

Work Session will begin 10 minutes after adjournment of the Business Meeting.

1. 2022 Legislative Action Coalition (LAC) Platform Discussion	2
2. Budget Timeline Update for 2022-2023	16
3. ESSER Funds Update	18
4. 599 AP: Kindergarten Magnet Lottery and Policy 509: Intradistrict Transfer and Open Enrollment	36
5. Superintendent's 100 Day Update and Recommendations	50
6. School Board Policy Committee Draft Review and Board Vacancy Policy Draft Review	55
7. Discussion Regarding Support of Resolution to MSBA for Fully Funding School Nutrition Programs	
8. Other	



2022 Legislative Platform

November 1, 2021



ROBBINSDALE
Area Schools

OUR UNIFIED DISTRICT VISION

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

2022 Legislative Platform

- Establish Governmental Parity
- Increase Flexibility for School Districts
- Enhance Educator Workforce
- Institute Taxpayer Equity
- Stabilize Funding
- Additional Topics
 - School Lunch Debt
 - Transportation
 - Long Term Funding in Response to Mental Health Needs and Education Gaps as a Result of COVID

2022 Legislative Platform

- Establish Governmental Parity

- Allow locally elected school boards to renew an existing operating referendum at the same funding level. Data show that over the past seven years 100% of referendum renewals were approved by voters. Annual audits are performed each year to ensure school districts are run efficiently. With the Robbinsdale election cycle tied to midterm elections, money spent on renewing a referendum would be saved and put back into the classroom.

2022 Legislative Platform

- Increase Flexibility for School Districts
 - **Expand the allowable uses of Long-Term Facilities Maintenance Revenue** to allow school districts to enhance safety through security modifications to buildings, including remodeling and additions to existing space.
 - **Increase the maximum Safe Schools Levy and/or make the one-time state aid permanent** to offset the growing costs of school communication technology, to address the need for mental health support for students, and expand the permitted uses allowing school districts to enhance cyber security.
 - **Reduce mandated paperwork requirements for Special Education students.** Reducing paperwork requirements allow staff to spend more time with students.

2022 Legislative Platform

- Enhance Educator Workforce
 - **Support policies that increase diversity in the educator workforce** to reflect diverse student populations. Maintain the tiered licensing system to ensure multiple pathways for licensure.

2022 Legislative Platform

- Institute Taxpayer Equity

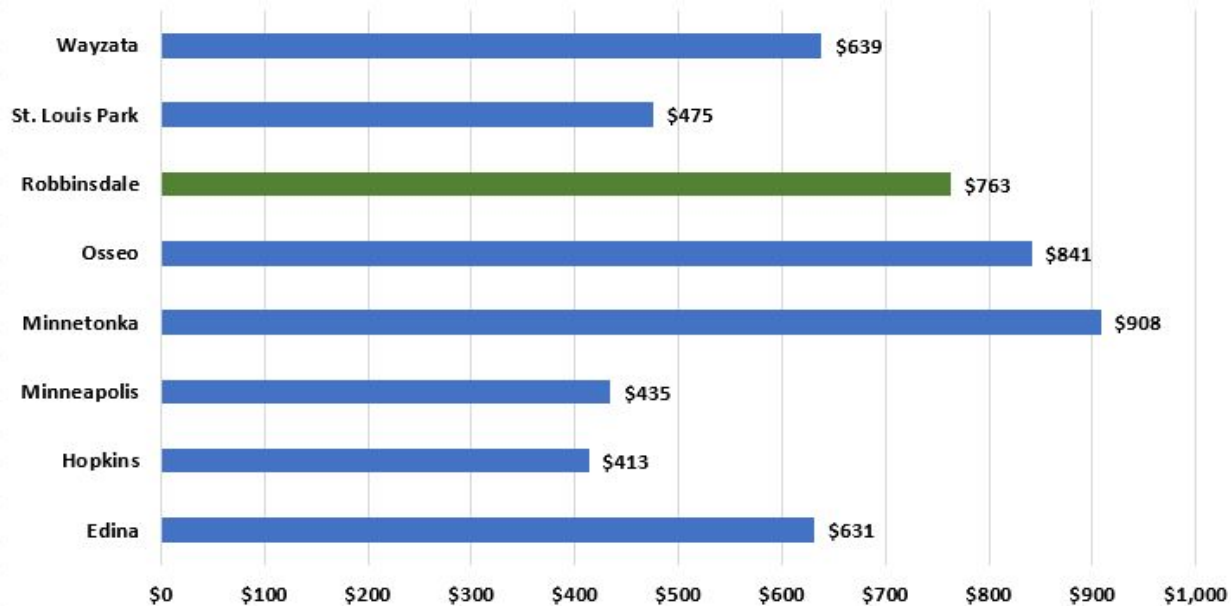
- **Increase equalization for operating referendums and debt service to provide greater equity in education funding.** Property tax levies play a crucial role in funding education programs and facilities. Depending on the property tax wealth in your school district, taxpayers may pay more to raise the same amount of referendum and debt service levies. For example, taxes on a home valued at \$275,000 cost homeowners in Robbinsdale Area Schools almost more than twice what homeowners in the Hopkins School District pay.



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School Referendum and Debt Service Levies Property Tax Comparison

Tax Impact of an Operating Referendum of \$1,881.81 per Adjust Pupil Unit
On a Home with an Estimated Market Value of \$275,000, Payable 2022*



*Data doesn't include any fiscal disparities impact and assumes each district only levied for \$1,881 (although some may have authority for more, doesn't include any impact beyond just the voter approved amount - No Local Optional Revenue, (LOR), no equity, etc.

Prepared by Baker Tilly Municipal Advisors October 2020

Data Source: Pay 2022 School Tax Report

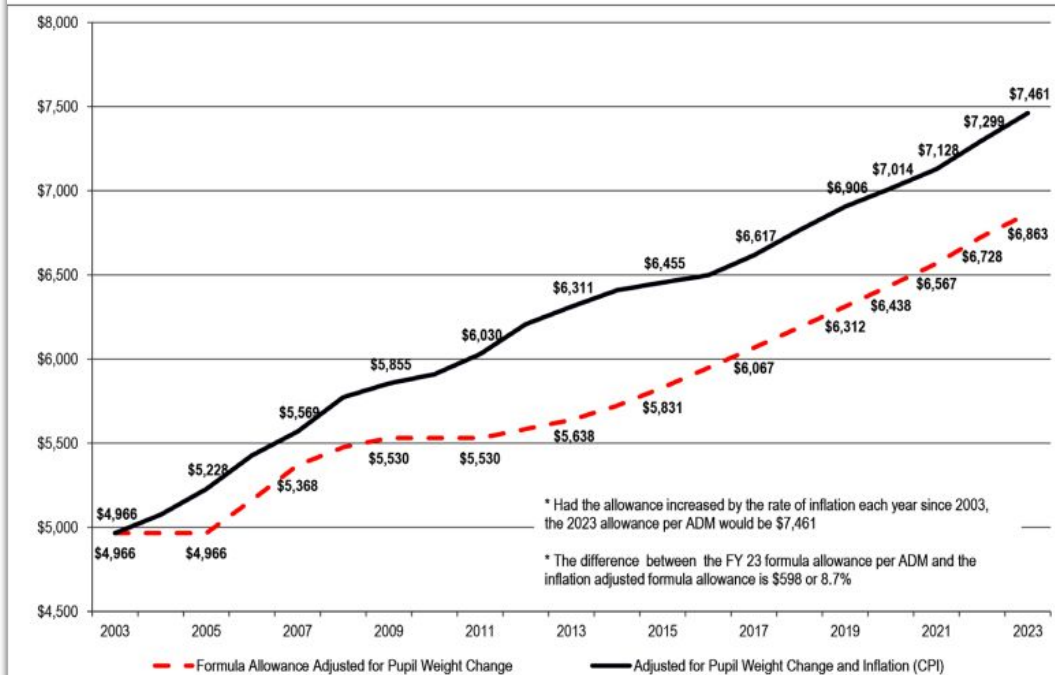
2022 Legislative Platform

- Stabilize Funding

- **Fix education funding and link the formula to inflation.** While we recognize this is not a funding year, we want to remind you that the basic education formula is the district's primary source of operating funds and accounts for **48.8% of Robbinsdale Area Schools' general fund revenue**. Increases in the basic education formula have not kept up with inflation. In fact, the basic education formula would be \$7,461 per pupil or 8.7% higher if it had kept up with inflation since 2003. Adequate, reliable and predictable funding is essential to provide programs that ensure every student graduates career, articulated skilled trades and college ready.



General Education Formula Allowance, 2003-2023 Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE Inflation Estimates, July 2021

Additional Topics

- Funding for school lunch (School Lunch Debt)
- Transportation
- Long term funding for mental health issues and education gaps as a result of COVID

Important Dates

- Legislative Breakfast: January 10, 2022
- Legislative Session opens: January 31, 2022 (Bonding Year)



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Questions



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Thank You

Phase	Date	Who	Outcome	Documents
	Grey Shading FAC		Blue Shading - Board (Bold = School Board Budget Related Action)	
Data Gathering	September 8, 2021	Board Work Session	(1) FAC Presentation	(G) Spring 21 FAC Report
	September 14, 2021	FAC #1	(1) Welcome/Orientation (2) Enrollment to date (3) Levy (4)ESSER III consult/survey results (5) Budget Timeline	(A) Budget Timeline (B) Levy Summary (D) Enrollment (J) ESSER Survey/Results
	September 22, 2021	Board Regular Meeting	(1) Approve Preliminary Pay 2022 Levy (2) Renewal of Workers Comp (Consent)	(B) Levy Summary & Powerpoint
	October 4, 2021	Board Work Session	(1) Enrollment Update (2) Understanding Budget Timeline	(A) Budget Timeline (D) Enrollment Projections
	October 18, 2021	Board Regular Meeting		
	October 29, 2021	Cabinet	Standard of Service Development	
	November 1, 2021	Budget Managers	Begin FY22 Mid Year Budget Review	
	November 1, 2021	Budget Managers	Preliminary direction for FY23 budget prep (Potential Reductions)	
	November 1, 2021	Board Work Session	(1) ESSER Update (2) Budget Timeline	(A) Budget Timeline
	November 9, 2021	FAC #2	FY23 Enrollment Projection Assumptions (2) ESSER Update	ENPRO Model
	November 15, 2021	CTF	FY23 Budget Assumptions Review	
	December 6, 2021	Board Work Session	(1) Levy Update (Truth in Taxation) (2) FY2021 Preliminary Audit Results	(B) Levy Summary
	December 13, 2021	CTF	Standard of Service - Budget Recommendations	
	December 20, 2021	Board Regular Meeting	(1) Approve Final Pay 2022 Levy	(B) Levy Summary (F) Audit Report
Preparation	January 4, 2022	Board Work Session	Review Preliminary Enrollment Projections (2) Finance Update with Preliminary FY22 Revised Budget (3) FY23 Budget Assumptions	(D) Enrollment Projections (E) Fund Balance Summary
	January 10, 2022	CTF	Propose budget/compensatory and staffing allocations for departments and schools	
	January 11, 2022	FAC #3	(1) Review FY23 Budget Assumptions (2) Long Term Planning (3) Review Audit Results	(E) Fund Balance Summary
	January 18, 2022	CTF	Finalize budget/compensatory and staffing allocations for departments and schools	
	January 18, 2022	Board Regular Meeting	Approval of resolution for non resident student enrollment capacity (2) Approval of Staffing Ratio (3) Enrollment Projections (Adjustments) (4) Final Audit Report	(F) Audit Report
	Jan 25-Feb 4, 2022	Budget Managers	Begin Staffing Meetings for FY23 Budget	
	February 5, 2022	Budget Managers	Capital and Debt Servie budgets due	
	February 7, 2022	Board Work Session	FY22 Preliminary Revised Budget	(E) Fund Balance Summary
	February 22, 2022	Board Regular Meeting		

LEVY with Current Year Approved Budget (High Level with formula increase?)

FY21 Finance Update (Audited) - Historical FB Trends w YE21 actual Audited FB, Projected FY22 FB budgeted - FY22 Preliminary Revised Budget (Original approved budget @ 0% formula increase/Revised @2.45%) - FY23 forecast with assumptions/year end FB

Phase	Date	Who	Outcome	Documents
	Grey Shading FAC		Blue Shading - Board (Bold = School Board Budget Related Action)	
Approval	February 25, 2022	Budget Managers	All FY23 department and school budgets requests due to Business Office	
	March 7, 2022	Board Work Session	(1) FY22 Preliminary Revised Budget (2) FY23 Budget Assumptions	(E) Fund Balance Summary
	March 21, 2022	Board Regular Meeting	(1) Approve Mid year Revised budget w/ Operating Capital Budget Parameters for Fall 23 prep	(E) Fund Balance Summary
	March 29, 2022	FAC #4	(1) Review Capital Budget Plan and Parameters (2) Begin Draft of FAC Report (Moved from March 15th)	
	April 4, 2022	Board Work Session		
	April 19, 2022	Board Regular Meeting		
	May 9, 2022	Board Work Session	Preliminary FY23 Budget Proposal	(E) Fund Balance Summary
	May 17, 2022	FAC #5	(1) FY23 Budget Process Update (2) Prepare FAC Board Presentation	
	May 23, 2022	Board Regular Meeting		
	June 7, 2022	Board Work Session	(1) FAC Presentation (2) Review Final FY23 Budgets for all funds in prep for June 20th action (3) LTFM 10 Year Plan	(E) Fund Balance Summary (H) FY22 FAC Report
	June 20, 2022	Board Regular Meeting	(1) Approve Final FY23 Budget for all funds (2) LTFM 10 Year Plan (3) Resolution for Sale of Bonds	(I) FY23 Budget Book

- A Budget Timeline
- B Levy Summary
- C FY22 Budget Book
- D Enrollment Projections
- E Fund Balance
- F Audit Report
- G FY21 FAC Report
- H FY22 FAC Report
- I FY23 Budget Book
- J ESSER Survey



ESSER Funding Overview

Presented by: Ukee Dozier

Date: September 1, 2021

OUR UNIFIED DISTRICT VISION

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

Overview

Since March of 2020 the Federal government signed into law three separate economic relief packages to help minimize the financial, as well as social/emotional impacts of the Coronavirus pandemic on E-12 education. These relief packages are as follows:

20

- Coronavirus Aid, Relief and Economic Security (CARES)
- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)
- American Rescue Plan Act (ARP)

Of these acts, Robbinsdale Schools has been allocated nearly \$39 million in total ESSER Funding

ESSER Usage as of June 30, 2021

	Fin	Awarded	Non Pub	Net Funding	Expended	Remaining
ARP Individuals with Disabilities	140	641,702.00	-	641,702.00	-	641,702.00
ARP Preschool Incentive Ages 3-5	141	53,922.87	-	53,922.87	-	53,922.87
ARP Mandatory CEIS	144	104,343.73	-	104,343.73	-	104,343.73
Gov Discretionary ARP	150	569,858.00	-	569,858.00	320,747.24	249,110.76
ESSER I 90%	151	2,315,378.22	83,645.16	2,231,733.06	2,174,966.27	140,411.95
ESSER I 9.5%	152	81,668.73	2,950.36	78,718.37	81,668.73	-
GEER	153	1,072,352.64	38,739.72	1,033,612.92	1,062,732.11	9,620.53
CRF	154	3,768,153.00	-	3,768,153.00	3,765,190.67	2,962.33
ESSER II	155	8,639,852.00	-	8,639,852.00	-	8,639,852.00
ESSER III	160	15,523,104.16	-	15,523,104.16	-	15,523,104.16
ESSER III Learning Recovery	161	3,880,776.04	-	3,880,776.04	-	3,880,776.04
Expand Summer Programming	163	324,000.00	-	324,000.00	-	324,000.00
ARP Adult Basic Education (Grant)	166	241,271.16	-	241,271.16	-	241,271.16
Expand Access to Tutoring	167	199,975.00	-	199,975.00	-	199,975.00
Covid Testing	170	662,878.51	-	662,878.51	-	662,878.51
Pandemic Enrollment Loss Support		875,383.00	-	875,383.00	-	875,383.00
		38,954,619.06	125,335.24	38,829,283.82	7,405,305.02	31,549,314.04

ESSER I

Signed into law on March 27, 2020, ESSER I represents a component of the Coronavirus Aid, Relief and Economic Security Act (CARES). This package provided over \$2 Trillion in Federal economic relief to aid in the impacts of COVID 19.

Allocated Detail

ESSER I - Coronavirus Aid, Relief and Economic Security Act

Funding Bucket	Allocation	Fed Expend Date
ESSER I 90%	\$2,231,733	September 30, 2022
ESSER I 9.5%	\$78,718	September 30, 2022
GEER	\$1,033,613	September 30, 2022
CRF	\$3,768,153	December 30, 2020
Total	\$7,112,217	

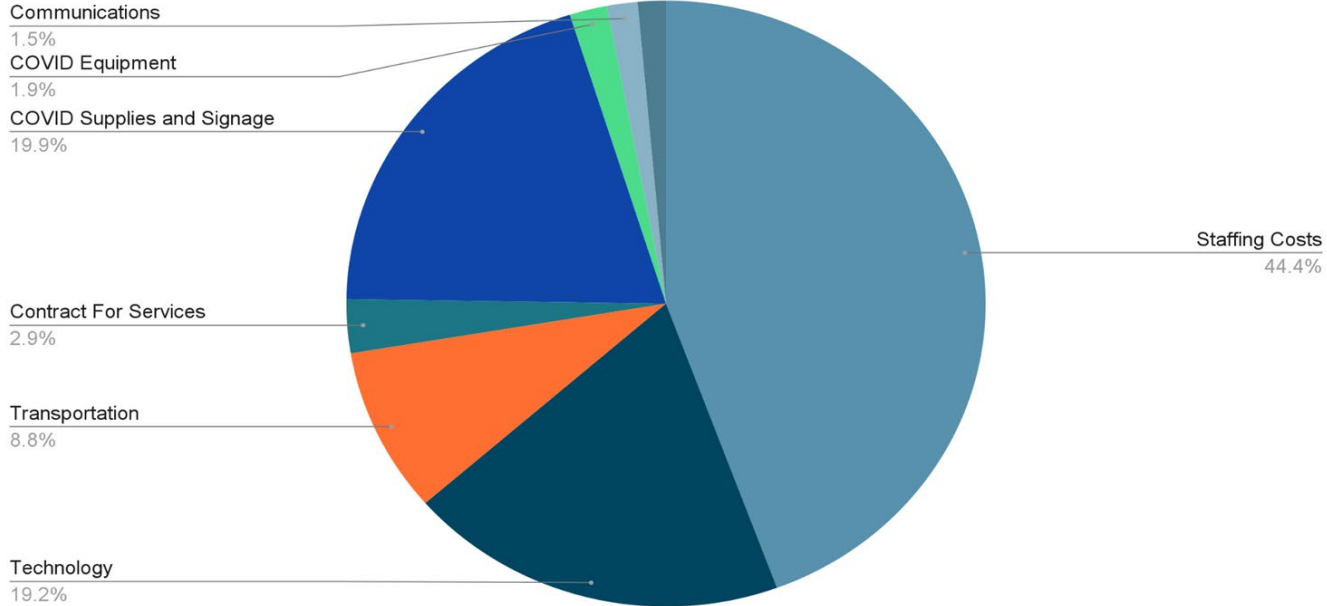
Summary of Categorical Expenditures

Category (Summarized)	Gov Discretionary	ESSER I	Total	% of Total
	FY21 Expended	FY21 Expended		
Staffing Costs	312,041.24	2,972,578.24	3,284,619.48	44.35%
Technology	-	1,422,626.82	1,422,626.82	19.21%
Transportation	8,706.00	643,465.72	652,171.72	8.81%
Contract For Services	-	212,230.94	212,230.94	2.87%
COVID Supplies and Signage	-	1,473,093.38	1,473,093.38	19.89%
COVID Equipment	-	140,457.02	140,457.02	1.90%
Communications	-	114,612.78	114,612.78	1.55%
Other	-	105,492.88	105,492.88	1.42%
Total Expended	320,747.24	7,084,557.78	7,405,305.02	100%



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Summary of Categorical Expenditures



ESSER II

Signed into law on December 27, 2020, The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) represents the second economic relief package in result of the COVID 19 Pandemic.

Allocated Detail

ESSER II - Coronavirus Response and Relief Supplemental Appropriations Act

Funding Bucket	Allocation	Fed Expend Date
ESSER II 90%	\$8,639,852	September 30, 2023
Expand Summer Prog	\$324,000	September 30, 2023
Total	\$8,963,852	

ESSER II Budgeted Funds by Category

ESSER II

Category (Summarized)	FY21 Expended	% of Total
Staffing Costs	6,676,351	78.48%
Technology	-	0.00%
Transportation	1,000,000	11.75%
Contract For Services	-	0.00%
COVID Supplies and Signage	-	0.00%
COVID Equipment	-	0.00%
Communications	23,860	0.28%
Professional Development	703,000	8.26%
Instruction	18,000	0.21%
Other	86,096	1.01%
Total Budgeted	8,507,307	100%



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ESSER III

Signed into law on March 11, 2021, the American Rescue Plan (ARP) represent the third and most recent economic relief package. Totaling \$1.3 Billion, this package is intended to provide funding to K-12 school districts and institutions of higher education to reopen safely for in-person learning and address students' needs.

Allocated Detail

ESSER III - American Rescue Plan (ARP)

Funding Bucket	Allocation	Fed Expend Date
ESSER III 90% (80)	\$15,523,104	September 30, 2024
ESSER III Learning Loss	\$3,880,776	September 30, 2024
Gov Discretionary	\$569,858	June 30, 2024
Adult Basic Education	\$241,271	June 30, 2024
Expand Access to Tutoring	\$199,975	June 30, 2024
Enrollment Loss Support	\$875,383	June 30, 2023

Allocated Detail

ESSER III - American Rescue Plan (ARP) - Continued

Funding Bucket	Allocation	Fed Expend Date
COVID Testing	\$662,879	September 30, 2022
ARP Individuals with Disabilities Ed Act – Part B	\$641,702	September 30, 2022
ARP Preschool Incentive Ages 3-5	\$53,923	September 30, 2022
ARP Mandatory CEIS	\$104,344	September 30, 2022
Total	\$22,753,214	September 30, 2022

ESSER III Requirement Process Update

- With guidance from MDE, stakeholder consultations were done to best identify the needs of our students. This engagement was conducted through surveys and virtual meetings.
 - Groups engaged consisted of Principals and Program Leaders, Staff, Family and Secondary Students.
 - Consultations and/or surveys were also done with district affinity groups American Indian, Pan African, Spanish Speaking, Somali Speaking as well as the Finance Advisory Committee.
-

Top 5 Spending Priorities Identified

Students	Staff	Family & Community
Technology	Staffing for small class size, Intervention and Enrichment	Staffing
Mental Health Support	Mental Health Support	Mental Health Support
Facilities	Student Support Personnel	Facilities
Additional Learning Opportunities (CTE)	Facilities	Staff Recruitment and Retention
Expand Language Access	Staff Recruitment and Retention	Student Support Personnel



ESSER III Next Steps

- Application Status is currently pending approval from MDE
- Once approval is received, a budget will be created to allocate funds that corresponds to the narrative submitted to MDE, including any approved revisions
- Present finalized plans to community stakeholders



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Area Schools

Questions



Policy 509 599AP

Dr. Meghan Hickey, Director of Student Services
October 2021



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Area Schools

KINDERGARTEN MAGNET LOTTERY

599 AP



Magnet Lottery Process

- Lottery opens December 1 and closes on the last Friday in February
- Families may apply for seats in one or more magnet schools
- Families with more than one child enter once and if selected, receive seats for all children
- Families have one week to accept their seat
- Lottery is run starting the second Wednesday in March and every week until all seats are accepted

Seat Availability

- Seats are held in two “buckets”
 - Resident
 - Non-Resident
- Walkers are considered residents but also have seats set aside
- Seats are added for staff children
- Siblings receive seats

20-21 Lottery

School	Resident Seats	Walkers	Non-Resident Seats	Staff Children	Total
FAIR-PL	75	2	14	1	89
RSI	112	3	22	3	135
SEA	55	10	11	0	66

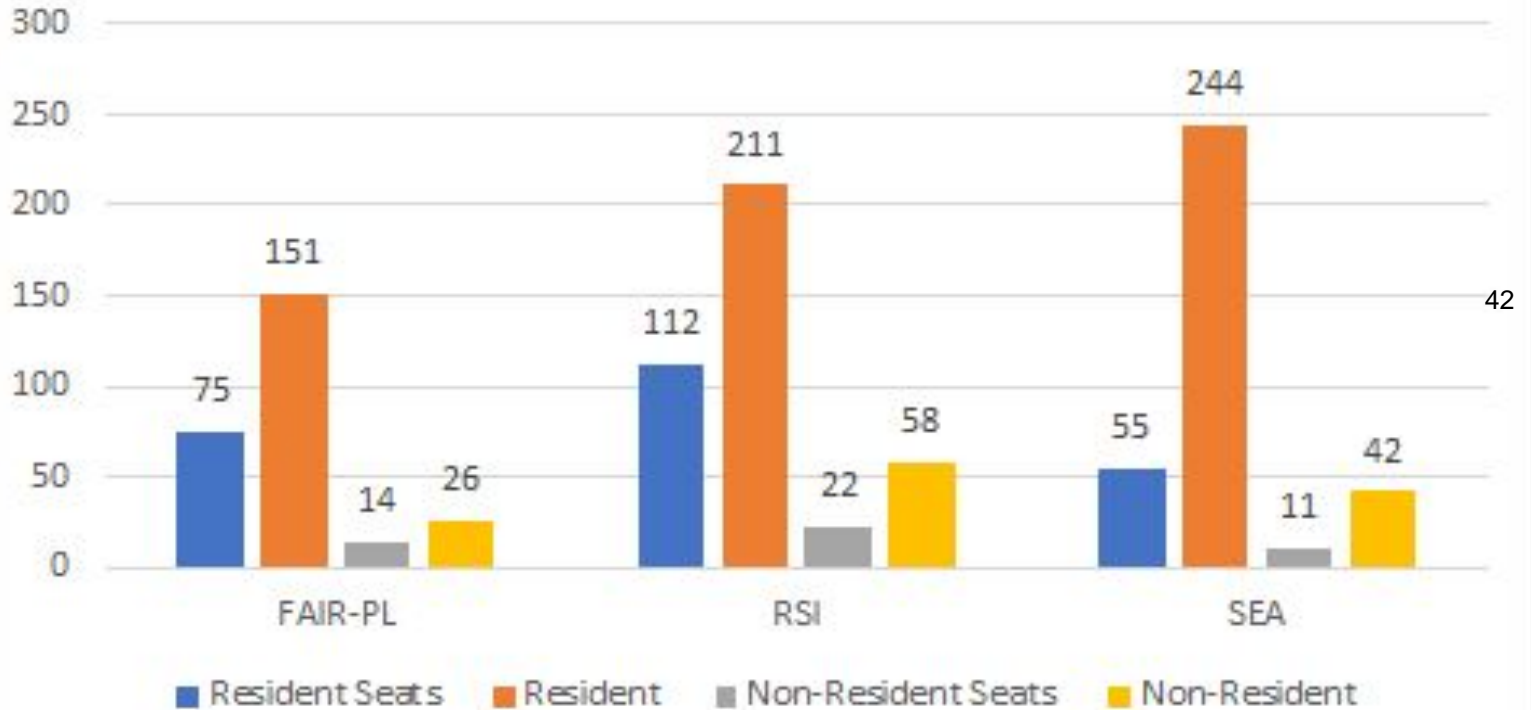
20-21 Stats

School	Applications*	Resident	Walkers	Non-Resident
FAIR-PL	177	151	5*	26
RSI	269	211	4**	58
SEA	286	244	11***	42

*Total Seat Requests



Available Seats & Applications



20-21 Stats

- All seats are filled at RSI & SEA
 - All residents have been offered seats at both RSI & FAIR-PL
 - 166 families in queue for SEA
 - 163 residents
-



ROBBINSDALE
Area Schools

INTRADISTRICT TRANSFER & OPEN ENROLLMENT

Policy 509



Intradistrict Transfer/Open Enrollment

- Opens Monday after MEA (~10/21)
 - Priority Order
 1. Siblings
 2. Residents
 3. Children of Employees
 4. Currently enrolled non-residents
 5. Non-residents
-

Intradistrict Transfer/Open Process

1. Form completion
2. Auto-approval
3. Queue
4. Accept seat

Approvals

- Based on FTE allocations
- District class size mid-point and staffing allocations

Class Size Targets	K	1	2	3	4	5
Class Size Ratio	25	26	28	28	30	31
Minimum	18	19	21	21	23	23
Maximum	25	26	28	28	30	31
Mid-Point	21.5	22.5	24.5	24.5	26.5	27.5

FTE Allocated	9.7	9.1	11.7	30.5
FTE Needed	9.0	8.9	11.2	29.2

21-22 OE/Transfer Stats

- 1446 transfers and open enrollments processed
- 45 students currently in queue for programs without space available
- Auto-approval on for most buildings/grades



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Area Schools

Questions





To: Robbinsdale Area Schools Board of Education
From: David Engstrom, Superintendent
Date: November 1, 2021
Re: 100 Day Entry Plan and Next Steps


This executive memo is to inform the Robbinsdale Area Schools Board of Education of the objectives and actions accomplished in my first 100 days. Also included is a brief overview of the challenges, opportunities, and next steps which will be discussed at the Board of Education Work Session.

Pre-Entry Plan: Ensure a foundational knowledge of the Robbinsdale Area Schools.

- Created a transition plan with interim superintendent for hiring for central office and building administrators and ongoing communication
- Visited District to meet with each central administration direct report to get acquainted and identify pressing issues
- Participated in interviews for Cabinet level positions
- Drafted Entry Plan objectives and actions


Develop and strengthen the governance team to operationalize the Robbinsdale Areas Schools' *Unified District Vision*

- Met with interim executive assistant to establish routines for communication, organization, scheduling, and productivity
- Created agenda with Board of Education Chair and Vice Chair for Board of Education Retreat in July
- Established a regular meeting time with the Board Chair and Vice Chair for agenda setting
- Participated with the Board of Education in a two-day retreat for governance, communication, information-sharing, and timelines
- Established a process for responding to stakeholder concerns, comments, and feedback
- Scheduled recurring one-on-one meetings with Board of Education Directors to deepen relationships, understand their aspirations for the district, and strengthen our shared vision for the District
- Shared superintendent entry plan objectives with Board of Education Directors for feedback and suggestions
- Reviewed Board of Education meeting minutes, agendas, policies, and schedule

- 
- Modified the Board of Education calendar and meeting agendas for alignment to Robbinsdale Area Schools (RAS) Unified District Vision (UDV) and continuity of governance

Gain a deeper understanding of the organizational capacity and efforts in ensuring *learners are developing their unique potential and positively contributing to their community.*

- Established regular, individual meeting times with direct reports (Cabinet) to understand strengths and opportunities for RAS
- Established a meeting schedule and agenda-setting process for Cabinet and the Cabinet Task Force
- Reviewed executive summaries from department directors and principals
- Scheduled individual meetings with central administration staff to understand strengths and opportunities for RAS, to be briefed on their current areas of responsibility, major initiatives under way, and major decisions that need to be made in the near future
- Visited summer programming sites and classrooms
- Reviewed strategic plan (UDV, mission, goals, and priorities)
- Reviewed World's Best Workforce plan
- Reviewed student achievement data focusing on district priorities
- Reviewed equity initiatives focusing on the four goals of the UDV
- Reviewed curriculum and instruction frameworks, professional development plan, and curricular resources
- Launched Robbinsdale Virtual Academy elementary programming
- Reviewed accountability structures, assessment instruments, and established data protocols
- Reviewed culture and climate surveys and trend data
- Reviewed organizational charts, administrative procedures and practices, and collective bargaining agreements
- Reviewed staffing allocations and reports allocation by building, grade level, and department
- Reviewed and analyzed the current personnel evaluation systems
- Reviewed enrollment projections and history for the District and each school
- Approved allocation of staff to address class sizes
- Reviewed budget and funding streams supporting District operations
- Developed plan for ESSER III (American Recovery Plan) funds


- 
- Reviewed instructional technology to assess level of instructional integration
 - Reviewed RAS health, safety, and security procedures and protocols
 - Required face coverings for staff and students to ensure safety
 - Reviewed transportation contract and services
 - Created a Transportation Task Force to review and develop alternative transportation options
 - Reviewed school capacity study and scheduled tours of current building projects and potential needs
 - Met with District 287 superintendent to review services

Listen to staff and students to strengthen a culture of *believing, belonging, and becoming* in the Robbinsdale Area Schools

- Introduced myself to district and school staff working in July
- Met with every principal to understand strengths and opportunities of the district and to learn more about each school
- Visited summer programming classrooms to observe instruction and meet students and staff
- Scheduled First Day with Staff, First Day with Students, and First Week of School visits and activities
- Attended 19 out of 20 scheduled Open Houses
- Scheduled leadership meetings and principal cohort meetings monthly to ensure alignment with the UDV
- Calendared monthly school visits
- Reviewed all established District committee by-laws, objectives, and representation for alignment to UDV and schedule introductory meetings
- Met with leadership of collective bargaining associations to identify District strengths and opportunities
- Calendared athletic competitions, visual and performing art performances, and school events to support schools and students

Engage family and community members as partners to support academic excellence

- Attended events in the seven communities to meet families and community members
- Met with parent teacher organizations to introduce myself and listen to concerns
- Met with alumni association to introduce myself and listen to concerns

- 
- Met with every mayor of the seven cities and various state representatives
 - Scheduled meetings with state representatives, county commissioners, and the Mayors/City Administrators to share common operational issues
 - Met with the seven communities' leaders of post-secondary institutions, businesses, foundations (Seven Dreams), not-for-profit philanthropic leaders, places of worship, and public safety officers
 - Identified community media outlets and made myself available for introduction and clarification of operational issues

Robbinsdale Area Schools Challenges

- Pandemic stress is evident in students, staff, and parents
- Staff and student well-being
- Student behavior growth and academic growth and achievement
- Putting equity into action
- A vulnerable financial reserve

Robbinsdale Area Schools Opportunities

- Personalize student learning opportunities to reflect students' strengths, needs, cultures, and interests
- Emphasize pathways to attract and retain students
- Invite our community to provide real-world support and opportunities through tutoring, mentoring, and internships
- Align our objectives and actions strategically

Robbinsdale Area Schools Next Steps

- Collaboratively develop a new strategic plan which embraces the best of the Unified District Vision, reflects our learning during the pandemic, and envisions our future aspirations
- Focus on the foundations of the District in the interim
 - Equitable policies, procedures, and practices
 - Culturally responsive teaching and personalized learning
 - Caring educators and collaborative leaders
 - Safe, supportive climate with strong family and community relationships



- Data-informed processes and strategies for increased student growth and achievement
- Equitable and efficient allocation of resources

Adopted: _____

XXX SCHOOL BOARD – POLICY COMMITTEE

Purpose

Review new and revised School Board policies, Board Bylaws, and the Board’s Governance Policy before they are presented to the full board.

The role of the Committee is to:

- Oversee the review of all policies adopted by the board
- Review recommended board action on those policies not specifically in the purview of another Board Standing Committee.
- Use the districts Equity Policy to inform the review of the districts and board policies along with its bylaws. Identify and eliminate any policies that impact student learning and resource allocation in a negative, unequitable, or biased way.
- Establish priorities in policy review and adoption, in consultation with the Superintendent and the administration. The committee will align with the district’s annual review process for policies and procedures.
- Establish review and adoption of board bylaws and governance policies and sets review goals and schedules.
- Evaluate suggestions for School Board policy and recommend development of policies for adoption

Membership

TBD, two or three board members and the correct resources from cabinet/staff

Meeting

Determined by the committee and in coordination with the districts existing policy review process.

Adopted: _____

XXX SCHOOL BOARD – VACANCIES AND PROCEDURES
FOR FILLING OF VACANCIES

Purpose

The purpose of this policy is to establish the process when vacancies occur in Board of Directors seats and how they are filled.

Vacancy

A vacancy on the Board shall occur when a member dies, resigns, or ceases to be a resident of the Robbinsdale Area School District (ISD 281). If a member of the Board of Education is unable to serve on the Board and attend its meetings for ninety (90) days or more because of illness or prolonged absence from the District, the Board may, at any regular or special meeting thereof, declare a vacancy to exist.

Procedure for Filing of Vacancies

If the vacancy occurs 90 days prior to the first Tuesday after the first Monday in November following the vacancy, [Minn. Stat. § 123B.09 Subd. 5b](#) will be followed.

If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November following the vacancy, the board will:

Post the vacancy for any eligible candidate to apply for a period of two weeks.

Review the applications, rank the applicants, and decide the number of interviews and reference checks to conduct.

Interview with applicants using questions that have been developed by the Board prior to the interviews. Each candidate will be asked the same set of questions. The questions will not be shared with the candidates before the interviews.

Appoint new member by resolution pursuant to [Minn. Stat. § 123B.09 Subd. 5b](#)

If the vacancy is in the third year of the term, the appointment will be to fill the term.

Otherwise, a special election will be held no later than the first Tuesday after the first Monday in November of the following calendar year.

Legal References: [Minn. Stat. § 123B.09](#)