort must be made to retain resident students in addition to attracting open enrollees.
 - ▶ Two-bucket lottery policy turns down resident students in preference for non-resident students for various magnet programs (REI, SEA) - limited number of seats also encourages resident parents to seek out-of-District alternatives (e.g., RSI Kindergarten).
 - ▶ More transfer bus options for magnet schools need to be provided. Transfer bussing, particularly between Cooper and Armstrong, needs to be readdressed so that Armstrong students can attend the District International Baccalaureate program.
 - ▶ Concerns regarding Pathways plan and other new programs...projected costs vs. added revenue streams plus student retention

Discussion Points and Issues

► Enrollment/Revenue Projection Concerns:

District Enrollment by Year
(ADM = Adjusted Average Daily Membership)



Discussion Points and Issues

- ▶ Revenue and Expenditure Projection Concerns:
 - ▶ Self-insured medical plan fund sustained a negative balance of \$1.9 million as of 6/30/21.
 - ▶ Long-term debt, bond rating, and cost of capital continue to be a concern in light of current inflationary and post-pandemic trends
 - ▶ Food service bad debt needs to be addressed for the long term when federal subsidy disappears. Compensatory funds rely on free - and reduced cost lunch paper work. Federal subsidy for school meals is a blessing (no increase in debt) and a curse (no incentive for parents to apply).
 - ▶ FAC is still waiting on an accurate space utilization and leasehold study as pertains to student occupancy. Should the District consider shuttering one or several buildings and renegotiating one or several leases?

Discussion Points and Issues

- ▶ FAC Duties and Performance:
 - ▶ Continue emphasis on audit evaluations, budgeting process, financial performance, tax levy determination, and factors like enrollment that affect revenue
 - ▶ Push for increased direct involvement with the School Board when reviewing long-term financial goals, actual vs. budgeted performance, and key performance indicators
 - ▶ Sync FAC meeting calendar with School Board agenda in order to provide meaningful and timely recommendations

Robbinsdale Area Schools

QUESTIONS???

Financial Advisory
Council

Robbinsdale Area Schools
Financial Advisory Council
Annual Report to the School Board

August, 2021

AUTHORITY OF THE FINANCIAL ADVISORY COUNCIL

In accordance with the Bylaws of Robbinsdale Area Schools (RAS) Independent School District 281, the Financial Advisory Council (FAC) is charged by the School Board with responsibility for:

- Providing financial advice and support to the School Board and senior administrators that is consistent with the mission of RAS;
- Evaluating the economic conditions of the RAS;
- Developing and reviewing future budget assumptions;
- Providing insights on the overall fiscal condition of RAS;
- Reviewing revenue and expenditure projections for future budget years;
- Making recommendations to the School Board on future budget targets and assumptions (Article II).

The Bylaws also stipulate that information regarding the FAC's analysis of the financial information and its development of recommendation for long-term fiscal planning will be presented to the School Board in time for budget planning (Article VI, Section G).

COUNCIL MEETINGS AND MEMBERSHIP

Per the Bylaws, the FAC is required to meet at least four times per school year. During Fiscal Year 2020-21 (FY21), the FAC met 5 times: November 10, 2020 and, in 2021, January 12, March 23, May 11, and May 23. All of these meetings were held virtually via Zoom.

The FAC members appointed by the School Board are:

- Gregg Fishbein, Chair
- Lennie Kaufman, Secretary
- Earl Hoffman
- Walter Gray
- Greg Kugler
- O. Barry Rogers
- Howard Schwartz
- Terry Swanson

In addition, Pam Lindberg, RAS Treasurer, represents the School Board. Other RAS staff members that regularly attended during the year were:

- Dr. Stephanie Burrage, Interim Superintendent
- Gregory Hein, Executive Director of Finance
- Virginia Verbrugge, Assistant Finance Director

- Karylanne Marchand, Business Office Manager
- Nichol Sutton

Other RAS staff members attended FAC meetings as needed, as well as past members who left FAC during FY21.

During the course of the year, the FAC reviewed:

- General fund income and expenditures and projected budgets for FY21 and FY22.
- Internal and external audit results and recommendations.
- Medical, dental, and OPEB fund balances, and uncollected school lunch debt.
- Outstanding District debt and debt payments.
- Enrollment in past years and projected for FY21 and FY22.
- Financial implications of School Learning Pathways and other new programs and changes in the District's transportation vendor.
- Building usage and costs, particularly in light of new programs.
- Transportation cost implications of bell time changes.
- Impact of COVID-19 on District enrollment and finances.

In August 2020, the FAC met with the School Board to present recommendations to rebuild the General Fund and unassigned fund balance and reduce the District's long-term debt position through retirement of capital leases and refinancing of various bonds and certificates. FAC members were also invited to attend the Cabinet Task Force meetings, beginning in April 2021. Two or three FAC members participated in four of these meetings, thereby allowing FAC to provide additional input into decisions affecting the District's finances.

Minutes to the FAC meetings are available upon request.

ISSUES RAISED AND DISCUSSED BY THE FAC

1. Unassigned fund balance. The District continues to have an unassigned fund balance that is clearly inadequate in relation to both the size of the annual budget, the level of such funds held by neighboring districts, and the School Board's own policy. The unassigned fund balance stands at approximately \$1.7 million at 6/30/2021, or one to two school days of District expenses (less than 1%). By comparison, for FY20, the last period for which we have comparative data,

neighboring suburban districts held unassigned fund balances ranging from 8.7% to 21.4% of their general fund expenditures. As an example, the Hopkins School District had an unassigned fund equaling 9.7% of annual expenditures at that time; the RAS fund was 0.4%.

The fact that the District continues to have an inadequate level of unassigned funds affects its bond rating and interest rate it must pay on new or refinanced debt. A low fund level provides very little “cushion” to tide it over against unexpected expenditures or events, such as actual enrollment not matching projections.

The FAC recognizes and applauds the diligent work that District staff and particularly the Finance Division have done to find savings and get the unassigned fund balance to at least a positive position. The preliminary FY22 budget anticipates that, with various expenditure realignments and staff reduction due to lower enrollment, another \$1.1 million could be added to this fund balance by 6/30/2022, for a projected total fund of \$2.8 million. This projection assumes no increase in the state basic funding formula and estimates of upcoming labor contract settlements. After the most recent FAC meeting, the state legislature passed a budget that will increase this formula by 2.45% in FY22 and 2.00% in FY23.

Despite formula increase and the admirable efforts of the District Financial Division to find structural changes, the unassigned fund is still likely to be considerably short of the Board’s policy of maintaining a level of 6.5% of operating expense. The FAC believes that the only way that the District can achieve and maintain this fund level is to examine and reduce annually recurring costs. Along this line, the FAC recommends that the urgent need to build the unassigned fund be a key consideration in salary and fringe benefit negotiations during upcoming collective bargaining sessions. This implies the need to look at the long-term impact of labor contract settlements and the mix of skill sets that will be required in the future.

The FAC further recommends that the District should examine building and maintenance costs based on capacity and occupancy, especially in light of projected enrollment decreases. The need to lease space should be reviewed, with an eye toward making optimal use of district-owned buildings.

2. *Self-insured Medical Plan Fund.* The District projects a \$1.3 million loss due in part to adverse selection that results in healthier employees migrating to the lower cost, higher deductible plan with the District’s Health Savings Account contribution. In addition, medical procedures that had been delayed due to COVID-19 have contributed toward above average fund expenditures, with 2021 calendar-year claims up 47% from 2020. The self-insured medical fund stands at an estimated negative balance of \$1.9 million at 6/30/2021. This is partially offset by a positive balance of \$0.9 million in the self-insured dental fund.

The FAC recommends that, in addition to its regular review of benefit designs, such as deductibles and other out-of-pocket expenses, the District should engage its

benefit consultant to realign employee contribution levels between its medical plans in order to reduce the level of adverse selection.

3. Enrollment changes. RAS enrollment has been declining for several years and is expected to decline in FY22. In FY21, 72.5% of school age children residing within the District attended District schools. 3,545 students living in the District open-enrolled in other districts or attended private and charter schools, while 1,945 living in other districts open-enrolled into RAS.

Considering the amount of state aid that the District loses with each resident student who doesn't attend RAS, the FAC recommends continued effort to retain as many resident students as possible. This is particularly true of the popular magnet programs, such as SEA and RSI. The present two-bucket lottery policy means that some resident students could be turned down for these programs while non-resident open-enrollees get in. The FAC believes that the District should look for ways to expand these programs so that no resident student is turned away because non-residents took spots. For example, it may be possible to have "extensions" of these programs within other buildings that are currently under-utilized. The key is to keep resident students, and the resulting state aid, in RAS.

4. COVID-19 relief funds. The Finance Director presented to the FAC that the District has already received \$12.4 million from the first two relief acts passed by Congress, and it is anticipated to receive another \$19.4 million from the most recent act. The FAC looks forward to providing input to the Finance Division and other District staff in the coming fiscal year as to how these funds can be best utilized. It is the FAC's hope that a significant portion of these funds will be used to bolster the unassigned fund balance.
5. Other funds and debt. Greg Kugler of the FAC attended the first meeting of the OPEB Advisory Committee. This fund has \$16 million in assets as of 6/30/2021, against liabilities of only \$9 million.

The FAC believes that the District seriously needs to address its long-term debt and bond rating, which is affected in part by the adequacy of the various District funds.

The food service (school lunch) bad debt is still (\$250,000), even after write-offs. We note that the federal government has recently decided to fund free lunches for all students through FY22. This should stem the bad debt increase for the coming year, but the key to turning this around long-term is to encourage families that are eligible for subsidized lunches to apply for the subsidy. The FAC discussed possible ways to address this problem, including more publicity ("how the additional money improves your child's education") and providing incentives through community vendors, to the extent permitted by District policy.

6. *Bell time and transportation provider changes.* The Finance Director presented to the FAC information regarding these changes, including a cost analysis of the transportation vendor change and the impact on bus routes of the bell time change.

There was significant discussion regarding how transfer bus transportation was being provided for District students seeking to attend magnet programs. Particular concern was expressed regarding the lack of transfer buses from Armstrong to Cooper, so that students in the Armstrong attendance area could take advantage of the International Baccalaureate (IB) program without having to provide their own transportation. The matter of equitable transfer busing for District students needs to be examined further, because the ease with which District resident students can attend magnet and IB programs impacts how many of them will stay in RAS versus open-enrolling out of RAS, with resulting state financial aid implications.

7. *School Learning Pathways and future new programs.* District staff provided a presentation of how the Pathways program will operate. The FAC believes that staff should carefully examine Pathways and each new program to project how each program will impact both costs and revenue. In the case of Pathways, there will be added costs, but the District will also be better able to retain students who advance from the elementary magnet programs. Some of these students now open-enroll in other districts after 5th grade in the current RAS magnet programs, so retaining more of these students yields greater state aid revenue. The FAC would like the District to project both the added state revenue and the additional cost of Pathways.

The FAC is not saying that this revenue-cost analysis should be the final determinant of whether to proceed, and there are many educational and other non-financial factors to consider. However, the change in expenses versus the change in revenue must be considered. If projected costs exceed projected revenue, the District needs to determine how the shortfall will be covered.

8. *Building leases.* The District should review its building leasing costs and alternatives, particularly for those locations that have relatively few students compared to the level of rent. For example, the District now spends over \$1 million yearly to rent space in the Crystal Shopping Center to serve 200 adult students, at a cost of approximately \$5,000/student. While the location is important for adequate support of this student population, it is extremely expensive and perhaps higher than appropriate for the square footage being leased. This cost is now covered through property taxes, but the FAC is concerned about the way in which all of the District's costs are supported, whether by legislative dollars, grants/contracts, or property taxes.
9. *FAC responsibilities.* In the past year, the FAC committee input did not seem to be timely enough to be useful to the Board or to impact various District decisions, such as tax levy and transportation contract decisions. In part, this was due to the timing of information provided to the FAC so that we could meet our mandated responsibility.

SUMMARY

As RAS moves into the new FY22, the FAC emphasizes the following recommendations to the RAS Board and Administration:

- Continue to build the unassigned fund balance, with the goal of reaching a level of 6.5% of operating expense (the Board's policy) in the very near future.
- Control recurring costs in the upcoming collective bargaining sessions. Bring the self-insured medical plan fund back to a positive level, through changes in plan design and in the relative employee contribution levels between plans, in order to control adverse selection.
- Increase the number of students living within the District who attend RAS, with the resulting increase in state aid. Do a "deep dive" into where and why RAS is losing resident students. Ensure that no resident student is turned away from a magnet program because non-residents are filling the spots.
- Perform revenue versus cost analysis of each new program, both as a way to evaluate new initiatives and to identify where excess costs will be made up.
- Provide information to the FAC on a timelier basis, so that we can fulfill our responsibility to provide the Board with the necessary input to financial decisions. Also, in order that District residents can better understand the District's budget, continue to move toward a concise and graphical representation of the District's revenue, expenses, and fund balances.

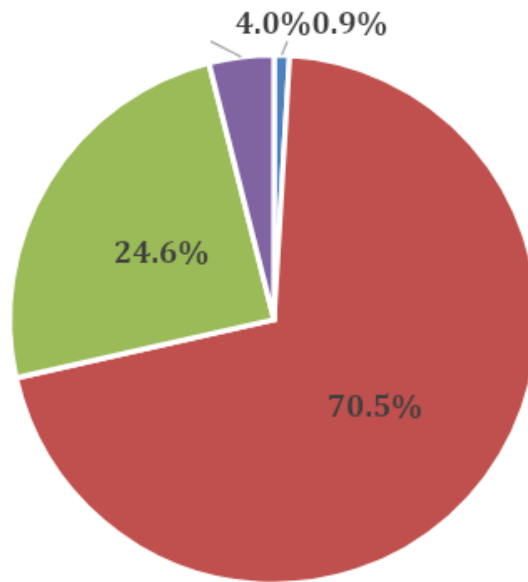
The FAC recognizes the hard work that District faculty, administration, School Board, and other staff have done in these last two difficult and unusual years to adapt to all of the changes and uncertainties and to keep our District moving ahead. In particular, the FAC wishes to thank Greg Hein, Finance Director, for attending all of the FAC meetings and providing FAC members with detailed budgets, fund balances, and cost-benefit analyses. Greg has always been very responsive to our requests for information and has provided us with clear and valuable insight into District finances and operations.

Respectfully submitted by the Independent School District 281 Financial Advisory Committee

Exhibits

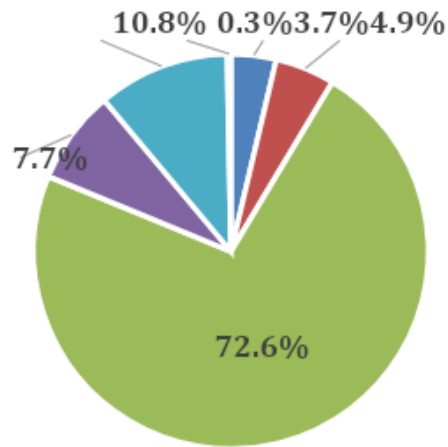
- General fund revenue and expense for FY21
- RAS unassigned fund balance for recent past years and projected to 6/30/2022
- Unassigned fund balances and general fund expenditures by ISD for FY20
- Total RAS enrollment for recent years and projected to FY22
- Open enrollment out of and into RAS

General Fund Revenues by Type



■ Local and Other ■ State ■ Property Tax ■ Federal

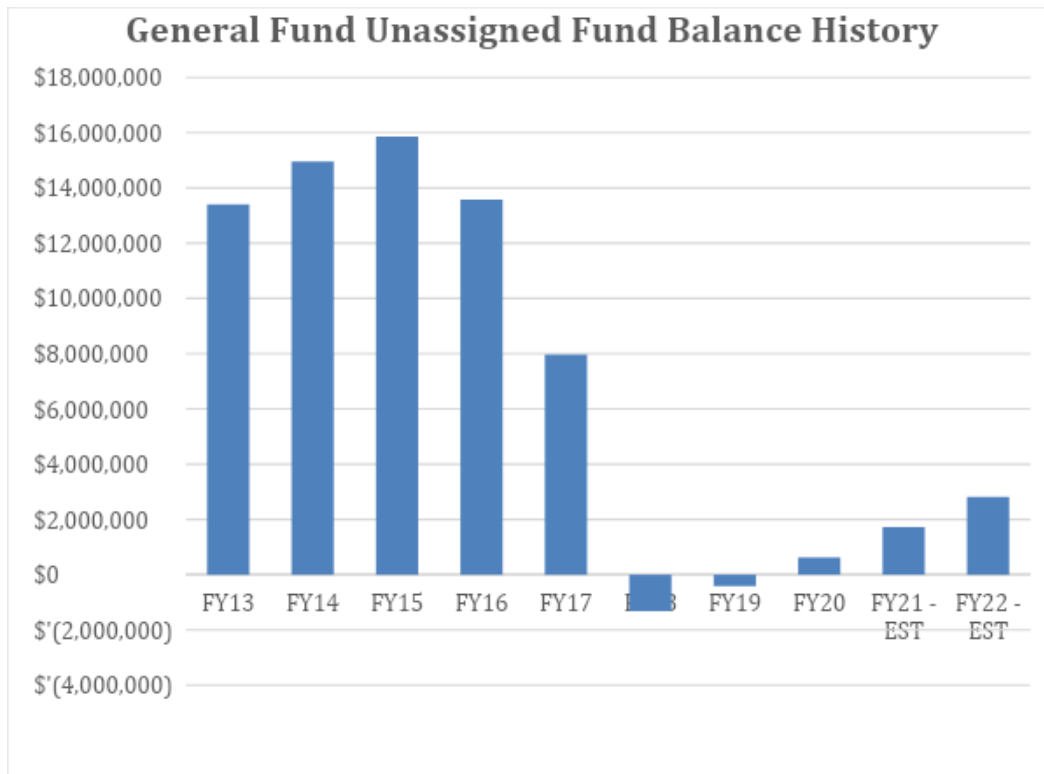
General Fund Expenditures by Type



■ School Administration
 ■ District Administration
 ■ Instruction
 ■ Transportation & Pupil Support Services
 ■ Sites and Building
 ■ Fiscal and Other Fixed-Cost Programs

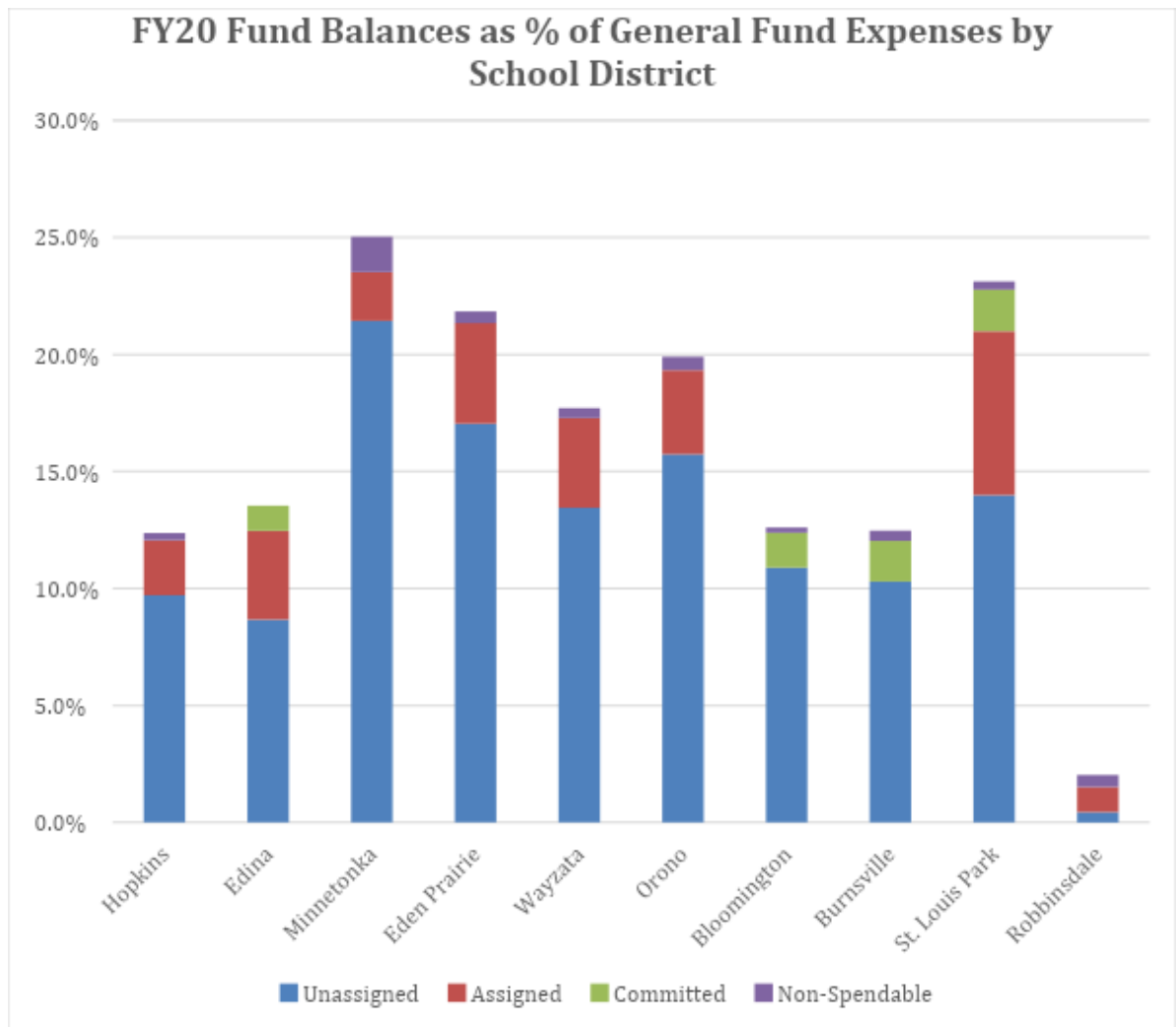
General Fund Unassigned Fund Balance History

FY13	\$	13,409,777
FY14		14,953,578
FY15		15,855,654
FY16		13,580,091
FY17		7,963,180
FY18		(1,319,348)
FY19		(415,357)
FY20		622,412
FY21 - EST		1,722,412
FY22 - EST		2,822,412



FY20 Fund Balances (Excluding Restricted) as % of General Fund Expenses

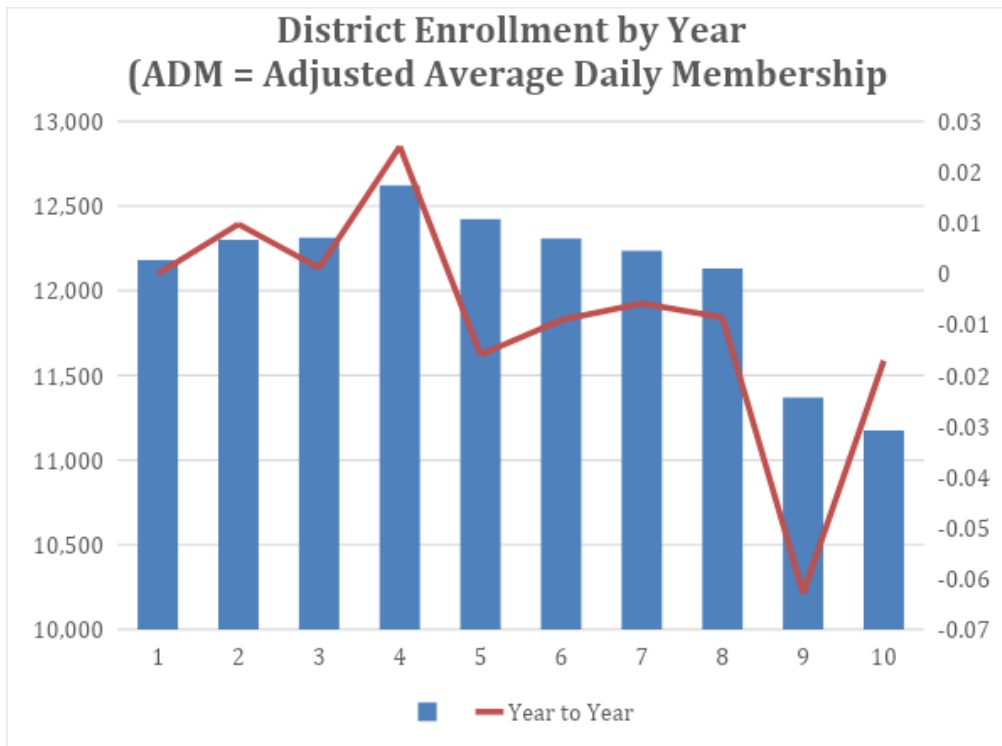
	Unassigned	Assigned	Committed	Non-Spendable
Hopkins	9.7%	2.4%	0.0%	0.3%
Edina	8.7%	3.8%	1.1%	0.0%
Minnetonka	21.4%	2.1%	0.0%	1.5%
Eden Prairie	17.1%	4.3%	0.0%	0.5%
Wayzata	13.5%	3.8%	0.0%	0.4%
Orono	15.7%	3.6%	0.0%	0.6%
Bloomington	10.9%	0.0%	1.5%	0.2%
Burnsville	10.3%	0.0%	1.7%	0.4%
St. Louis Park	14.0%	7.0%	1.8%	0.3%
Robbinsdale	0.4%	1.1%	0.0%	0.5%



District Enrollment By Year
 (ADM = Adjusted Average Daily Membership)

Year			ADM	Year to Year Change
2012	to	2013	12,181	----
2013	to	2014	12,300	1.0%
2014	to	2015	12,314	0.1%
2015	to	2016	12,623	2.5%
2016	to	2017	12,422	-1.6%
2017	to	2018	12,309	-0.9%
2018	to	2019	12,237	-0.6%
2019	to	2020	12,132	-0.9%
2020	to	2021	11,369	-6.3%
2021	to	2022*	11,175	-1.7%

*
 Projected



FY21: Resident ADMs and ADMs Open-enrolling into RAS

Total Resident ADM	12,909
- Open Enrollment Out - Public	(2,025)
- Open Enrollment Out – Charter & Prvt.	(1,520)
= Residents served in district	9,364
+ Open Enrollment in	1,945
= Total ADM Served	11,309

**BYLAWS
OF
ROBBINSDALE AREA SCHOOLS – INDEPENDENT SCHOOL DISTRICT 281
FINANCIAL ADVISORY COUNCIL**

ARTICLE I: NAME

The name of this organization shall be the Robbinsdale Area Schools Financial Advisory Council.

ARTICLE II: PURPOSE OF THE COUNCIL

The purpose of the Robbinsdale Area Schools Financial Advisory Council (“Council”) is to provide financial advice and support to the Robbinsdale Area School Board and senior administration that is consistent with the mission of the district. The Council is accountable to the School Board of Robbinsdale Area Schools.

The Robbinsdale Area Schools Financial Advisory Council will review and evaluate the district’s economic conditions and develop future budget assumptions. ~~and provide insights as to the overall fiscal condition of the district.~~ The Council will utilize the district’s financial planning model to review revenue and expenditure projections for future budget years. The Council may will also make recommendations to the Robbinsdale Area School Board on future budget targets and assumptions. **The Council will use the district’s equity policy to inform its advice to the Executive Director of Finance and the Robbinsdale Area School Board.**

The Robbinsdale Area Schools Financial Advisory Council shall also support the Executive Director of ~~Finance~~**Business Services** and the Robbinsdale Area School Board in creating and developing consumer-oriented presentations regarding the district’s finances. Upon approval of the School Board, the Council ~~may will~~ present information to the community.

ARTICLE III: POLICIES

- A. The Robbinsdale Area Schools Financial Advisory Council shall be nondiscriminatory in regard to race, color, family status, creed, religion, national origin or gender. The Council shall be noncommercial and nonpartisan. Attempts will be made to have the Council membership reflect the demographic profile in the Robbinsdale Area School District.
- B. All Council reports, findings, and recommendations will be available to the public.
- C. The Robbinsdale Area Schools Financial Advisory Council will work within state and federal statutes, school district statutes, School District policy and accepted financial practices

ARTICLE IV: MEMBERSHIP

The Robbinsdale Area Schools Financial Advisory Council shall consist of:

- Seven ~~residents of the communities serviced by~~ members appointed by the Robbinsdale Area School Board
- Treasurer of the Robbinsdale Area School Board
- Executive Director of ~~Finance~~Business Services

The Robbinsdale Area School Board shall solicit applications from District residents to be appointed to serve on the Robbinsdale Area Schools Financial Advisory Council.

- A. The preferred qualifications for Applicants include:
- a. A strong background in finance, economics, or accounting
 - b. Experience in business and financial matters
 - c. Experience in school finance
 - d. Ability to declare no conflicts of interest

The Executive Director of ~~Finance~~Business Services will be available to help potential applicants assess their qualifications.

- B. Members of the Robbinsdale Area Schools Financial Advisory Council will be appointed to the Council by majority vote of the Robbinsdale Area School Board.
- C. Members of the Robbinsdale Area Schools Financial Advisory Council will be appointed at the first meeting of the Robbinsdale Area School Board in June; all appointments, regardless of when they are made during the school year, are retroactive to June of that year.
- D. For each new fiscal year, the prior year's Chair or the Executive Director of Business Services will convene the first meeting of the Robbinsdale Area Schools Financial Advisory Council. The Council will appoint a Member of the Council to serve as Chair for that fiscal year. Any mid-term vacancy will be filled at the discretion of the School Board.
- E. Members of the Robbinsdale Area Schools Financial Advisory Council shall serve a term of three years; the Council will determine how the terms will be staggered to support continuity on the Council.
- F. Any member missing two Robbinsdale Area Schools Financial Advisory Council meetings within a school year will be contacted by the Executive Director of Business Services to discuss the expected commitment of the member to the Council. In the event that a member resigns from the Council, the application and appointment process noted above will be followed.

- G. The School Board may, by majority vote, remove any appointee at any time, with or without cause, each by a separate motion.

ARTICLE V: MEETINGS

- A. The Robbinsdale Area Schools Financial Advisory Council shall meet a minimum of four times a year. The Executive Director of ~~FinanceBusiness-Services~~ will work with the Council to determine meeting dates, according to the school calendar.
- B. Special meetings of the Financial Advisory Council may be called at the discretion of the Chair, in conjunction with the Executive Director of ~~FinanceBusiness-Services~~, or, by a majority of the members of the Robbinsdale Area Schools Financial Advisory Council.
- C. Written notice of each meeting of the Financial Advisory Council shall be delivered to each member of the Council prior to such meeting. Subject to each Council member's consent, notice may be delivered electronically.
- D. All meetings of the Robbinsdale Area Schools Financial Advisory Council shall be open to the public.
- E. Meetings will include, but not be limited to, the analysis of financial information and the development of recommendations for long-term financial planning.
- F. The Robbinsdale Area Schools Financial Advisory Council will strive to reach consensus on recommendations that will be made to the Robbinsdale Area School Board.
- G. In the event that unanimous consensus cannot be achieved, the matter may be put to a vote. All members of the Council are voting members. A quorum of members present is required for a vote to proceed. A quorum is more than half of the Council's membership.
- H. Minutes of all meetings shall be prepared by the Chair or designee of the Chair and filed with the Executive Director of ~~FinanceBusiness-Services~~ and forwarded to all members of the Robbinsdale Area Schools Financial Advisory Council.

ARTICLE VI: EXPECTATIONS

- A. The Executive Director of ~~FinanceBusiness-Services~~, in consultation with the Chair, will provide agendas for meetings with input from other Members of the Council.
- B. Members of the Robbinsdale Area Schools Financial Advisory Council will prepare for each meeting by reviewing agenda materials.
- C. Members of the Robbinsdale Area Schools Financial Advisory Council are expected to develop an understanding of the district's educational programs and budgetary and regulatory constraints.

D. Members of the Robbinsdale Area Schools Financial Advisory Council are expected to contact the Executive Director of ~~FinanceBusiness-Services~~ if unable to attend a meeting.

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E. At no time shall confidential Robbinsdale Area School District information or personal information be given to or acted upon by the Robbinsdale Area Schools Financial Advisory Council.

F. The Robbinsdale Area Schools Financial Advisory Council shall not make unsubstantiated, subjective judgments or recommendations. In the course of their duties, the Executive Director of ~~FinanceBusiness-Services~~ and School Board Treasurer are free to use the findings of the Council.

G. Information regarding the Robbinsdale Area Schools Financial Advisory Council's analysis of financial information and development of recommendations for long-term fiscal planning will be presented to the School Board in time for budget planning.

H. An annual summary of the recommendations from the Robbinsdale Area Schools Financial Advisory Council will be distributed by the ~~FinanceBusiness-Services~~ Department and posted on the district's website.

ARTICLE VII: MEMBER INSERVICE

A. An overview of the Robbinsdale Area Schools Financial Advisory Council responsibilities and accomplishments will be presented annually to the School Board (usually June of each year.)

ARTICLE VIII: AMENDMENT

A. These bylaws may be altered, amended, or repealed, and additional bylaws adopted, by the affirmative vote of a majority of the members present at any meeting of the Council at which a quorum is present, and any such proposed changes will be forwarded for approval to the School Board.



Systems Accountability Committee

Presented by:

Carla Nolan, Matt Pletcher, Marti Voight:

Date: September 8, 2021



ROBBINSDALE
Area Schools

OUR UNIFIED DISTRICT VISION

Our mission is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

What is System Accountability?

System Accountability is a structure established to focus public education strategies on a process which promotes higher academic achievement for all students.

It ensures broad-based community participation in decisions regarding the implementation and monitoring of the Minnesota Academic Standards proficiency.



ROBBINSDALE
Area Schools

What is the System Accountability Committee (SAC)?

Per MN state statute, each school board must establish an advisory committee to ensure active community participation in all phases of planning and strengthening the instruction and curriculum affecting the implementation of state and district academic standards .

In addition, the district advisory committee pursues community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults.

[RAS Policy 616](#)

[MN Statute Sec. 120B.11](#)



Who serves on the System Accountability Committee?

Teachers, parents, students, community members:

- Parent representative from each level
- Teacher representative from each level
- Principal/AP representative from each level
- Curriculum & Instruction Directors
- Research, Evaluation and Assessment Director
- Achievement & Integration Director
- Technology Director
- Student representative
- School board member(s)
- American Indian parent representative
- Community member (link application)
- Interschool Council member
- Early Learning Director

What are the Areas of Focus for the System Accountability Committee (SAC)?

- World's Best Workforce (WBWF) Report/Data Review
- World's Best Workforce (WBWF) Plan input for 2022-2023 SY
- Curriculum Review feedback
- Three Pillars refinement feedback
- Diversity, Equity and Inclusion work feedback
- District department plans feedback
 - Literacy/Dyslexia
 - Technology
 - Achievement & Integration
 - Assessment

What is World's Best Workforce?

The World's Best Workforce (WBWF) legislation was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plan (UDV) that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

What role does the school board play in World's Best Workforce?

Minnesota Statutes, section 120B.10, requires school boards to establish advisory committees. The advisory committee should:

- Ensure that community members have an opportunity to participate in the strategic planning process.
- Be reflective of the district's diversity and its schools, and thus include, to the extent possible, teachers, parents, support staff, students, and other community residents.
- Make recommendations to the school board concerning rigorous academic standards and student achievement goals and measures.

Curriculum Review

Curriculum Review Purpose:

The Curriculum and Program Review and Development Process was developed in accordance with [Minnesota Statute 102B.11](#) and provides a comprehensive framework to ensure that teachers use evidence-based instructional best practices and the requisite curricular resources and assessments to provide engaging and culturally relevant learning experiences that enable students to gain skills and meet academic standards for career and college readiness. This process explores both modifications to current practices and curricular resources and potential needs for new curricular resources.

The need for an Instructional or Programmatic Review arises when:

- There is a significant change in standards
- Data indicates that the Continuous Improvement Process is not yielding adequate results
- A program/curriculum has not been reviewed in 5-7 years

Three Pillars

Based on results of the district needs assessment, including data and root cause analysis and feedback from internal and external stakeholders, the Curriculum and Instruction focus for ensuring a high quality rigorous education for all students centers around Three Pillars:

- **Multi-Tiered System of Supports (MTSS)** - A framework for ensuring all learners succeed by matching core instruction, interventions and assessment to the personalized needs of learners.
- **Balanced Literacy/Content Literacy** - An instructional methodology that integrates various modalities of literacy instruction in order for students to be able to identify, understand, interpret, create and communicate ideas across disciplines and in any context.
- **Safe and Civil Schools** - A framework to help school staff lay a foundation to engage students and enhance learning

These three pillars are built on a foundation of **standards-based instruction**, **Culturally Responsive Teaching** practices, and a **Blended Learning** instructional framework. They align with the **World's Best Workforce, Unified District Vision (UDV)** and the district **Equity Policy**.



How will the work be completed?

Members will be divided into work groups focused on the following three topics:

- World's Best Workforce (WBWF) plan
- Three Pillars refinement & Professional Learning plan
- Continuous Improvement/Implementation planning



Meeting Dates

- September 28, 2021 (virtual)
- October 26, 2021 (in person)
- March 1, 2022 (in person)
- May 17, 2022 (virtual)



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Questions



Secondary Schools Capacity Study

Jeff Connell
Executive Director of Facilities, Operations and Transportation

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Principal Director, LSE Architects

August 27, 2021

Secondary Capacity Study

- This step looks at current room / building usage and utilization rate
- Compares Secondary Schools
 - Enrollment Projections have not yet been provided
 - Does not look at building or space cost

Secondary Schools Capacity

Number of Teaching Stations, (TS)

X

Number of students per TS based on Guidelines

X

Room Utilization Rate (Varies)

X

Functional Factor (90%)

Guidelines for Maximum Class Size

<u>Grade</u>	<u>Class Size</u>
MS Classrooms	31
MS Labs	25
Center Based Special Ed	10
HS Classrooms	32
HS Labs	25
Center Based Special Ed	10

Utilization Rates vary by building

Fair Crystal	75%
Plymouth	71%
RMS	75%
Sandburg	71%
Armstrong	83% (Labs at 100%)
Cooper	75% (Labs at 100%)

Functional Capacity (FC) has been calculated at 90%

This standard practice
allows for the appropriate classroom activities
and enrollment variations



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Capacity based on District Guideline Maximum and FC

<u>Middle School</u>	<u>District Guideline</u>	<u>FC</u>
Fair Crystal	596	537
Plymouth	1035	931
RMS	1098	988
Sandburg	528	623
Total MS Capacity	3,421	3,079



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Middle School Seats Available

Based on Functional Capacity

<u>Middle School</u>	<u>Highest Enroll. '18-21</u>	<u>Seats Available</u>
Fair Crystal (5-8)	400	137
Plymouth (6-8)	1057	-126
RMS (6-8)	863	125
<u>Sandburg (6-8)</u>	<u>610</u>	<u>13</u>

District Middle School Total Seats Available

149*

** Does not include any adjustments for equity or programs*

Capacity based on District Guideline Maximum and FC

High School	District Guideline	FC
Armstrong	2037	1834
Cooper	1951	1756
Total HS Capacity	3,988	3590

High School Seats Available

Based on Functional Capacity

<u>High School</u>	<u>Highest Enroll. '18-21</u>	<u>Seats Available</u>
Armstrong	1982	-148
<u>Cooper</u>	<u>1719</u>	<u>37</u>
District High School Total Seats Available		-111*

* Does not include any adjustments for equity, programs or variations in utilizations

Middle School Buildings

- Building Sizes range from 107,000 sf - 210,000 sf
- Standard Classroom sizes are fairly consistent across MS. Sandburg having the biggest variation
- SF per student based on enrollment ranges from 199 sf/student at Fair Crystal - 256 sf/student at Sandburg

All MS buildings are at or above MDE Guidelines

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MDE Guidelines

>500 Students	170-200 sf
500-1500 Students	160-190 sf

High School Buildings

- Building Sizes are close at CHS 362,414 sf and AHS 375,595 sf
- Standard Classroom sizes are consistent within buildings, with more variation in the number, type and size of labs
- SF per student is almost identical at 205-sf Cooper - 206 sf Armstrong / student when based on the FC (Not based on current enrollment)
- Both High Schools are within or above MDE Guidelines

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MDE Guidelines

1500-2000 Students 170-190 sf

Excludes Auditoriums and Community Use space

High School Buildings - How do they compare?

- Armstrong is beyond capacity and is addressing this with increased room utilization
- Cooper Cafeteria appropriated sized for 4 or 5 lunches assuming closed campus
- SF per student of the Gymnasium, Media, and Band are slightly higher at Cooper
- SF per student of the Cafeteria and Art are slightly higher at Armstrong
- Biggest differentiator between facilities is the enrollment and utilization rate

Elementary Capacity

	Capacity	Seats Available
Functional Capacity	6,201	536
Option A Capacity	6,476	811
Option B Capacity	5,701	36

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**Option A and B related to how space was used for Band, Music, Orchestra, and After School Care*



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Secondary Capacity at Current Use and Utilization Rate

	Capacity	Seats Available
MS FC	3079	149
<u>HS FC</u>	<u>3,590</u>	<u>-111</u>
Secondary Total	6,669	38

Additional Capacity Options

- Adjust Guidelines for Number of Students in Classrooms and/or labs
- Increase/decrease Utilization Rates
- Look at current usage of District Facilities

Next Steps

- Perform a Demographic Projection Study
- Develop Options from the Data to address problem statements

Examples:

Looking District Wide, What are some options to address capacity at the High Schools?

How might the District address different programming uses to address equity across the District?

- District Capacity Study and Report Summary

About your health center



Rdale Health Clinic
New Hope Learning Center
8301 47th Ave. N.
New Hope, MN 55428
763-504-2532

Meet your providers



Shayla Lafayette, FNP

Shayla has been in the healthcare industry for over 11 years. After starting her career as a Registered Nurse, she worked in a hospital setting at Riverside Medical Center caring for acute and critically ill patients. As a Nurse Practitioner she has worked in Primary Care, Urgent Care, and Palliative Care. She is very passionate and committed to helping her patients maintain the best quality of life possible through health and wellness. She believes in patient-centered care with a focus on disease prevention and utilizing evidence-based treatment guidelines. She has an Associates of Science in Nursing Degree from Kankakee Community College, Bachelor of Science in Nursing Degree from Olivet Nazarene University, and Master of Science in Nursing, Family Nurse Practitioner Degree from Olivet Nazarene University. In her spare time Shayla enjoys music, line dancing, and engaging in sports with her four children. She is a native of Hopkins Park, Illinois.



LaVonne Favors, RN

LaVonne is a St. Paul, MN, native. She started her career as an LPN prior to pursuing her RN degree. She worked 11 years in the Medical ICU at Hennepin County Medical Center. Afterwards she spent three years as a travel nurse, spending most of her time working critical care in San Diego-area hospitals. Most recently she has worked as a Clinical Nursing Supervisor in a mental health setting. In her spare time LaVonne enjoys spending time with her family, especially her grandchildren! She also teaches Jazzercise and enjoys motivating others' physical health.

Services

Comprehensive primary care

- Annual physicals for men & women
- Back to school and sports physicals
- Cold/Flu
- Nausea/Vomiting
- Headaches/Migraines
- Sinus infections
- Earaches & infections
- Sore throat & strep
- Allergy shots
- Skin cancer screenings

Chronic conditions care

- Diabetes management
- Healthy living
- Smoking cessation

Mental health counselor (coming soon)

- Anxiety
- Depression
- Stress management

Quality of care

- Performs exams, lab tests, & bloodwork
- Can prescribe & dispense medications
- Provides referrals to specialists
- Longer appointment times & personalized care

Hours

Mon. 9:30 a.m. – 6 p.m.

Tue. 9:30 a.m. – 6 p.m.

Wed. 6 a.m. – 2:30 p.m.

Thu. 6 a.m. – 2:30 p.m.

Fri. 6 a.m. – 2:30 p.m.

Make an appointment today.
763-504-2532