

Topic: School Board Work Session
Time: June 1, 2020 06:55 PM Central Time (US and Canada)

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1. Meeting teleconference information:

- 2. Academic Update
 - A. Gifted and Talented Update
 - B. Fall 2020 Update
 - C. School Start Time Update and Next Steps
- 3. Finance and Operations Update
 - A. Preliminary FY21 Budget
 - B. Transportation Update
- 4. District Updates
- 5. Planning for the June 16, 2020 Superintendent Evaluation
- 6. Subcommittee Updates
 - A. Superintendent Evaluation SY21
 - B. Board Goals
 - C. Identifying the Superintendent Contract Committee
- 7. Other

Individual focus. Infinite potential.

School Board of Robbinsdale Area Schools

Work Session – June 1, 2020

AGENDA SECTION: Academic Update

ITEM: 1A. Gifted & Talented Program & Services Update
1B. Fall 2020 Planning
1C. School Start Time Update and Next Steps

COMMENTS BY: 1A. Dr. Stephanie Burrage, Assistant Superintendent; Carla Reeck, Director of Curriculum & Instruction; Chad Libby, Teacher on Special Assignment
1B. Dr. Carlton D. Jenkins, Superintendent and Board
1C. Dr. Carlton D. Jenkins, Superintendent and Board

The Board will have an opportunity for discussion and Q & A will take place during the allotted time on the agenda. Items to be presented includes:

1. Gifted and Talented Program & Services Update
2. Fall 2020 Planning
3. School Start Time Update and Next Steps



School Start Time Advisory Committee

Agenda

Thursday, May 28, 2020 | 6:30 - 7:30 p.m. | Zoom meeting

Welcome

Discussion

Based upon your review of the transportation and school start time survey data presentations:

1. What are your initial thoughts regarding school start times given the pandemic?
2. What data points from the survey influenced your thinking regarding school start times?
3. What other considerations would you suggest regarding school start times?

Final Thoughts and Next Steps

Thank you!

Summary Notes

Welcome

- Allow yourself some grace and space during this time!

Discussion:

(1) What are your initial thoughts regarding school start times given the pandemic?

- The numbers were not definitive.
- There was a big contrast between student and parent respondents.
 - Was this impacted by a lack of context?
- Individual comments may have been the result of how questions were phrased.
 - Most of them were based on self-interest.
- People in favor of change cited research, while those who did not want change cited how the change would impact them and their family.
- I wanted to see more definitive data and this may not be the best time to be making these kinds of decisions.
 - Can we use the current situation to give us more time to make a better decision for the district?

(2) What data points from the survey influenced your thinking regarding school start times?

- Surprised about how elementary parents answered versus elementary teachers.
- Whose kids are those where elementary students do not get up early?
- Whichever decision is made, we will be in trouble with the people who do not get their preference.
- The research is not conclusive and once size does not fit all.
- Late HS dismissal time and sports - what are the implications for sports and other activities?

(3) What other considerations would you suggest regarding school start times?

- Can Adventure Club meet the needs of the increased demands of a potential change?
- Can we ensure the availability of childcare?
- How will we address families where secondary students are the after school childcare?
 - Are we missing the voices of these families?
- What were the gains/experiences of other constituents where the change was made?
- What about the previous options presented where no student would start before 7:45 am?
- Early start time has young kids walking at dawn - has this been considered?
 - This concern is shared by families with students who walk to the bus stop and do not have shoveled sidewalks available in the winter.
- Was there any change in the boundary if we put elementary students in the earlier spot?
 - This could possibly give us fewer walkers during the darkest hours.
- Discussion of the Science:
 - We are trying to remove a biological barrier to success.
 - We can't just move one piece without affecting everything else.
 - The decisions we are making are interconnected with a complex set of other factors.
- If we pull the data apart from each option, 60% of secondary families are in favor of later start; 60% of elementary are in favor of times in options 2 & 3.
- While looking at the choices in the survey, I noticed that while the first choice conflicted and didn't show a clear choice, the 2nd choice was frequently Option #2 when it was not the first choice.
- When option #2 was not the first choice, it was predominantly the second choice.
- We want to ensure this decision aligns with our UDV and equity policy.

(4) In surveying local districts who have made the change in school start times:

1. What were your goals [in making the change]?
2. Did you establish metrics?
3. Did you meet those goals? and what did the metrics show?
4. If not what contributed to not making those goals?
5. In hindsight what would you have measured instead?
6. Did the change in start times impact trauma?
7. and of course the demographics

Conclusion

Thank you for all your hard work during this time.

What has happened to Mr. Floyd has set our world back. It should not be a crime to be a black man in America. This is all about human decency.



School Start Time Survey Spring 2020 Results

Richard McGregory, Ph.D., Executive Director, Strategic Communication & Achievement Accountability
Cheryl Videen, Ph.D., Director, Research, Evaluation & Assessment

Options presented in Survey

Option 1: Adjust start times for all levels (Elementary, Middle and High Schools)

- Elementary School schedules would generally be from 7:45 a.m. to 2:05 p.m.
- High School schedules would generally be from 8:35 a.m. to 3:25 p.m.
- Middle school schedules would generally be from 9:20 a.m. to 4:05 p.m.

Option 2: Adjust start times for secondary schools (Middle Schools and High Schools)

- Middle School schedules would generally be from 7:45 a.m. to 2:30 p.m.
- High School schedules would generally be from 8:35 a.m. to 3:25 p.m.
- Elementary School schedules would remain the same, generally starting between 9:25 a.m. to 4:05 p.m.

Option 3: Continue with current start times

- High School schedules are generally from 7:20 a.m. to 2:10 p.m.
- Middle School schedules are generally from 8:10 a.m. to 2:55 p.m.
- Elementary School schedules generally start between 9:15 a.m. and 9:30 a.m. with ending times between 3:45 p.m. and 4:00 p.m.

Survey Participation

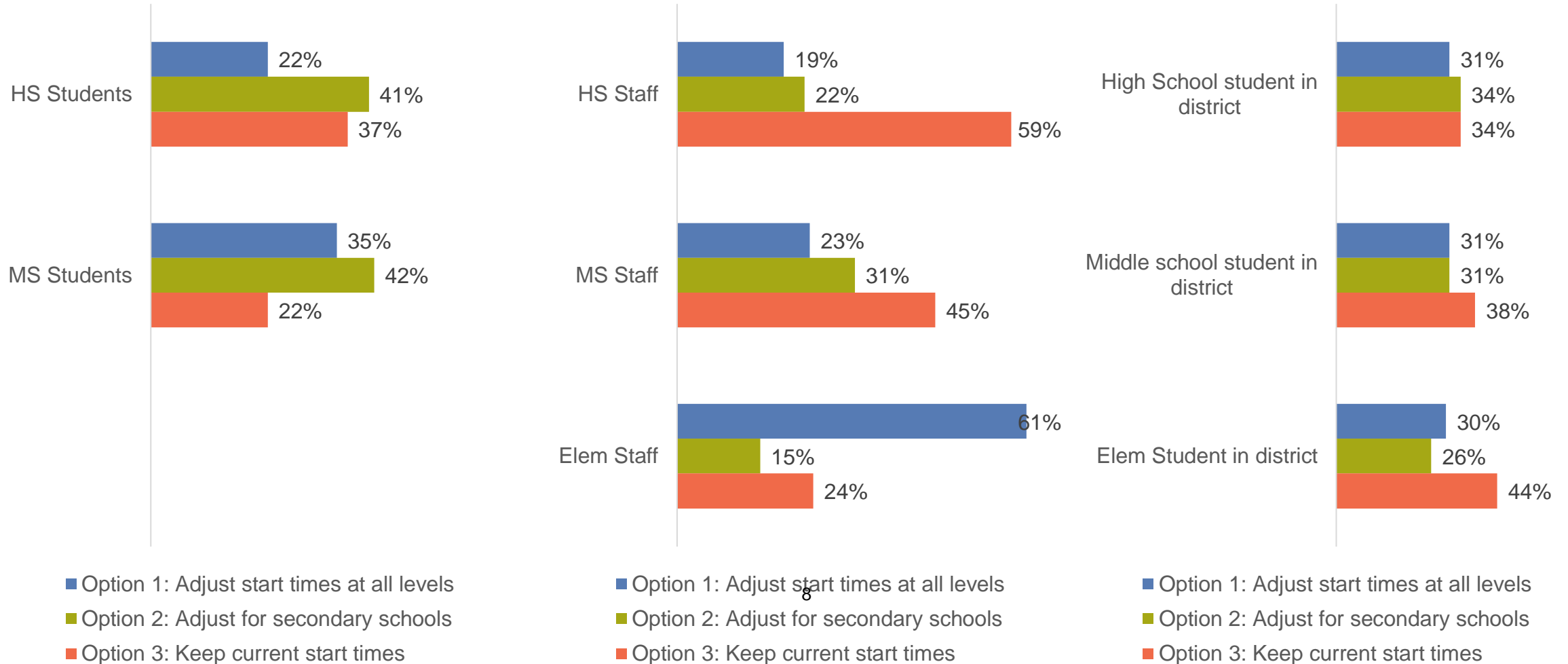
- 1898 responses to Parent Survey
 - 1133 had an Elementary School student
 - 652 had a Middle School student
 - 684 had a High School student
- 735 responses to Student Survey
 - 330 Middle School students
 - 395 High School students
- 947 responses to the Staff Survey
 - 438 work in an elementary school
 - 227 work in a middle school
 - 245 work in a high school
- **3580 responses total across stakeholder groups**

Most stakeholder groups do not have a clear first choice majority.

Only 2 stakeholder groups had a majority for their first choice.

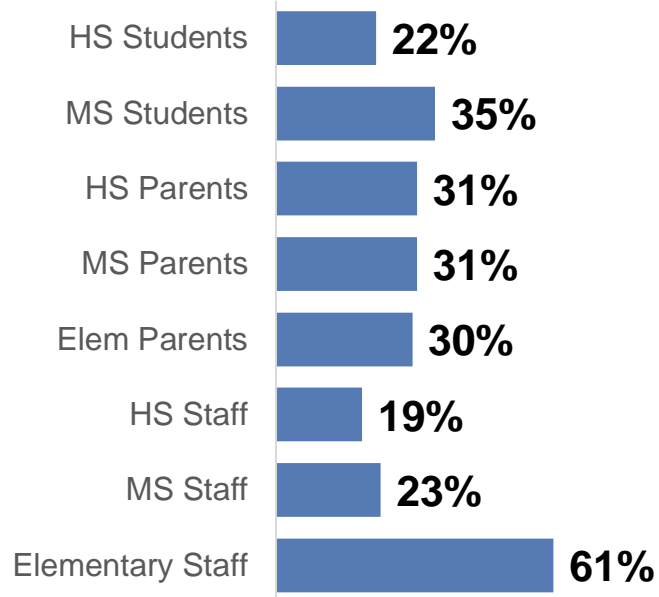
The majority of High School Staff want to Keep Current Start Times.

The majority of Elementary School Staff want to Adjust Start Times for All Levels.



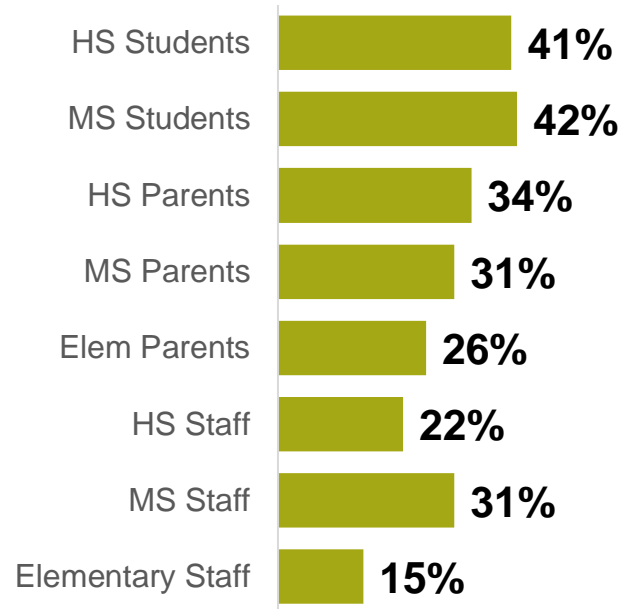
First Choice by Stakeholder Group

Adjust start times for all levels



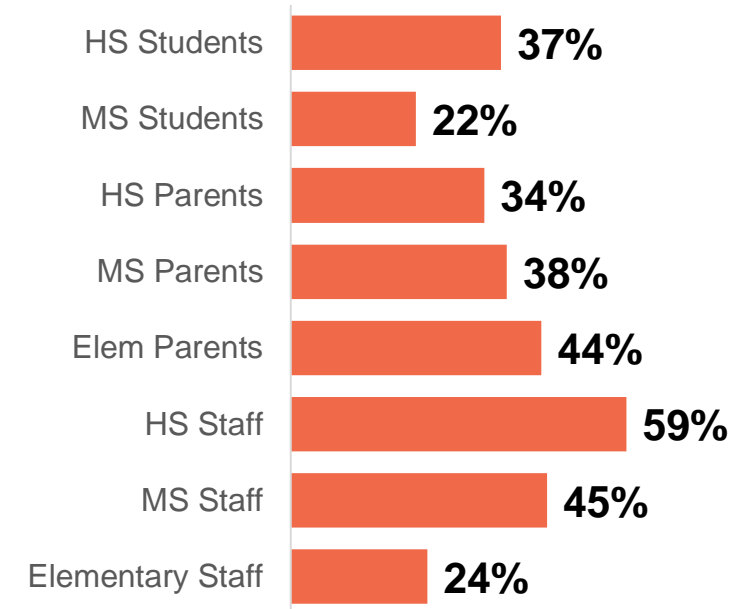
- Elementary Staff

Adjust start times for secondary schools



- High School Students
- Middle School Students

Continue with current start times



- Middle School Parents
- Elementary School Parents
- High School Staff
- Middle School Staff

First Choices by Stakeholder Group

	Adjust start times for all levels	Adjust start times for secondary schools	Continue with current start times
HS Parents	-	-	-
MS Parents			X
Elem Parents			X
HS Students		X	
MS Students		X	
HS Staff			X
MS Staff			X
Elementary Staff	X		

Dislike Option by Stakeholder Group

	Adjust start times for all levels	Adjust start times for secondary schools	Continue with current start times	
HS Parents	37% Love it	38% Love it	30%	29%
MS Parents	37% Hate it	28% Love it	29% Love it	
Elem Parents	44% Hate it	27% Neutral	37% Love it	
HS Students	28% Hate it	36% Love it	33% Hate it	
MS Students	31% Love it	39% Love it	37% Hate it	
HS Staff	41% Hate it	40% Hate it	50% Love it	
MS Staff	57% Hate it	31% Love it	41% Love it	
Elementary Staff	50% Love it	34% Neutral	28% Neutral	

ROBBINSDALE AREA SCHOOLS

INDEPENDENT SCHOOL DISTRICT #281 NEW HOPE, MINNESOTA

Serving the communities of Brooklyn Center, Brooklyn Park, Crystal, Golden Valley,
New Hope, Plymouth and Robbinsdale

2020-2021 BUDGET

BUDGET OVERVIEW



Individual focus. Infinite potential.

The Robbinsdale Area Schools District's fiscal year commences July 1 of each year, which is consistent with most school districts and is law in Minnesota. The School Board, by law, must have a budget adopted for the upcoming fiscal year prior to July 1.

The budget sets forth the financial plan for the forthcoming fiscal year. It is based on the projected financial needs of the District and serves to allocate limited resources in the best possible way to provide the best educational opportunities to students.

FINANCIAL STRUCTURE

The financial activity of the District is accounted for in several funds. Each fund is an independent accounting entity having its own set of accounts, assets, liabilities, fund balances, revenues and expenditures. The Budget, approved by the School Board, reports on the following funds: General, Child Nutrition, Community Service, Building Construction, Debt Service, Self-Insured Medical and Dental, and OPEB Trust Funds.

GENERAL FUND

The General Fund is used to account for K-12 educational activities, instruction and student support programs. Administrative, operational, building maintenance and legal expenditures not specifically designated to be accounted for in any other fund are also recorded within the General Fund.

Transportation Services

The General Fund is also used to show all financial activities of the District's pupil transportation program. Chargebacks will be made against other operating funds when appropriate.

Capital Expenditures

Revenue for total operating capital and the capital lease levy must be recorded in the reserve for operating capital in the General Fund. Revenue for Health and Safety through Long Term Facilities Maintenance (LTFM) funding must be recorded in the LTFM reserve in the General Fund. Revenue and expenses from the Technology Levy are also recorded in the appropriate reserve in the general fund.

Proceeds from the sale or exchange of school buildings or real property must be used according to the requirements of M.S. 123.36, Subd. 13. This statute permits deposit of the proceeds in the Reserve for Operating Capital in the General Fund.

CHILD NUTRITION FUND

The Child Nutrition Fund is used to record financial activities of a school district's food service program. Food service includes preparation and service of milk, meals and snacks in connection with school and community service activities.

All expenditures relating to meal preparation must be recorded in the Child Nutrition Fund. Eligible expenditures include application processing, meal accountability, food preparation, and meal service.

COMMUNITY SERVICE FUND

The Community Service Fund is used to record all financial activities of the Community Service program.

The focus of Community Education is enrichment programs for any age level that are not part of the K-12 education program. Community Education programming may also include K-12 summer school enrichment activities which, although educational in nature, are not for credit and are not required for graduation. A district may spend up to 10 percent of its community education revenue (levy, aids and fees) to purchase or lease computers and related items, equipment for instructional programs and library books used exclusively for community education.

BUILDING CONSTRUCTION FUND

The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds or by capital loans. Revenues and expenses relating to the District's state approved Long Term Facility Maintenance (LTFM) Program are recorded in this fund when bonds have been issued for project costs or if a single project cost is \$2,000,000 or greater using pay-as-you-go LTFM levy.

Construction costs for buildings and additions consist of the following: expenditures for general construction, advertisement for contracts, payments on contracts for construction, installations of plumbing, heating, lighting, ventilation and electrical systems, expenditures for lockers, elevators, and other equipment, architectural and engineering services, paint and decorating expenses, and any other related costs.

DEBT SERVICE FUND

The Debt Service Fund is used to record revenue and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the District for the payment of principal and interest. The revenue from such a tax and related state aid must be separately accounted for in a Debt Service Fund.

REVENUE ASSUMPTIONS 2020-21

GENERAL FUND REVENUE ASSUMPTIONS (Fund 01)

Estimated Revenue \$177,071,748

State General Education Aid

State Basic General Education Aid is budgeted at \$84,695,512. Under current law the basic formula amount is derived from estimated adjusted pupil units served times \$6,567). The basic formula is increased \$129 per pupil unit or 2.00% from the 2019-20 school year amount of \$6,438. The basic general education aid serves as the district's primary funding source, accounting for 47.83% of the general operating fund revenue.

Per-Pupil-Unit Allocation-Basic General Education:

School Year	Basic Formula	Formula Change
2017-18	\$6,088	2.0%
2018-19	\$6,312	2.0%
2019-20	\$6,438	2.0%
2020-21	\$6,567	2.0%

Other components of General Education Aid amount to \$15,767,789. Other components of General Education Aid are listed below:

Other General Education Aid 2020-21	
Pension Adjustment	\$331,239
Gifted and Talented	\$167,664
Extended Time	\$842,258
Compensatory Revenue	\$11,758,670
Limited English Program	\$997,795
Declining Enrollment	\$511,653
Referendum Aid	\$1,158,510
TOTAL	\$15,767,789

Enrollment

Pupil Units-The district has projected annual average daily membership served to be 11,777 for the 2020-21 school year. The average daily membership (ADM) is based upon enrollment and is the basis for the calculation of general education aid.

ADM calculates actual “membership time” rather than simple enrollment counts at a given point in time. This also includes the net impact of “open enrollment” agreements with other Minnesota districts.

ADM includes students who leave the district through tuition agreements and excludes students who enter the district with a tuition agreement.

Projected enrollment for the 2019-20 school year:

Grade Level	ADM	Weight	WADM
Pre Ktg	139	1.00	139.00
Voluntary Prek	163	1.00	163.00
Handicapped Ktg	85	1.00	85.00
Kindergarten	766	1.00	766.00
Grade 1-3	2,512	1.00	2,512.00
Grade 4-6	2,511	1.00	2,511.00
Grade 7-12	5,601	1.20	6,721.20
Totals	11,077		12,897.20

Extended Time WADM 164.60

Property Taxes

Property tax revenue is budgeted at \$43,319,659. Revenue from property taxes provides the second largest source of revenue for the General Fund, representing 20.79% of total revenue. Levy portion of the current operating referendum and prior year adjustments are estimated at \$24,470,000 and account for 72.3% of General Fund property tax revenue. The District’s operating referendum authority for the 2019-20 school year is estimated at \$1,985 per pupil unit served. The state aid portion of the referendum is shown on page 3 in the “Other General Education Aid” chart.

General Fund Designated Levies	2020-21
Equity	\$ 704,700
Referendum	22,269,042
Transition	241,863
Integration	861,726
Safe Schools	656,275
Career Technical	317,711
Local Option Levy	8,652,066
Re-employment	75,000
Alternative Compensation Adjustments	1,172,913 (2,275,685)
TOTAL	\$ 43,319,659

Other State (Categorical) Aid

State supported programs are budgeted at \$24,198,725. Special education categorical aid makes up 70.2% of this category and is estimated at \$16,676,827. State aid for special education is a formula that is based upon district special education expenditures and statewide funding limits. Other State Aid components are listed below:

Other State Categorical Aid	2018-19
Special Education (regular)	\$16,976,827
Integration	2,000,000
Nonpublic Transportation	315,000
Integration Transportation	2,000,000
Foster Transportation	200,000
Literacy Aid	625,000
Alternative Compensation	2,081,898
Total	\$24,198,725

Federal Sources

Federal Revenue is budgeted at \$5,764,149. Title Programs-Entitlement computations use federal funding limits, enrollment data and the number of pupils in various programs. Expenditures will match total revenues in the Federal Programs. (Excludes possible Federal COVID funds).

Local Tuition, Fees and Admissions

Revenue in this category is budgeted to be \$3,325,914. Items in this category include misc. fees, admissions, gate receipts and interest revenue.

CAPITAL FUND REVENUE ASSUMPTIONS (Fund 05)

Capital Fund 5 was rolled into the general fund many years ago and is now reflected in the General Fund budget – Fund 01.

FOOD SERVICE FUND REVENUE ASSUMPTIONS (Fund 02)

Revenue in the food service fund is budgeted to be \$8,106,245

Prices for breakfast, lunch and milk are:

Meal Costs	
Elementary Lunch	\$2.55
Middle School Lunch	\$2.65
High School Lunch	\$2.90
Breakfast	\$1.40
Milk/Juice	\$.50/\$.40

Recommending a \$0.05 increase to lunch rates to offset higher food and labor costs.

State and federal reimbursements rates for the 2019-20 school year are shown in the table below. Schools that serve at least 40% lunches at free/reduced prices qualify for Severe Need (SV) breakfast rates.

	<u>Federal Rate</u>	<u>State Rate</u>
Lunch-Paid	\$0.37	\$0.125
Lunch-Reduced Rate	\$3.08	\$0.525
Lunch-Free	\$3.48	\$0.125
Breakfast Paid	\$0.31	\$0.55
Breakfast Reduced	\$1.54	\$0.30
Breakfast Free	\$1.84	
Breakfast Paid (SV)	\$0.31	\$.55
Breakfast Reduced (SV)	\$1.90	\$.30
Breakfast Free (SV)	\$2.20	

COMMUNITY EDUCATION REVENUE ASSUMPTIONS (Fund 04)

Total revenue for the community education fund is budgeted at \$10,097,723. Changes impacting revenue include:

- Early Childhood Family Education (ECFE) revenue will increase according to the ECFE formula allowance.
- Adventure Club fees will increase during the 2018-19 school year.
- Early Adventures (full-day child care with a preschool component) is investigating additional space in the district.
- Adventure Club Special Needs student enrollment is at 259 during the 2017-18 school year.
- Adult Basic Education state reimbursement for 2017-18 is estimated at \$6.21 per contact hour and \$22.00 an hour for Adult Disability students. Adult Academic Program enrollment has increased after relocating to Crystal Learning Center in August 2016.
- Adult Enrichment programming is closing the gap.
- Community Education continues to handle all facilities scheduling using the Eleyo platform.
- As has been done historically, fees for community use of school spaces will be adjusted upwards \$1.00 per hour if the fees are below the average of surrounding communities, and custodial fees for overtime will also be adjusted to cover increased costs. Provisions to charge out-of-district nonprofits the local user rates are added for nonprofits serving district users.

CONSTRUCTION FUND REVENUE ASSUMPTIONS (Fund 06)

The Construction Fund is used to account for Long-Term Facilities Maintenance projects. Long-Term Facility Maintenance Bonds will be sold soon to fund state approved projects for the current year. A bond amount of roughly \$18 Million will fund projects for the 2020-21 fiscal year.

DEBT SERVICE FUND REVENUE ASSUMPTIONS (Fund 07/Fund 47 OPEB)

Debt service fund revenue is estimated to be at \$19,670,992. The revenue is directly linked to the debt service principal and interest bond payment schedule.

**EXPENDITURE ASSUMPTIONS
2020-2021**

GENERAL FUND EXPENDITURE ASSUMPTIONS (Fund 01)

The total General Fund expenditure budget is estimated to be \$175,884,924. This includes the following for 2020-21:

The **salaries and employee benefits** budget (\$109,854,817 and \$31,356,655) includes salary and benefits for all employee groups covered in the general fund. The salaries and wages and employee benefits budget includes:

- a) Increased salary and wage costs for longevity, education, pay rates and other items included in bargaining agreements.
- b) Increased costs for statutory benefits (TRA, PERA, FICA, unemployment and workers compensation).
- c) Increased costs for other collectively bargained benefits (health & dental insurance) associated with all employee groups.
- d) Expenditures for Alternative Compensation Program.

Other District Staffing Assumptions

Student to Staff Ratios

ELEMENTARY

	Range
KINDERGARTEN	(18-25)
1 ST GRADE	(19-26)
2 ND GRADE	(21-28)
3 RD GRADE	(21-28)
4 TH GRADE	(23-30)
5 TH GRADE	(24-31)

MIDDLE SCHOOL STUDENT TO TEACHER RATIO

GRADE 6-8	25.22
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HIGH SCHOOL STUDENT TO TEACHER RATIO

GRADE 9-12	28.10
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Special Education Staffing Ratios

The special education department will utilize the same staffing ratios in planning for 2018-19 as were utilized for 2017-18. They are as follows:

Weighted student numbers (based on amount of special education service received):

Federal setting I – 1.0

Federal setting II – 1.25

Federal setting III – 1.5

Licensed resource-level teachers: Elementary 18:1 (weighted student #)
Middle School 18:1 (weighted student #)
High School 20:1 (weighted student #)

Center-based classrooms (ASD, DCD, EBD): 8:1; can be adjusted based on amount of time students participate in the mainstream.

Early Childhood Special Education classrooms: 8:1

Speech/Language: 50:1

Psychologist: 1,500 students: 1.0 (total student population): additional allocation based on number of center-based classrooms in the building.

Social Workers: Elementary 100:1 (weighted student #)
Middle School 200:1 (weighted student #)
High School 250:1 (weighted student #)

Occupational Therapists: 50:1

Physical Therapists: 50:1

Adapted Physical Ed: 6 students = 1 class/.1 FTE
Center-base classrooms DCD/CID 2 classes = .15 FTE
EBD 2 classes = .10 FTE

Non-staff expenditures are budgeted at \$34,673,452 representing 15.8% of total General Fund Expenditures. Expenditures in this area include building operations/utilities, supplies, capital expenditures and transportation contracted services.

GF ESTIMATED FUND BALANCE RESERVES

Category	FY 21 Begin	Rev	Exp	FY21 End
Inventory	\$ 232,567	\$ -	\$ -	\$ 232,567
Prepaid	\$ 31,980	\$ -	\$ -	\$ 31,980
Tech Levy	\$ 1,547,227	\$ 4,826,922	\$ 4,826,922	\$ 1,547,227
Op Cap	\$ 1,804,336	\$ 5,334,701	\$ 5,334,701	\$ 1,804,336
Basic Skills	\$ -	\$ 12,756,645	\$ 12,756,645	\$ -
MA	\$ 58,913	\$ 360,000	\$ 220,000	\$ 198,913
Bldg Carryover	\$ 364,716	\$ -	\$ -	\$ 364,716
Q-Comp	\$ 500,089	\$ 3,280,553	\$ 3,280,553	\$ 500,089
LCTS	\$ 54,920	\$ 165,000	\$ 165,000	\$ 54,920
H&S / LTFM	\$ -	\$ 1,083,617	\$ 1,083,617	\$ -
Safe Schools	\$ 34,727	\$ 622,224	\$ 675,000	\$ (18,049)
Unassigned	\$ 635,392	\$ 148,642,086	\$ 147,542,086	\$ 1,735,392
TOTAL	\$ 5,264,867	\$ 177,071,748	\$ 175,884,524	\$ 6,452,091

GF UNASSIGNED DETAIL

Unassigned Detail:	Revenue	Expense	+ / -
Unassigned	\$ 115,738,307	\$ 92,936,479	22,801,828
STAFF D	\$ 1,693,918	\$ 1,693,918	-
ALC	\$ -	\$ 3,312,222	(3,312,222)
A&I	\$ 2,832,706	\$ 2,832,706	-
A&I INCENTIVE	\$ 65,000	\$ 65,000	-
INDIAN ED	\$ 82,000	\$ 82,000	-
L&D	\$ 2,534,591	\$ 2,534,591	-
G&T	\$ 167,664	\$ 695,128	(527,464)
TITLE I	\$ 2,389,818	\$ 2,389,818	-
TITLE II	\$ 506,064	\$ 506,064	-
TITLE III	\$ 168,953	\$ 168,953	-
FED SPED	\$ 2,064,230	\$ 2,064,230	-
SPED PRESCHOOL	\$ 49,932	\$ 49,932	-
SPED BIRTH TO 2	\$ 75,826	\$ 75,826	-
VOLUNTARY CEIS	\$ 55,773	\$ 55,773	-
MANDATORY CEIS	\$ 317,124	\$ 317,124	-
TITLE III IMMIGRANT	\$ 1,429	\$ 1,429	-
INDIAN ED	\$ 45,000	\$ 45,000	-
PERKINS	\$ 50,000	\$ 50,000	-
TRANSPORT INTEGRATION	\$ 2,000,000	\$ 2,000,000	-
Foster Trans	\$ 200,000	\$ 1,415,000	(1,215,000)
Title 8	\$ 40,000	\$ 40,000	-
REGULAR TRANSPORT	\$ 315,000	\$ 315,000	-
STATE SPED	\$ 16,976,827	\$ 33,118,967	(16,142,140)
CTE	\$ 271,924	\$ 776,926	(505,002)
TOTALS	\$ 148,642,086	\$ 147,542,086	\$ 1,100,000

CAPITAL FUND EXPENDITURE ASSUMPTIONS (Fund 05)

Capital Fund 5 was rolled into the general fund many years ago and is now reflected in the General Fund budget – Fund 01.

FOOD SERVICE FUND EXPENDITURE ASSUMPTIONS (Fund 02)

Expenditures in the food service fund are budgeted at \$8,106,245.

Salary and benefits include step and percentage increases of the Nutrition Services contract.

Food Prices have also been on the rise as production stalls due to COVID closures.

COMMUNITY EDUCATION EXPENDITURE ASSUMPTIONS (Fund 04)

- Salaries and benefits will reflect bargaining group agreements. If contracts are not in place, modest salary/benefits increases are budgeted.
- Early Childhood teachers are now on the regular teacher's contract.
- In addition to the Community Education programs space lease costs of \$6.71/square foot (3% increase) for dedicated office and classroom space, Community Education will contribute a one-time only expenditure of \$75,000 towards space.
- Each Community Education program area shares the cost of 1 FTE for technology services.
- Two part-time Community Education Program Assistant positions providing a total of 45 hours per week were combined into one 40 hour per week full-time position.

CONSTRUCTION FUND EXPENDITURE ASSUMPTIONS (Fund 06)

Deferred maintenance projects that are funded through the Long-Term Facilities Maintenance (LTFM) program are projected to be roughly \$18,000,000. Budgeted expenditures follow a plan that is annually approved by the Minnesota Department of Education.

DEBT SERVICE FUND EXPENDITURE ASSUMPTIONS (Fund 07/Fund 47 OPEB)

Debt service fund expenditures are estimated at \$19,670,992. The expenditures are directly linked to the debt service principal and interest bond payment schedule.

Self-Insured Medical

Expected ending 20	+\$305,000
Expected revenue 21	+ \$20,928,000
Expected claims 21	+ \$19,928,000

Expected ending 21	+ \$1,305,000

Self-Insured Dental

Expected ending 20	+\$1,100,000
Expected revenue 21	+ \$1,200,000
Expected claims 21	+ \$1,200,000

Expected ending 21	+ \$1,105,000

OPEB Trust Fund

Expected ending 20	+ \$14,000,000
Expected revenue 21	+ \$600,000
Expected payouts 21	+ \$850,000

Expected ending 21	+ \$13,750,000
Actuarial Liability	+ \$10,750,000

Actuarial Surplus	+ 3,000,000

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School Board of Robbinsdale Area Schools

Work Session – June 1, 2020

AGENDA SECTION:	Finance & Operations Update
ITEM:	2A. Preliminary FY21 Budget
COMMENTS BY:	Greg Hein, Executive Director of Finance

The School Board will have an opportunity to hear an update on the FY2021 budget. An opportunity for discussion and questions will take place during the allotted time on the agenda.

Individual focus. Infinite potential.

School Board of Robbinsdale Area Schools

Work Session – June 1, 2020

AGENDA SECTION:	Finance & Operations Update
ITEM:	2B. Transportation Update
COMMENTS BY:	Greg Hein, Executive Director of Finance and Dr. Lowell Holtz, Director of Operations and Safety

The School Board will have an opportunity to hear an update on the First Student and First Transportation Solutions Contract Addendums.

RECOMMENDATION:

Recommend accepting First Student addendum / extension

- Provides 10% discount on learning year activities in 19-20
- Provides 3.5% increase to the one-year extension through 20-21
- Lowers fuel price credit
- New daily rate will be \$292.02
- New RFP's in other districts are at nearly \$400.00 per day

Recommend accepting First Transportation Solutions addendum

- Reduces original cost from \$270,000 to \$96,000 over time
- Extends contract through 20-21

Other items in the works:

- School Start times
- Department reorganization of duties
- RFP Specifications for 2021-22 contract
- Cost allocations to maximize revenues
- Contract directly with type III providers (eliminate CST as middleman)

An opportunity for discussion and questions will take place during the allotted time on the agenda.

MEMORANDUM

TO: Gregory Hein
Executive Director of Finance
Robbinsdale Area Schools, ISD 281

Lowell Holtz
Director of Operations and safety
Robbinsdale Area Schools, ISD 281

FROM: Tom Watson, CMC
Principal, The Watson Consulting Group

DATE: May 27, 2020

RE: **Student Transportation Services**

I prepared this memorandum to provide a update on my services to the District. My engagement has focused on four (4) primary subject matters, as outlined in my approved engagement letter, including:

- a. Bell time changes; secondary schools later
- b. Student transportation contract(s)
- c. Transportation finances
- d. Transportation administration and operations
- e. Spring 2020 COVID-19 distance learning financial agreement
- f. Other items

1. Bell time project and possible secondary changes

- a. Project was halted after late 2019 (December); First Transportation Solutions (FTS), a division of First Student (FS), provided two additional Scenarios 6 & 7 with small changes and lesser costs and cost increases
- b. Plan was to have a new “bell time” proposal for consideration in May 2020; COVID-19 matters changed that schedule
- c. Update: FTS and FS have agreed to extend their commitment to this project, without additional cost to “complete” the project this fall – maybe late October
 - i. I have reviewed the work completed to date, including the December 2019 additional Scenarios 6 & 7, and have offered a number of suggestions for completing the project with internal discussions and modifications

2. Student transportation contract(s)

- a. Recommended no new contract procurement starting the procurement in January 2020; several other large Districts in the market – Osseo, Anoka-Hennepin, Mounds View, White Bear Lake and Stillwater
- b. Primary “yellow” bus contract; First Student
 - i. Continue with one (1) year extension (2020-21); 3.5% rate increase negotiated down from 7.5%; 3.5% estimated cost = \$270,000
 - ii. Contracts for Type III services

- 1) Administer Type III services with District personnel
- 2) Terminated Collaborative Student Transportation (CST) (monthly costs est. \$275,000-300,000); reduce their “10% commission” which is an estimated \$250,000 per year
- 3) Complete Type III contracts over next month; legal notice, etc
- c. District Specification for student transportation services
 - i. prepared in 2012
 - ii. does not fully conform to efficient, economical District transportation services
 - iii. Update Specification late Summer
 - iv. Propose a new contract procurement to commence in early November 2020
3. Transportation finances
 - a. Contract services – 93.4% of annual trans expenditures (2018-19)
 - b. State aids – under-realized for 2018-19; work with District Finance to improve realization with fiscal year 2019-20 year-end accounting and cost allocation
 - c. District contract for Type III services directly (note item above)
 - d. District staffing for SPEC and HHM routing and scheduling; consider adding 1.0 FTE employee
4. Transportation administration and operations
 - a. Contracting out – transportation administration to First Student/FTS at this time
 - i. First Transportation Solutions contract; \$270,000 (2019-20)
 - ii. CST contract; administer (at least charge for) Type III services (2019-20)
 - b. First Transportation Solutions contract
 - i. Term – one year June 2019 – May 2020
 - ii. “Customer Service and Type III administration” - \$174,000 per year (2019-20)
 - iii. Routing Services - \$96,000 per year (2019-20)
 - c. District Program Assistant – Transportation – 1.0 FTE
 - d. Future plans; staffing; budget; controls
 - i. District staffing (future): 3.0 FTEs; Manager, Router, and Type III Scheduler (present)
5. Spring 2020 COVID-19 distance learning financial agreement
 - a. Completed agreement for a 10% reduction in transportation services for 10 weeks of distance learning/school closing in March, April and May 2020; est. \$200,000
 - b. No cost for 2020 spring sports transportation not provided
6. Other items; Discussion

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School Board of Robbinsdale Area Schools

Work Session – June 1, 2020

AGENDA SECTION:	District Update
ITEM:	3. District Updates
COMMENTS BY:	Dr. Carlton D. Jenkins, Superintendent

The School Board will be provided updates on recent and upcoming district and community news and events.

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School Board of Robbinsdale Area Schools

Work Session – June 1, 2020

AGENDA SECTION: Planning for Superintendent Evaluation on June 16, 2020

ITEM: 4. Planning for Superintendent Evaluation

COMMENTS BY: David Boone, Chair

The School Board will be provided a timeline for completion of the SY2019-2020 Superintendent's Evaluation. The Board is also requested to consider an alternate date for meeting with the Superintendent to review the evaluation.

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School Board of Robbinsdale Area Schools

Work Session – June 1, 2020

AGENDA SECTION: Subcommittee Updates

ITEM: 5A. SY 21 Superintendent Evaluation
5B. Board Goals
5C. Identifying Superintendent Contract Committee

COMMENTS BY: David Boone, Chair

The School Board will hear updates from the subcommittee work including: SY21 Superintendent Evaluation subcommittee and Board Goals subcommittee.

Robbinsdale School Board Goals Subcommittee Report

Subcommittee Members: Director Sam Sant, Treasurer Sherry Tyrrell, Vice Chair Helen Bassett
Meeting Schedule: 5/5, 5/12 and 5/21; presenting ideas at the 6/1 work session

This report includes the recommendation that the Board retain the Summary of On-Going Goals that was set in the last formal goal setting effort (see page 4). The committee also recommends Board Directors review the summary feedback from the MSBA Analysis and Comparison Chart of Board Self-Evaluation 2017 and 2018 (see page 2). The self-assessment profiles the Boards' work through five standards:

Standard 1 - Conduct and Ethics: Provide responsible school district governance.

Standard 2 - Vision: Set and communicate high expectations for student learning with clear goals and plans

Standard 3 – Structure: Create conditions district-wide for staff and student success

Standard 4 – Accountability: Hold school district accountable for meeting student learning expectations

Standard 5 – Advocacy and Communication: Engage local community and represent values they hold

Please be prepared to discuss which of these five standards might the Board select for emphasis this year.

In 2018 (the last year the Board completed a formal self-evaluation) the Board focused on the goal areas listed below with their last measured status:

1. **Board Orientation Action:** Partially enacted. Vento/Sant process worked but still needs formal development. ([Click here](#) to view the new board member orientation document with links.)
 - a. The subcommittee felt this goal was partially fulfilled; however, the following recommendations are made for board consideration. After Board discussion on the subcommittee presentation, we would ask the recommendation for additional protocols be adopted by the Board, including:
 - ✦ Initial orientation would be conducted by the chair, vice-chair, and the superintendent
 - ✦ Explanation board meeting scheduling and work sessions
 - ✦ Review of Robert's Rules of Order, and a copy of the book
 - ✦ Review of Board committee assignments internal and external plus existing roster
 - ✦ Meet with Human Resources and Executive Assistant to Superintendent/School Board: paperwork, badge, payroll, background check
 - ✦ Meet with Executive Assistant to Superintendent/School Board: laptop, use of BoardBook and Google Suite
 - ✦ Discuss professional development opportunities/requirements: MSBA, NSBA
2. **Open Pathways to Academic Excellence Action:** Approved Superintendent Goals/Priorities/Three Pillars ([Click here](#) to view the UDV/Equity Policy one-pager.)
 - a. Need to annually assess the District's UDV Goals and Strategic Priorities
3. **Board Development Action:** Two board retreats – Gail Gilman, MSBA (2017, 2018) and Deborah Keys Write (February and August 2020)
 - a. Commit to book reads/attend professional development events/annual board evaluation
4. **Authentic Language for Equity Education Action:** Equity Policy - Vento/Lindberg/Bassett (done)
 - a. Need to integrate the Equity Policy into ongoing Equity Policy Impact process
5. **Develop Policy Framework for Effective Governance Action:** subcommittee established Herring/Tyrrell/Bassett
 - a. This committee needs to set a schedule and get to work!

As the committee moves ahead, we will revisit the UDV and our past efforts along with any feedback we receive from the Board members at the June Work Session.

There was a brief discussion about the relationship between goals and vision. The responses received from Board members are listed below. A brief discussion about the Board's collective belief about how visioning fits into our annual goal setting is recommended. These are thoughts shared by some directors within the committee.

- Visioning and subsequent goal setting as closely tied and working in tandem. Together they lead organization across a full spectrum of planning, forecasting, implementation and fostering mission alignment with intentional outcomes.
- I believe the goals are the measurables that support the vision and strategic priorities.
- I think the vision is the WHAT we are trying to achieve. The goals are HOW
- Our goals should align and support our district's vision and move the Board's work towards achieving our vision, no matter how small or large the goals are. This question is a great example of the "flywheel" for our board's continuous improvement.

During 2015, 2016 and 2017, the Board goals were also expressed informally and synonymous with the Superintendent's work as he moved the adopted UDV (established in 2014). In 2018, the UDV was refreshed and generally classified by and reflected in the Superintendent's goals. The items below represent Superintendent Jenkins' contact events for these goals:

- Implement policies and practices that open pathways to academic excellence for all students (324)
- Utilize culturally responsive teaching and personalized learning for all students (51)
- Engage family and community members as partners (141)
- Engage and empower students by amplifying student voice (41)

Summary of Ongoing Board Goals document is below.

Summary of On-Going Board Goals

In our comments following the Saturday retreat for board development, the following were put forward for action. Included are our initial thoughts on what it could contain.

Board Orientation (2) (<http://www.mnmsba.org/BecomingASchoolBoardMember>)

- *New members meet with cabinet for overview of departments.
- *Organization Chart with pictures of executive board.
- *Deliberate assignment of sitting board member to meet with. (Mandatory outside meeting to touch-base)
- *Pre-scripted opportunity to forward and second action items at early board meeting.
- *Review with newly elected members our: meeting calendar, formats of meetings (1st and 3rd / business work session), training requirements and timing (MNSB January conference, new board training)
- *Board by-laws (how to conduct self / limitations of board)

Open Pathways to Academic Excellence (2)

- *Direct administration to push review of areas in policy that impact students.

Board Development (2)

- *Continue development opportunities
- *Make board evaluation tool functional (Google, Survey Monkey)

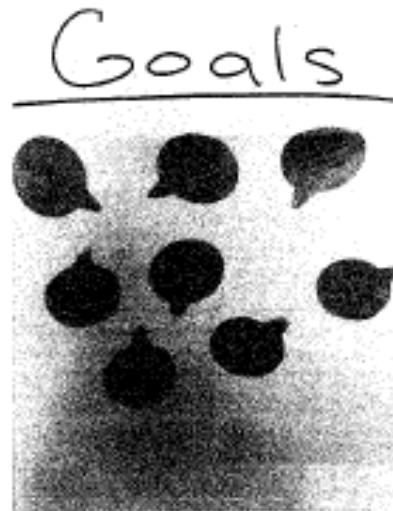
Authentic Language for Equity Education (1)

- *Continue to improve through Board development.

Development of Policy Framework for Effective Governance (1)

- *Created subcommittee to review bylaws and governance.

*Pam & I
Charlotte Pearson
mod
Work with Dr.
McGraw*



*Pathways to Academic Excellence *New board member orientation *Development of a policy framework that moves us to effective governance *Work to complete an onboarding tool for School Board orientation *Turn physical tool into a Google Form or survey monkey survey so it could be completed electronically *Accountability for authentic use the languages of equity in education *Page 4 #1 Proactively self-assess and move the board toward making improvement *Open Pathways to Academic Excellence thru Policy Implementation

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School Board of Robbinsdale Area Schools

Work Session – June 1, 2020

AGENDA SECTION: Other

ITEM: 6A. Discussion of Resolution condemning xenophobic, racist, and all anti-Asian Attacks elevated by COVID-19
6B. Addition of June 22, 2020 Work Session

COMMENTS BY: 6A. Helen Bassett, Vice-Chair
6B. David Boone, Chair

The School Board will have an opportunity to discuss the addition of a resolution to an upcoming Board meeting provided by Vice-Chair Bassett. The Board will also discuss the addition of a work session on June 22, 2020.

Resolution Condemning Xenophobic, Racist, and All Anti-Asian Attacks Elevated by COVID-19

WHEREAS, COVID-19 is fueling bias, fear, hostility, hate and racism against our Asian and Pacific Islander (API) communities; and

WHEREAS, Minneapolis Public Schools believes that students deserve respectful learning environments in which their racial and ethnic diversity is valued and celebrated; and

WHEREAS, API students, staff, families, and community are valued members of a thriving diverse Minneapolis Public Schools family that spans languages, nationalities, ethnicities, cultures and more; and

WHEREAS, throughout history pandemics and other events have bred misinformation, hysteria, stigma, scapegoating and racial and ethnic discrimination; and

WHEREAS, Minneapolis Public Schools recognizes and acknowledges that our API community has historically experienced discrimination, xenophobia and racism resulting in historical trauma, feelings of invisibility, and negative effects on the overall health and well-being of our neighbors prior to those experienced in the wake of COVID-19; and

WHEREAS, anti-Asian stigma has galvanized white nationalism and supremacy culture that promotes and breeds discord; and

WHEREAS, communities of API descent have experienced a surge of racial shunning, harassment, discrimination, and violent attacks as a result of the COVID- 19 pandemic; and

WHEREAS, there is an increase of racist rhetoric and terminology identifying COVID-19 using language that is marginalizing and debilitating to the humanity of our API students, staff, families and community; and

WHEREAS, in Minnesota numerous reports of racial incidents and hate crimes targeted towards individuals of Asian descent have been disclosed and stories are emerging in Minneapolis about harassment, discrimination and bias that is making API community members feel targeted; and

WHEREAS, as communities adapt and respond to COVID-19, API Minnesotans also report that their safety and equal access to goods and services is compromised because of increasing harassment, xenophobic and racist behaviors; and

WHEREAS, XXX maintains and enforces racial equity, gender inclusion, equal opportunity/non-discrimination, anti-bullying, anti-harassment, anti-violence, behavior standards, and anti-retaliation policies; and

WHEREAS, XXX provides educators with the expectations, resources, and support to provide instruction to students in digital citizenship, bullying prevention and specific lessons on coronavirus stereotypes, fears and racism.

SO, THEREFORE, BE IT RESOLVED that the Board of Directors of XXX, joins our colleagues in Saint Paul Public Schools and Minneapolis Public Schools, and hereby reaffirms all policies, practices and procedures to hold ourselves accountable to ensure that our API students, staff, families and community are not subjected to bias, harassment, discrimination, violence or retaliation; and

FURTHER BE IT RESOLVED that XXX will provide accurate, effective and unbiased messaging related to the COVID-19 virus; and

FURTHER BE IT RESOLVED that XXX condemns any anti-Asian sentiments targeting our API students, staff, families and community; and

FURTHER BE IT RESOLVED that XXX commits to partnering with public and private institutions/organizations working to address xenophobia and racism subjected to Asian and Pacific Islanders in Minnesota; and

FINALLY, BE IT RESOLVED the Board of Directors of XXX, urges local, state, and federal authorities to take immediate action to ensure the safety of these communities against racism and xenophobia.