

This meeting will be held at the Education Service Center Boardroom and also online via Zoom.

1. Call to Order and Roll Call - <i>Action</i>	2
2. Acceptance of the Agenda - <i>Action</i>	3
3. Sharing the Success	
A. Robbinsdale Rapid Report	
4. Superintendent's Report	
5. Operations	
A. Approval of SEA Middle School at FAIR School Crystal - <i>Action</i>	4
B. Approve the Expansion of Robbinsdale Virtual Academy (RVA) to include K-5 - <i>Action</i>	28
C. Approval of Resolution Accepting Donations - <i>Action</i>	56
D. Approval of Addition of a Work Session after the Regular Meeting - <i>Action</i>	59
E. Approval of Superintendent Profile for Superintendent Search - <i>Action</i>	60
F. Approval of Additional Meeting Dates for the Superintendent Search Process - <i>Action</i>	92
6. Consent Agenda - <i>Action</i>	93
A. Administrative	
1. Approval of Resolution to host an AmeriCorps member from the Minnesota GreenCorps	94
2. Minutes	102
B. Personnel Matters	104
C. Financial Matters	
1. Disbursements	106
2. Contracts	121
7. Board Reports	122
8. Announcements	123
9. Adjournment - <i>Action</i>	124

**School Board of Robbinsdale Area Schools**  
Regular Meeting - March 15, 2021

**AGENDA SECTION:** Call to Order

**ITEM:** Roll Call Attendance

	<b>PRESENT</b>	<b>ABSENT</b>
Helen Bassett	_____	_____
David Boone	_____	_____
Greta Evans-Becker	_____	_____
Mike Herring	_____	_____
Pam Lindberg	_____	_____
Sam Sant	_____	_____
John Vento	_____	_____
Dr Stephanie Burrage, ex-officio	_____	_____

Individual focus. Infinite potential.

**School Board of Robbinsdale Area Schools**

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Acceptance of Agenda  
**ITEM:** 2. Acceptance of Agenda  
**COMMENTS BY:** David Boone, Board Chair

**Recommended Action:** Approve full agenda as presented.

**Acceptance of Agenda – March 15, 2021**

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Greta Evans-Becker _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	_____
Sam Sant _____	_____	_____	_____
John Vento _____	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

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## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Operations

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**ITEM:** 5A. Approval of SEA Middle School at FAIR School Crystal

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**COMMENTS BY:** Dr. Stephanie Burrage, Interim Superintendent; Dr. Heather Hanson, Principal at SEA Elementary School; Michael Rieckenberg, Principal at Noble Elementary

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The Board is being requested to approve SEA Middle School at FAIR School Crystal. The Board had an opportunity to learn more about the district’s school learning pathways, including SEA Middle School in the STEM pathway, at the March 1 work session.

**Recommended Action:** Approve SEA Middle School at FAIR School Crystal.

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### Approval of SEA Middle School at FAIR School Crystal – March 15, 2021

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Greta Evans-Becker _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	_____
Sam Sant _____	_____	_____	_____
John Vento _____	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



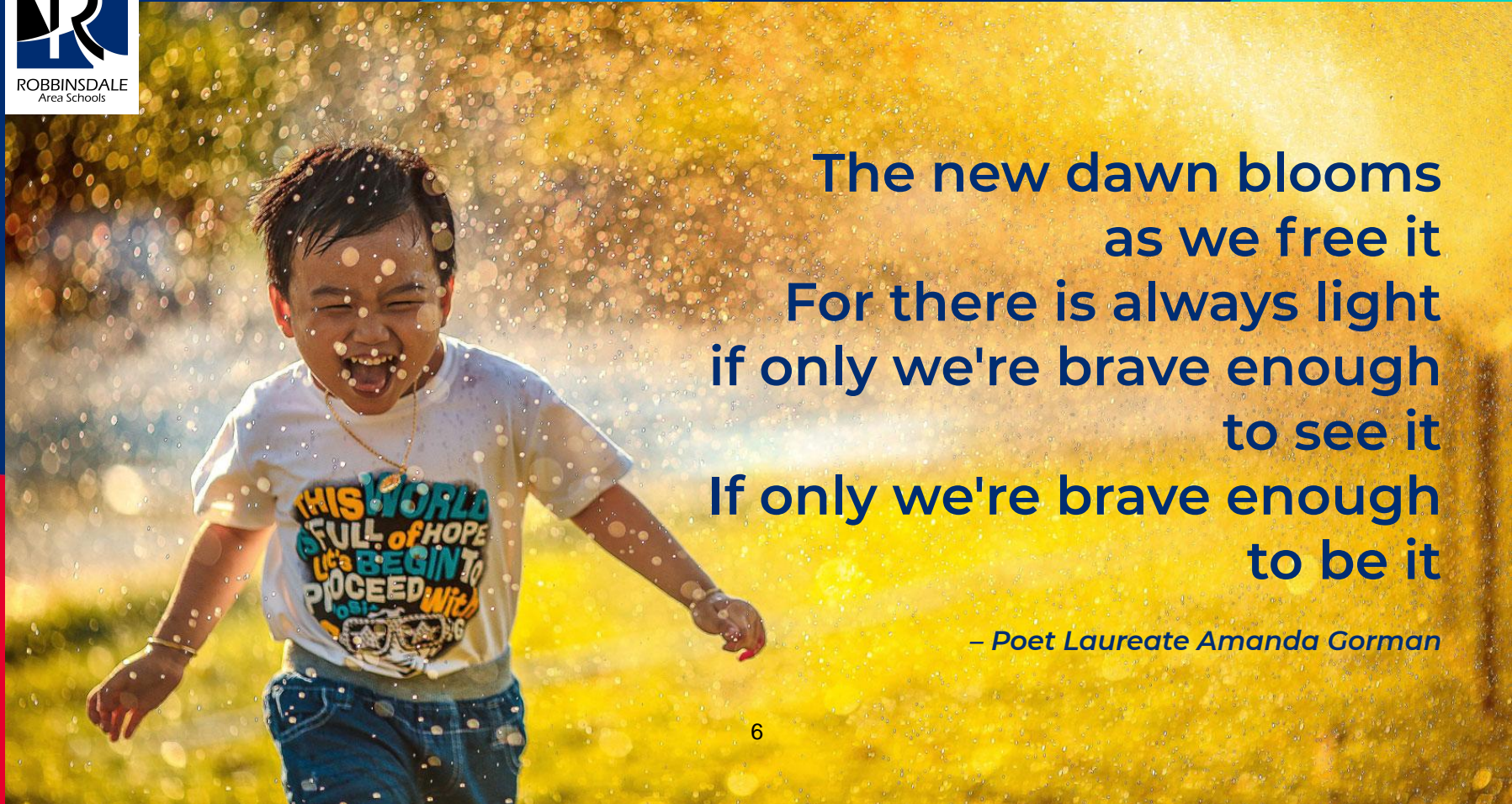
# Your Learning Pathways

Believe in Yourself.  
Belong to a Community.  
Become a Champion.

Stephanie Burrage, Ed.D.  
*Interim Superintendent*



ROBBINSDALE  
Area Schools



The new dawn blooms  
as we free it  
For there is always light  
if only we're brave enough  
to see it  
If only we're brave enough  
to be it

*– Poet Laureate Amanda Gorman*

# BELIEVE | BELONG | BECOME



ADVANCED  
PLACEMENT



INTERNATIONAL  
BACCALAUREATE®



DUAL LANGUAGE/  
IMMERSION



FINE  
ARTS



SCIENCE, ENGINEERING  
& TECHNOLOGY



VIRTUAL  
LEARNING





# SCHOOL COMMUNITY PATHWAYS

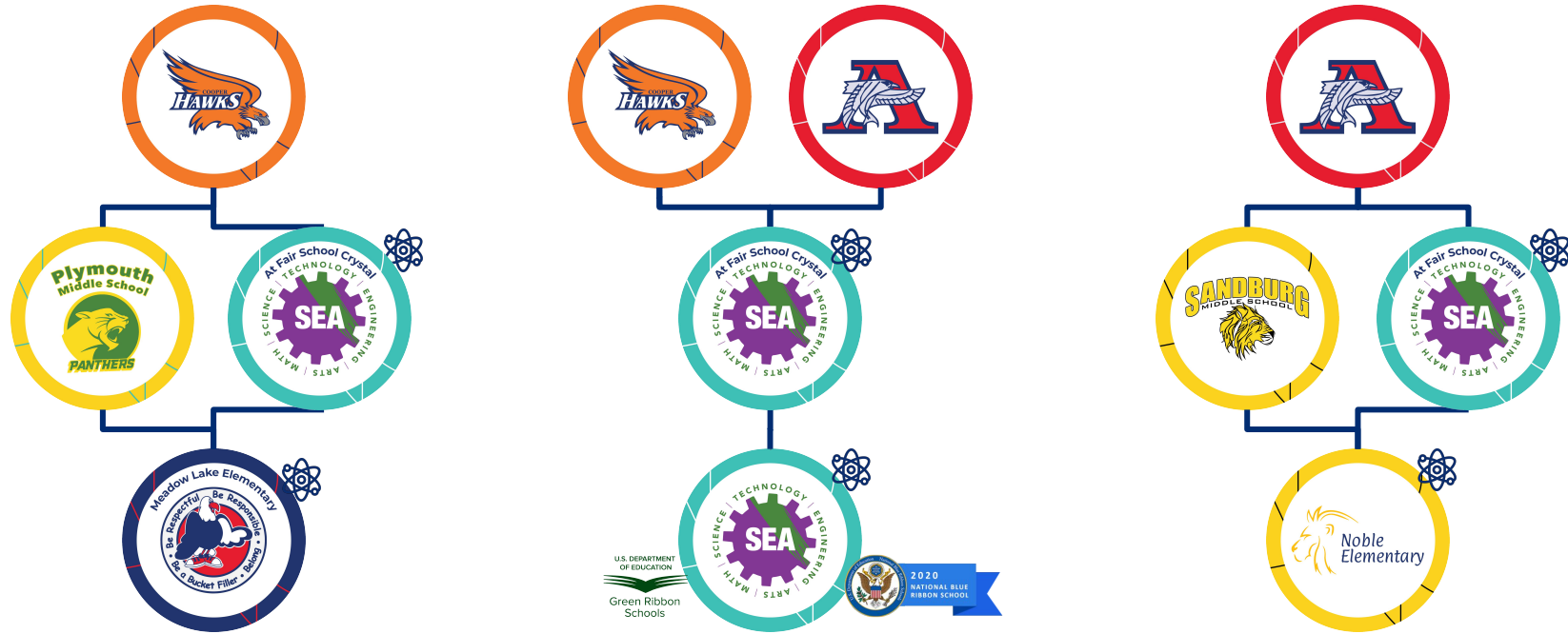




ROBBINSDALE  
Area Schools



# SCIENCE, ENGINEERING & TECHNOLOGY



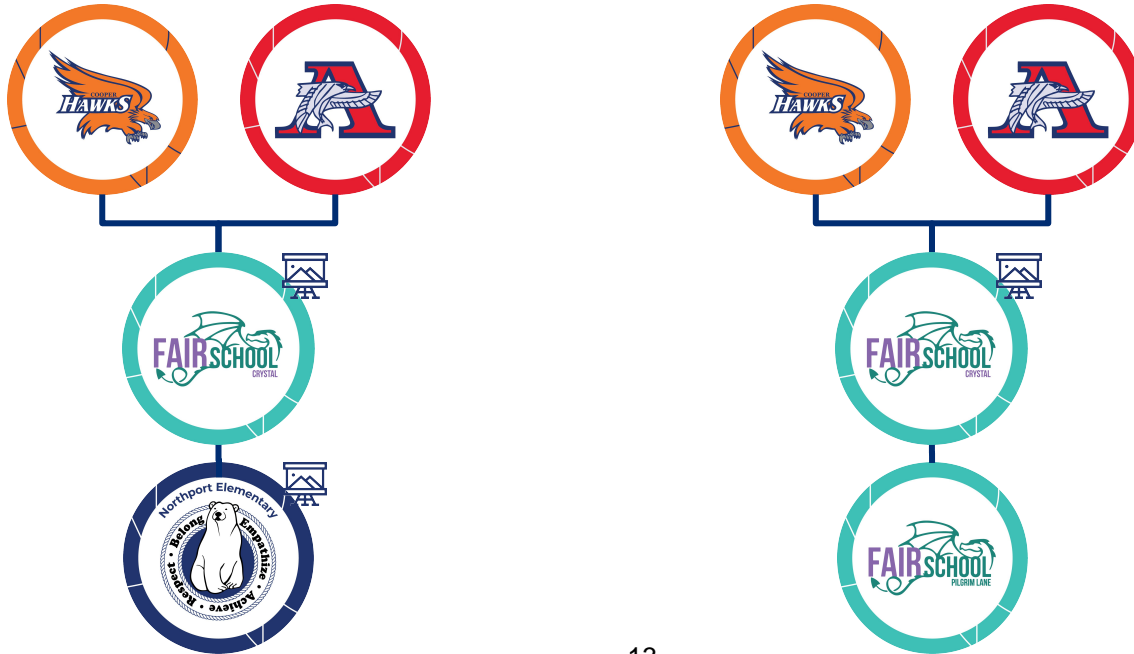
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Introducing SEA Middle School  
at FAIR School Crystal





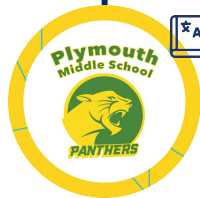
# FINE ARTS







# DUAL LANGUAGE/IMMERSION PATHWAY



# VIRTUAL LEARNING



# ib INTERNATIONAL BACCALAUREATE®





ROBBINSDALE  
Area Schools





## **SPANISH IMMERSION**

### **PATHWAYS**

- Business, Management & Administration
  - Accounting (articulated) - college credit capable
- Engineering, Manufacturing & Technology
- Arts, Communications & Information Systems
- Agriculture, Food & Natural Resources
- Health Science Technology
- Human Services

### **ADVANCED PLACEMENT**

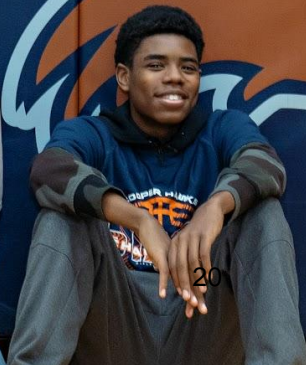
### **COLLEGE & TECHNICAL EDUCATION COURSES**

### **PSEO**

### **CAREER & COLLEGE NOW (summer program)**



ROBBINSDALE  
Area Schools





## **INTERNATIONAL BACCALAUREATE DIPLOMA**

(certificate or diploma)

### **PATHWAYS**

- Business Technology & Innovation
  - Business (articulated - college credit capable)
- Engineering, Construction & Design
- Hospitality & Human Services
  - Culinary (articulated)
  - Child Development (articulated)

### **COLLEGE & TECHNICAL EDUCATION COURSES**

### **ADVANCED PLACEMENT**

### **CONCURRENT ENROLLMENT - Ojibwe World Language**

### **BILINGUAL SEAL**

### **PSEO**

### **CAREER & COLLEGE NOW (summer program)**



ROBBINSDALE  
Area Schools





**ALTERNATIVE LEARNING CENTER**

**EARLY MIDDLE COLLEGE**

- **HENNEPIN TECHNICAL COLLEGE**
- **MINNEAPOLIS COMMUNITY & TECHNICAL COLLEGE**

**COLLEGE & TECHNICAL EDUCATION COURSES**

**CREDIT RECOVERY**

**PERSONALIZED LEARNING PLANS**

**FLEXIBLE LEARNING OPPORTUNITIES**

**SUMMIT CURRICULUM**

**WORK EXPERIENCE PROGRAM**



ROBBINSDALE  
Area Schools





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Area Schools



**ADULT ACADEMIC PROGRAM**

**GED**

**ROBBINSDALE TRANSITION CENTER**



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Area Schools





# Questions?

Individual focus. Infinite potential.

## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Operations

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**ITEM:** 5B. Approve the Expansion of Robbinsdale Virtual Academy (RVA)

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**COMMENTS BY:** Marti Voight, Interim Assistant Superintendent; Nancy Froehlich, Principal

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The Board is being requested to approve the expansion of Robbinsdale Virtual Academy (RVA) to include K-5. RVA (grade 6 -12) was approved by MDE in August of 2018. The Board had an opportunity to learn more about the RVA expansion at the March 1 work session.

**Recommended Action:** Approve the expansion of RVA to include K-5.

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### Approval of Expansion of Robbinsdale Virtual Academy – March 15, 2021

	Yes	No	Abstention
Helen Bassett	_____	_____	_____
David Boone	_____	_____	_____
Greta Evans-Becker	_____	_____	_____
Mike Herring	_____	_____	_____
Pam Lindberg	_____	_____	_____
Sam Sant	_____	_____	_____
John Vento	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



## State-approved Online Learning Providers Expansion Application

### I. Applicant Information

A. Program Name: Robbinsdale Virtual Academy K - 5 (Program Expansion)

B. Organization Type (check one)

Independent District

Charter School

Intermediate District

Consortium of Districts under a Joint Powers Agreement  
(list districts)

C. District or Charter Number: (fill in) ISD 281 Robbinsdale Area Schools

D. Street Address (fill in)

i. New Hope

ii. Minnesota

iii. 55427

E. Contact Name: Marti Voight

F. Position Title: Interim Assistant Superintendent

i. Contact Phone: (763)504-8000

ii. Contact email: marti\_voight@rdale.org

### II. Program Information

A. Proposed Program Type: (check one)

Comprehensive

Supplemental

Comprehensive & Supplemental

B. Proposed Grade Levels: (fill in) K – 8 (Expansion), K-12

C. Proposed Enrollment Type: (check one)

fixed terms – (enter start dates of terms)

September 2020, November 2022, January 2022, March 2022 and continuing through future years

flexible or rolling enrollment – (please describe and list dates)

D. Management & Operations – indicate how services will be delivered in the program.

Service	Local District	Contract (non-profit)	Contract (for-profit)	Other (describe)
Program Management	ISD 281 Administration	NA	NA	
IT Infrastructure (LMS)	SeeSaw (K-3), Schoology (4-8), and Edgenuity	NA	NA	
Student Technical Support	ISD 281 Technology Department/Lan Specialists	NA	NA	
Curriculum Assembly & Course Content	MDE Academic Standards aligned to instruction	NA	NA	
Hiring Teachers	ISD 281 Human Resources Department	NA	NA	
Marketing	ISD 281 Communications Department	NA	NA	
Teacher Evaluation/ Training/ Professional	ISD 281 Administration Charlotte Danielson Model	NA	NA	

### III. Statutory Compliance

State-approved online learning providers are responsible to be aware, understand and implement current education statutes including, but not limited to the Online Learning Option Act. The applicant is responsible to annually review Minnesota Statutes, Section 124D.095 and demonstrate understanding of the obligations and requirements of an Online Learning (OLL) Program provider as specified in law.

#### 124D.095 ONLINE LEARNING OPTION.

Subdivision 1. Citation. This section may be cited as the "Online Learning Option Act."

Subd. 2. Definitions. For purposes of this section, the following terms have the meanings given them.

(a) "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

(b) "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

(c) "Online learning" is a form of digital learning delivered by an approved online learning provider under paragraph (d).

(d) "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the department to provide online learning courses.

(e) "Student" is a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, in kindergarten through grade 12.

(f) "Online learning student" is a student enrolled in an online learning course or program delivered by an online learning provider under paragraph (d).

(g) "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

(h) "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

(i) "Full-time online learning provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

(j) "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time and other student-to-teacher communications, and the academic support available to the online learning student.

Subd. 3. Authorization; notice; limitations on enrollment.

(a) A student may apply for full-time enrollment in an approved online learning program under section 124D.03 or 124D.08 or chapter 124E. Notwithstanding sections 124D.03 and 124D.08 and chapter 124E, procedures for enrolling in supplemental online learning are as provided in this subdivision. A student age 17 or younger must have the written consent of a parent or guardian to apply. No school district or charter school may prohibit a student from applying to enroll in online learning. In order to enroll in online learning, the student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by the department to notify the enrolling district of the student's application to enroll in online learning.

(b) The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the enrolling district's term. The enrolling district may waive this requirement for special circumstances and with the agreement of the online provider. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then: (1) the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and (2) the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

(c) An online learning provider must notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and the online learning courses and programs it delivers.

(d) An online learning provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications.

(e) An enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

(f) The online provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the commissioner unless the enrolling district and the online provider agree to a different form of notice and notify

the commissioner. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits towards graduation.

Subd. 4. Online learning parameters.

(a) An online learning student must receive academic credit for completing the requirements of an online learning course or program. Secondary credits granted to an online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including online learning students, and must continue to provide nonacademic services to online learning students. If a student completes an online learning course or program that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met. The enrolling district must use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for transfer students under section 124D.03, subdivision 9. The enrolling district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider that is not the enrolling district.

(b) An online learning student may: (1) enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year and the student may exceed the supplemental online learning registration limit if the enrolling district permits supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services; (2) complete course work at a grade level that is different from the student's current grade level; and (3) enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

(c) An online learning student has the same access to the computer hardware and education software available in a school as all other students in the enrolling district. An online learning provider must assist an online learning student whose family qualifies for the education tax credit under section 290.0674 to acquire computer hardware and educational software for online learning purposes.

(d) An enrolling district may offer digital learning to its enrolled students. Such digital learning does not generate online learning funds under this section. An enrolling district that offers digital learning only to its enrolled students is not subject to the reporting requirements or review criteria under subdivision 7, unless the enrolling district is a full-time online learning provider. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

(e) Both full-time and supplemental online learning providers are subject to the reporting requirements and review criteria under subdivision 7. A teacher holding a Minnesota license must assemble and deliver instruction to online learning students. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license. Unless the commissioner grants a

waiver, a teacher providing online learning instruction must not instruct more than 40 students in any one online learning course or program.

(f) To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit under paragraph (b) or apply to enroll in an approved full-time online learning program, consistent with subdivision 3, paragraph (a). Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

#### Subd. 5. Participation in extracurricular activities.

An online learning student may participate in the extracurricular activities of the enrolling district on the same basis as other enrolled students.

#### Subd. 6. Information.

School districts and charter schools must make available information about online learning to all interested people.

#### Subd. 7. Department of Education.

(a) The department must review and approve or disapprove online learning providers within 90 calendar days of receiving an online learning provider's completed application. The commissioner, using research-based standards of quality for online learning programs, must review all approved online learning providers on a cyclical three-year basis. Approved online learning providers annually must submit program data to, confirm statements of assurances for, and provide program updates including a current course list to the commissioner.

(b) The online learning courses and programs must be rigorous, aligned with state academic standards, and contribute to grade progression in a single subject. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under subdivision 4, paragraph (d), must give the commissioner written assurance that: (1) all courses meet state academic standards; and (2) the online learning curriculum, instruction, and assessment, expectations for actual teacher-contact time or other student-to-teacher communication, and academic support meet nationally recognized professional standards and are described as such in an online learning course syllabus that meets the commissioner's requirements. Once an online learning provider is approved under this paragraph, all of its online learning course offerings are eligible for payment under this section unless a course is successfully challenged by an enrolling district or the department under paragraph (c).

(c) An enrolling district may challenge the validity of a course offered by an online learning provider. The department must review such challenges based on the approval procedures under paragraph (b). The department may initiate its own review of the validity of an online learning course offered by an online learning provider.

(d) The department may collect a fee not to exceed \$250 for approving online learning providers or \$50 per course for reviewing a challenge by an enrolling district.

(e) The department must develop, publish, and maintain a list of online learning providers that it has reviewed and approved.

(f) The department may review a complaint about an online learning provider, or a complaint about a provider based on the provider's response to notice of a violation. If the department determines that an online learning provider violated a law or rule, the department may: (1) create a compliance plan for the provider; or (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42. The department must notify an online learning provider in writing about withholding funds and provide detailed calculations.

Subd. 8. Financial arrangements.

(a) For a student enrolled in an online learning course, the department must calculate average daily membership and make payments according to this subdivision.

(b) The initial online learning average daily membership equals 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88.

(c) No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district.

(d) Online learning average daily membership under this subdivision for a student currently enrolled in a Minnesota public school shall be used only for computing average daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and for computing online learning aid according to section 124D.096. Subd. 9.

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#### **IV. Program Narrative**

A quality Online Learning (OLL) Program follows quality program standards. Please submit a program narrative with the following bold headings that answer the prompts in italics below. These standards are adapted from iNACOL Quality Online Program Standards. These program standards are echoed in the three-year review process.

**Mission Statement:** A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Everyone within the organization understands the mission statement and works to achieve it.

*What is your program mission statement?*

The overarching mission of the Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community. The mission of Robbinsdale Virtual Academy K - 5 is to offer high-quality, online learning for all students that provides a nurturing and rigorous environment for all students. The use of culturally relevant learning experiences enables us to prepare our students for the future.

*Explain how the proposed program changes will help the organization deliver its mission.*

The mission statement is critical to our Robbinsdale Area Schools Unified District Vision. Robbinsdale Area Schools is committed to ensuring every student graduates career, articulated skilled trades and college ready. The mission provides structure to provide each student limitless possibilities in order for them to strive in their own endeavors. High intellectual performance from all our students in an expectation and supported through the rigor of instructional strategies woven in the content areas. We are committed to ensuring an equitable and respectful educational experience for every student, family and staff member, focusing on strengths related to: race, culture, ethnicity, language, national origin, socioeconomic status, gender, sexual orientation, age, ability, religion, and physical appearance.

The Robbinsdale Virtual Academy K - 5 key components include:

- Program and course offerings are aligned to and meet Minnesota's academic standards for Kindergarten through Grade 5.
- The grade levels and courses are taught by Robbinsdale Area Schools staff.
- Teacher evaluation models follow the *Charlotte Danielson Model for Best Practice in Teaching Standards*.
- The learning day schedule follows the *Modern Classroom* approach which includes differentiation through the "Must Do", "Should Do" and "Aspire to Do" course content activity.
- Course grades and student survey data will be collected to measure the effectiveness of programming.
- Writing teams will be used for data analysis and refining course curriculum to meet the Minnesota Department of Education Academic Standards.

The offering of the Robbinsdale Virtual Academy K - 5 will provide an opportunity for parents and students in a choice of learning models and structures. An online environment has proven that our parents value this option in the Robbinsdale Area Schools. The current course offerings allow for alignment for rigorous instruction in an online environment for all students across various learning modalities.

As stated above, the overarching mission of the Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community. A Learning Pathway is a tool for alignment of the standards and course content with a map for the learning throughout the week. The Learning Pathways, through the *Modern Classroom Approach*, allows for students to develop their individual path in learning to accelerate the growth in understanding of the course content. Through the Learning Pathways students are assign "Must Do" activities. The activities are aligned to the Minnesota Department of Education Academic Standards and allow for teachers to provide synchronous instruction and asynchronous instruction. The instruction focuses on the learning standard for the content, teacher modeling, student activities and a mastery check. The "Should Do" activities allow the students to understand at a deeper level into the standard. Through a skills trace, the teacher is able to identify the next level within the standard to provide additional opportunities for the students. The "Aspire to Do" activities provide Project Based Learning activities for the students. The project-based learning activities are aligned to the Minnesota Academic Standards but allow for a multiple grade level skills trace. Many of the projects involve real life learning models that students simulate into their own thinking of problem solving. Evaluations methods are in place through Mastery Checks and summative assessments.

*Edgenuity* is an online program that will also be used in the course content. *Edgenuity* allows for a skills trace of content and has a standards alignment in the Minnesota Academic standards. Standards are deployed by the teacher to the students for subject matter. Through the automatic scoring system, the students are able to understand their own mastery towards the outcome of the content. Teachers work synchronously and asynchronously with the students as they delve into the standards through the content. Evaluation methods are

in place through Mastery Checks and summative assessments. Edgenuity may be used as a program to support specialists or gifted areas of focus.

**Governance:** Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.

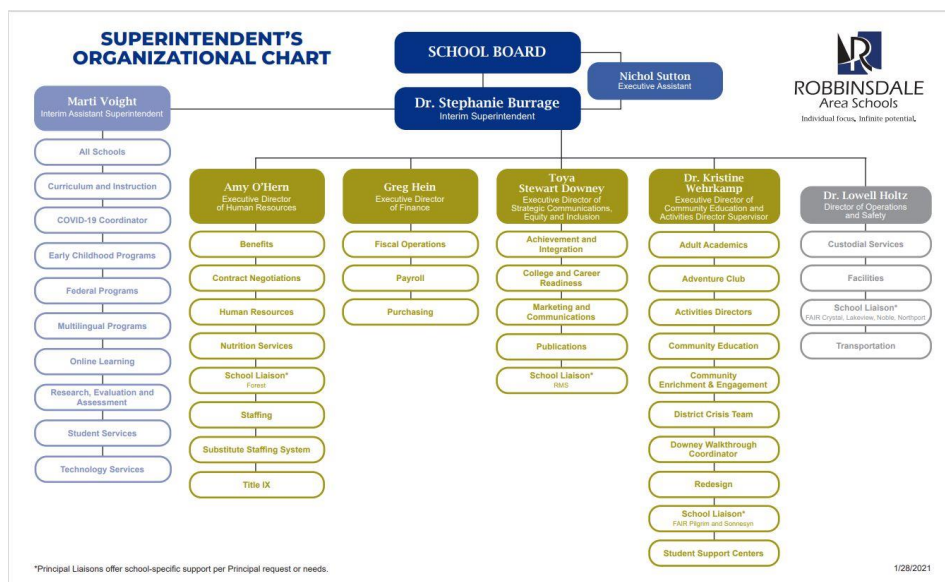
*Describe changes to the governance structure (if any) that accompany the proposed program. List the responsibilities for each role in the organization and include an updated org chart.*

The Robbinsdale Area Schools Organizational Chart allows for alignment in the structure of the programming within the district. (APPENDIX A)

**Organization roles:**

1. School board – Governing of procedures and processes. The school board provides the vision and the structure for the functioning of the Robbinsdale Distance Learning Academy.
2. Superintendent/Assistant Superintendent – Provides cabinet-level oversight and implementation of the 281 Robbinsdale Distance Learning Academy. Develops structure implementation and processes for the Robbinsdale Distance Learning Academy
3. Robbinsdale Distance Learning Academy Principal – Supervises and evaluates teachers and staff, supervises program, registration process and curriculum. Develops community outreach, parent communication, and social emotional programming for students
4. Special Education Administrator- Co-supervise special education staff and ensure implementation of due process.
5. Robbinsdale Distance Learning Academy Coordinator/Assistant Principal – Provides leadership for professional learning along with technical support for programming
6. Robbinsdale Distance Learning Secretary - Provides coordination for registration, enrollments, records, budgets, parent communication and general systems within the program.
7. Robbinsdale Distance Learning Teachers – Instructs classes and communicates regularly with students and parent

**ROBBINSDALE AREA SCHOOLS ORGINATIONAL CHART**



\*Principal Liaisons offer school-specific support per Principal request or needs.

*Attach official documents as evidence of approval to the proposed change: (only those that apply to your organization type e.g School Board approval, Joint Powers of Authority approval, Consortia approval, Charter School Authorizer approval)*

The Robbinsdale School Board approved the expansion of the online school programming. Currently, the Minnesota Department of Education has approved Robbinsdale Virtual Academy Grades 6 - 12 as an online school. The online programming will expand to include K - 5, which then will allow parents and students access into online learning for K - 12. The School Board Meeting agenda and approval shows the required approval for expansion of an online school in the Robbinsdale Area Schools system.

**APPENDIX A ATTACHMENTS:**

School Board Notes

Robbinsdale Organizational Chart

Robbinsdale Special Education Organizational Chart

**Leadership and Planning:** Governance and leadership work hand-in-hand, developing operational policies for the program and its leadership and staff. Program policies and practice promote equity and support students' ability to access the program. Planning is managed by leadership and staff. Program uses strategic planning, long-range and operational planning along with annual goal setting including alignment with Minnesota Statute 120B.11 (World's Best Workforce).

*Describe changes to program policies, leadership, and planning that accompany the proposed program.*

Program policies are already developed in the Robbinsdale Area Schools and will be followed for the online school program. These policies include the Attendance Policy, Open Enrollment Policy, Enrollment Options Policy, Magnet School Policy, and School Improvement Process.

Robbinsdale Area Schools' District Equity Transformation Framework is designed to address issues of race and equity throughout the district in order to build an institution free of institutional racism and inequities.

Evidence that the plan is working will be based on four key variables that directly relate to the board of education goals:

1. Academic success, as measured by data related to current achievement gap and other data elements.
2. Sense of belonging, as measured by the district student opinion survey and other data elements.
3. Access to and participation in rigorous course/programs and co- and extra-curricular programs, as measured by demographic participation data and other data elements.
4. Institutional practices free of disparate impact on specific groups of people as measured by needs assessment and evaluation data collected by equity teams and the research, evaluation and assessment department.

The Equity Vision for Robbinsdale Area Schools includes:

- Children of diverse race, culture and income succeed in school and achieve at high levels.
- School and classroom climate is improved for all students and staff.

**APPENDIX B ATTACHMENTS:**

Attendance Policy (Policy 503 Appendix)

Open Enrollment Policy (Policy 509, Section 3B)

Enrollment Options Policy (Policy 509, Section 3A)

Magnet School Policy (Policy 509, Section 3C)

Robbinsdale Area Schools follows all required School Improvement policies and practices in order to allow for access for all students. The Robbinsdale Equity Policy is encompassed in all of the reviews of course content, instructional framework, and outreach services within the organization. Consistent measurements and refinement of program coordination will enhance the longevity and success of an online program. The following practices will be embedded yearly as part of our policies, practice and goal setting for the upcoming years: The 281 Distance Learning School will conduct student, parent and staff surveys during the year as the online school is operational. The data will allow for consistent review of the programming within the online school. The Robbinsdale Area Schools Assessment Department will guide and support the development, implementation and analysis of the survey.

A student survey will be conducted yearly. The students survey will allow for review of:

- a. Content rigor,
- b. Technology ease of use,
- c. Program changes and refinement

The components allow for the development of the programming to meet the needs of the students. Through the results of the survey, adjustments will be made with summer writing teams to enhance the content and applications for the students.

The parent survey will provide data that allows for:

- a. Review of systems,
- b. Learning styles of children,
- c. Program improvements for implementation

The review of the data from the parent survey will allow for refinement of the delivery of the model for curriculum content, procedures and practices. Program structural analysis and refinement will be reviewed during the summer writing process with the online teaching staff.

The teacher survey will analyze best practices in:

- a. Learning structures,
- b. Value of time and ways to enhance learning,
- c. Insight on the components of the programming.

The review of the data from the teacher survey will allow for improvement structures of the refinement of the programming. These survey results will be part of the School Improvement process and the embedment of action and measurement steps for the improvement cycle. Ongoing Professional Development will provide avenues to increase the survey results in a positive manner in order to accelerate student achievement and provide access for all students to be successful in the online programming model.

- 2) Students choosing to enroll full-time in the Robbinsdale Virtual Academy K - 5 will be enrolled using the provisions of the district's Enrollment Options Policy (Policy 509) governing open enrollment and transfers. Students choosing to enroll in the online school will be reviewed by school principals and counselors to strategize ways for success in the online school with support from guidance counselors/social workers, attendance committees and MTSS teams.

- 3) Course completion rates and student benchmark assessment results will be used to measure the effectiveness of the online learning structure for the students. *Viewpoint*, a data analysis program, will allow for review of successful course completion tied to various factors including, but not limited to: attendance, previous course offerings, *Fastbridge* Assessments, Minnesota Comprehensive Assessments, and ACT/SAT.

List any enrollment policies or guidelines that are in place. NOTE: Fees and policies that may be discriminatory are not allowed.

The 281 Distance Learning Online School will follow the current enrollment processes in place with Policy 509

A revision in the Magnet School Policy would be the addition of the K-6 online school program. The process for application for the online program will follow the Magnet School language and the “Robbinsdale Virtual Academy K - 5” will be added as language within the policy.

**Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.

Describe changes to accountability systems and how they will function to assure program integrity and accountability.

The Robbinsdale Virtual Academy K - 5 is subject to the annual audit practices of the structure of the Minnesota Department of Education. The program financing is aligned to the practices within the Robbinsdale Area Schools Finance Department.

1. Daily membership is calculated based on activity recorded in the learning management system (*SeeSaw*, *Schoology* and *Edgenuity*) and recorded regularly by the teacher in our student information system (*Campus*). Students are expected to complete work within the quarter, semester and school year. The Robbinsdale Virtual Academy K - 5 Attendance Policy will follow the Robbinsdale Virtual Academy K - 5 Attendance Policy. In addition, the Hennepin County “Be At School” program attendance requirements will also be implemented within the attendance process.
2. Robbinsdale Virtual Academy K - 5 Draft Fiscal Budget
3. Student completion rates of courses and student grades will also be tracked

**ATTACHMENTS APPENDIX C:**

- Robbinsdale Virtual Academy Attendance Process
- Hennepin County “Be At School” Overview
- Enrollment Policy 509 (Appendix B)

Provide a draft fiscal budget for the proposed program.

<i>Position</i>	<i>Salary</i>	<i>Details</i>
<i>PRINCIPAL ELEMENTARY</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>ASSISTANT PRINCIPAL ELEMENTARY</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>CLERICAL STAFF</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>GENERAL EDUCATION STAFF K – 5</i>	<i>Contract Amount</i>	<i>2 teachers per grade level 6 grade levels</i>

		<i>Specialists</i>
<i>SPECIAL EDUCATION STAFF K – 5</i>	<i>Contract Amount</i>	<i>Case Load: 1:20</i>
<i>PSYCHOLOGISTS</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>SOCIAL WORKER</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>

## Teaching & Learning Standards

**Curriculum and Course Design:** A quality online program will have a well-thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The standard and its sub-sets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of content are addressed.

*Describe how your proposed online program offers something unique and value-added to the students it serves. What sets this program apart from other online learning programs? Include information about course offerings, structure of learning program, support, etc.*

Curriculum and Course Design:

Robbinsdale Area Schools is guided by our Unified District Vision. The first 2 goals of the vision are as follows:

1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students.

The Robbinsdale Virtual Academy K - 5 is an extension of the excellent educational programming currently offered in the Robbinsdale Area School District. The Robbinsdale Virtual Academy K - 5 is a critical part of our execution of the district's vision and mission and provides access for students. During the 2020 – 2021 school year, families have shown their choice in flexible learning options for their children, including the online learning model.

The Robbinsdale Virtual Academy K - 5 courses meet the same standards as our traditional courses and are aligned to the Minnesota Academic Standards. Teachers are chosen from our existing workforce and are skilled at providing rigorous online learning experiences for students of all backgrounds. Students will have the option of participating in online programming for the academic areas.

In addition, the Robbinsdale Virtual Academy K - 5 courses are delivered via the SeeSaw, Schoology and Edgenuity learning management systems. Content creation and curation is done by Robbinsdale teachers, Curriculum and Instruction Department and the Assessment Department staff. All requirements of curriculum content writing and alignment is in conjunction with staff that has the appropriate Minnesota teaching licensures. Courses are designed to be accessible including screen reader compatible with captioning for images and video. Online pedagogy, accessibility and communication standards are at the core of our professional learning for Robbinsdale Virtual Academy K - 5 staff.

*Provide policies and procedures that ensure all courses meet standards, ensure student progress toward graduation and college and career readiness, address various learning styles, and meet copyright and accessibility requirements.*

The Robbinsdale Virtual Academy K - 5 courses meet all applicable Minnesota state standards. The content and standards alignment for courses offered in the Robbinsdale Virtual Academy K - 5 are reviewed and approved by the Robbinsdale Curriculum and Instruction Team and the District-wide Curriculum Committee. Courses are reviewed for accessibility by our special education department in collaboration with our online learning specialist.

Our annual review of course completion, course grades, and student survey data will provide important information about the effectiveness of our curriculum and course design. Based on this data, we will make program improvements to our courses and professional learning for teachers. Please see the section on Leadership for a comprehensive understanding of the survey practices.

**Minnesota K-12 Standards:** Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Providers must include information on how they meet or exceed Minnesota K-12 Standards.

*Provide a table listing all courses and which standards are covered in the proposed program.*

Minnesota K-12 Standards:

*Modern Classroom* is an approach to instruction that allows for synchronous and asynchronous lessons. This approach allows the online school structure to create course content that is directly aligned to the standards and current curriculum. This approach is used in all content areas.

Students will receive the initial exposure to the course lesson via an asynchronous instruction approach. The asynchronous instruction is broken into the following areas:

1. Introduction of the standard: Teachers will be using “I Can” statements for students to introduce the standard and for the student to understand the learning content for the day,
2. Modeling of the lesson: The teachers will then model the lesson for student understanding
3. Guided Practice: Through Guided Practice, the student is able to follow steps and check their own understanding in learning
4. Practice: Through the video model, the teacher then explains the content of the practice for the student to demonstrate their own understanding of the standard,
5. Exit Ticket: The student then submits the work for the teacher to evaluate the level of understanding.

Students will receive a Learning Pathway for the model within the *Modern Classroom Approach*. The Learning Pathway allows the student to understand the lesson for today, the roadmap for learning, and activities aligned to the standard. The Learning Pathway is a self-paced Pathway that allows the students to have choice in their learning and identify targets throughout the week in their own learning and structure.

Differentiation is the key in *Modern Classroom*. The Learning Pathway allows for all students to have access to content, versus limiting content by level of understanding. “Must Do” activities are performed by all students and content is tracked at a mastery level. Small groups are formed for students to develop understanding of the “Must Do” activities and to support the understanding and knowledge level of the students.

“Should Do” activities are supported by asynchronous instruction and allow for students to develop a deeper understanding of the content. The teachers align the “Should Do” activities to the next grade level standards, which then allows the students to accelerate their growth in understanding. As exit tickets are performed, a teacher will cluster the students in the “Should Do” area to promote the understanding and answer questions formed by the higher level of thinking.

“Aspire to Do” activities are Project Based Activities, which allows the melding of many standards to accomplish the project. The standards allow for students to form direct application of their learning to real life problem solving and help the student to understand where the standards are placed within everyday life. Office Hours, a time that teachers have set aside for online questions, are used to support the questions of the students as they progress through the assignment.

Large group structures are used during the day to support the learning for the students. The large group time allows for the teacher to model a concept in a different approach, allow for student questioning, and support any misconceptions in learning. The misconceptions in learning are acquired through the exit ticket process, which allows the teacher to understand the level of learning and ways to accelerate growth.

Small group structures allow for students to receive individual help in the areas of the standards. Teachers review the exit tickets and cluster students with common misconceptions to work on key skills. Small groups will also be used to accelerate learning for students that have acquired the skill and to help them develop meaningful understanding of the next skill.

Socio-emotional learning is also a component for the online school structure and relies on direct teaching of key concepts through *Second Step, a socio-emotional* curriculum. *Second Step* is used during the daily morning meeting to develop social skills concepts and classroom community. A parent component is also included in *Second Step* and allows the parent to make a connection to the home with the key skill and concept taught during the week.

The elementary pacing charts allow for the teachers to understand the alignment to the Minnesota Academic Standards. The pacing charts are directly aligned to the Minnesota Academic Standards and the Robbinsdale curriculum is then mapped throughout the school year in each content area. All teachers are provided the curriculum maps to identify priority standards and benchmarks for mastery through the year.

Robbinsdale Virtual Academy K - 5 uses a mixture of *Edgenuity* and *Modern Classroom* within their courses. Therefore, there will be some courses that will also allow for *Edgenuity* to be used for the standards. *Edgenuity* (NCAA Clearinghouse approved) courses are aligned to the Minnesota Academic Standards and also allow for differentiation of instruction in order to meet the needs of the students. *Edgenuity* courses have alignment within the content area to the standard. Teachers aren't able to deploy the standard for an assignment for the school day for the students. Immediately, the students will receive a score on their progress within standard. Teachers will then differentiate the standard and use backward and forward design processes for learning. The course content is aligned to the mastery level requirement for completion of the course. A teacher may assign course content above the requirement due to timeframes allowable within the segment of the semester.

The *Edgenuity* program also provides course content aligned to the Honors Program and the AP Program criteria. The content contains the required standards and meets the requirement for course content design within the program. In addition, extra modules are provided that allow for reteaching of skills and mastery of required standards through the Minnesota Academic Standards review modules. Differentiation is the key for the program and the approach of the asynchronous lessons provide ease of the assignment of content.

#### **APPENDIX D ATTACHMENTS:**

K – 5 Learning Pathway

Edgenuity Alignment of Standards

**Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its sub-sets of instruction grounded in program mission, research, best practices, assessment,

student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.

*Describe adaptations and adjustments to instruction you will make to ensure a high-quality learning experience for students in the proposed program.*

The Robbinsdale Virtual Academy K - 5 instructors are appropriately licensed Robbinsdale teachers and access the same high quality professional learning and Q Comp coaching process as all district licensed staff. Their professional learning is supported from the Curriculum and Instruction Department, the Program Assistant, and the Robbinsdale Professional Development courses. All Professional Development is aligned to the Three Pillars in the Robbinsdale Area Schools: 1) Multi-Tiered Systems of Support, 2) Balanced Literacy, 3) Safe and Civil Schools.

Program communication guidelines include weekly direct interaction between teachers and students via electronic or voice communication channels (district phone, district email, messaging within the LMS, Google Meets, Zoom etc.) Students are expected to make meaningful daily progress in their courses via our learning management systems (*SeeSaw*, *Schoology* and *Edgenuity*). Teachers communicate, update, and assess within their assigned courses daily. Parents and students have viewing rights to the courses and progress on a daily basis. Additionally, Robbinsdale Virtual Academy K - 5 students are supported within Teacher Office Hours daily, or by additional appointments during the week. The Robbinsdale Virtual Academy K - 5 views proactive communication as a critical part of the support provided to the students, families, and home districts (for supplemental enrollments).

- Staff initiated communication occurs at least weekly with all students and is focused on course progress (recent assessment results and overall course grades) and each student's weekly summary of learning. This communication will review each student's online coursework in the context of their overall completion rate and mastery toward standard. Course teachers and Robbinsdale Virtual Academy K - 5 support staff will collaborate on the content of these communications with teachers taking the primary initiative with students in their courses.
- When students or parents initiate voice or digital communication (email, LMS messaging), teachers and support staff will respond within 24 hours with rare exceptions. The direct dialogue with the student will enhance their own learning and allow the teacher to understand the gap in learning.
- Progress tracked in the learning management systems, *SeeSaw*, *Schoology* and *Edgenuity*, will be updated weekly, with rare exceptions. The progress will be transparent to students and parents in the systems. For *SeeSaw* and *Schoology* courses, parents are able to use the parent portal access to view course materials and student progress data.
- Additionally, the school leadership team (principal, support staff, and online learning specialist) will review course grade and survey data throughout the year so that effective partnering of services can be provided and created to support students and families.
- Professional Learning for teachers is aligned to ISTE Standards for Teachers and *Modern Classroom*. Support staff includes the Curriculum and Instruction Department and Technology Integrationist Department. Future staff will have a strong background (experience, education) in online and blended teaching. Teachers will participate in ongoing learning including (but not limited to) accessibility of materials, effective use of digital media, creating content, building relationships and supporting online learners. Teachers will also be trained in socio-emotional curriculum and strategies to embed the whole child approach to learning.

Regular review of student progress and student completion will occur to determine the success rate of our students in the mastery of the content. Additionally, engagement practices and walkthroughs will occur with

data collection during the *Downey Walkthroughs*. Instructional practices are key to the online learning structure. These instructional practices, including engagement, will be measured through student surveys and various walkthroughs through the year.

#### **APPENDIX E ATTACHMENTS:**

[Learning Pathways Power Point](#)

[Modern Classroom Power Point](#)

[Modern Classroom 2.0 Powerpoint](#)

**Assessment:** A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiple methods of assessment of student performance, feedback loops for instructional practice and course design are addressed.

*Provide policies and procedures that are in place regarding assessment of student learning, feedback, adapting instruction to meet the needs of learners.*

All Robbinsdale Virtual Academy K - 5 courses require regular summative assessment of learning and include pre-testing along with multiple opportunities to master content. Scaffolded, standards-based activities prepare students for summative assessments. These preparatory activities include online text, video, simulations, formative quizzes and projects, and concept reviews. Teachers review both the formative and summative data weekly and use it as the basis for their scheduled check-ins with students. The following components are requirements for the learning structure in the courses:

- 1) Exit Tickets: Exit Tickets provide a means for immediate teacher feedback and understanding of the mastery level within the standard for each student. Small group settings are then determined for review of misconceptions of the content within the standard,
- 2) Formative Assessments: Formative assessments allow for continuous progress monitoring of the standard and the level of understanding. Formative assessments are conducted daily and weekly. Results of the formative assessments are used at the department Professional Learning Community (PLC) meetings held weekly.
- 3) Summative Assessments: Summative assessments are used at the end of modules and the course completion. Summative assessments allow students and teachers to determine the level of understanding and mastery of the content required for the course.
- 4) Local Assessments: Local Assessments for the 281 Distance Learning students will be conducted in the fall and the spring. The current local assessments include the *Fastbridge* modules. Local Assessments will be conducted in reading and mathematics.
- 5) Progress Monitoring Assessments: The *Fastbridge* assessment module system allows for progress monitoring in reading and mathematics. Students that are part of the MTSS system will participate in the progress monitoring modules for ongoing analysis of growth in the standard area.
- 6) State Assessments: Students will participate in the Minnesota Comprehensive Assessments in reading, mathematics and science.

#### **APPENDIX F ATTACHMENTS:**

[PDF MTSS BOOKLET](#)

[RDALE ASSESSMENT PLAN](#)

*Describe how timely, relevant feedback is communicated in the proposed program to students, parents, and student support/intervention team members.*

Students and their teachers check in weekly to review formative/summative assessment data and course progress/goals. The learning management systems provides access to formative and summative assessment data for students and their parents. Feedback will take place through the LMS scoring system, teacher comments, or auditory feedback recordings for the students. Teachers also meet with students in a small group to close the gap in learning or to provide extensions in learning.

Higher DOK assessments (essays, presentations, and other projects) are submitted via our LMS and available to parents along with scores and teacher feedback. Rubrics are provided to students to self-evaluate before submitting the assignment. Teachers review the rubrics with the students in order to provide a clear understanding of the expectations of the submission.

Student support staff such as our guidance counselor and online learning specialist regularly review student formative/summative assessment data to coordinate services with the teachers. The Robbinsdale Multi-Tiered System of Support Process (MTSS) allows for parent, teacher, and support services collaboration in student learning structures.

Program staff (principal, counselor, teachers, and other support staff) will review course assessment data at least twice annually through the Data Review Process. Based on this review, decisions will be made regarding student support practices, course curriculum and structure, and courses offered through the Robbinsdale Virtual Academy K - 5.

#### **APPENDIX G ATTACHMENTS:**

MTSS HANDBOOK (APPENDIX F)

QCOMP Guiding Principals

QCOMP Program Review

QCOMP Program Review Interview Questions

QCOMP Observation and Evaluation Form

QCOMP Teacher Leader

#### **Support**

**Faculty Support:** A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.

*Explain how additional teachers with MN licenses and experience/training in online teaching are hired, trained, reviewed, and developed as professionals. If teachers are hired through a third-party contractor, explain how quality teaching practices will be monitored and ensured by a licensed administrator in the state-approved program.*

Th Robbinsdale Virtual Academy K - 5 follows the same Human Resource process and requirements as outlined in the Minnesota Department of Education Licensure areas. The hiring processes are the same within the Robbinsdale Area Schools. The Robbinsdale Schools Teacher Collective Bargaining Agreement specifies that online courses must be taught by district teachers.

For the past 4 years, teachers have had both job-embedded and optional (outside of contract hours) professional learning focused on effective use of online learning activities. For the past years, teachers have used SeeSaw and Schoology extensively for online learning, communication, assessment, and progress reporting. The Robbinsdale Professional Development Learning Plan offers both technology applications and technology pedagogy that enhances teacher quality in development of skills for an online platform.

Teachers have the support of the Curriculum, Instruction and Assessment Department, their PLC, Technology Integrationists, and Q Comp coaches on an ongoing basis. In addition to this baseline level of experience and support, Robbinsdale Virtual Academy K - 5 teachers will be supported by a technology integrationist and take part in targeted professional development focused on effective online teaching and support of students.

Teachers will participate in an online teaching onboarding series for Best Practices in instruction. This course will focus on the standards for quality online courses (iNACOL), online pedagogy, effective communication to support online learners, and accessibility for online content.

All teachers will also participate in the *Modern Classroom* online training module which focuses on:

- Online Lesson Components and Design
- Modern Classroom Overview
- Student Experience
- Exemplar Units
- Creating High Quality Effective Instruction
- Designing Self-Paced Structures
- Teaching and Grading for Mastery
- Learning Designs
- Next Steps in the Modern Classroom

#### **APPENDIX H ATTACHMENTS:**

Modern Classroom Onboarding Course

*Digital Learning Playbook*, Douglas Fischer and John Hattie

*Explain how appropriate workloads for staff will be maintained.*

Section 6-7-2 of the Robbinsdale Area Schools Teacher Collective Bargaining Agreement specifies online or distance learning offered by the district will be delivered by appropriately trained and licensed teachers. These teachers will be included in all provisions of the contract that apply to K-12 teachers.

Robbinsdale Area Schools uses the current School Board ratios when staffing the current Distance Learning model in the Governor's Executive Order. Robbinsdale Area Schools is aware of MN Statute 124D.095, subdivision 4 (e) that specifies fewer than 40 students per teacher. Continuation of review of student teacher ratios will be in alignment and conjunction with discussions from the Minnesota Department of Education and the Robbinsdale Teacher Federation.

Teachers will follow the 5 hours and 10 minutes of student contact as a weekly average. In addition, teachers will continue to receive the required preparatory time, as in relationship to the Robbinsdale Area Schools Teacher Collective Bargaining Contract.

**Student Support:** A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

*List the roles and responsibilities for supporting all learners in the proposed program.*

<b>ROLES</b>	<b>RESPONSIBILITIES and STUDENT SUPPORT</b>
Administrator/Principal	<ul style="list-style-type: none"> <li>• Administration of Program – vision, curriculum, instruction, etc.</li> <li>• Staff Supervision/Evaluation</li> <li>• Hiring and HR Processes</li> <li>• Communications</li> </ul>
Counselor/Support Services	<ul style="list-style-type: none"> <li>• Academic Communication</li> <li>• Standards Alignment and Support</li> <li>• Graduation Planning and Course Offerings</li> <li>• Continuous Learning Plans</li> <li>• Socio-economic support</li> </ul>
Office Employees	<ul style="list-style-type: none"> <li>• Registration Processes</li> <li>• MARSS reporting and accounting</li> <li>• Communication</li> <li>• School Information System</li> <li>• Attendance</li> <li>• Purchasing processes</li> </ul>
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Course development/Adoption</li> <li>• Standards Alignment</li> <li>• Program Support</li> <li>• Professional Development</li> <li>• Technology Systems Support</li> <li>• Program Marketing in conjunction with other departments</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Course Content Development and Teaching Structure</li> <li>• Standards Alignment</li> <li>• Communication with parents and students</li> <li>• Rigor and systems of course teachings</li> <li>• Assessment and reporting</li> <li>• Professional Learning Community (PLC) collaboration</li> </ul>
Other Support Services (Climate and Culture, Indian Education, Social Worker, Psychologist, Education Assistants, English Language, etc)	<ul style="list-style-type: none"> <li>• As-needed basis as determined by HR processes</li> <li>• Continuation of program goals and requirements (special education, Title I, EL, etc.)</li> </ul>

*Describe the additional student support services provided by the proposed program and the procedures in place to ensure that all students are successful including enrollment, onboarding, and during the learning process.*

The Responsibilities column in the chart above describes much of the student support provided in Robbinsdale Virtual Academy K - 5. Student and family inquiries are handled by the office staff with support from the principal and 281 Distance Learning Support Staff.

Enrollment is the domain of the counselor with support from the office staff and Robbinsdale Virtual Academy K - 5 Principal. Onboarding is provided through the registration process by the counselor and office staff.

Once a student is learning in a course, their primary support is the course teacher with help from the counselor. Other support staff are available to students base on need, as per the table above.

### **Special Education**

Robbinsdale Area Schools is committed to providing students with disabilities access to a free and appropriate public education. This commitment will be maintained at the Robbinsdale Virtual Academy K - 5. This will be done through the implementation of due process standards in collaboration with the student's Individual Education Plan (IEP) team. Special Education staff will provide specialized instruction to students through their IEP, based on the child's disability related needs. These plans will be monitored for student progress based on the goals and objectives written in the educational plan.

A full continuum of support will be provided to the students attending the Robbinsdale Virtual Academy K - 5. The school will be staffed with special education teachers to work with students enrolled. Additional supports aligned with the school will include a school psychologist, social worker, speech and language pathologists, Developmental Adaptive Physical Education (DAPE) teachers, Board Certified Behavior Analysts (BCBA), Teacher of the Physically Impaired, occupational therapists and physical therapists. Services will be provided in accordance with the IEP of the student. Additional supports may be provided from an Intermediate District for low incidence special education needs. This will be based on the IEP team decision and student needs. These services may include but are not exclusive to a teacher of the blind and visually impaired and teacher of the deaf and hard of hearing.

Special education evaluations will be conducted for students where a disability is suspected with parental permission in alignment with the process outlined in the Robbinsdale Area Schools Total Special Education System (TSES). Additionally, tri-annual reevaluation will be conducted for students who are enrolled and receive special education services.

Special education will be supported by ongoing professional learning to remain current with special education statutes, rules, regulations and best practices in specialized instruction. A special education administrator, who holds a Director of Special Education License, will be aligned to the 281 Distance Learning School and will partner with the school principal to supervise the provision of special education services.

**Guidance Support:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.

*List the roles and responsibilities for providing guidance support services to students and/or collaborating with guidance personnel from enrolling districts.*

Robbinsdale Virtual Academy K - 5 has a licensed school counselor position to provide both academic advising and social/emotional support for our students. In addition, our current Robbinsdale Virtual Academy K - 5 Principals work with the counselor in these areas and is a licensed school counselor.

*Describe the guidance support services provided by the proposed program and the procedures in place to ensure that all students are healthy and ready for career and college pathways.*

The School Counselor provides all students equitable access to a high quality developmentally appropriate and comprehensive counseling program that focuses on academic success, personal and social development and career and college guidance. These services are provided through a counseling curriculum, individual planning, responsive services and support services. Delivery of these services may be provided through individual and group activities as well as through classroom and assembly participation.

We will include the enrollment, academic advising, and social/emotional support provided by our guidance counselor in our annual student and staff surveys. This data will inform us about the effectiveness of our guidance support.

**Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.

*List the roles and responsibilities for providing organizational support services.*

The Robbinsdale Virtual Academy K - 5 principals and secretary will work in collaboration with our district technology integration staff to ensure that Robbinsdale Virtual Academy K - 5 systems are reliable for staff, students, and families.

Technology Department	Focus Area
Student Information System	<ul style="list-style-type: none"> <li>● Registration Process</li> <li>● MARRS Reporting</li> <li>● Attendance Processes</li> <li>● Student specific identification processes</li> </ul>
Technology Infrastructure	<ul style="list-style-type: none"> <li>● Technology Computer Systems</li> <li>● Software Systems</li> </ul>
Technology Integrationists	<ul style="list-style-type: none"> <li>● Professional Development</li> <li>● Support of Learning Management Systems</li> </ul>

*Explain how students will be supported with access to technology hardware software, and internet access.*

Robbinsdale Area School students are issued an iPad (K – 3) or Chromebook (4-12) and filtered wifi hotspots are available for families that do not have viable internet access. Internet access on district provided devices are filtered and monitored in compliance with the Children’s Internet Protection Act (CIPA).

Out of district students are provided with access to technological devices. During our onboarding process with families, we reference the MN tax advantage for families that provide their own device.

All Robbinsdale Virtual Academy K - 5 students are provided with accounts in our learning management systems and district G Suite applications (email, calendar, storage, etc.). All Robbinsdale Virtual Academy K - 5 students and staff are subject to the district’s Internet Acceptable Use and Safety Policy (Policy 524).

#### **APPENDIX H ATTACHMENTS:**

##### **INTERNET ACCEPTABLE USE AND SAFETY POLICY (POLICY 524)**

*Describe the organizational support services provided by the proposed program. For support services provided by third-party contractors, explain how quality of the services will be ensured.*

Robbinsdale Virtual Academy K - 5 has access to Robbinsdale Area Schools Human Resources, Curriculum, Assessment, Communications, and Technology Departments as needed. All processes will follow the Robbinsdale review processes and components within the departments that all schools in the district access.

The Robbinsdale Virtual Academy K - 5 will also be a component within the District Leadership Teams, the Principal Cohorts, the Human Resource meetings, and the Finance Team meetings.

The student and staff evaluation surveys will be used to inform us about the effectiveness of our organizational support services.

**Parent/Guardian Support:** Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.

*Describe how parents will be actively engaged with enrollment, onboarding, their child’s learning process, support and intervention, and development of the proposed program.*

Our unified district vision focuses on engaging families as partners in our success. Parents are integral to the success of our online students. They are included in the enrollment and initial advising appointments and receive a weekly email with academic progress information from our learning management system. Parents are also provided an account in our learning management system and have on-demand, online access to grade and attendance data. In addition, they can reach program support staff or teachers via phone or email and expect a response within 24 hours (during the work week).

Parent Onboarding of the Robbinsdale Virtual Academy K - 5 will occur through parent meetings and presentations throughout the Spring and Summer Months. In addition, parents will meet with the principal and other parents through the Parent Teacher Organization. The purpose of the presentations is to, but not limited to:

- Understand the Unified District Vision
- Support the Mission of the Distance Learning School
- Learning Pathways Development and Understanding

- Support Services for Students

The main data points that we will use to inform us about the effectiveness of our parent/guardian support are annual family surveys and anecdotal records of voice and digital communication with program staff

Student progress is tracked in our learning management systems (*SeeSaw, Schoology* and *Edgenuity*) and parents are provided an account in the systems where their child is working. They are able to view progress and communicate with their child’s teacher(s).

For students on track in their course, Robbinsdale Virtual Academy K - 5 teachers and staff will communicate student progress to parent/guardians 4 times during the course.

MONTH– EVENT	PURPOSE:
August – Open House	<ul style="list-style-type: none"> <li>• Parent/Student meeting with teacher</li> <li>• Purpose: Establish rapport and relationships</li> </ul>
November – Conferences	<ul style="list-style-type: none"> <li>• Parent/Student conference with teacher</li> <li>• Purpose: Discuss progress, refine student learning pathway</li> </ul>
January – Reporting	<ul style="list-style-type: none"> <li>• Student Report Card</li> <li>• Purpose: Determine progress on standards</li> </ul>
February – Support Determination	<ul style="list-style-type: none"> <li>• Review of student data</li> <li>• Purpose: Define Targeted Services Structure</li> </ul>
March - Conferences	<ul style="list-style-type: none"> <li>• Parent/Student conference with teacher</li> <li>• Purpose: Discuss progress, refine student learning pathway</li> </ul>
June - Reporting	<ul style="list-style-type: none"> <li>• Student Report Card</li> <li>• Purpose: Determine progress on standards</li> </ul>

For students that are struggling with standard content, Robbinsdale Virtual Academy K - 5 teachers and staff will communicate weekly (with limited exceptions based on holidays and breaks) attendance and progress information to families. For supplemental students, attendance and course progress will be communicated monthly to the home school.

Parent Teacher Organization (PTO) meeting will also be utilized to help build a community of learners. The goal of the PTO is to support the mission and the vision of the Robbinsdale Virtual Academy K - 5. Through the PTO, students will receive additional support through programming, structures, book fairs, and evening events.

Parent Newsletters are provided at least bi-monthly with key information for the parents on:

- Ongoing Program Information
- Information to help their child
- Learning Standards
- District Information
- Parent Involvement Activities

**APPENDIX I ATTACHMENTS**

PARENT POWERPOINT FROM FALL

PARENT POWERPOINT FROM WINTER

SAMPLE PARENT NEWSLETTER

## Evaluation

**Program Evaluation:** Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous improvement processes (CIP) across all aspects of the organization ensure the program is focused on accomplishing its mission and vision. CIP linked to the education program, support services connected to stakeholders, and operational planning are addressed.

*Describe additional outcome data will be utilized to evaluate the proposed education program, services for various stakeholders, and operational planning.*

As described in earlier sections, we will gather and study course completion rates, attendance and grade data each semester. We also plan to explore data related to digital literacy and how our online students do on standardized tests compared to our general student population. This information can also be analyzed based on demographic data such as ethnicity and gender. The use of *Viewpoint*, our Robbinsdale Data Analysis structure, will be a key component for analyzing effectiveness of program structure and changes to enhance learning and systems. The ongoing use of the *Viewpoint* system provides a Comprehensive Data Analysis for the improvement cycle process.

Stakeholder survey data will be gathered and reviewed on an annual basis. This information will be summarized and analyzed at both the program and district levels. In addition to these data points, we will monitor our technical networks, hardware, and software to ensure that it is effective for our stakeholders. We are confident in our ability to evaluate this data because it is already our practice in other district programs.

**Program Improvement:** A quality online program establishes a culture of continual program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. Program improvement, and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices, are addressed.

*Describe additional processes in place for continuous program improvement connected to the education program, services for various stakeholders and operational planning.*

Robbinsdale Area Schools views the proposed Robbinsdale Virtual Academy K - 5 as a critical component of the learning options and services offered to families in our district and state. As a result of this focus, we are committed to its success and growth in the coming years. A Robbinsdale Virtual Academy K - 5 Leadership Committee will provide oversight. It includes the following roles: Assistant Superintendent, Executive Director of Special Education, Executive Director of Technology, Curriculum Division Program Director, Director of Equity and Guidance, and Robbinsdale Virtual Academy K – 12 Principals.

At every level, we want to develop employees that effectively support and deliver face to face, blended, and online learning. As was described earlier, the online learning platform has been developed and as a district, we believe that we have the capacity to increase our online learning options for students.

As Robbinsdale Virtual Academy K - 5 moves forward, we commit to review our course and survey data regularly to make corrections and improvements as needed. These changes may include adding online course options for students, increasing the number of Robbinsdale Virtual Academy K - 5 teaching and support staff to meet

growing demand, and considering new or improved physical spaces for 291 Distance Learning Academy staff, students, and families.

#### **V. Statement of Assurances**

All boxes must be checked and the provider must sign below indicating that all of the following items have been met.

- x Submit annual program information in the requested format to the Minnesota Department of Education by July 15<sup>th</sup>.
- x Submit the final organizational chart or list of key personnel that includes its administrators, director of program, faculty and support staff prior to the start of the school year.
- X Comply with all other federal, state, and local public school program policies, including, but not limited to, the Americans with Disabilities Act (ADA) guidelines for website accessibility, and local school district policies relating to Internet Safety and Acceptable Use.
- x Provide fair access to public education for Special Education students and follow due process requirements for all special education students participating in online learning.
- x Provide Minnesota licensed teachers to assemble curriculum and deliver instruction to online learning students enrolled by the provider and to document its licensed online teaching faculty in the annual STAR report.
- x Ensure a teacher teaching an online program will not instruct more than 40 students in any online learning course unless the provider has a waiver from the Commissioner of Education.
- x Align all online courses to “meet or exceed state academic standards” for Language Arts, Mathematics, Science and Social Studies.
- x Use only the approved enrollment forms provided by the Minnesota Department of Education.
- x Obtain parental consent for students under the age of 17 who seek enrollment in online learning. This consent includes a signoff for parent and/or student as verification online course, program, and student expectations are understood.
- x Record and maintain student membership and course grades completed in the online learning program. Records will be maintained and available to auditors for three years after the end of each school year.
- x Notify students/parents of acceptance into the online course/program and obtain the MARSS state reporting number from the student’s enrolling district within 10 days of receiving the completed application for enrollment.

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*Supplemental Programs Only*

- x Identify enrolling district Online Learning Liaison and obtain his/her contact information.
- x Submit supplemental online learning notice of registration to the enrolling district upon student application in the online learning program. Include the courses or program credits to be awarded, MN Standards met, and the start date of online enrollment.
- x Provide a course syllabus and confirm that the course(s) will meet the student's graduation plan at the enrolling district. After acceptance, enrollment status and student grades are provided to the student home district in a timely manner.
- x Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.
- x Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.

I authorize that this online learning program meets all items in the list above in accordance with Minnesota Statutes, Section 124D.095 and applicable state and federal education statutes.

The \$250 application fee (payable to Minnesota Department of Education) is included with our signed forms.

Signature of Superintendent

Date

## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Operations  
**ITEM:** 5C. Approval of Resolution Accepting Donations  
**COMMENTS BY:** Greg Hein, Executive Director of Finance

The School Board will be asked to move approval of the Resolution Accepting Donations in the amount of \$5,459.05. The Board and Superintendent are grateful for the generous contributions supporting our students and staff in Robbinsdale Area Schools.

**Recommended Action:** Approve the resolution accepting donations.

### Approval of Resolution Accepting Donations – March 15, 2021

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Greta Evans-Becker _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	-
Sam Sant _____	_____	_____	-
John Vento _____	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

The following resolution was moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ :

**RESOLUTION ACCEPTING DONATIONS**

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: “The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

WHEREAS, Minnesota Statutes 465.03 provides: “Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Robbinsdale School District, ISD 281, gratefully accepts the following donations as identified below:

**March 15, 2021**

School	Donor	Amount	Purpose
ARMSTRONG HIGH SCHOOL	ARMSTRONG PARENT ASSOCIATION	\$660.00	BOYS ATHLETICS – BASKETBALL, FOOTBALL GIRLS ATHLETICS – BASKETBALL, VOLLEYBALL
ARMSTRONG HIGH SCHOOL	PATRICIA RUEDENBERG - \$140, ANONYMOUS - \$35	175.00	ACADEMIC
COOPER HIGH SCHOOL	CHS FOOTBALL BOOSTERS	1,893.05	WEIGHT ROOM
LAKEVIEW ELEMENTARY SCHOOL	MIGHTYCAUSE CHARITABLE FOUNDATION	45.00	ACADEMIC
LAKEVIEW ELEMENTARY SCHOOL	MOLO PETROLEUM	500.00	ACADEMIC
LAKEVIEW ELEMENTARY SCHOOL	LOUIS & MARY KAY SMITH FAMILY	2,000.00	ACADEMIC

PLYMOUTH MIDDLE SCHOOL	THE BLACKBAUD GIVING FUND	90.00	ACADEMIC
ROBBINSDALE AREA SCHOOLS	WENDY KRUEGER	PRODUCT	OFFICE & SCHOOL SUPPLIES
ROBBINSDALE MIDDLE SCHOOL	FRONTSTREAM	40.00	ACADEMIC
ROBBINSDALE MIDDLE SCHOOL	THE BLACKBAUD GIVING FUND	56.00	ACADEMIC

**TOTAL: \$5,459.05**

ROBBINSDALE AREA SCHOOLS	*ST. JOSEPH CATHOLIC COMMUNITY, KIDPACK MN	\$4,756.48	ASSIST 95 FAMILIES WITH A \$50.00 CREDIT TOWARD THEIR CHILD'S MEAL ACCOUNT BALANCE
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\*Previously recorded as St. Joseph Catholic Community on January 19, 2021 Board Resolution Donation Report.

ROBBINSDALE AREA SCHOOLS	*MIKE & LINDA FITERMAN FAMILY FOUNDATION	\$1,000.00	NUTRITION FUND
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\*Previously recorded as Empty Bowls on January 19, 2021 Board Resolution Donation Report.

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Clerk

Individual focus. Infinite potential.

## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Operations  
**ITEM:** 5D. Approval of Addition of Work Session on March 15, 2021  
**COMMENTS BY:** David Boone, Chair

**Recommended Action:** The Board is asked to move approval of adding a work session on March 15, 2021, to follow the regular meeting to review and discuss transportation RFP information.

### Approval of adding March 15, 2021 Work Session – March 15, 2021

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Greta Evans-Becker _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	-
Sam Sant _____	_____	_____	-
John Vento _____	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Operations

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**ITEM:** 5E. Approval of Superintendent Profile for Superintendent Search

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**COMMENTS BY:** School Exec Connect reps: Ken Dragseth, Toni Johns, David Clough

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The School Exec Connect reps met virtually with district stakeholders in various focus groups, including the Board members, to determine the strengths, challenges, goals for the district and the characteristics or skills for the new superintendent. Additionally, staff, parents and community members had an opportunity to complete a confidential survey. Using this information, a profile has been developed of the desired skills and characteristics for the next superintendent.

**Recommended Action:** The Board is asked to move approval of the superintendent profile for the superintendent search.

### Approval of superintendent profile – March 15, 2021

	Yes	No	Abstention
Helen Bassett	_____	_____	_____
David Boone	_____	_____	_____
Greta Evans-Becker	_____	_____	_____
Mike Herring	_____	_____	_____
Pam Lindberg	_____	_____	_____
Sam Sant	_____	_____	_____
John Vento	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

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**Robbinsdale Area Public School District**  
**New Superintendent Profile**

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**March 15, 2021**

The Robbinsdale Area Public School District Board of Education wanted to have a better understanding of the school community members' perceptions of the District as they began their search for a new Superintendent. The Board requested that *School Exec Connect* consultants Dr. Kenneth Dragseth, Dr. Antoinette Johns, and Dr. David Clough to gather information from constituents regarding the strengths and challenges of the District as well as the characteristics, skills and attributes desired in the new Superintendent. This report presents a summary of the comments of people who attended an individual telephone interview, a virtual focus group session, or participated on-line through the Survey Monkey site. The survey was provided in English, Somali and Spanish; 391 people responded to the District's English Online Survey, 3 people responded to the Spanish version, and 1 person responded to the Somali version. The consultants met with 14 focus groups. These groups were composed of the Cabinet, Principals, Students-including Armstrong and Cooper high school students, Non-Certified Staff, Certified staff, Parents, Community members, District Directors, Civic leaders including Mayors, managers and council members, Indigenous families, Pan African, Somali, and Latino community members and families. Individual meetings were held with the Certified Staff's Union President, and the School Board members. The On-line Survey asked for respondents to self-select the category they were a member of from the choices of Certified Staff Member, Student, Administrator, Support Staff Member, Community/Business Member, and Parents/Guardian (past or present).

Due to the sampling methodology, this report should not be considered scientifically accurate. The on-line survey was intended to be completed only one time per computer email address. Respondents may have participated in both a Focus Group and via the on-line Survey. The opinions set forth may not reflect the opinion of the majority of the staff or District residents. The judgments of what should be included in this report are those of the consultants based on the statements heard throughout the data-gathering process. The on-line survey results are rank-ordered while the Focus Group results are not rank-ordered.

The first report component is the prioritized responses from the on-line survey. The information following the on-line report was provided by the various focus groups and individual interviews. The last component is the Profile of desired characteristics and attributes needed by the superintendent.

This report may be used in several ways:

- After reviewing the input from members of the District, the Board may modify and approve the attributes that will serve as criteria to be considered when the candidates are screened and interviewed.

- The Board should review this report to become informed about the thinking of different constituent groups regarding the perceptions of those associated with the District.
- The Consultants will use this report as the foundation for screening and interviewing candidates to find individuals, well matched for the superintendent position in this District.
- The Consultants recommend that this report be available to candidates for a better understanding of the District and its strengths and challenges.

Thank you to those who took the time to respond to the On-line Survey or to attend one of the Focus Group or individual meetings. The results of this report will assist the Board as they enter the next phase in the search for a new Superintendent of schools.

Respectfully submitted,

Antoinette Johns, Ed.D.    Kenneth Dragseth, Ph.D.    David Clough, Ph.D.  
*School Exec Connect Consultants*

## ONLINE SURVEY SUMMARY INFORMATION (391) Respondents

### Demographics



### Greatest Educational Strengths of the School District:



### Greatest Educational Challenges for the School District:



### Select the top three goals for the district to accomplish:



### Most Important Skills and Characteristics for New Superintendent:

The Spanish survey participants were two parents and one support person.

The survey participation was dominated by teachers and parents. There were some significant differences between the priorities and beliefs of these two groups.

**SCHOOL EXEC CONNECT**  
**FOCUS GROUP FEEDBACK**  
**Robbinsdale Area Public Schools**

**School Board: (7)**

1. List the three most important goals for your school district to achieve in the next three years.
  - Develop trust with the community
  - Work towards high achievement for all students, closing the achievement gap, and improve test scores (3)
  - Increase our enrollment, keep our students and families
  - Continue work on equity (3)
  - Work on reputation
  - Board development
  - Build Board unity
  - Work to obtain a balanced voice from the multiple communities of color and the 7 cities
  - Deal with aftermath of the Pandemic
  - Devise a plan to educate families, community about the strengths of our district, perceptions of the district, so they stay enrolled, keep our enrollment
  - Develop better communication with the community (3)
  - Clarify Board role in communication and outreach
  - Improve communication to the Board
  - Deal with budget and financial issues, rebuild fund balance (6)
  - Going green
  - Meet the goals of the World's Best Work Force Plan
  - Market our schools telling what we do and can do
  - Deal with all the program changes, start time issues and transportation
  
2. List your district's three greatest strengths/attributes for achieving these goals
  - Fine Arts (3)
  - Staff – Outstanding group of professionals (5)
  - Strong support families
  - Diversity (6) reflects what the world looks like and the work force our students will be a member of in the future
  - Unified Vision for the District
  - Rich sense that everyone matters
  - Leadership strong in buildings and district office
  - Positive relationships with the Union, a partnership
  - Community engaged (2)
  - Dealing with Pandemic crisis
  - Strong tapestry of programs for all students (2)

- Size of district

3. List your district's three greatest challenges/barriers for achieving those goals.

- Splinter groups within the district (3)
- Perception of Board decisions and dynamics (2)
- Perceiving that the old times were best and lack of willingness to change (3)
- Status quo mentality
- Loss of students (3)
- Unwillingness to change for many
- Getting people involved in the schools
- Competition from other districts, schools
- Negative perception of the district (2)
- Funding issues (3)
- Test scores, ACT tests, State tests, etc.
- Using new money appropriately
- Have and have nots in the district, economic diversity
- Students can't afford to be in sports or activities
- Retaining staff of color
- Families in poverty
- Not customer focused
- Feeling of cronyism
- Lack of honesty
- People brought in and caused friction
- Community does not feel welcome and cared for in the district or buildings
- Lack of communications to stakeholders
- Achievement gap
- Diversity
- Racial misgivings of some in the district (2)
- East side/west side conflict
- White privilege attitude
- Bashing of education

4. Describe the three most important characteristics/skills the next Superintendent needs to possess to be successful

- Keep the commitment of strong instructional programs for all kids
- Strong financial expertise and knowledge of MN finance (6)
- Experienced superintendent (3)
- Empathetic
- Plan for accomplishing the vision
- Experience with a larger district
- Firm
- Honest
- Able to engage the community

- Embraces positive change
- Not a micro manager
- Not talk down to staff – straight truth
- Systems thinker, and sets measurable goals to move us forward
- Strong curriculum and instruction background (3)
- Been a teacher
- Equity focus (2)
- Able to focus on getting better every day
- Good listener
- Legislative connections and understanding
- Deep knowledge of Board development
- Communicator
- Consensus builder, gets input from others
- Does the work and gives recommendations
- Competent
- Compassionate
- Outgoing, visible in schools and community
- Courageous
- Tough political skin
- Frank with all
- Diplomat
- Transparent
- Can unite the district, aware of divisions in the district
- Is the face of the District
- Supports mental health programs for students
- Values Early Childhood programs
- Can gain trust of the community
- Dynamic leader
- People person
- Can recruit and retain staff of color

### **District Directors:**

1. List the three most important goals for your school district to achieve in the next three years.
  - Unifying the Community due to the political angst that has divided us
  - We need transparency in all things
  - We need to see that we are supporting every student across all buildings
  - Embrace 21<sup>st</sup> Century communication including multiple platforms and languages
  - Need to develop systems that will fit and work across the entire District

2. List your district's three greatest strengths/attributes for achieving these goals.
  - The programs are student centered and centered on equity
  - We offer a world class education to our students
  - A passion and a will power to do the work that needs to be done
  - High expectations for students and staff
  - Student and family diversity
  
3. List your district's three greatest challenges/barriers for achieving those goals.
  - Strong teacher union – it is what it is
  - Teacher and staff demographics do not match student demographics
  - There are highly diverse and distinctively different needs across the District
  - Managing two high schools that are quite different – even in separate conferences
  - Lack of financial resources is a big issue
  - We struggle with right sizing our District programs due to lack of resources
  - We have been working at stronger collaboration across the District – but still have a way to go
  - Trying to meet the needs of seven different communities
  
4. Describe the three most important characteristics/skills the next superintendent needs to possess to be successful.
  - Empowers others
  - A networker who can build partnerships outside the District
  - A visionary who can get us headed in the right direction
  - Ensuring that we have a firm direction set for the District
  - A macro manager rather than a micro manager
  - A highly empathetic person
  - Can lead with a purpose yet doesn't take criticism personally
  - Leads by example and knows their audience
  
5. What questions/areas would you like the Board to ask the candidates as they select the Superintendent?
  - What is the purpose of education?
  - How do we address and support the surround community during difficult times? (the pandemic, George Floyd, etc.)

### **Principals:**

1. List the three most important goals for your school district to achieve in the next three years.
  - Fiscal responsibility
  - Equity for all
  - Instructional leadership
  - Data driven leadership
  - Look after the organizational health at all levels of the District

- Recruitment and retention of staff
  - Tackle declining enrollment – work to retain families starting at the earliest levels
2. List your district’s three greatest strengths/attributes for achieving these goals.
    - The District has wonderful students
    - There has been conversation/policy/vision around the equity issue – now need action
    - A reputation as an arts District
    - Partnerships with the North Minneapolis community and other first ring suburbs
    - The diversity within the District is a strength
    - We have heritage learners who learn in their native language
    - Special programs such as the arts, Spanish immersion, IB, MYB
    - School level leadership is strong – the new Supt. Will inherit a good group of leaders
    - Parents want the best for their students and are willing to be part of the solution
  3. List your district’s three greatest challenges/barriers for achieving those goals.
    - The arts have withered in recent years
    - District wide systems need to be in place
    - Trust has been broken in our schools and community – hidden factions are detracting
    - Lack of written objectives for the implementation of the strategic plan
    - Many new programs get started and then fall apart. Need to see things through
    - We are too often reactive rather than proactive
    - Strong teacher union sometimes results in decisions being made for adults rather than kids
    - Financial resources are a challenge – building allocations are going down
    - Sometimes we try to do too much resulting in administrators becoming overwhelmed
    - Declining enrollment has financial consequences
    - Inability to recruit enough diverse staff members
    - We have an aging curriculum which needs attention – especially in secondary math and science
    - Fiscal responsibility – spending where we should not
    - Facilities are getting older and need attention
  4. Describe the three most important characteristics/skills the next superintendent needs to possess to be successful.
    - A trust builder who takes time to listen to building leaders as they try to navigate between District leader and the teacher’s union
    - Someone who stays the course with District initiatives
    - Someone who can improve District structures and systems
    - Need a unifier who can bring both sides of Highway 169 together
    - Understands cultural differences and is actively anti-racist
    - Understands finances
    - Can draw out the voices of those who often do not speak up and are not the loudest
    - Highly relatable
    - Builds business partnership to enhance CTE programs

- Experience in a District like Robbinsdale
  - A visible leader
  - Someone who really becomes familiar with our community
  - Puts together a robust cabinet made up of highly qualified people
  - Can help recruit and maintain a diverse staff
5. What questions/areas would you like the Board to ask the candidates as they select the superintendent?
- What is the most innovative thing you have done recently and what was the outcome?
  - How will you recruit and retain minority staff members?
  - What success have you had in closing the achievement gap in your District?

### **Cabinet:**

1. List the three most important goals for your school district to achieve in the next three years.
  - We need to deal with the changing landscape of education – no longer a monopoly which is a huge shift
  - Building the pathways to involving new parents beginning with early childhood programs
  - How are we growing our own and how do we create pathways for our staff to grow?
  - Help our high school students understand how they can couple career and school through programs such as Hennepin Tech and community colleges
  - We need deliberate and increased effort on equity – it needs to permeate who we are, what we do and every decision we make – through the equity lens
  
2. List your district’s three greatest strengths/attributes for achieving these goals.
  - A suburban District with an urban flair with a small-town feel
  - Tremendous services offered to students including those with disabilities from early childhood through 21
  - We have financial opportunities to tap a variety of funding sources including grants
  - We are serious about the equity work in the District
  - We have strong relationships with the different unions
  
3. List your district’s greatest challenges/barriers to achieving those goals.
  - We have a razor thin margin in our fund balance which has caused our bond rating to suffer
  - People must understand that we are no longer the old Robbinsdale due to our recent demographic changes
  - Recruiting and retaining minority employees
  - Accommodating families to keep them in the District – we have lost over 1000 students in the last two years which brings financial complications

- Addressing the perceptions that Robbinsdale is not as good as surrounding school districts. We need to tell the Robbinsdale story which is a great one
4. Describe the three most important characteristics/skills the next superintendent needs to possess to be successful
    - Solution seeking
    - Understands school finance and has financial discipline
    - Understands equity with the ability to promote and develop
    - Strong communicator who is not afraid to work with the media both in good times and troubled times
    - Politically astute
    - Become a part of the neighborhood and connect/align us with all the parts going on around us
    - A risk taker – encourages innovation
    - Listens and learns the history of the Robbinsdale community and District
    - Possesses energy and passion
    - Open to bringing creative solutions to the table
    - Continually working with an eye on the future
    - A personable relationship builder, a problem solver, and a visible and approachable visionary
    - Communicates very well both orally and in writing
  5. What questions/areas would you like the Board to ask the candidates as they select the superintendent?
    - Based upon what you have learned from us, what would be your vision for the Robbinsdale District?
    - How would you put our equity policy into action?
    - What would be your vision for the Robbinsdale District?

### **Community Meeting:**

- 1 List the three most important goals for your school district to achieve in the next three years.
  - Financial fluidity and understanding state funding
  - Some experience in the classroom with empathy for the teachers
  - Strong communication strategy – it has been sparse and sporadic
  - Clearly make decisions through the lens of know your mission
  - Understand the outward vision of the various communities
  - The equity work needs to be more mainstreamed through a true equity lens
  - Need to put the vision into a mission
2. List your district's three greatest strengths/attributes for achieving these goals.
  - Pride in the school – many 281 graduates live in the District
  - Lots of talented staff who can drive the vision

- The Seven Dreams Foundation – amazing at harnessing the generational support
  - Amazing dedication of community members
  - Spanish Immersion Program
  - All the schools have amazing things going on
  - Strong academics
  - Robust programs
3. List your district’s greatest challenges/barriers for achieving these goals.
- The PR issue created over the financial accountability
  - There has been a significant change in the diversity – not entirely connecting with the community
  - All roads lead to equity and making the District equitable
  - The pandemic has really highlighted the challenges – kids have been traumatized
  - Maintaining our staff – retraining them and keeping them
- 4 Describe the three most important characteristics/skills the next superintendent needs to be successful.
- A transparent leader who can walk the talk and manage from the top
  - A fiscally savvy leader who is accountable, transparent and discipline
  - Truly understands the student population and their needs
  - Builds partnerships with all in the district including households with no children
  - A visible leader
  - Can make the tough decisions when needed
  - Understands there are seven communities in the District
  - A strong and compassionate leader
  - Truly become a part of the District
  - A leader not a manager
5. What questions/areas would you like the Board to ask the candidates as they select the superintendent?
- Why are you called to work in this District?
  - How long will you be here, or is this just a steppingstone?
  - What experiences have you had in a diverse setting?
  - How will you lead the needs of special education students?
  - What is your philosophy on child mental health?
  - How will you retain staff?
  - What is your philosophy on discipline for staff members?
  - Create scenarios that the candidate can respond to

## Parents:

1. List the three most important goals for your school district to achieve in the next three years.
  - Have diversity, equity, and inclusion at the top of the work with the concern about bringing the community together
  - Must hold people accountable at every level
  - Help build character in children worry our kids won't be well rounded, need to include the broader aspects of human life in their learning
  - Must focus on good instructional foundation in reading, math, history etc, not head to fads
  - Ensure staff across all schools have PD etc. to prepare them to meet all kids needs and to create a safe school environment
  - Make sure we can support the great variety of arts and staff with needed resources
  
2. List the three greatest strengths/attributes for achieving these goals.
  - Educators-interactions with teachers during distance learning. They were caring, concerned about students, showed excitement and enthusiasm
  - People supportive from front office, teachers, and Principals during distance learning
  - Diverse population of kids, parents and staff is a huge plus
  - Hands on staff at all levels, from superintends to support and custodial staff, always willing to do what is needed to support students
  - So much culture in this district kids get to live among and interact with others
  - AP and IB elementary through high school
  - Leadership is diverse, i.e., Spanish Immersion
  - Partnerships with other organizations, and grass root organizations all support families in need and partner with the many cities that make up this district
  - Magnet schools and yet they need more support
  - Special education has done some wonderful work, put child's needs first, and are good communicators
  
3. List the three greatest challenges/barriers for achieving these goals.
  - Grown, non-binary, race, ethnicity. But not all feel so welcome in the district
  - There is concern that not all is applied equitably or with inclusion
  - COVID has impacted learning and highlighted the disparities in learning
  - How will we catch up the kids who have fallen behind during the pandemic?
  - Magnet schools need more support
  - Sometimes we go too far in one direction need an equal playing field across the board
  - The social emotional needs have become more evident during the pandemic
  - Some programs and policies do not have enough parents supporting or involved. It is a struggle to find programs that parents, and community members will support

- Lack of consistency in communication to provide parents and communities with needed information.
  - Not all kids are on distance learning, some go on and yet don't apply themselves
4. Describe the three most important characteristics/skills the next superintendent needs to be successful.
- Empathetic, understanding
  - Thick skin
  - Stand up for teaching kids more than the European way, there is more than one way
  - Hands on, be involved in the schools and with students
  - Strong communicator, good listener with ability to interact with staff, students, and parents
  - Able to use various mediums to communicate
  - Be at the core of what you believe and do, have high expectations for everyone
  - Able to hold all accountable
  - Model at the top, high expectations, building a diverse, incredible community together
  - Able to celebrate all that is good here
  - Immerse self in the community of 281
  - Articulate, don't talk in circles face things head on
  - Model, exude the District vision in schools and with the multiple cities, and communities
  - Uphold the student voice
  - Do what is right for kids, focus on this and don't get totally caught up in "adult issues"
5. What questions/areas would you like the Board to ask candidates as they select the superintendent?
- Describe the most difficult situation you have had to face in a district and how you handled it
  - Build and cultivate community support for our schools
  - Why RAS and this community?
  - How would you help all to be a part of District 281, bring people together?
  - How inspire leadership with your staff, invite them into the narrative of teaching our children?
  - Who makes what decisions and who should make what decisions?
  - There is a demographic of families that we do not reach how would you reach out to those who do not speak English?
  - What would your typical day look like as our superintendent?
  - What was the last volunteer activity you did?

## **Civic Leaders:**

1. List the three most important goals for your school district to achieve in the next three years.

- Reduce the achievement gap
- Deal with varying diversity issues
- Aging facilities
- Make sure you hear from everyone not just the people who are most vocal
- Perception of changes at the administrative level – ran out superintendent
- Better understanding of each other’s point of view – need healing
- Communicate to all stakeholders better

2. List the three greatest strengths/attributes for achieving these goals.

- Fine arts program
- Very creative and innovative district
- Appreciation of diversity
- Supportive community
- City partnerships
- School spirit among students
- Students on the city commissions
- Stable school district

3. List the three greatest challenges/barriers for achieving these goals.

- Competition from other districts
- Perception that RAS is a rough district – old perception never dies
- Hard to communicate with staff – both in the building and district – relative to maintenance and use issues
- Facility maintenance
- Communication issues with parents
- Perception of district impacts property values
- White flight issue in the district
- Need to help struggling students

4. Describe the three most important characteristics/skills the next superintendent needs to be successful.

- Cares for students
- Is fiscally responsible
- Is visible to the students and the community
- Open to making difficult decisions
- Is positive when things are not going well
- Wants to help struggling students
- Connected to students
- Is a convener and peacekeeper
- Great listener

- Can keep moving the board and district forward
- Great communicator to all stakeholders
- Wants to come to RAS

5. What questions/areas would you like the Board to ask candidates as they select the superintendent?

- What have you found that has been successful in helping unmotivated students to succeed?
- You will have a very well-organized group of concerned citizens and teachers who are critical of the district. How would you bring them back in and deal with their issues?
- How do you sell change?
- How would listen to not just the squeaky wheel but others in the district?
- What kind of relationships do you have with the cities in your district and how do you work closely with them?

## **Pan African community and families**

1. List the three most important goals for your school district to achieve in the next three years.
  1. Hire more teachers and other staff of color and work on retention issues. Problem of first in first out
  2. Increase levels of discussion on equity, and provide PD for teachers and all staff
  3. Create a program to work with kids on equity, racism, segregation to build understanding from a young age
    - Provide culturally responsive teaching so that kids see themselves in the curriculum; nurtures students and want all future leaders to be confident in their knowledge
    - More accountability for policy and implementation of the World's Best Work Force plan
    - Support first generation kids so they can advance their lives
    - Have a focus from the district for pathways in middle and high schools i.e., IB, AP, career, and tech, don't push kids aside
    - Increase opportunities and access to AP etc., it is assumed parents are aware of these and they need more support and communication to actually know. To get PSEO information was like pulling teeth
    - Look at curriculum and standards, and be courageous about pushing back so kids can become better writers, critical thinkers etc. The thinking and analysis skills taught in AP should be throughout the curriculum
    - Curriculum should teach equity and have students' cultures and accomplishments reflected throughout

2. List the three greatest strengths/attributes for achieving these goals.

- Programming and pathways available to students
- Community has a lot of businesses and organizations with close connections to each other and could be more accessible to district
- Appreciate access to technology
- If I email a Principal, I may get a call back to discuss, and same with current Superintendent
- People throughout the system go above and beyond
- As a whole district shows they care, reach out
- Stay after to help kids
- Provide information in multiple languages
- There's a plethora of volunteer options
- Equity specialists, putting together a book study "White Fragility"
- Distance learning teachers were excellent for my student

3 List the three greatest challenges/barriers for achieving these goals.

- Lack of diversity in teaching staff and throughout district. Need role models especially for boys, and doesn't represent our community
- At Robbinsdale Middle School would like to know who to go to during this pandemic. It is difficult as a new district parent
- Used to go back to visit my own teachers after school to thank them or talk. Now all buildings are locked down
- Busing and transportation please explain when asked
- Need to reorganize the district website. It is not very intuitive
- District equity policy is rather good, but how it is retarded and treated at the district level disconnects at the building level with how it is carried out by Principals; need more accountability
- Accountability and follow through on what is supposed to be done is weak

4. Describe the three most important characteristics/skills the next superintendent needs to be successful.

- Advocacy
- More options to support parents
- Sound financial planner, manage budget effectively with no frivolous spending at district or building level
- One who won't always say money is the barrier to doing things
- Passionate about equity work, knows how to connect with kids and parents
- Mirror the people of the community
- Find ways to make deep connections with the community
- Strong spine, so that they can say NO as a perfectly acceptable answer at times

5. What questions/areas would you like the Board to ask candidates as they select the superintendent?

- Where do you see yourself in proximity to white supremacy?
- Have you ever been responsible for a budget and what was the outcome?

- How do you plan to stay grounded in the why of your work?
- Do you have experience juggling multiple priorities from different stakeholders and outcomes?
- Have you ever fired someone?
- Do you believe in positive reinforcement?
- Have you been part of a union and how do you work with unions?
- What step do you take to not rescue people who don't need to be rescued?
- Name a time or experience when you had to choose between politics and students. What was the decision and the outcome?
- What do you plan to do to get the kids back to normalcy?
- What was your experience with a Superintendent as you grew up?
- What does your self-care look like?

## **Latino community and families**

1. List the three most important goals for your school district to achieve in the next three years.
  - Letting us know what is happening in the district
  - Keep the community together
  - Deal with the changes the Pandemic caused and keep distance learning option
  - Work on engaging the community
  - Help struggling students
  - Continue culturally responsive work
  - Be united and involved
  - Bring all groups together with more involved connections
  - Make after school activities and classes free and open to all in the community
  - Put more emphasis on magnets in other schools so students can participate K-12
  - Give students money instead of the required food choice so they eat what they like
  - Provide a flyer on what is the role of the superintendent since many of us don't know what they do
  - Need to understand our system before you can offer help
2. List the three greatest strengths/attributes for achieving these goals.
  - Helping our community by listening to us
  - Great programs in the schools, for example the Spanish Immersion program
  - Variety of class options for students
  - Latino family engagement
  - Cultural liaisons in the schools are very helpful to us
  - High school program
3. List the three greatest challenges/barriers for achieving these goals.
  - Language barriers – more information is needed in Spanish
  - Need to know the new superintendent candidates

- Lack of nutritious food for students
  - Lack of timely information for parents
  - Making sure that parents are doing their part
  - Fees for classes are challenging to families
  - Lots of wasted money I meals for students who do not eat all their food
4. Describe the three most important characteristics/skills the next superintendent needs to be successful.
- Open minded
  - Visible in the schools and community
  - Knows our culture and ourselves
  - Charismatic
  - Competent
  - Can improve lives of students
  - Sees our needs
  - Involve others
  - Listens to us
  - Communicates to us
  - Interested in our community
  - Helps us reduce the achievement gap
5. What questions/areas would you like the Board to ask candidates as they select the superintendent?
- What are your goals for the district?
  - How can you help the Latino community with its communication needs?

### **Somali Community and families:**

1. List the three most important goals for your school district to achieve in the next three years.
- Work together for all
  - Eliminate discrimination
  - More inclusivity – all stakeholders able to participate
  - More decisions based on input from the parents
  - Keep kids safe from violence and drugs
  - Add more counselors in the schools
  - More opportunities for students
  - More workshops and support for students after school, programs to participate in
  - More nutrition in the food
  - More mental health initiatives
  - Train staff in awareness of cultural diversity
  - Somali parents need more representation in all buildings, someone to communicate to

2. List the three greatest strengths/attributes for achieving these goals.
  - Communication to Somali families
  - Diversity and inclusive attitude
  - Transportation for open enrolled students
  - Good school district for our children
  - Student involvement
  - Special schools with special programs
  
3. List the three greatest challenges/barriers for achieving these goals.
  - Teachers updating parents on student progress more frequently
  - Need more students of color in the magnets
  - Inclusiveness of the program
  - Language differences within the community
  - Students on their Chrome books all day
  - Access to student extra-curricular programs and activities
  - Technology training for parents
  - COVID distance learning difficult for many
  - Communications to parents and students
  
4. Describe the three most important characteristics/skills the next superintendent needs to be successful.
  - Integrity
  - Empathy
  - Aware of diverse cultures
  - Culturally sensitive
  - Understand the needs of first-generation parents and students
  - Involved and engaged with the Somali community
  - Hands on experience
  - Can bring all sides together
  - Develops common goals
  - Helps students to succeed
  - Competent
  - Knows how to interact with different cultures
  - Keep things working well, don't change for change's sake
  
5. What questions/areas would you like the Board to ask candidates as they select the superintendent?
  - How will you create a positive learning environment?
  - How do you prepare students for success after high school?
  - What are your goals for the next 5 years? How do you want to implement them?
  - How can you help us accomplish our goals?
  - How do you see diversity?
  - What ideas do you have to connect with the Somali community? What knowledge do you have of our culture and experiences?

- What do you see as the major things of the district and how would you add to it?

## **Indigenous Community and families:**

1. List the three most important goals for your school district to achieve in the next three years.
  - Raise academic standards and expectations for achievement for each child
  - Have zero tolerance for racism
  - Hire more people of color in all kinds of leadership roles to reflect student body and community
  - Create an active campaign to hire teachers of color and retain them
  - Promote indigenous identity with students. They are on native land, so teach all to value and understand their culture throughout the year, not just as a celebration
  - Need to have the curriculum integrated with the indigenous perspective, so it is not lost or left behind
2. List the three greatest strengths/attributes for achieving these goals.
  - Evolving towards equity but a long way to go
  - Like ideas coming forth now
  - Have more women in leadership and heading up departments
  - At Spanish Immersion strong woman Principal of color
  - Glad to see district be first in responding to the Jewish high Holiday next fall and modifying the start of school
  - Special education is terrific during typical school year but difficult to get service during COVID
  - Kids are heard by some of their principals
  - Leadership during pandemic was amazing, communication was ongoing and responsive
  - Supportive learning environment
  - Multi-lingual information goes out to parents
3. List the three greatest challenges/barriers for achieving these goals.
  - Have encountered a lot of racism and it is still very prevalent in the district
  - Few women of color in leadership positions
  - Have heard the middle and high school are not as good as needed for students
  - Bullying goes on at elementary level and concerned about it at the middle and high schools
  - Cleaning of bathrooms gross, heard teachers have cleaned them to help the situation
  - Finances are a challenge
  - Need greater number of staff in classrooms who are of color and represent the kids, should not be a novelty

- Kids need to know about the history and story of what is happening around them re the land they are on
  - Black history, American Indian history should be built in every day not just a special week of reference
4. Describe the three most important characteristics/skills the next superintendent needs to be successful.
    - Someone who values all people and does the right thing as it makes a difference
    - Background in cultural awareness and is committed to it
    - One who makes a targeted effort to seek candidates of color
    - Good negotiator of ideas and needs, and will stick to their guns to do the right thing
    - Experience with community involvement
    - Experience with high levels of collaboration
    - Values the arts and not just sports
    - Focus on their own professional development and promote it in other leadership roles and with teachers, not think they don't need it
    - Flexible with our society, gender, diversity
    - Support computer learning as in COVID, distance learning
    - Acknowledge and value American Indian Students
  5. What questions/areas would you like the Board to ask candidates as they select the superintendent?
    - What is your experience in a multi-faceted organization and with individuals?
    - Where are you ? The land you are sitting on now.
    - Ask about meeting the needs of Native American students approach taken and the outcomes.

### **Non-Certified/Clerical/Custodial Support Staff:**

1. List the three most important goals for your school district to achieve in the next three years.
  - We need stability
  - We must be willing to evolve along with our community
  - Need to recognize the little man in our District – everyone matters
  - Need more help in food services
  - Need more collaboration – too many silos
  - Staffing for support functions needs to be increased
  - Strengthen finances
  - Trust needs to be restored
2. List your district's three greatest strengths/attributes for achieving these goals.
  - Very close-knit community
  - The wide variety of families with a diverse population and culture

- Strong classroom teachers
  - The custodial staff is amazing
  - The food and nutrition program served 1,600,000 meals during the pandemic
  - Strong technology department – worked all through the pandemic to enable virtual meetings and other programs
  - Office employees have kept things going during the pandemic
  - Non-Certified staff have put in an amazing job
  - The District has resilience
3. List your district’s three greatest challenges/barriers for achieving these goals.
- The ESC is pulling staff from the buildings to help at the District level
  - Communication is a challenge – Information trickles down – need a strong communication plan
  - We often find out about things from the community rather than from our own District – example: We didn’t know Gov Walz was at Armstrong yesterday until afterwards
  - The administration is not visible – previous Supts. Would be in the buildings
  - We are short of help
  - Feeling we are micromanaged by the current leadership
  - There is a disconnect between the ESC and the staff
  - We are not keeping up with the equity system
  - The pandemic has made problems worse – more poverty in the District
4. Describe the three most important characteristics/skills the next superintendent needs to possess to be successful.
- Someone who is truly invested – wants to be here
  - Holds buildings accountable for their equity work
  - Strong communicator
  - Someone who will stay here awhile
  - A trust builder
  - A strong track record in leadership
  - Transparent and visible leader
  - Uses metrics or standards for their performance
  - Someone who represents our students and communities
  - Dedicated to staffing the schools realistically
  - A consistent leader
  - Gets to know us
  - Does not bring their own posse to work with them – works with the people who have been here
  - Change the District for the better
  - A strong leader
  - More than anything else, need someone who cares about kids and our staff
  - Not scared to say it like it is, take risks, or fail, if trying
  - Transparent about what is going on in the district and requires this of others
  - Values all options and programs we offer and supports them

- Forward thinking
  - Value empathy
  - Embraces the community education side of the district
  - Strong understanding of equity, barriers to it and white privilege
  - A person who will stay
  - A true education leader, with a clear
5. What questions/areas would you like the Board to ask the candidates as they select the Superintendent?
- How will you assure new teachers that this is the place for them?
  - How do you mentor and retain staff?
  - How do you “on board” new staff?
  - Describe how you will be visible to our families and community.
  - What is your community engagement plan?
  - What is your leadership style?
  - How will you help us move forward to be the new Robbinsdale?
  - is your wheelhouse?

### **High School Students: (grades 9-12) Cooper and Armstrong**

1. List the three most important goals for your school district to achieve in the next three years.
- Work with students who are not involved either academically or in activities, to increase the access
  - More celebration of what students do well, too much negative
  - More of the whole school interacting together, so no one feels left out
  - More recognition of different events and activities that students are involved in. Create more of a community between schools, including elementary and middle school. Student leaders could facilitate this, and it would build a bigger community.
  - Create a space for student input, give us a voice
  - This is a first to be asked to give input, there should be more opportunities for conversations
  - Broaden the SABC so that there are representatives from every school
  - When there is only online communication can cause stress, and miscommunication, so should open up more ways to get student communication
  - When new kids come to school, they have an ambassador, with many new students and us just returning to school should have ambassadors for those who have not attended in person before
  - Set up a system for kids to have someone to talk to maybe another older student and not a teacher as they are adjusting
2. List your district’s three greatest strengths/attributes for achieving these goals.
- Teachers often will give us extra time to help us learn
  - There is a sense of community in our different grades as so many of us have been together for many years

- Good staff, teachers all help you and stay in contact with you
  - A lot of outreach with students has taken place about returning to school
  - In sports we get to spend a lot of time together through the years and it builds a connection for us
  - Coaches care about you and want you to do well, graduate, succeed and remain connected with those in your sport beyond high school
  - Teachers really care about you
  - Teachers are committed, they check in to see how I'm doing
  - Teachers are welcoming and work to communicate with you, google meet, emails etc.
3. List your district's greatest challenges/barriers for achieving those goals.
- Need more counselors, mental health support so you have someone to talk to for support and then perhaps minority students would open up more about issues and concerns
  - Increase recycling, etc. initiatives
  - Help students to be successful
  - Students don't understand the importance of the ninth-grade year, so they can become more successful
  - More recognition needed for all kinds of things done in school and the community, as students do not feel encouraged nor supported in their efforts
  - Swimming won conference 2 years in a row and yet football got all the recognition
  - More online virtual opportunities like our one act play
4. Describe the three most important characteristics/skills the next superintendent needs to possess to be successful.
- Be able to talk with all kinds of students, establish relationships
  - Connect with the kids feeling out of touch, and not just the athletes, the star quarterback, or only the basketball and football kids
  - Understanding, flexible, and have a voice
  - Be at student events, visit schools, and events besides football
  - Student focused, help each school to be its best
  - Idea of superintendent lunches was good should be done at more schools
  - Nice to have a woman leader as it is inspiring
  - Want lack of bias, religious, political as you are here for all students, to meet their needs and advocate for them
  - Be kind
5. What questions/areas would you like the Board to ask the candidates as they select the superintendent?
- What do you see as problems and what would you change?
  - How would you develop a plan to create programs and student leaders? How would you bond with everyone including students?
  - How do you see the role of students in decisions and how would you gather input?
  - How do you value all activities and not just sports?
  - Will you be at events?

- What were some of your experiences in middle, high school and college and how have they shaped your action?
- Why do you think you are interested in Robbinsdale?
- Why do you want to be a superintendent and how do you be a good one?

## **Certified staff**

1. List the three most important goals for your school district to achieve in the next three years.
  - Accelerate the equity program
  - Vertically align curriculum in the district
  - Rebuild and solidify trust
  - Recruit teachers of color, retain more teachers as they leave due to lack of support
  - Need program to retain staff of exceptional quality
  - Continue to build a strong ECFE program
  - Increase diversity of staff not only racial
  - Improve communication to all stakeholders especially staff
  - Improve innovations in the district
  - Support the Spanish Immersion program and staff
  - Make equity the lens to look through on decisions
  - Continue to honor and support special education curriculum and IEPs
  - Increase communication among departments
  - Enable more teacher input into decisions
  - Keep student loads reasonable
  - Focus on C and I and have safe and civil schools
  - Take UDV to next level have it be systemic across the schools. We need more PD to help us with equity
  - Continue to find ways to attack the achievement gap
  - Build business partnerships and governmental connections
  - Embrace change during this Pandemic
  - Have a strong apprenticeship model
  - Improve finances of the district, and align spending with values and Vision
  - Reduced class size
  - Offer more extra-curricular and activities opportunities for students
  - Build strong support for mental health issues and hire support staff for this effort
2. List your district's three greatest strengths/attributes for achieving these goals.
  - Strong arts program
  - Community of people who care
  - Early childhood teachers
  - Good new hires of quality with fresh new ideas
  - Spanish Immersion, and having elementary schools be unique with different emphasis
  - Number of students in buildings not too big or too small

- Diversity of the district
  - Concern and care for all people
  - Quality staff Prek-12, committed and strong instructional skills
  - Strong non-certified staff
  - Interim superintendent communicates well and has built trust by meeting with all groups
  - We have been successful with under-represented groups
  - Great programming options in buildings and district, including sports, arts, and clubs
  - Amazing special ed staff
  - Strong community education program
  - In the forefront of dealing with diversity and economic issues
  - We have put policies where rhetoric is
  - We have a pro public-school Board
3. List your district's greatest challenges/barriers for achieving these goals.
- Not a unified district
  - Need to retain students
  - Need to not waffle on the Unified District Vision
  - Start too many initiatives that later we stop, wasting time and money. Need consistency in curriculum and programs
  - Problems with the modern classroom process in KDG. They are not independent enough for this process
  - Communication among departments
  - Trust factor across the district and leadership
  - Funding issues especially with loss of students
  - Loss of programs and FTE i.e., coaches, special education staff and deans, due to lack of funding
  - How money is spent in the district, finances
  - Insular staff development
  - Concern about trying to maintain a strong arts program
  - Committing to a workable plan
  - Decision making process
  - Legacy of not moving forward
  - Not big on action
  - Teachers not valued by administration; voices not heard
  - Too many layers of administration
  - Don't celebrate enough our successes of our staff and students
  - Loss of staff within the 3–5-year window of employment
  - Custodial support in the buildings
  - Retention of all staff
  - Attracting and retaining high quality staff
  - Working conditions sometimes can be challenging
4. Describe the three most important characteristics/skills the next superintendent needs to possess to be successful.

- Committed to ECFE and birth to death program
- Dynamic leader
- Deep knowledge of curriculum and instruction
- Has a short- and long-term vision for the district
- Can unite the district
- Is transparent and open, more walk and less talk
- Walk your talk in the trenches, be a helper, part of the solutions
- High degree of integrity, trustworthy
- Robust equity lens
- Has financial expertise, where to spend the money
- Can build confidence in the district internally and externally
- Values our equity work and can offer more to the effort
- Communicates well with all stakeholders
- Has strong leadership skills
- Understands our community
- Builds on the assets of our community and school district
- Is big on action
- Can unite the community and staff
- Is fiscally responsible and understands finance of school districts
- Builds community partnerships
- Will celebrate our variety of programs for students and families
- Will get to know the district
- Knows about alternative programs for students and supports them
- Is empathetic toward all stakeholders
- Will invest in the community, cares about the community
- Is a team builder
- Remembers what it is like to be a teacher, support teachers so they can support students
- Will use data to make decisions and form plan based on the data
- Knows how to build our enrollment and deal with competition from other districts and schools
- Knows how to make us a choice district

5. What questions/areas would you like the Board to ask the candidates as they select the superintendent?

- How do you value and support the Spanish Immersion program?
- How do you see what needs to be done after the Pandemic year?
- Why change Robbinsdale Area Schools?
- What is your commitment to this district?
- Where do you see RAS in 5 years? 10 years? 15 years?
- What is your short- and long-term vision for the district?
- How are you going to promote the RAS inside and outside the district?
- What ideas do you have for celebrating the great diversity we have in this district?
- How do you define diversity?

- How will you support all the programs of the district?
- How will you help us close the achievement gap?
- How will you give students a voice in decisions?
- How do you envision your role in interacting with labor leaders?

## **Profile Desired of the Next Superintendent**

**The following bullets are not rank ordered**

### **The Superintendent should be a person who:**

- Is committed to the concepts, goals, and implementation of the “Unified District Vision: High Intellectual Performance Through Equity”, which is currently the force of change for the Robbinsdale Area Public Schools
- Is knowledgeable and experienced with diverse communities including economic, racial, and cultural. Must demonstrate cultural competence
- Has strong understanding of school finance and the ability to oversee, monitor and maintain stability within the budget. Be able to allocate or reallocate dollars to meet the District goals in the “Unified District Vision” so that students will graduate on time and be career and college ready
- Can provide leadership which inspires, and builds a cohesive leadership team to move the District forward on behalf of all children, while holding the team accountable to the vision and goals of the District
- Can recruit, mentor, and retain high quality, diverse employees, reflecting the community and the student body
- Is an excellent listener as well as communicator internally and externally, both orally and in written form, through multiple mediums, and assuring languages needed by families
- Will reach out to the racial and ethnic communities for understanding and to increase involvement with the district
- Has a sound background in curriculum and instruction and can lead and support curriculum that is rigorous, culturally inclusive, and meets standards of high performance for all students
- Can support a communication and marketing plan that will bring the Robbinsdale communities of all races and cultures together united on behalf of the students and their needs. Recognizes the quality programs existing which are competitive with neighboring districts, and creates the desire for families to enroll their children in the District
- Will reach out to the community at large without students in the schools and build an understanding of the work being done and the achievements of the students
- Is committed to the seven cities composing the District, their governmental entities, and businesses continuing to work and even enhance communication, collaboration, and commitment to one another on behalf of stronger communities and schools
- Is committed to the arts, athletics and extra-curricular programs which exist and will maintain and even expand these options, and opportunities so that a wider representation of the student body is participating



## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Operations

**ITEM:** 5F. Approval of Additional Meeting Dates for the Superintendent Search Process

**COMMENTS BY:** David Boone, Chair

Based on the agreed upon superintendent search calendar discussed with the School Exec Connect reps at the Feb. 22, 2021 work session, additional dates need to be added to the School Board meeting schedule, including April 8 at 5:30 p.m.; April 12 & 13 at 5:30 p.m.; and April 14, 15 & 16 at 5 p.m.

**Recommended Action:** Move approval of the additional meeting dates for the superintendent search process.

### Approval of additional meeting dates for the supt. search process – March 15, 2021

	Yes	No	Abstention
Helen Bassett	_____	_____	_____
David Boone	_____	_____	_____
Greta Evans-Becker	_____	_____	_____
Mike Herring	_____	_____	_____
Pam Lindberg	_____	_____	-
Sam Sant	_____	_____	-
John Vento	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Consent Agenda  
**ITEM:** 6. Consent Agenda  
**COMMENTS BY:** David Boone, Chair

Consent Agenda items are considered routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member so requests, in which the item will be removed as a Consent Agenda item and addressed. Consent Agenda items including administrative, personnel matters and financial matters.

**Recommended Action:** Approve the Consent Agenda items.

### Approval of Consent Agenda – March 15, 2021

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Greta Evans-Becker _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	_____
Sam Sant _____	_____	_____	_____
John Vento _____	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

**RESOLUTION of  
INDEPENDENT SCHOOL DISTRICT 281 SCHOOL BOARD  
Robbinsdale Area Schools**

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WHEREAS, Robbinsdale Area Schools has applied to host an AmeriCorps member from the Minnesota GreenCorps, a program of the Minnesota Pollution Control Agency (MPCA), for the 2021-2022 program year; and

WHEREAS, if the MPCA selects Robbinsdale Area Schools, the organization is committed to implementing the proposed project as described in the host site application, and in accordance with pre-scoped position description; and

WHEREAS, the MPCA requires that Robbinsdale Area Schools enter into a host site agreement with the MPCA that identifies the terms, conditions, roles and responsibilities;

BE IT RESOLVED THAT Robbinsdale Area Schools hereby agrees to enter into and sign a host site agreement with the MPCA to carry out the member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement and authorizes and directs Dr. Stephanie Burrage, Interim Superintendent, to sign the grant agreement on its behalf.

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Michael Herring, Board Clerk

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Date



**Instructions:** The Minnesota GreenCorps (MN GreenCorps) program is an AmeriCorps program coordinated by the Minnesota Pollution Control Agency (MPCA). **Please complete the application, answer all questions, and send via email to [mngreencorps.pca@state.mn.us](mailto:mngreencorps.pca@state.mn.us).** For more information, refer to the *Minnesota GreenCorps host site application guide*. Applications must be submitted electronically by **5:00 p.m. Central Time on Tuesday, March 16, 2021.**

**Please note:**

- In an effort to allocate MN GreenCorps member positions and resources to various communities, organizations will not generally receive more than two member positions per year.
- Current or past host sites are not guaranteed selection as a 2021-2022 host site.
- Operation of the 2021-2022 program year is contingent on funding. Confirmation of funds may not be available before the application deadline.
- MN GreenCorps host sites must have at least one full-time paid employee. The minimum supervision requirement is at least 0.08 full-time equivalent (FTE) of a professional staff's time to supervise one MN GreenCorps member or at least 3.2 hours per week.
- Member activities may not include assisting organizations with meeting requirements, coming into compliance, or avoiding fines from any local, state, or federal laws or regulations.

**I. Applicant and project information**

Name of legal applicant organization: Robbinsdale School District ISD 281

Mailing address: 4148 WINNETKA Ave N

City: New Hope State: MN Zip code: 55427

Applicant contact: Jeff Connell Title: Facilities Director

Phone: 7639579759 Email: jeff\_connell@rdale.org

Website address: rdale.org

What type of host site is your organization (check one):  **New**  **Current or past host site**

**Contact information for authorized representative:** Individual responsible for signing legal agreements, including the Minnesota GreenCorps Host Site Agreement, in your organization. (see *sample Host Site Agreement on the MN GreenCorps website*)

Authorized representative name: Jeff Connell Title: Facilities Director

Mailing address: 4148 Winnetka Ave N

City: New Hope State: MN Zip code: 55427

Phone: 7639579759 Fax: \_\_\_\_\_

Email: jeff\_connell@rdale.org

**Please indicate your organization type:**

- Government agency (local, regional, state, tribal, or federal)  
*(Examples include cities, counties, tribal governments, park districts, regional planning organizations, watershed districts, etc.)*
- School district
- 501(c) (3) non-profit organization (**Note:** you must submit proof of 501(c) (3) status with your application)
- Not-for-profit institutions of higher education

Please indicate the member position type for which you are applying (must only select one). Details of the member position descriptions can be found in the *Minnesota GreenCorps host site application guide*.

- Air Pollutant Reduction
- Community Readiness and Outreach
- Green Infrastructure Improvements
- Waste Reduction, Recycling, and Organics Management

## II. Narrative questions

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Before responding to the following questions in the text box provided, review the pre-scoped position description and member prohibited activities (under section II of the *Minnesota GreenCorps host site application guide*).

Examples of prohibited member activities include attempting to influence legislation, advocacy for or against proposed legislation, providing a direct benefit to a for-profit business, writing a grant application to any federal agency, clerical work or research unless such activities are incidental to the member's direct service activities. AmeriCorps members cannot displace or replace previously employed, striking, or laid-off workers (see the *Non-displacement policy* of the *Host site application guide*).

### Project scope and outcomes

1. Provide an overview of the member project you propose.

Robbinsdale schools would like to support a greencorps intern with our energy and sustainability efforts in the schools, the stormwater control and runoff, and other green and efficient projects being done in the schools, both for the infrastructure of the buildings themselves and the behaviors of staff and students. This position would help form a partnership with the local utility, staff and students, and community members on green initiatives and opportunities.

2. Indicate performance measures that the project aligns with by checking the corresponding box and inputting estimated results. For example, if your project involves retrofits, check the "retrofit public structures" box and input estimated results such as number of buildings retrofitted and estimated energy savings. The service project may address any of the performance measures in any of the categories. **Projects must align with at least one performance measure outlined below**; alignment with two or more measures is encouraged.

#### Air

- Improve air quality*: Members will implement air quality improvement measures and education aimed at reducing air pollutants (i.e., fine particles, toxics, greenhouse gases) through avenues, such as reducing vehicle miles traveled or electrified, British thermal units (Btus) or Therms, etc.
- Retrofit public structures*: Members will apply energy conservation measures to improve the thermal performance of public buildings/structures. Retrofitted structures will result in reduced energy consumption and/or reduced energy costs.

Input estimated results (i.e., number of public buildings retrofitted):

20 buildings are available for energy savings and the expectation is to achieve a 10% reduction as measured against the 2009 baseline year.

Input estimated results:

Increase awareness and participation in sustainability efforts and programs across the District. Hopefully forming a District-wide or building specific teams depending on the level of interest.

#### Land and water

- Reduce nutrient pollution*: Members will implement nutrient reduction efforts, resulting in pounds of phosphorus removed, pounds per year of total suspended solids (TSS) removed, and/or chloride reduction.
- Improve public lands*: Members will implement best management practices to treat and improve acres of public lands through activities, such as removing invasive species, planting native trees, seeding prairie, etc.

Input estimated results (i.e., number of acres improved):

Stormwater efforts will include reviewing drainage issues at each school and identifying opportunities for improvements and working with the local watershed on funding opportunities.

Input estimated results:

#### Waste reduction

- Reduce food waste through organics recycling:* Members will implement waste prevention or organics recycling resulting in pounds of organics prevented or diverted from the waste stream. Projects should focus on residential, institutional, or other public facilities.
- Divert waste:* Members will integrate sustainable waste management practices into daily operations at host site and community facilities to recycle, compost, prevent, or otherwise divert material from the waste stream.

Input estimated results (i.e., number of pounds of waste diverted):

This person can help the district evaluate a food to hogs program and how it could be best implemented. The hog program is better environmentally than compost and represents potential cost savings as well.

Input estimated results:

### Outreach and education

- Educate or train individuals in environmental stewardship:* Members will educate and/or train individuals on environmental stewardship to improve land, air, and water quality.
- Motivate individuals to change behavior or promise to change behavior:* Members will provide education and training that will result in individuals changing behavior or making a promise or pledge to change behavior to lessen environmental impact.
- Mobilize and/or engage volunteers in community service projects:* Members will recruit, train, and/or engage community members in local service projects.

Input estimated results (i.e., number of individuals receiving education):

Establishing groups, finding interested partners, and developing a framework for this effort is key to the District's sustainability efforts.

Input estimated results (i.e., number of individuals committing to behavior change):

At a minimum the District would like a fully functioning green steering team setting the direction and supporting the efforts across the District.

### Other

- This project engages areas of environmental justice concern, per the *EJ Story map* found on the MPCA's website <http://mpca.maps.arcgis.com/apps/MapSeries/index.html?appid=f5bf57c8dac24404b7f8ef1717f57d00>.

Input estimated results (i.e., communities engaged):

The District has a racial equity focus to our work and has been addressing past inequities across the District. We span from a more diverse economically challenged area to a more suburban and less diverse portions. Finding an equity approach across the different parts and experiences across the District is a challenge to this work.

- This projects addresses chloride reduction (i.e., road salt and water softeners)

Input estimated results (i.e., the mechanism for chloride reduction):

## Workplan

### Member position goal statement:

In one to two sentences, please summarize the overall goal of the proposed member project:

Develop a sustainability team and framework for the District. Identify and work with the staff and students in the buildings on energy reduction efforts and stormwater issues. Identify and develop how the food to hogs program could be implemented at the District.

Complete the table below outlining a Workplan for the proposed member position. Members serve a total of 1,700 hours from September 2021 to August 2022, and there are already 300 hours for training activities included in the template below. **Please input service activities totaling 1,400 hours.** See the *Minnesota GreenCorps host site application guide* to reference the pre-scoped member position description and review the types of activities that fall under essential and marginal functions. See sample workplans on the MN GreenCorps' website at <http://www.pca.state.mn.us/mngreencorps>.

Member activities	Activity details/results	Timeline	Hours
MN GreenCorps Trainings MN GreenCorps required orientation and quarterly trainings. Other trainings, workshops, and conferences.  Civic engagement activities. Host Site Trainings.	Members attend all required MN GreenCorps trainings, including the three-day orientation in September and quarterly trainings. Members participate in other trainings, workshops, and conferences to gain technical and professional skills to prepare them for service. Members participate in civic engagement activities to broaden their experience and further engage in their community.	September – August	~300 hours
Sustainability engagement development	Member would create materials and lead meetings to develop this work	Sept - Aug	400
Energy reduction efforts	Member would create materials, partnerships, and perform trainings and opportunities for behavior change	Sept - Aug	400
Stormwater issue identification	Reviewing stormwater drainage at the 20 schools and working with the local watershed group	Sept - Aug	100
Food to Hog waste program opportunity	Meet with providers and haulers and county staff on creating this opportunity, review contracts and costs and develop materials to promote this effort	Sept - Aug	400
Attending District training, racial equity awareness, and other opportunities throughout the year	Opportunities and requirements exist in the district to provide training on how to do our work with a racial equity lens,	Sept - Aug	100

## Community need/involvement

1. Describe how the proposed project will have a positive environmental impact on the community or communities your organization serves. The MN GreenCorps program prioritizes host site projects that support communities with higher concentrations of low-income residents and people of color, including tribal communities. The MPCA's criteria and interactive mapping tool are on the MPCA's website at <http://mpca.maps.arcgis.com/apps/MapSeries/index.html?appid=f5bf57c8dac24404b7f8ef1717f57d00>.

Please indicate if the project will serve under-represented, economically disadvantaged, or rural populations:

This position is specifically being designed to address past inequities across the District. We use a multiple perspectives approach to our work. The District expects this person to help develop green initiatives in communities that have traditionally been underserved and have a lower economic status and are more diverse. The District has schools in New Hope, Robbinsdale, and Brooklyn Center, all identified as being 50% or more people of color and economically disadvantaged.

2. How will the proposed MN GreenCorps member position engage community members and/or mobilize volunteers?

The member will engage through the students and parents and with community activists. The District will support this effort with time, staff, materials, and various costs relating to putting this effort together.

3. If your member project requires support from other partners, either internally (e.g., different departments like IT, facilities maintenance, etc.) or externally (e.g., a school district), please list these partners below, and describe how the partnership will work. What actions will you take as the host organization to ensure that partners fully support and engage in the project?

*As applicable, to demonstrate a commitment by these partner departments or organizations, provide letters of support as attachments when submitting this application (list the attachments below):*

This person will work out of the Facilities department, which has direct control over infrastructure, trash and recycling, and energy management in the District. The member will also be supported in working with IT, Communications, teaching staff, and others.

## Organizational capacity and commitment

Please respond to the following questions about your organization:

1. In one paragraph, describe your organization's mission. Include a description of the community your organization serves, qualifications of your staff, the number of paid staff, and experience (if any) with hosting AmeriCorps members:

The mission of the school district is of course to educate the students and children and prepare them for all the opportunities and paths available. The mission of the facilities department is to support the student, staff, and community use of the facilities and to provide that use in a sustainable and efficient manner. Performing our work requires considerable teamwork, community input, and participation at all levels of the organization and with local governments that are schools are located in.

2. Describe how your organization's current efforts and activities reflect the commitment and expertise you can provide to support a MN GreenCorps member. Include examples as appropriate:

The District has worked to participate in the energy curtailment program, LED Lighting initiatives, and many more smaller scale energy upgrades but has no plan and no systematic support for this work yet. The District has a robust organics program but has never evaluated the food to hogs program and opportunity. Stormwater and runoff and partnerships with the watershed group are happening but no partnership has been created in this area yet. Overall the commitment to do this work is strong from the Superintendent to staff and students and projects have been completed but the district still needs a team and framework to support this work longer term.

3. Applicants must identify one host site supervisor. A host site supervisor must provide **at least 0.08 FTE per member, which equates to a minimum of 3.2 hours each week. The supervisor should be an FTE employee of the host site or a partnering organization.**

**Describe how the host site supervisor will meet this requirement.**

I will meet this requirement as the member's supervisor located on site. This includes oversight of their work and supporting working with them on the various efforts and meetings that get set up/ This would also include the timesheet approvals and periodic reports.

Please provide the background/qualifications of the staff member in your organization who will be responsible for the day-to-day supervision of the MN GreenCorps member from September 2021 through August 2022. **Please note that the supervisor is required to attend an all-day orientation training in September.**

I have had greencorps interns in my facilities area at St. Paul Public Schools before and am aware of the supervision and support needed. I worked for the MPCA for 20 years in the enforcement sections and have worked in facilities at school districts for 9 years. I am familiar with the processes and support needed in order to be successful as a greencorp intern.

**Contact information for on-site supervisor:**

Supervisor name: Jeff Connell Title: Facilities Director  
Email: jeff\_connell@rdale.org Telephone: 7639579759

4. MN GreenCorps is a program that offers individuals professional, educational, and civic growth, particularly in the environmental field. **Potential members may not bring highly specialized skills to their position.** Describe how you will support the member in terms of on-site training, professional development, staff support and expertise, etc.:

As an educational institution the school district prizes itself on the training opportunities it can provide to the member. This includes equity training, HR training, and a variety of specific health and safety training opportunities. The individual will be encouraged to attend and benefit from these training events.

5. What financial and/or material resources will your organization make available for MN GreenCorps member(s) projects and activities, should these be needed? MN GreenCorps members receive a minimal training budget from the MPCA to utilize throughout their service. We encourage host sites to assist with providing training opportunities or funding for their member to attend trainings, conferences, etc., throughout the service year.

All training and partnership costs will be covered by the District. The District has funds available and dedicated to health and safety, trash and recycling, and sustainability. All IT and office products and devices will be provided by the District.

6. Host sites are required to provide reasonable workspace for members to complete their project tasks, which includes a desk, phone, computer, email account, etc. Describe the dedicated office space the member will occupy for the 11-month term of service and the equipment and services that will be made available to allow the member to carry out the work:

The member will have dedicated office space in the area where facilities staff are located at the central office. The member will work hand in hand with supervisors, the director, and admin staff in performance of this work. Connectivity will be supported by the department and the district's IT department.

7. Is your organization able to provide recommendations and or assist your member in securing local housing? (*not required*)

Yes  No

8. **Travel:** If traveling is required for the member service activities, the host site must provide transportation for the member (access to fleet vehicles, mileage reimbursement, bus fare reimbursement, etc.). Please keep in mind that some members

may not have access to a personal vehicle, and some members may not be eligible to drive. If you indicate that driving is required, you may limit the number of members eligible for your site.

A. Is the member required to drive in order to access or complete service activities?

Yes  No

B. Is the member required to have access to a personal vehicle for service-related activities?

Yes  No

C. How will the host site provide transportation for service-related activities? (check all that apply)

The host site will reimburse mileage for the members use of a personal vehicle.

The host site will provide a transit pass or reimburse the cost of public transportation.

The host site will provide access to an organizational vehicle.

**Please note:** *If the Members are using vehicles belonging to the Host Site organization to conduct business on behalf of the Minnesota GreenCorps Program, then the Host Sites' vehicle insurance is primary.*

D. Is your organization able to provide transit discounts for a MN GreenCorps member, if applicable? *(not required)*

Yes  No

## Sustainability

1. How do you see this work continuing after the MN GreenCorps member completes their service?

The teams and partnerships created by the member will be carried forward by facilities and supported by the steering team. Additional facilities environmental staff are being hired and will work with the member throughout the year so that the transition to a supported energy reduction strategy and overall sustainability efforts will be maintained.

2. How does this project fit into your organization's long-term goals?

Long term the district wants to have an active and involved sustainability leadership team that continues to promote green efforts and continues to address inequities.

## Current or past host sites only

Review Section VII of the *Host site application guide* with considerations for current or past host site applicants.

1. Identify the program year(s) your host site previously participated, focus area(s), and the number of members hosted:
2. Describe evidence of the effectiveness of your current or past member projects, including environmental results, and how you will build on these results if awarded another member:
3. Describe how this proposed member position is unique from past member positions at your organization:
4. Describe any improvements you plan to make in terms of project oversight, member supervision, implementation, and results:

## III. Supporting documentation

If a Board governs your organization, please provide a *Board resolution* in support of this application (see example in the *Minnesota GreenCorps host site application guide*). If the Board resolution cannot be provided by the application deadline, provide an explanation below and the date when it will be submitted. 501(c) (3) non-profit organizations must submit proof of 501(c) (3) status with the submittal of application. Relevant letters of support from partner organizations or internal departments are encouraged and accepted at the time of application and throughout the selection process.

	Yes	No	N/A	Comments
<b>Authorizing Board resolution</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Proof of 501(c) (3) status</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Letters of support</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*\*\*Approved xxxx*

A Business Meeting of the School Board of Robbinsdale Area Schools was held Monday, March 1, 2021, beginning at 6:00 p.m. by teleconference, pursuant to Minn. Statute 13D.02, and at the Education Service Center Boardroom. A recording of the meeting can be found at <https://rdale.org/discover/school-board>, School Board Meeting Webcasts tab.

### **Call to Order and Roll Call of the Organizational Meeting**

Chair Boone called the meeting to order at 6:02 p.m. Directors present: David Boone (ESC), Greta Evans-Becker, Mike Herring, Pam Lindberg, Sam Sant, and John Vento (ESC); and Dr. Stephanie Burrage, Interim Superintendent (ESC). Director Bassett arrived late due to technology issues (ESC). Director(s) absent: none. There was a quorum; meeting was called to order.

### **Acceptance of the Agenda**

MOTION: Director Herring moved approval of the agenda and Director Vento seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Boone, Bassett, Evans-Becker, Herring, Lindberg, Sant, and Vento. And the following voted against the same: none. Motion passed.

### **Sharing the Success**

#### Special Recognition: School Bus Driver Appreciation

Governor Tim Walz proclaimed February 22, 2021 as School Bus Driver Appreciation Day. Robbinsdale Area Schools joined the Governor last week in recognizing our school bus drivers. We are pleased to recognize the invaluable contributions made daily to public education and student safety.

Robbinsdale Area Schools' bus drivers have gone above and beyond their typical duties during this unprecedented school year, taking on new essential roles during the COVID-19 pandemic. Bus drivers play a crucial role in Robbinsdale Area Schools and we are proud to recognize all our District 281 school bus drivers!

### **Operations**

No items.

### **Consent Agenda**

Consent Agenda items are considered routine in nature and include administrative, personnel matters and financial matters. MOTION: Director Sant moved approval of the agenda and Director Lindberg seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Boone, Bassett, Evans-Becker, Herring, Lindberg, Sant, and Vento. And the following voted against the same: none. Motion passed.

### **Announcements**

March 1, 2021 Announcements can be found in the Boardbook agenda packet.

### **Adjournment of the Business Meeting**

MOTION: Director Herring moved approval of the agenda and Director Vento seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Boone, Bassett, Evans-Becker, Herring, Lindberg, Sant, and Vento. And the following voted against the same: none. Motion passed. Meeting was adjourned.

Prepared and submitted by:

Nichol Sutton

Assistant Clerk, Robbinsdale Area Schools

Executive Assistant to the Superintendent and School Board

Signed: \_\_\_\_\_  
School Board Clerk

Date: \_\_\_\_\_

*\*\*Reviewed xxx*

A Work Session of the School Board of Robbinsdale Area Schools was held Monday, March 1, 2021, by teleconference, pursuant to Minn. Statute 13D.021, and in the Education Service Center Boardroom. *Complete agendas, reports, and presentations are available at the office and [on our website](#). **Work session summary minutes are not approved by the School Board.***

Director(s) present: David Boone, Helen Bassett, Greta Evans-Becker, Mike Herring, Pam Lindberg, Sam Sant, and John Vento; and Dr. Stephanie Burrage, Interim Superintendent. Director(s) absent: none.

### **Assessment Update**

The School Board had an opportunity to hear an update on ACT data from the Class of 2020. An opportunity for Q & A took place during the allotted time on the agenda. Marti Voight, Interim Assistant Superintendent, and Dr. Cheryl Videen, Director of Research, Evaluation and Assessment, presented.

### **Transportation Update**

The School Board had an opportunity to hear a transportation RFP update. Information shared included quotations from transportation companies, including Type III vendors. The Board also reviewed preliminary data on an in-house option. An opportunity for Q & A took place during the allotted time on the agenda. Greg Hein, Executive Director of Finance; Dr. Lowell Holtz, Director of Operations and Safety; and Tom Watson with Watson Consulting presented.

### **District Updates**

#### K-8 Online MDE Application Presentation

The School Board was provided an update on the K-8 online school application process. An opportunity for Q & A took place during the allotted time on the agenda. Marti Voight, Interim Assistant Superintendent; Nancy Froehlich and Jeffrey Stovall, Principals for the Distance Learning School, presented.

#### School Learning Pathways Update

The School Board heard an update from Dr. Burrage, Interim Superintendent, on the school learning pathways, including the proposed addition of SEA Middle School at FAIR School Crystal. An opportunity for Q & A took place during the allotted time on the agenda.

#### Other District Updates

The School Board heard updates from Dr. Burrage, Interim Superintendent, including updates on the current learning model. An opportunity for Q & A took place during the allotted time on the agenda.

### **Other**

#### Discussion about moving hybrid meetings to hybrid or in-person

The Board had an opportunity to discuss their position on returning to hybrid and/or in-person Board meetings.

#### School Exec Connect Update

The Board had an opportunity to discuss the salary range for the superintendent search. Amy O'Hern, Executive Director of Human Resources and Board liaison to School Exec Connect, plans to share the salary range discussed.

Prepared and submitted by:

Nichol Sutton  
Assistant Clerk, Robbinsdale Area Schools  
Executive Assistant to the Superintendent and School Board

**NON-LICENSED STAFF - March 15, 2021**

**DECEASED**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Effective Date</b>
Scott Fox	ENE	Service Employee	03/07/21

**NEW HIRE**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Step/Lane</b>	<b>Effective Date</b>
Ryan Bauman	RMS	AVID Tutor	CL3, Step 3	02/18/21
Julian Clarke	MLE	Service Employee	CU7, Step 3	03/01/21
Jeremy Houston	CHS	Service Employee	CU7, Step 3	03/03/21
Joseph Kuhlman	RMS	Monitor EA	CL1, Step 3	03/08/21
Felicia O'Bannon	SMS	Clerical EA	CL2, Step 3	02/26/21
Carrie Sartorius	SOE	Nutrition Services	CATII, Step 3	03/01/21
Brevin Smith	NPE	Tutor EA	CL3, Step 3	02/22/21

**RESIGNATION/RETIREMENT**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Effective Date</b>
Haile Blonigen	ZLE	Tutor EA	03/05/21
Virginia Chavez	PLE	Service Employee	03/08/21
David G. Johnson	Warehouse	Service Employee	03/23/21
Elin Schmidt	RMS	Media EA	03/02/21

Robbinsdale Area Schools  
 Request for Change in Training Level  
 March 1, 2021

<b>Name</b>	<b>FROM LANE</b>	<b>TO LANE</b>
Billington, Zuleika	MA45	MA60
Boll, Samantha	MA15	MA30
Diamond, Stephanie	BA	BA15
Dion, Abbi	MA	MA15
Dube, Laurie	BA	BA15
Elfert, Laura	BA30	BA45
Enyart, Deidre	BA15	BA30
Fitze, Timothy	MA45	SPEC
Fleming, Alysia	BA45	MA
Garcia, Natalie	BA45	MA
Gelhar, Megan	MA	MA15
Gromek, Janet	BA15	BA30
Hoffman, Marissa	BA15	MA
Jacobsen, Katherine	BA	BA15
Jermstad, Amy	MA	MA15
Johnson, Katrina	MA15	MA45
Kinsella, Stacey	BA15	MA
Kozak, Karen	MA15	MA45
Levitt, Shari	BA15	MA
Mahan, Joshua	MA15	MA45
Mayer, Lance	MA45	MA60
Muus, Sonja	BA15	MA
Navalta, Strella	BA	BA15
Newberger, Amy	BA60	MA
Paar, Angela	MA15	MA30
Pastrana, Stephanie	MA15	MA30
Pylvainen, Zara	BA	BA15
Schroetke, Angela	MA45	MA60
Sieber, Alyssa	BA	BA15
Stanton, James	MA30	SPEC
Torgerson, Kari	MA	MA15
Westby, Michael	MA15	MA30



# ROBBINSDALE

Area Schools

Individual focus. Infinite potential.

TO: Members of the School Board  
Dr. Stephanie Burrage, Interim Superintendent

FROM: Greg Hein, Executive Director of Finance

DATE: March 15, 2021

RE: Consent Agenda: Approve Monthly Disbursements

**RECOMMENDATION:**

School Board approve the monthly disbursements for payroll, accounts payable, ACH and wire transfers.

The following is a summary of claims for the period between February 1 and 28, 2021. The detailed listing is available from the finance department.

	<b>Fund</b>	<b>Disbursement Totals</b>
01	General Fund	\$ 12,652,198.28
02	Food Service Fund	437,121.11
03	Transportation	-
04	Community Ed Fund	586,246.92
05	Capital fund	-
06	Building Fund	309,838.05
07	Debt Service Fund	-
08	Scholarship Fund	-
09	Technology Levy	117,987.04
20	Self Insurance Dental	124,896.78
22	Self Insurance Medical	1,263,195.14
47	OPEB Debt Service	-
50	Student Activity	-
	<b>Total</b>	<b>\$ 15,491,483.32</b>

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

Check Number	Check Type	Check Date	Vendor	Amount
814393	V	2/4/2021	PERLMAN, DAVID	\$ (19.00)
815317	V	2/18/2021	UNIVERSAL ATHLETIC SERVICE, INC.	\$ (259.99)
815413	V	2/17/2021	WAKPAMNI LAKE COMMUNITY CORP	\$ (267.56)
815709	V	2/4/2021	TRIO SUPPLY CO	\$ (5,435.10)
815711	R	2/1/2021	AC CARLSON	\$ 1,409.00
815712	R	2/1/2021	ACTION RADIO & COMMUNICATIONS	\$ 1,163.16
815717	R	2/1/2021	ADAMS PEST CONTROL - MAIN	\$ 745.00
815718	R	2/1/2021	ADVANCED CONCRETE SAWING, INC	\$ 13,340.00
815719	R	2/1/2021	AMERICAN DRAPERY SYSTEMS, INC	\$ 25,510.00
815720	R	2/1/2021	APEC	\$ 897.17
815721	R	2/1/2021	APPLE COMPUTER INC	\$ 598.00
815722	R	2/1/2021	ASPEN EQUIPMENT COMPANY	\$ 1,247.59
815723	R	2/1/2021	ASSETGENIE, INC.	\$ 10,184.20
815724	R	2/1/2021	BORDER STATES ELECTRIC SUPPLY	\$ 105.35
815725	R	2/1/2021	BOYER TRUCKS	\$ 1,542.07
815726	R	2/1/2021	BRAUN INTERTEC CORPORATION	\$ 3,182.10
815727	R	2/1/2021	BSN SPORTS, LLC	\$ 2,367.24
815728	R	2/1/2021	CDW GOVERNMENT	\$ 678.99
815729	R	2/1/2021	COREMARK METALS	\$ 206.56
815731	R	2/1/2021	CULINEX	\$ 8,546.45
815732	R	2/1/2021	DALCO ENTERPRISES INC	\$ 230.45
815733	R	2/1/2021	DIVISION 23 MECHANICAL SERVICES	\$ 1,070.00
815734	R	2/1/2021	DK CONCRETE, LLC	\$ 19,617.50
815735	R	2/1/2021	EBSCO INFORMATION SERVICES/PAYMENT PROCESSING	\$ 26.19
815736	R	2/1/2021	ECM PUBLISHERS, INC.	\$ 668.16
815737	R	2/1/2021	EDGENUITY	\$ 142,625.00
815738	R	2/1/2021	EDMENTUM, INC	\$ 495.00
815739	R	2/1/2021	FILTRATION SYSTEMS, INC.	\$ 468.85
815740	R	2/1/2021	FINKEN WATER SOLUTIONS	\$ 13.95
815741	R	2/1/2021	FLINN SCIENTIFIC, INC.	\$ 3,235.32
815742	R	2/1/2021	GENERAL SHEET METAL COMPANY, LLC	\$ 475.56
815743	R	2/1/2021	GOODIN COMPANY	\$ 216.62
815744	R	2/1/2021	GOPHER SPORT	\$ 41.77
815745	R	2/1/2021	GRAINGER	\$ 1,501.13
815746	R	2/1/2021	GRANICUS, LLC	\$ 471.70
815747	R	2/1/2021	GROTH MUSIC CO	\$ 487.25
815748	R	2/1/2021	GUNNAR ELECTRIC, INC	\$ 8,169.06
815749	R	2/1/2021	H&B SPECIALIZED PRODUCTS INC	\$ 18,324.00
815757	R	2/1/2021	HILLYARD INC - MINNEAPOLIS	\$ 9,719.05
815758	R	2/1/2021	HIREQUEST DIRECT	\$ 1,467.39
815759	R	2/1/2021	HOLDAHL COMPANY	\$ 14.04
815760	R	2/1/2021	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT	\$ 37,000.00
815761	R	2/1/2021	ISC COMPANIES	\$ 43.51
815763	R	2/1/2021	JEFF'S S.O.S. DRAIN & SEWER	\$ 3,125.00
815764	R	2/1/2021	JOHNSON CONTROLS FIRE PROTECTION LP	\$ 273.00
815765	R	2/1/2021	LAKESHORE LEARNING MATERIALS	\$ 5,671.50

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

815766	R	2/1/2021	LVC COMPANIES INC	\$ 1,370.00
815769	R	2/1/2021	MACKIN EDUCATIONAL RESOURCES	\$ 6,086.45
815770	R	2/1/2021	MENARDS	\$ 324.06
815774	R	2/1/2021	MENARDS	\$ 544.44
815775	R	2/1/2021	MN PETROLEUM SERVICE, INC.	\$ 1,668.25
815776	R	2/1/2021	MVP LOGISTICS LLC	\$ 31.10
815777	R	2/1/2021	NAC MECHANICAL & ELECTRICAL SERV	\$ 465.00
815778	R	2/1/2021	NCS PEARSON INC	\$ 478.28
815780	R	2/1/2021	NEO ELECTRICAL SOLUTIONS, LLC	\$ 6,682.79
815781	R	2/1/2021	NOKOMIS SHOE SHOP	\$ 189.95
815782	R	2/1/2021	OLYMPIC COMMUNICATIONS INC	\$ 194.00
815783	R	2/1/2021	PRO ACOUSTICS LLC	\$ 4,131.44
815784	R	2/1/2021	QUADIENT LEASING USA, INC	\$ 450.33
815785	R	2/1/2021	QUICKSILVER EXPRESS COURIER	\$ 98.01
815786	R	2/1/2021	REPUBLIC SERVICES #899	\$ 4,061.47
815786	V	2/4/2021	REPUBLIC SERVICES #899	\$ (4,061.47)
815789	R	2/1/2021	RICOH USA, INC	\$ 436.04
815790	R	2/1/2021	RIFTON EQUIPMENT	\$ 101.25
815791	R	2/1/2021	RIVERSIDE INSIGHTS	\$ 651.96
815791	V	2/4/2021	RIVERSIDE INSIGHTS	\$ (651.96)
815792	R	2/1/2021	SCHOOL HEALTH CORPORATION	\$ 699.16
815793	R	2/1/2021	SCHOOL SPECIALTY INC	\$ 20.99
815794	R	2/1/2021	SCHUMACHER ELEVATOR COMPANY	\$ 308.56
815795	R	2/1/2021	SPS COMPANIES, INC	\$ 1,414.32
815796	R	2/1/2021	STAGES THEATRE CO	\$ 37,714.00
815798	R	2/1/2021	STAPLES ADVANTAGE	\$ 1,534.53
815799	R	2/1/2021	STIER, JEFFERY	\$ 43,395.90
815801	R	2/1/2021	SUNBELT STAFFING	\$ 14,453.00
815802	R	2/1/2021	T-MOBILE	\$ 2,350.23
815803	R	2/1/2021	TRANE US INC	\$ 1,339.60
815807	R	2/1/2021	TRIMARK HOCKENBERGS	\$ 30,349.37
815808	R	2/1/2021	TWIN CITY HARDWARE CO., INC.	\$ 1,170.44
815809	R	2/1/2021	UHL COMPANY	\$ 3,284.89
815810	R	2/1/2021	UNIVERSAL ATHLETIC SERVICE, INC.	\$ 59.90
815811	R	2/1/2021	VALLEY-RICH COMPANY, INC.	\$ 12,903.65
815812	R	2/1/2021	WPS	\$ 554.40
815813	R	2/1/2021	ZAYO GROUP LLC	\$ 6,031.29
815814	R	2/1/2021	ASL INTERPRETING SERVICES	\$ 128.00
815815	R	2/1/2021	AYENI, PHIL	\$ 79.00
815816	R	2/1/2021	BRITT, KEVIN	\$ 79.00
815817	R	2/1/2021	CAPTIVATE MEDIA + CONSULTING	\$ 5,056.63
815818	R	2/1/2021	CEL PUBLIC RELATIONS INC	\$ 20,650.00
815819	R	2/1/2021	CITY OF ROBBINSDALE	\$ 4,162.53
815820	R	2/1/2021	DEBAKER, MATT	\$ 79.00
815821	R	2/1/2021	EAGAN HIGH SCHOOL FORENSICS BOOSTER	\$ 30.00
815822	R	2/1/2021	EINFELDT, KENTRELL	\$ 21.00
815823	R	2/1/2021	FLANAGIN, JACOB	\$ 138.00

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

815825	R	2/1/2021	GBR INTERPRETING AND TRANSLATION SERVICES	\$ 680.60
815826	R	2/1/2021	GENERATION GENIUS, INC	\$ 995.00
815827	R	2/1/2021	GENERAL SPORTS CORP	\$ 450.00
815828	R	2/1/2021	GOVE, GEORGE	\$ 98.00
815829	R	2/1/2021	GRAPHIC SOURCE INC.	\$ 620.00
815830	R	2/1/2021	HAMMER SPORTS, LLC	\$ 562.00
815831	R	2/1/2021	HIGH NORTH, INC.	\$ 56.00
815832	R	2/1/2021	INTERNATIONAL BACCALAUREATE	\$ 196.00
815833	R	2/1/2021	ISD#272 - EDEN PRAIRIE SCHOOLS	\$ 680.00
815834	R	2/1/2021	JEAN, BRUCE	\$ 79.00
815835	R	2/1/2021	J W PEPPER & SON, INC	\$ 206.94
815836	R	2/1/2021	KEMNETZ, BRYAN	\$ 79.00
815837	R	2/1/2021	KENNEDY SCALES, INC.	\$ 229.41
815838	R	2/1/2021	KIHSLINGER, JOHN	\$ 79.00
815839	R	2/1/2021	LAIRD, CRAIG	\$ 79.00
815840	R	2/1/2021	LUCARELLI, MARIO	\$ 138.00
815841	R	2/1/2021	MAKI, ETHAN	\$ 21.00
815842	R	2/1/2021	MASBO	\$ 110.00
815843	R	2/1/2021	MATH FOR LOVE, LLC	\$ 19.95
815844	R	2/1/2021	MC LEAN, JON	\$ 79.00
815845	R	2/1/2021	MINNESOTA DEBATE TEACHERS ASSOCIATION	\$ 60.00
815847	R	2/1/2021	MERRY, VANESSA	\$ 695.00
815848	R	2/1/2021	MINNEAPOLIS REGIONAL CHAMBER FOUNDATION	\$ 7,500.00
815849	R	2/1/2021	MUGFORD, JOHN	\$ 79.00
815850	R	2/1/2021	NEUMAN, BRIAN R.	\$ 83.00
815851	R	2/1/2021	NEW DOMINION SCHOOL	\$ 3,467.66
815852	R	2/1/2021	NEW WAY HYPNOSIS CLINIC INC	\$ 352.00
815853	R	2/1/2021	NIELSEN, ERIC	\$ 163.00
815853	V	2/4/2021	NIELSEN, ERIC	\$ (163.00)
815854	R	2/1/2021	OHMAN, DOUG	\$ 87.00
815855	R	2/1/2021	OREM, ANDREA	\$ 287.00
815856	R	2/1/2021	PEOPLE INCORPORATED	\$ 5,249.99
815857	R	2/1/2021	PETERSON, DAVID	\$ 75.00
815858	R	2/1/2021	PIONEER MIDWEST	\$ 42.06
815859	R	2/1/2021	RATWIK, ROSZAK & MALONEY, P.A.	\$ 1,679.00
815860	R	2/1/2021	SCHWARTZ, TRAVIS	\$ 138.00
815861	R	2/1/2021	SELZ, ROBERT	\$ 79.00
815862	R	2/1/2021	TAYLOR, BRANDON	\$ 87.00
815863	R	2/1/2021	THURSTON, SAMUEL	\$ 21.00
815864	R	2/1/2021	TOP 20 TRAINING, LLC	\$ 2,400.00
815865	R	2/1/2021	TURNBULL, BLAINE	\$ 79.00
815866	R	2/1/2021	WILLIAMS, CALVIN	\$ 21.00
815867	R	2/1/2021	WOLF, ELLEN	\$ 48.00
815868	R	2/1/2021	AJ'S TILE SERVICES, LLC	\$ 10,160.00
815869	R	2/1/2021	BERGH'S FABRICATING, INC	\$ 31,400.00
815870	R	2/1/2021	BKBM ENGINEERS	\$ 340.00
815871	R	2/1/2021	BRAUN INTERTEC CORPORATION	\$ 7,675.00

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

815872	R	2/1/2021	JULIUS B. NELSON & SON, INC.	\$ 24,045.00
815873	R	2/1/2021	SHERWIN WILLIAMS	\$ 111.54
815874	R	2/1/2021	WASCHE COMMERCIAL FINISHES, INC	\$ 1,330.00
815881	R	2/1/2021	RICOH USA INC	\$ 13,977.52
815899	R	2/2/2021	FRATTALLONE'S HARDWARE STORES	\$ 1,412.60
815900	R	2/2/2021	MAERTENS-BRENNY CONSTRUCTION CO.	\$ 15,000.00
815901	R	2/2/2021	BITUMINOUS ROADWAYS INC	\$ 13,635.00
815902	R	2/3/2021	WEAVING STORIES INC.	\$ 2,742.50
815903	R	2/3/2021	ANDERSON, HUNTER	\$ 152.00
815904	R	2/3/2021	AVIBEN	\$ 585.12
815905	R	2/3/2021	BARNES, FREDERICK JR	\$ 98.00
815906	R	2/3/2021	BOARD OF REGENTS, UNLV	\$ 110.00
815907	R	2/3/2021	CASE, BRADLEY	\$ 138.00
815908	R	2/3/2021	DETERMANE, ROBERT	\$ 61.00
815909	R	2/3/2021	DISTRICT 3 DECA	\$ 100.00
815910	R	2/3/2021	DOYLE, GREG	\$ 169.00
815911	R	2/3/2021	DRAEGER, CAROLINE	\$ 210.00
815912	R	2/3/2021	EDUCATION REFORM ENTERPRISES LLC	\$ 1,050.00
815913	R	2/3/2021	EDWARDS, NICHOLAS	\$ 61.00
815914	R	2/3/2021	ELLINGSON, TODD	\$ 98.00
815915	R	2/3/2021	FOYT, RYAN	\$ 169.00
815916	R	2/3/2021	GRAMS, RYAN	\$ 79.00
815917	R	2/3/2021	GROTH MUSIC CO	\$ 719.50
815918	R	2/3/2021	GRUSE, JACKSON	\$ 98.00
815919	R	2/3/2021	HAAS, CASEY	\$ 79.00
815921	R	2/3/2021	HAMMER SPORTS, LLC	\$ 1,466.00
815922	R	2/3/2021	HARRIS, DENNIS	\$ 79.00
815923	R	2/3/2021	HARRINGTON, NATHAN	\$ 79.00
815924	R	2/3/2021	HARVARD DEBATE INC	\$ 425.00
815925	R	2/3/2021	HICKS, TAMARA	\$ 21.00
815926	R	2/3/2021	HILL, WESLEY	\$ 158.00
815927	R	2/3/2021	HOLMAN, GREGG	\$ 125.00
815928	R	2/3/2021	HOLT, JAMES JR	\$ 79.00
815929	R	2/3/2021	JACKSON, AZZAIRIA	\$ 79.00
815930	R	2/3/2021	KELLY, JASON	\$ 176.00
815931	R	2/3/2021	LIBERTY MUTUAL GROUP INC	\$ 108,972.79
815932	R	2/3/2021	MAKI, ETHAN	\$ 42.00
815933	R	2/3/2021	MARELIC, TATE	\$ 21.00
815934	R	2/3/2021	MARTIN LAW FIRM	\$ 1,100.00
815935	R	2/3/2021	MCGEE, JASON	\$ 79.00
815936	R	2/3/2021	MENDOZA, ALEJANDRO	\$ 138.00
815937	R	2/3/2021	MEYER, RYAN	\$ 79.00
815938	R	2/3/2021	MINNETONKA DEBATE BOOSTER CLUB	\$ 125.00
815939	R	2/3/2021	MINNEAPOLIS ATHENA AWARDS	\$ 200.00
815940	R	2/3/2021	MURLOWSKI, SCOTT	\$ 79.00
815941	R	2/3/2021	NEUMAN, MICHAEL	\$ 21.00
815942	R	2/3/2021	NEUMAN, BRIAN R.	\$ 83.00

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

815943	R	2/3/2021	NEW HOPE HY-VEE	\$ 600.00
815944	R	2/3/2021	O'BRIAN, THOMAS	\$ 138.00
815945	R	2/3/2021	PARPART, NATHAN	\$ 79.00
815946	R	2/3/2021	PATE, MARVIN	\$ 98.00
815947	R	2/3/2021	PETERSON, DAVID	\$ 239.00
815948	R	2/3/2021	PFAU, PATRICK	\$ 169.00
815949	R	2/3/2021	RENELT, MARK	\$ 169.00
815950	R	2/3/2021	RUDOLPH, MICHAEL	\$ 98.00
815950	V	2/4/2021	RUDOLPH, MICHAEL	\$ (98.00)
815951	R	2/3/2021	SNAPKO, CLARE	\$ 21.00
815952	R	2/3/2021	STEFFEN, TARA	\$ 210.00
815953	R	2/3/2021	SULLIVAN, LAMARR	\$ 158.00
815954	R	2/3/2021	SYMMETRY ENERGY SOLUTIONS, LLC	\$ 56,317.00
815955	R	2/3/2021	THURSTON, SAMUEL	\$ 21.00
815956	R	2/3/2021	VISUAL IMPACT LLC	\$ 145.00
815957	R	2/3/2021	ADAMS PEST CONTROL - MAIN	\$ 40.00
815958	R	2/3/2021	APEC	\$ 60.34
815959	R	2/3/2021	ARVIG	\$ 5,310.90
815960	R	2/3/2021	ASPEN WASTE SYSTEMS, INC.	\$ 750.88
815961	R	2/3/2021	AUTOMATED LOGIC CORPORATION	\$ 520.00
815962	R	2/3/2021	BAT 19, INC	\$ 115.80
815963	R	2/3/2021	BORDER STATES ELECTRIC SUPPLY	\$ 296.95
815964	R	2/3/2021	BSN SPORTS, LLC	\$ 7,623.98
815965	R	2/3/2021	CDW GOVERNMENT	\$ 1,676.66
815966	R	2/3/2021	COOL AIR MECHANICAL, INC.	\$ 2,303.32
815967	R	2/3/2021	ENERVATION INC	\$ 1,132.00
815968	R	2/3/2021	FINKEN WATER SOLUTIONS	\$ 15.00
815969	R	2/3/2021	FLINN SCIENTIFIC, INC.	\$ 273.60
815969	V	2/4/2021	FLINN SCIENTIFIC, INC.	\$ (273.60)
815970	R	2/3/2021	GOODIN COMPANY	\$ 183.45
815971	R	2/3/2021	GROTH MUSIC CO	\$ 36.50
815972	R	2/3/2021	HIREQUEST DIRECT	\$ 1,171.63
815973	R	2/3/2021	HORIZON COMMERCIAL POOL SUPPLY	\$ 2,356.39
815974	R	2/3/2021	INTERSTATE POWER SYSTEMS, INC	\$ 125.91
815975	R	2/3/2021	IPEVO	\$ 4,527.26
815979	R	2/3/2021	JEFF'S S.O.S. DRAIN & SEWER	\$ 3,470.00
815980	R	2/3/2021	JOHNSON CONTROLS FIRE PROTECTION LP	\$ 458.00
815981	R	2/3/2021	LOFFLER COMPANIES - 131511	\$ 97.23
815982	R	2/3/2021	MACKIN EDUCATIONAL RESOURCES	\$ 423.46
815983	R	2/3/2021	MAKE MUSIC	\$ 280.00
815984	R	2/3/2021	MENARDS	\$ 786.36
815986	R	2/3/2021	MENARDS	\$ 269.77
815987	R	2/3/2021	MIDWEST IMAGING SOLUTIONS	\$ 150.00
815988	R	2/3/2021	MINITEX	\$ 632.00
815989	R	2/3/2021	NCS PEARSON INC	\$ 187.50
815990	R	2/3/2021	NHA HEATING & AIR CONDITIONING INC	\$ 2,655.50
815991	R	2/3/2021	NOKOMIS SHOE SHOP	\$ 364.85

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

815992	R	2/3/2021	O'REILLY AUTOMOTIVE, INC	\$ 154.70
815993	R	2/3/2021	PHASOR ELECTRIC COMPANY	\$ 718.00
815994	R	2/3/2021	PREMIUM WATERS, INC.	\$ 30.00
815995	R	2/3/2021	QUICKSILVER EXPRESS COURIER	\$ 90.19
815996	R	2/3/2021	REPUBLIC SERVICES #899	\$ 16,409.42
815999	R	2/3/2021	RICOH USA, INC	\$ 890.44
816000	R	2/3/2021	RIFTON EQUIPMENT	\$ 592.50
816001	R	2/3/2021	RYAN COMPANY, INC.	\$ 422.50
816002	R	2/3/2021	SHRED-IT USA	\$ 782.61
816003	R	2/3/2021	STAPLES ADVANTAGE	\$ 47.51
816004	R	2/3/2021	T-MOBILE	\$ 19,251.91
816005	R	2/3/2021	TIERNEY BROTHERS INC	\$ 12,625.00
816006	R	2/3/2021	TRANE US INC	\$ 3,276.48
816007	R	2/3/2021	TRIMARK HOCKENBERGS	\$ 2,600.52
816008	R	2/3/2021	TWIN CITY HARDWARE CO., INC.	\$ 1,684.65
816010	R	2/3/2021	UHL COMPANY	\$ 1,099.00
816011	R	2/3/2021	VORT CORPORATION	\$ 420.00
816012	R	2/3/2021	WASCHE COMMERCIAL FINISHES, INC	\$ 6,750.00
816013	R	2/3/2021	WINSOR LEARNING, INC	\$ 2,409.00
816014	R	2/3/2021	CUSTOM DRYWALL	\$ 5,000.00
816015	R	2/3/2021	DYNAMIC TECHNICAL BUILDING SYSTEMS, INC	\$ 1,513.57
816017	R	2/3/2021	LAWAL SCOTT ERICKSON ARCHITECTS, INC.	\$ 8,040.33
816018	R	2/4/2021	NIELSEN, ERIC	\$ 163.00
816019	R	2/4/2021	PERLMAN, DAVID	\$ 19.00
816019	V	2/18/2021	PERLMAN, DAVID	\$ (19.00)
816023	R	2/4/2021	TRIO SUPPLY CO	\$ 5,435.10
816024	R	2/4/2021	RUDOLPH, MICHAEL	\$ 98.00
816025	R	2/4/2021	ALLSTREAM	\$ 3,978.89
816026	R	2/4/2021	CITY OF BROOKLYN PARK	\$ 5,750.00
816028	R	2/4/2021	CITY OF NEW HOPE	\$ 6,358.11
816029	R	2/4/2021	ISD#656 FARIBAULT PUBLIC SCHOOLS	\$ 35.00
816030	R	2/4/2021	RESERVE ACCOUNT	\$ 10,000.00
816033	R	2/4/2021	FLINN SCIENTIFIC, INC.	\$ 273.60
816034	R	2/4/2021	RIVERSIDE INSIGHTS	\$ 651.98
816035	R	2/10/2021	VERPLAETSE, MARK	\$ 169.00
816037	R	2/10/2021	JOHNSON CONTROLS FIRE PROTECTION LP	\$ 551.54
816038	R	2/10/2021	TESSIER, NEIL	\$ 169.00
816039	R	2/12/2021	SCHOOL SERVICE EMPLOYEES	\$ 4,416.37
816040	R	2/12/2021	CALIFORNIA STATE DISBURSEMENT UNIT	\$ 69.23
816041	R	2/12/2021	COMMUNITY SHARES OF MINNESOTA	\$ 262.00
816042	R	2/12/2021	EDUCATION MINNESOTA	\$ 78.00
816043	R	2/12/2021	FLORIDA STATE DISBURSEMENT UNIT	\$ 350.03
816044	R	2/12/2021	GREATER TWIN CITIES UNITED WAY	\$ 324.00
816045	R	2/12/2021	GREGORY A. BURRELL	\$ 280.62
816046	R	2/12/2021	MISSISSIPPI DEPART OF HUMAN SERVICES	\$ 254.79
816047	R	2/12/2021	MN CHILD SUPPORT PAYMENT CTR	\$ 4,386.73
816048	R	2/12/2021	PIONEER CREDIT RECOVERY, INC.	\$ 373.65

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

816049	R	2/12/2021	SCHOOL SERVICE EMPLOYEES	\$ 60.00
816050	R	2/12/2021	STATE DISBURSEMENT UNIT	\$ 369.23
816051	R	2/12/2021	STEWART, ZLIMEN & JUNGERS, LTD.	\$ 379.68
816052	R	2/12/2021	TRUST POINT INC.	\$ 32,891.08
816053	S	2/12/2021	UNITED STATES TREASURY	\$ 50.00
816054	R	2/12/2021	WAKPAMNI LAKE COMMUNITY CORP	\$ 271.75
816055	R	2/12/2021	WI SCTF	\$ 181.38
816056	R	2/11/2021	FINLEY, RAY	\$ 4,216.60
816057	R	2/11/2021	GENERAL SHEET METAL COMPANY, LLC	\$ 89,669.00
816058	R	2/11/2021	SIGNATURE MECHANICAL, INC	\$ 52,677.50
816059	R	2/17/2021	WAKPAMNI LAKE COMMUNITY CORP	\$ 267.56
816060	R	2/17/2021	ANCOM COMMUNICATIONS INC	\$ 550.00
816061	R	2/17/2021	BARTHEL, DAWN	\$ 52.00
816062	R	2/17/2021	BENNEK, JOSEPH	\$ 169.00
816063	R	2/17/2021	BJORKLUND, ROBERT	\$ 145.00
816064	R	2/17/2021	BSN SPORTS, LLC	\$ 657.47
816065	R	2/17/2021	BUFORD, TERON	\$ 79.00
816066	R	2/17/2021	BUSBY, TREVOR	\$ 79.00
816067	R	2/17/2021	CAPELLE, MATTHEW	\$ 98.00
816068	R	2/17/2021	CPI	\$ 150.00
816069	R	2/17/2021	DEBAKER, MATT	\$ 79.00
816070	R	2/17/2021	DELGADO, MICHAEL	\$ 79.00
816071	R	2/17/2021	ERICKSON, ANDREA	\$ 50.00
816072	R	2/17/2021	GARCIA, JOSEPH	\$ 93.00
816073	R	2/17/2021	GBR INTERPRETING AND TRANSLATION SERVICES	\$ 890.00
816074	R	2/17/2021	GRAYDEN, ELIZABETH	\$ 75.00
816075	R	2/17/2021	HALL, CHARLES	\$ 98.00
816076	R	2/17/2021	HAMMER SPORTS, LLC	\$ 758.00
816077	R	2/17/2021	HANSEN, COLE	\$ 152.00
816078	R	2/17/2021	HANSON, TRAVIS	\$ 169.00
816079	R	2/17/2021	HERDER, JAMES	\$ 79.00
816080	R	2/17/2021	HIESTAND, DEBORAH	\$ 79.00
816081	R	2/17/2021	HIGH NORTH, INC.	\$ 56.00
816082	R	2/17/2021	HOPKINS ROYAL DANCE TEAM/HRDT	\$ 120.00
816083	R	2/17/2021	HUSBANDS, SIMON	\$ 885.00
816084	R	2/17/2021	JACKSON, AZZAIRIA	\$ 158.00
816085	R	2/17/2021	JONES, RACHEL	\$ 640.00
816086	R	2/17/2021	KIRCHBERG, PAUL	\$ 116.00
816087	R	2/17/2021	LIBERTY MUTUAL INSURANCE	\$ 2,068.00
816088	R	2/17/2021	LIFETIME FITNESS	\$ 4,125.00
816089	R	2/17/2021	LIFETOUCH NSS ACCTS RECEIVABLE	\$ 340.74
816090	R	2/17/2021	MADSEN, MACY	\$ 158.00
816091	R	2/17/2021	MARTIN, GREG	\$ 176.00
816092	R	2/17/2021	MASA	\$ 470.00
816094	R	2/17/2021	MATH MASTERS OF MINNESOTA	\$ 1,190.00
816095	R	2/17/2021	MINNESOTA DEBATE INSTITUTE	\$ 87.50
816096	R	2/17/2021	NEHRING, ANNE	\$ 79.00

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

816097	R	2/17/2021	NEUMAN, BRIAN R.	\$ 223.00
816098	R	2/17/2021	PEOPLE INCORPORATED	\$ 5,249.99
816099	R	2/17/2021	PETERSON, DAVID	\$ 130.00
816100	R	2/17/2021	PRICE, RACHEL	\$ 79.00
816101	R	2/17/2021	PRITSCHET, DAVE	\$ 75.00
816102	R	2/17/2021	RACHWAL, TODD	\$ 60.00
816103	R	2/17/2021	REGION 6AA	\$ 225.00
816104	R	2/17/2021	RENELT, MARK	\$ 93.00
816105	R	2/17/2021	RETHLAKE, DAYNA	\$ 158.00
816106	R	2/17/2021	RIVAS-COOK, ALVIN	\$ 50.00
816107	R	2/17/2021	RUPP, ANDERSON, SQUIRES & WALDSPURGER, P.A.	\$ 352.50
816108	R	2/17/2021	SCHENDEL, CASSANDRA	\$ 20.00
816109	R	2/17/2021	SHELDEN & RUSH, LLC	\$ 500.00
816110	R	2/17/2021	SIMLEY DANCE TEAM BOOSTERS, INC	\$ 230.00
816111	R	2/17/2021	SYMANITZ, DAVID	\$ 176.00
816112	R	2/17/2021	SZYMANSKI, RYAN	\$ 93.00
816113	R	2/17/2021	TENGBEN, LAURA	\$ 50.00
816114	R	2/17/2021	TITUS, JOSEPH	\$ 79.00
816115	R	2/17/2021	TUNHEIM	\$ 390.00
816116	R	2/17/2021	VOLUNTEERS OF AMERICA MN AND WI	\$ 2,500.00
816117	R	2/17/2021	WEST METRO SPEECH AND LANGUAGE	\$ 110.00
816118	R	2/17/2021	WINNETKA PROPERTIES	\$ 13,959.76
816119	R	2/17/2021	ANOKA TWISTERS BOOSTER CLUB	\$ 240.00
816120	R	2/17/2021	BEAURLINE, CARL	\$ 93.00
816121	R	2/17/2021	BENNEK, JOSEPH	\$ 152.00
816122	R	2/17/2021	BROADWAY AWARDS	\$ 11.75
816123	R	2/17/2021	BSN SPORTS, LLC	\$ 4,369.88
816124	R	2/17/2021	GILLUND, THOMAS	\$ 79.00
816125	R	2/17/2021	GRIFFITHS, DAN	\$ 79.00
816126	R	2/17/2021	INGRAM, BRIAN	\$ 169.00
816127	R	2/17/2021	JOCELYN, GAVIN	\$ 414.00
816128	R	2/17/2021	KARNAS, MICHAEL	\$ 79.00
816129	R	2/17/2021	METROPOLITAN COURIER CORP.	\$ 47.10
816130	R	2/17/2021	PFAU, PATRICK	\$ 93.00
816131	R	2/17/2021	PORTNER, TAYLOR	\$ 304.00
816132	R	2/17/2021	SCHMITT MUSIC COMPANY	\$ 62.64
816133	R	2/17/2021	ENERVATION INC	\$ 5,271.00
816134	R	2/17/2021	INSPEC INC	\$ 10,000.00
816135	R	2/17/2021	JULIUS B. NELSON & SON, INC.	\$ 3,090.00
816136	R	2/17/2021	MLA ARCHITECTS	\$ 3,875.00
816137	R	2/17/2021	SHERWIN WILLIAMS	\$ 125.89
816138	R	2/17/2021	SIGNATURE MECHANICAL, INC	\$ 5,400.00
816139	R	2/17/2021	2080 MEDIA, INC	\$ 4,500.00
816140	R	2/17/2021	ADAMS PEST CONTROL - MAIN	\$ 40.00
816141	R	2/17/2021	APPLE COMPUTER INC	\$ 49.00
816142	R	2/17/2021	AUTOMATED LOGIC CORPORATION	\$ 880.00
816143	R	2/17/2021	BLICK ART MATERIALS	\$ 309.54

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

816144	R	2/17/2021	CEL PUBLIC RELATIONS INC	\$ 3,300.00
816145	R	2/17/2021	FLINN SCIENTIFIC, INC.	\$ 6,085.07
816146	R	2/17/2021	GRAINGER	\$ 53.51
816146	V	2/17/2021	GRAINGER	\$ (53.51)
816147	R	2/17/2021	HILLYARD INC - MINNEAPOLIS	\$ 496.62
816148	R	2/17/2021	HIREQUEST DIRECT	\$ 756.44
816149	R	2/17/2021	JOHNSON CONTROLS INC	\$ 1,288.75
816150	R	2/17/2021	KENDELL DOORS & HARDWARE, LLC	\$ 1,685.00
816151	R	2/17/2021	MACKIN EDUCATIONAL RESOURCES	\$ 1,079.63
816152	R	2/17/2021	MATRIX COMMUNICATIONS INC.	\$ 33,149.44
816153	R	2/17/2021	MENARDS	\$ 53.97
816154	R	2/17/2021	MENARDS	\$ 19.50
816155	R	2/17/2021	NCS PEARSON INC	\$ 396.44
816156	R	2/17/2021	NOKOMIS SHOE SHOP	\$ 199.95
816157	R	2/17/2021	OLYMPIC COMMUNICATIONS INC	\$ 888.00
816158	R	2/17/2021	PHASOR ELECTRIC COMPANY	\$ 440.00
816159	R	2/17/2021	RICOH USA, INC	\$ 305.04
816160	R	2/17/2021	SHIFFLER EQUIPMENT SALES INC	\$ 97.99
816161	R	2/17/2021	SONUS INTERIORS INC	\$ 203.22
816161	V	2/17/2021	SONUS INTERIORS INC	\$ (203.22)
816162	R	2/17/2021	STAPLES ADVANTAGE	\$ 181.49
816163	R	2/17/2021	TWIN CITY HARDWARE CO., INC.	\$ 3,427.42
816164	R	2/17/2021	AC CARLSON	\$ 659.00
816165	R	2/17/2021	ACME ELECTRIC COMPANIES	\$ 312.06
816168	R	2/17/2021	ADAMS PEST CONTROL - MAIN	\$ 425.00
816169	R	2/17/2021	AQUA LOGIC, INC.	\$ 186.24
816170	R	2/17/2021	ASPEN EQUIPMENT COMPANY	\$ 308.15
816171	R	2/17/2021	BRIGHT BLINDS, LLC	\$ 1,571.00
816172	R	2/17/2021	CDW GOVERNMENT	\$ 12,268.66
816173	R	2/17/2021	CONTINENTAL CLAY COMPANY	\$ 473.43
816174	R	2/17/2021	COUNCIL FOR EXCEPTIONAL	\$ 440.00
816175	R	2/17/2021	CULLIGAN BOTTLED WATER	\$ 38.00
816176	R	2/17/2021	DALCO ENTERPRISES INC	\$ 216.00
816177	R	2/17/2021	DK CONCRETE, LLC	\$ 27,096.25
816178	R	2/17/2021	EARL F. ANDERSEN, INC.	\$ 468.55
816179	R	2/17/2021	ECM PUBLISHERS, INC.	\$ 274.56
816180	R	2/17/2021	ECOLAB INC.	\$ 2,700.00
816181	R	2/17/2021	GOODIN COMPANY	\$ 2,639.49
816182	R	2/17/2021	GOPHERMODS, LLC	\$ 1,177.00
816183	R	2/17/2021	GOPHER SPORT	\$ 849.00
816184	R	2/17/2021	GRAINGER	\$ 280.46
816185	R	2/17/2021	GROTH MUSIC CO	\$ 1,148.25
816186	R	2/17/2021	H&B SPECIALIZED PRODUCTS INC	\$ 670.00
816187	R	2/17/2021	HENNEPIN COUNTY - MAIL CODE 131	\$ 417.35
816188	R	2/17/2021	HENRICKSEN AND COMPANY, INC	\$ 59,289.21
816189	R	2/17/2021	HENRY SCHEIN, INC	\$ 332.85
816195	R	2/17/2021	HILLYARD INC - MINNEAPOLIS	\$ 8,731.25

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

816196	R	2/17/2021	HIREQUEST DIRECT	\$ 329.88
816197	R	2/17/2021	INNOVATIONAL WATER SOLUTIONS, INC	\$ 155.00
816198	R	2/17/2021	IPEVO	\$ 2,480.71
816199	R	2/17/2021	ISC COMPANIES	\$ 50.29
816201	R	2/17/2021	JEFF'S S.O.S. DRAIN & SEWER	\$ 2,220.00
816202	R	2/17/2021	JOHNSON CONTROLS FIRE PROTECTION LP	\$ 1,005.60
816203	R	2/17/2021	KENDELL DOORS & HARDWARE, LLC	\$ 571.00
816204	R	2/17/2021	KULLY SUPPLY INC	\$ 2,918.33
816205	R	2/17/2021	LAKESHORE LEARNING MATERIALS	\$ 63.56
816206	R	2/17/2021	LVC COMPANIES INC	\$ 376.25
816207	R	2/17/2021	MACKIN EDUCATIONAL RESOURCES	\$ 3,131.40
816208	R	2/17/2021	MENARDS	\$ 350.83
816209	R	2/17/2021	MINNESOTA EQUIPMENT INC	\$ 1,818.04
816210	R	2/17/2021	NCS PEARSON INC	\$ 375.00
816214	R	2/17/2021	NORTHLAND MECHANICAL CONTRACTORS, INC.	\$ 25,569.20
816215	R	2/17/2021	OCLC INC	\$ 323.38
816216	R	2/17/2021	PHASOR ELECTRIC COMPANY	\$ 506.00
816217	R	2/17/2021	PRAXAIR DISTRIBUTION, INC.	\$ 125.94
816218	R	2/17/2021	RICOH USA INC	\$ 102.71
816220	R	2/17/2021	RICOH USA, INC	\$ 111.40
816221	R	2/17/2021	SCHMITT MUSIC COMPANY	\$ 554.66
816222	R	2/17/2021	SCHOOL HEALTH CORPORATION	\$ 11,294.55
816223	R	2/17/2021	SIGNATURE MECHANICAL, INC	\$ 148.00
816226	R	2/17/2021	STAPLES ADVANTAGE	\$ 2,474.57
816228	R	2/17/2021	SUNBELT STAFFING	\$ 16,174.50
816229	R	2/17/2021	TRANE US INC	\$ 742.33
816230	R	2/17/2021	TRI-STATE BOBCAT, INC.	\$ 343.25
816231	R	2/17/2021	TRUGREEN PROCESSING CENTER	\$ 478.73
816233	R	2/17/2021	UHL COMPANY	\$ 2,509.00
816234	R	2/17/2021	UNIVERSAL ATHLETIC SERVICE, INC.	\$ 38.55
816235	R	2/17/2021	W L HALL CO.	\$ 1,440.00
816236	R	2/17/2021	GRAINGER	\$ 53.51
816237	R	2/17/2021	SONUS INTERIORS INC	\$ 189.00
816239	R	2/18/2021	CENTERPOINT ENERGY	\$ 1,894.90
816240	R	2/18/2021	CITY OF GOLDEN VALLEY	\$ 2,764.00
816241	R	2/18/2021	CITY OF NEW HOPE	\$ 50.00
816242	R	2/18/2021	EASTVIEW HIGHSCHOOL DANCE TEAM	\$ 240.00
816243	R	2/18/2021	ISD#270 - HOPKINS SCHOOL DISTRICT	\$ 510.00
816244	R	2/18/2021	ISD#272 - EDEN PRAIRIE SCHOOLS	\$ 1,465.00
816245	R	2/18/2021	ISD#279 - OSSEO AREA SCHOOLS	\$ 450.00
816246	R	2/18/2021	ISD#728 - COMMUNITY EDUCATION	\$ 80.00
816247	R	2/18/2021	ISD#916 NE METRO INTER SCH D	\$ 746.46
816248	R	2/18/2021	MCDOWELL AGENCY (THE)	\$ 93.00
816249	R	2/18/2021	MERRY, VANESSA	\$ 315.00
816250	R	2/18/2021	MINNESOTA SAFETY COUNCIL	\$ 144.00
816251	R	2/18/2021	MN DECA	\$ 250.00
816252	R	2/18/2021	MN DEPT LABOR & INDUSTRY	\$ 100.00

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

816253	R	2/18/2021	MN STATE HIGH SCHOOL LEAGUE	\$ 11,000.00
816254	R	2/18/2021	NCS PEARSON INC	\$ 288.75
816255	R	2/18/2021	NORTH METRO TELECOMMUNICATIONS COMMISION	\$ 150.00
816256	R	2/18/2021	NOVAK, JANICE	\$ 60.00
816257	R	2/18/2021	OLSON MADAUS, KIRSTEN	\$ 64.00
816258	R	2/18/2021	WELLBEATS, INC	\$ 718.96
816259	R	2/18/2021	WOLVERT, TAMMY	\$ 360.00
816260	R	2/18/2021	PERLMAN, DAVID	\$ 19.00
816261	R	2/18/2021	UNIVERSAL ATHLETIC SERVICE, INC.	\$ 259.99
816304	R	2/19/2021	UPPER LAKES FOODS, INC.	\$ 121,823.81
816305	R	2/19/2021	MAERTENS-BRENNY CONSTRUCTION CO.	\$ 15,121.70
816306	R	2/19/2021	SIGNATURE MECHANICAL, INC	\$ 5,372.50
816307	R	2/19/2021	MUSIC THEATRE INTERNATIONAL	\$ 400.00
816308	R	2/22/2021	BAYFIELD FRUIT COMPANY LLC	\$ 1,558.05
816309	R	2/22/2021	CANVAS CRAFT, INC	\$ 980.00
816310	R	2/22/2021	COMMERCIAL KITCHEN SERVICES	\$ 1,656.25
816311	R	2/22/2021	ECOLAB FOOD SAFETY SPECIALTIES	\$ 65.08
816312	R	2/22/2021	ECOLAB INC.	\$ 736.83
816319	R	2/22/2021	H. BROOKS & CO.	\$ 4,667.87
816320	R	2/22/2021	HI-TECH REFRIGERATION	\$ 628.04
816326	R	2/22/2021	PAN-O-GOLD BAKING CO	\$ 2,137.00
816327	R	2/22/2021	SNA	\$ 58.00
816338	R	2/22/2021	ST PAUL BEVERAGE SOLUTIONS, LLC	\$ 12,713.57
816339	R	2/22/2021	TRIMARK HOCKENBERGS	\$ 106.34
816343	R	2/22/2021	TRIO SUPPLY CO	\$ 6,563.58
816345	R	2/22/2021	US FOODS CULINARY EQUIPMENT	\$ 1,401.59
816346	R	2/22/2021	CAPTIVATE MEDIA + CONSULTING	\$ 5,056.63
816347	R	2/22/2021	CENTERPOINT ENERGY	\$ 6,888.62
816348	R	2/22/2021	CITY OF CRYSTAL - ACCOUNTS RECEIVABLE	\$ 2,044.46
816350	R	2/22/2021	CITY OF PLYMOUTH	\$ 4,036.00
816351	R	2/22/2021	CITY OF ROBBINSDALE	\$ 4,749.02
816352	R	2/22/2021	MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO.	\$ 17,490.00
816353	R	2/22/2021	OFFICE OF MN IT SERVICES	\$ 3,188.66
816354	R	2/22/2021	SCHOOL EXEC CONNECT, LLC	\$ 9,250.00
816355	R	2/22/2021	STATE OF MINNESOTA FIRE MARSHAL DIVISION	\$ 14,039.79
816356	R	2/22/2021	WATSON, THOMAS	\$ 8,405.50
816357	R	2/22/2021	WILLIAMS, DERRICK	\$ 2,857.14
816358	R	2/22/2021	ELAM, TIMOTHY	\$ 2,695.34
816359	R	2/22/2021	RATWIK, ROSZAK & MALONEY, P.A.	\$ 3,214.00
816360	R	2/25/2021	CALIFORNIA STATE DISBURSEMENT UNIT	\$ 69.23
816361	R	2/25/2021	COMMUNITY SHARES OF MINNESOTA	\$ 262.00
816362	R	2/25/2021	EDUCATION MINNESOTA	\$ 78.00
816363	R	2/25/2021	FLORIDA STATE DISBURSEMENT UNIT	\$ 350.03
816364	R	2/25/2021	GREATER TWIN CITIES UNITED WAY	\$ 324.00
816365	R	2/25/2021	GREGORY A. BURRELL	\$ 280.62
816366	R	2/25/2021	MISSISSIPPI DEPART OF HUMAN SERVICES	\$ 254.79
816367	R	2/25/2021	MN CHILD SUPPORT PAYMENT CTR	\$ 5,282.50

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

816368	R	2/25/2021	PIONEER CREDIT RECOVERY, INC.	\$ 410.78
816369	R	2/25/2021	SCHOOL SERVICE EMPLOYEES	\$ 65.00
816370	R	2/25/2021	STATE DISBURSEMENT UNIT	\$ 369.23
816371	R	2/25/2021	TRUST POINT INC.	\$ 32,990.33
816372	S	2/25/2021	UNITED STATES TREASURY	\$ 50.00
816373	R	2/25/2021	WI SCTF	\$ 181.38
816374	R	2/26/2021	SCHOOL SERVICE EMPLOYEES	\$ 4,443.61
816375	R	2/26/2021	CAPTIVATE MEDIA + CONSULTING	\$ 15,000.00
816376	R	2/26/2021	COMMUNITY MEDIATION & RESTORATIVE SERVICES, I	\$ 38,250.00
816377	R	2/26/2021	FAMILYWISE SERVICES	\$ 4,000.00
816378	R	2/26/2021	GROUP HEALTH PLAN, INC	\$ 16,788.37
816379	R	2/26/2021	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	\$ 1,799.55
816380	R	2/26/2021	READING & MATH INC.	\$ 2,000.00
816381	R	2/26/2021	RESERVE ACCOUNT	\$ 15,000.00
816388	R	2/26/2021	RICOH USA INC	\$ 14,883.96
7865995	R	2/10/2021	TESSIER, NEIL	\$ 169.00
7865995	V	2/10/2021	TESSIER, NEIL	\$ (169.00)
202000443	W	2/12/2021	COMMISSIONER OF REVENUE REF #	\$ 177,923.82
202000444	W	2/12/2021	INTERNAL REVENUE SERVICE REF #	\$ 1,059,548.22
202000445	W	2/12/2021	MN DEPARTMENT OF REVENUE	\$ 244.59
202000446	W	2/12/2021	MN TEACHERS RETIREMENT ASSOC	\$ 490,270.36
202000447	W	2/12/2021	PUBLIC EMPLOYEES RETIREMENT ASSOCIATION	\$ 157,505.46
202000448	W	2/12/2021	AVIBEN	\$ 178,964.23
202000449	W	2/12/2021	ISD#281: FLEX BENEFITS	\$ 27,737.45
202000450	W	2/12/2021	AMERIFLEX	\$ 22,849.28
202000451	W	2/12/2021	I S D # 281 - PAYROLL ACCT	\$ 2,914,463.76
202000452	W	2/2/2021	MN DEPARTMENT OF REVENUE	\$ 39.00
202000456	W	2/5/2021	HARRIS BANK	\$ 44,392.80
202000457	W	2/26/2021	COMMISSIONER OF REVENUE REF #	\$ 178,021.08
202000458	W	2/26/2021	INTERNAL REVENUE SERVICE REF #	\$ 1,061,980.87
202000459	W	2/26/2021	MN DEPARTMENT OF REVENUE	\$ 244.59
202000460	W	2/26/2021	MN TEACHERS RETIREMENT ASSOC	\$ 488,843.14
202000461	W	2/26/2021	PUBLIC EMPLOYEES RETIREMENT ASSOCIATION	\$ 163,541.36
202000462	W	2/26/2021	AVIBEN	\$ 179,365.13
202000463	W	2/26/2021	ISD#281: FLEX BENEFITS	\$ 27,630.21
202000464	W	2/26/2021	AMERIFLEX	\$ 22,846.58
202000465	W	2/26/2021	I S D # 281 - PAYROLL ACCT	\$ 2,933,731.18
202000466	W	2/26/2021	XCEL ENERGY	\$ 44,118.81
202000467	W	2/25/2021	XCEL ENERGY	\$ 20,701.54
202000468	W	2/26/2021	ISD#281: FLEX BENEFITS	\$ 1,584,934.00
202000469	W	2/9/2021	FEEPAY	\$ 1,600.00
202000470	W	2/9/2021	BANKCARD SERVICES WORLDWIDE	\$ 1,168.29
202000471	W	2/9/2021	BANKCARD SERVICES WORLDWIDE	\$ 2,993.25
202000472	W	2/11/2021	WELLS FARGO BROKERAGE SERV LLC	\$ 1,518.63
202000473	W	2/16/2021	VANCO SERVICES	\$ 40.20
202000474	W	2/18/2021	AMERIFLEX	\$ 4,187.70
202000475	W	2/26/2021	AMERIFLEX	\$ 150.00

**Robbinsdale Area Schools  
Board Disbursement Report  
February 1 - February 28, 2021**

202000476	W	2/5/2021	DELTA DENTAL	\$ 30,734.56
202000477	W	2/12/2021	DELTA DENTAL	\$ 23,962.01
202000478	W	2/19/2021	DELTA DENTAL	\$ 32,677.05
202000479	W	2/26/2021	DELTA DENTAL	\$ 29,895.80
202000480	W	2/22/2021	DELTA DENTAL	\$ 7,627.36
202000481	W	2/1/2021	PREFERRED ONE	\$ 186,786.33
202000482	W	2/8/2021	PREFERRED ONE	\$ 290,117.79
202000483	W	2/11/2021	PREFERRED ONE	\$ 126,600.85
202000484	W	2/16/2021	PREFERRED ONE	\$ 341,882.41
202000485	W	2/22/2021	PREFERRED ONE	\$ 300,300.43
202000486	W	2/11/2021	AMERIFLEX	\$ 21,659.53
202000487	W	2/11/2021	AMERIFLEX	\$ 16,689.91
202000488	W	2/18/2021	AMERIFLEX	\$ 4,187.70
202000489	W	2/1/2021	AVIDIA BANK	\$ 28,616.61
202000490	W	2/2/2021	AVIDIA BANK	\$ 143.19
202000491	W	2/3/2021	AVIDIA BANK	\$ 142.21
202000492	W	2/16/2021	AVIDIA BANK	\$ 17,444.39
202000493	W	2/23/2021	AVIDIA BANK	\$ 21.15
202100259	A	2/2/2021	BURLINGAME, LINDA	\$ 144.95
202100260	A	2/2/2021	CROSS, LAURIE	\$ 28.00
202100261	A	2/2/2021	Fischer, Aaron	\$ 8.91
202100262	A	2/2/2021	Greene, Jennifer	\$ 68.50
202100263	A	2/2/2021	MCNAMEE, PAUL	\$ 106.38
202100264	A	2/2/2021	NOBLES, PATTI	\$ 172.92
202100265	A	2/2/2021	NYLIN, MARY	\$ 99.31
202100266	A	2/2/2021	O'TOOLE, SEAN	\$ 50.00
202100267	A	2/2/2021	YURICK, LAUREEN	\$ 15.75
202100268	A	2/12/2021	ROBB FEDERATION OF TEACHERS	\$ 47,263.55
202100269	A	2/12/2021	AFSCME COUNCIL 5	\$ 1,704.74
202100270	A	2/12/2021	SEVEN DREAMS FOUNDATION	\$ 579.00
202100271	A	2/16/2021	DRIVER, JULIANNE	\$ 32.39
202100272	A	2/16/2021	Hafla, Linda	\$ 114.95
202100273	A	2/16/2021	Holck, Morgan	\$ 50.00
202100274	A	2/16/2021	KELLY, SHANNON	\$ 25.00
202100275	A	2/16/2021	Krenz, Laura	\$ 14.78
202100276	A	2/16/2021	PEARSON, MARY JO	\$ 44.99
202100277	A	2/16/2021	Rowe, Frederico	\$ 1,000.00
202100278	A	2/16/2021	WARD, LEIA	\$ 15.50
202100279	A	2/16/2021	WARSETT, ESTER	\$ 58.00
202100281	A	2/26/2021	METROPOLITAN LIFE INSURANCE COMPANY	\$ 49,908.12
202100283	A	2/26/2021	SUPERIOR VISION SERVICES, INC.	\$ 7,942.77
202100284	A	2/26/2021	COLLABORATIVE STUDENT TRANSPORTATION OF MINNE	\$ 15,100.50
202100285	A	2/26/2021	MN-CRYSTAL CENTER - HA, LLC	\$ 87,849.73
202100286	A	2/26/2021	ROBBINSDALE PRINCIPALS	\$ 950.00
202100287	A	2/26/2021	SEVEN DREAMS FOUNDATION	\$ 619.00
202100288	A	2/26/2021	ROBB FEDERATION OF TEACHERS	\$ 47,532.77
202100289	A	2/26/2021	AFSCME COUNCIL 5	\$ 1,714.17



March 15, 2021

Contracts

<u>Item</u>	<u>Business</u>	<u>School/Program</u>	<u>Amount</u>	<u>Purpose</u>
1	BLIND, Inc.	Special Education	\$75 per hour	Provide Braille and assistive technology instruction January, 2021-May, 2021
2	BSN/Nike	Armstrong	Receive percentage of uniforms purchased based on annual basis.	BSN Sports Rewards Program-July 1, 2021-June 30, 2026. Nike gives Armstrong \$25,000 over 5 years of capital to spend on Nike/BSN Apparel and Equipment
3	CEL Marketing PR, Design	Communications	6,600	Addendum to contract for comprehensive enrollment marketing plan with digital and personalization strategy and deliverables, February 12, 2021-March 15, 2021
4	Family Wise	Districtwide	1,750	Provide two community presentations on NEAR Science on March 10, 2021 and April 13, 2021
5	Hennepin County Human Services and Public Health	Redesign HUG Program/Early Childhood	73,131	Help Us Grow (HUG) program January 1, 2021-September 30, 2021- Revenue to district
6	Mid America Business Systems	Early Childhood Special Education	4,000	To convert special education student files to electronic format, eliminating the need for storing paper for the 2020-21 school year
7	Minneapolis Public Schools	Title 1	5,329	Provide Title I services to Five students attending non-public school within the Minneapolis School District boundaries, July 1, 2020-June 30, 2021
8	Sunbelt Staffing	Districtwide	\$65.50 per hour	Registered Nurse services February 23, 2021-June 10, 2021
9	Sunbelt Staffing, Inc.	Districtwide	\$65.20 per hour	Registered Nurse services March 3, 2021-June 10, 2021
10	W2 Films	Cooper	8,820	Production and livestream virtual theatre production of "Lights, Camera, Action" on March 13, 2021

**Correction from February 16, 2021 Agenda**

	Intermediate District 287	Special Education	\$15,338	Special Education teacher August 31, 2020-June 11, 2021 (Previously reported on February 16, 2021 as \$76,690, should be .2 FTE \$15,338)
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Individual focus. Infinite potential.

## **School Board of Robbinsdale Area Schools**

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Board Reports

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**ITEM:** 7. Board Reports

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**COMMENTS BY:** David Boone, Chair

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This section of the agenda provides an opportunity for Board members to update the community on school board-related work on committees or to make announcements of interest to the public.

# Announcements | March 15, 2021

<b>March 16, 4:00 p.m.</b>	American Indian Parent Advisory
<b>5:00 p.m.</b>	Legislative Action Coalition
<b>5:30 p.m.</b>	Redesign Family Service Collaborative
<b>March 17, 6:00 p.m.</b>	School Start Times Parent & Community Engagement Subcommittee
<b>March 23, 6:00 p.m.</b>	School Start Times Parent & Community Engagement Subcommittee
<b>March 23, 6:30 p.m.</b>	Finance Advisory Council (rescheduled from March 9)
<b>March 29 - April 5</b>	Spring Break
<b>April 6, 6:00 p.m.</b>	School Board Business Meeting and Work Session

*Check out our district calendar <sup>123</sup> on our website for more meeting details*

Individual focus. Infinite potential.

## School Board of Robbinsdale Area Schools

Regular Meeting – March 15, 2021

**AGENDA SECTION:** Adjournment  
**ITEM:** 9. Adjournment of Regular Meeting  
**COMMENTS BY:** David Boone, Chair

This agenda item will bring closure to the School Board regular meeting.

**Recommended Action:** Call the regular meeting to a close.

### Adjournment of Regular Meeting – March 15, 2021

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Greta Evans-Becker _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	-
Sam Sant _____	_____	_____	-
John Vento _____	_____	_____	_____

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Time of Adjournment:** \_\_\_\_\_ 124 \_\_\_\_\_