

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

1. World's Best Work Force (WBWF) Update	2
2. Preliminary Audit Report	25
3. Staff Ratio and Classroom Range	39
4. Robbinsdale Area Schools Marketing Strategies	40
5. School Board Discussions	
A. Discussion of School Board Committee Assignments	
B. Discussion of Officers for 2022	
6. School Board Delegate Assembly Update	
7. Other	



# World's Best Workforce

Presented by:

Tamuriel Grace, Carla Nolan, Matt Pletcher, Cheryl Videen

Date: December 9, 2021



ROBBINSDALE  
Area Schools

# Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

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# Unified District Vision

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.
  3. Engage family and community members as partners.
  4. Engage and Empower students by amplifying student voice.
-



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Area Schools

# Equity Policy

We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices.

## ROBBINSDALE AREA SCHOOLS EQUITY POLICY

Adopted July 9, 2018

*The mission of Robbinsdale Area Schools (RAS) is to inspire and educate all learners to develop their unique potential and positively contribute to their community: See All, Serve All, Support All! The Unified District Vision (UDV) and Board Core Values are embodied by the RAS Equity Definition.*



### Fulfilling the UDV Through Equity

In our work to fulfill the requirements of the World's Best Workforce and live up to our Unified District Vision (UDV), we embrace the following shared values, and adopt them as the framework for our collective efforts to prepare each student to develop their unique potential. We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices. We commit to providing a district-wide culture which:

- Holds high expectations of students and staff, through appreciation of varied teaching and learning styles.
- Allows for individualized and systemic personal development opportunities that support teachers and students.
- Intentionally utilize culturally relevant and responsive curricula, and pathways that widen access to educational opportunities and lifelong success.
- Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students to reduce prevalent and persistent learning outcome gaps.
- Allocate the many financial, capital and human resources of RAS equitably.
- Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.
- Engage, and collaborate with our families, students, residents, communities, and stakeholders promoting their active involvement as an essential component of the district's responsibility for effective and equitable governance.

The Board has the expectation all district and school site decision makers, teachers, administrators, and other staff will be accountable for building a district-wide culture of equity. The Superintendent is charged to develop a plan with measurable accountability standards and procedures that can be reported transparently to the public.

The equity policy is the lens guiding existing and future policies which impact student learning and resource allocation. Our district's policy development process will utilize insights from the equity policy.

The Equity Policy of Robbinsdale Area Schools will be reviewed annually and approved by the Board.

RAS defines equity as setting the conditions, to the extent possible, to assure access and opportunity for ALL students, while eliminating gaps in performance based on race, socio-economic status, and language. Discriminatory policies and practices are not tolerated.

RAS is committed to the provision of a barrier-free learning environment. Graduating students ready for careers, skilled trades, and college is our priority. We will actively eliminate district policies, structures, and practices which perpetuate inequities and contribute to disproportionality in access and outcomes.

Recognition of the strengths within our staff and students is an essential core value. These strengths are related to factors such as: race; culture; ethnicity; language; national origin; socioeconomic status; gender; sexual orientation; age; ability; religion; and physical appearance.

To secure this vision, RAS will focus on the individual and unique needs of each student.

#### Our UDV has four goals:

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;
3. Engage family and community members as partners;
4. Engage and empower students by amplifying student voice.



Visit us online at [rdale.org](http://rdale.org)

# What is the World's Best Workforce?

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


School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address five goals:

# What are the five WBWF goals?

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

# What is our Strategic Plan?

- A multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals.



## Excellence is the Standard

**Unified District Vision: High Intellectual Performance Through Equity**

**Our Mission:**  
The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

**Unified District Vision:**  
Robbinsdale Area Schools is committed to ensuring every student graduates career, articulated skill trades and college ready. We believe each student has limitless possibilities and we strive to ignite the potential in every student. We expect high intellectual performance from all our students. 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
- Home or First Language
- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation
- Age
- Ability
- Religion
- Physical Appearance

**The Unified District Vision Consists of Four Key Goals:**

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.
3. Engage family and community members as partners.
4. Engage and Empower students by amplifying student voice.

**Kindergarten Readiness:**  
Provide high-quality early learning programs to ensure all students are kindergarten ready.  
**Measures:** Formative Assessment Systems for Teachers (F.A.S.T.)

**Third Grade Reading Proficiency:**  
Provide differentiated learning experiences to ensure all third grade students achieve grade level literacy.  
**Measures:** MCA and "F.A.S.T."

**High School Graduation:**  
Ensure every student graduates from high school career, articulated skill trades and college ready.  
**Measures:** High School Graduation Rate

**Standards:**  
All staff will teach the state standards "pre-K-12," "all academic."  
**Measures:** Danellson model

**Central Office Capacity:**  
Build central office capacity to deliver services in a timely manner to enhance student academic achievement.  
**Measures:** "Dorsey walk-through," "implementing efficient operational strategies and "customer service training"

**Middle School "Transition":**  
Ensure a smooth academic and socio-emotional transition to and from middle school.  
**Measures:** "Where Everyone Belongs" (W.E.B.) transition program and "College Board recommended curriculum (Springboard)"

**ROBBINSDALE Area Schools**  
10000 Central Expressway, Robbinsdale, MN 55422  
Visit us online at [rdafle.org](http://rdafle.org)

Approved by the Board of Education  
Approved by the Board of Education  
Approved by the Board of Education

**UDV**

# Equitable Access to Excellent Teachers

- The majority of district teachers are experienced teachers (defined as having taught more than three years)
- Our teachers overwhelmingly meet the state definition of highly qualified and only a few of our teachers have required RAS to request a variance.
- As a highly diverse district, our hiring standards have ensured appropriate licensure for our teaching staff.

Experience	2019-2020	2020-2021
Less than 3 Years	22.6%	20.3%
3-10 Years	31.4%	28.8%
More than 10 Years	46.0%	50.5%

## Diversity of RAS Teachers 2018-2019

Although RAS teachers meet the standard of highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect their diversity.

<b>Race /Ethnicity</b>	<b>Students 2018-2019</b>	<b>Licensed Staff 2018-2019</b>	<b>Non-Licensed Staff 2018-2019</b>
African Am/Black	30%	3%	19%
American Indian	0.6%	0.2%	0.7%
Asian/ Pacific Islander	6%	2%	3%
Hispanic /Latino	15%	2%	4%
White	39%	93%	75%
Two or More Races	9%	n/a	n/a

# Diversity of RAS Teachers 2019-2020

Although RAS teachers meet the standard of highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect their diversity.

<b>Race /Ethnicity</b>	<b>Students 2019-2020</b>	<b>Licensed Staff 2019-2020</b>	<b>Non-Licensed Staff 2019-2020</b>
African Am/Black	30%	4%	21%
American Indian	0.6%	0.2%	0.9%
Asian/ Pacific Islander	6%	2%	3%
Hispanic /Latino	15%	2%	5%
White	38%	92%	71%
Two or More Races	10%	n/a	n/a

# Diversity of RAS Teachers 2020-2021

Although RAS teachers meet the standard of highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect their diversity.

<b>Race /Ethnicity</b>	<b>Students 2020-2021</b>	<b>Licensed Staff 2020-2021</b>	<b>Non-Licensed Staff 2020-2021</b>
African Am/Black	30.4%	4.3%	16.6%
American Indian	0.6%	0.4%	0.6%
Asian/ Pacific Islander	6.1%	4.4%	2.5%
Hispanic /Latino	16.5%	2%	4.2%
White	36.2%	88.9%	76.1%
Two or More Races	10.2%	n/a	n/a

# All Students Ready for Kindergarten

## **Goal:**

100 percent of students will have Early Childhood screening completed either before entering Kindergarten or within the first 30 days of school.

## **Result:**

92 percent (670/731) of Fall 2020 Kindergarten students completed screenings within the first 30 days of school.

*Goal not met*

# All Students Ready for Kindergarten

## Goal:

For kindergarten students, the average sounds correct per minute score on the Letter Sound Fluency subtest of FAST will increase from an average of 19.8 sounds correct per minute in Winter 2020 to 37 sounds per minute in Spring 2021.

## Result:

Average (mean) Letters Sounds produced correctly per minute	Fall	Winter	Spring
2019-2020	7.4 sounds/minute	32.4 sounds/minute	Goal: 37.0 No scores due to pandemic
2020-2021	N/A	19.8	37.4

*Goal Met*



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# Third Grade Reading Proficiency

## **Goal:**

The percentage of students enrolled in third grade who score proficient on the state reading accountability assessments (MCA/MTAS) will increase from 43.5 percent in 2019 to 46.5 percent in 2021.

15

## **Result:**

The percentage of students enrolled in third grade who score proficient on the state reading accountability assessments decreased from 43.5% in 2019 to 39.1% in 2021.

*Goal not met*



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# Closing the Achievement Gap

## **Goal:**

The difference in percentage of Students of Color compared to White students in grades 3-8 and grade 10 who score at proficient levels on the state reading accountability assessments (MCA/MTAS) will decrease 3 percentage points, from 31.9 percentage points in 2019 to 28.9 percentage points in 2021.

16

## **Result:**

The difference in percentage of Students of Color compared to White students in grades 3-8 and grade 10 who score at proficient levels on the state reading accountability assessments (MCA and MTAS) increased by 1.9 percentage points, from 31.9 percentage points in 2019 to 33.8 in 2021.

*Goal not met*

# All Students Career and College Ready

## **Goal:**

The percentage of grade 11 students scoring at college readiness levels on all four College Readiness Benchmarks on the ACT will increase from 14 percent in 2019 to 20 percent in 2020.

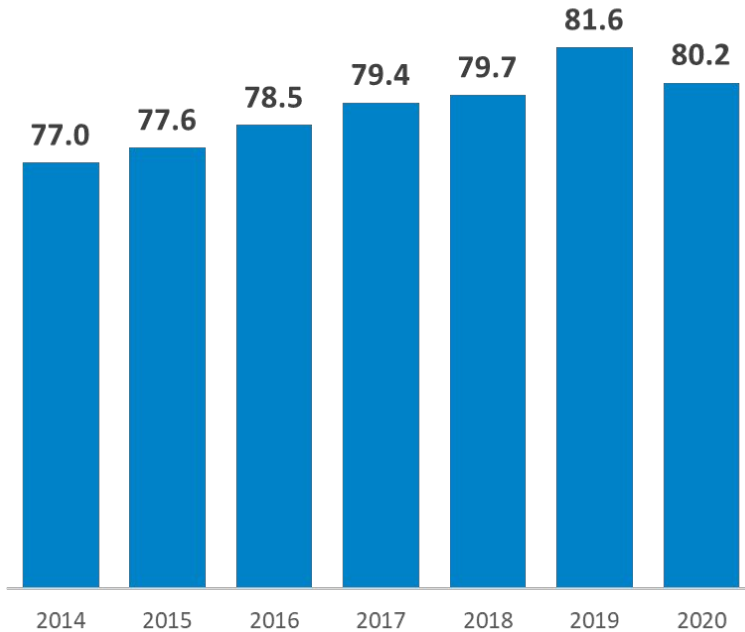
17

## **Result:**

The percentage of grade 11 students scoring at college readiness levels on all four College Readiness Benchmarks on the ACT increased from 14 percent in 2020 to 17 percent in 2021.

*Goal not met*

# All Students Graduate



**Goal:**

The four-year graduation rate will be 100 percent by 2020.

**Result:**

The district graduation rate decreased from 81.6 percent in 2019 to 80.2% in 2020.

*Goal not met*

# Achievement and Integration: Goal 1

**Goal:**

Increase the percentage of Students of Color (protected class) students scoring at proficiency levels on state reading accountability assessments (MCA and MTAS) by 3 percentage points.

19

**Result:**

The proficiency rate for Students of Color (protected class) students in 2019 was 36.9% and in 2021 it was 31.6% for a decline of 5.3 percentage points.

*Goal not met*

# Achievement and Integration: Goal 1

**Goal:**

Increase the average ACT composite score of grade 11 Students of Color (protected class) students by 1 point.

20

**Result:**

The average composite score for grade 11 Students of Color (protected class) students decreased 0.2 points from 16.5 in 2020 to 16.3 in 2021.

*Goal not met*

# Achievement and Integration: Goal 2

## **Goal:**

Increase the Robbinsdale Area Schools district graduation rate from 81% to 85% by 2023.

## **Result:**

Baseline (2019): 81.6%

2020: 80%

*Not on track to meet the goal*



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# Achievement and Integration: Goal 3

## **Goal:**

Increase the percentage of teachers and support staff who will receive professional development around diversity and effective teaching practices.

22

## **Result:**

Goal Met through Equity and Social Justice Professional Development and Four Talking Points that was delivered to all district professional educators



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# Questions?

# Thank You





# FY21 Audit Update Preliminary Results

Presented by: Ginny Verbruggee

Date: December 6, 2021



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# OUR UNIFIED DISTRICT VISION

26

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

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## Fiscal Year 2021 Highlights

- General Fund Unassigned Fund Balance Increase
- Food Service Fund Balance Increase
- Community Ed Fund Balance Increase
- Internal Services Fund Balance (Medical/Dental) Increase

# General Fund

## General Fund Unassigned Fund Balance

- Preliminary General Fund Unassigned Fund Balance increase of \$6.8 million from previous year
- Lower Transportation Cost - Distance learning
- Staff Re-Assigned - Distance Learning
- Decrease Sub Cost – Distance Learning
- Usage of Federal COVID (ESSER Funds) to offset expenses

# General Fund Preliminary Balances

FUND DESCRIPTION	6/30/2020 Audited Balance	2020-21 Preliminary Revenue	2020-21 Preliminary Expenditures	6/30/2021 Preliminary Ending Balance
<b>GENERAL FUND</b>				
<b>Unassigned</b>	622,412	158,135,486	150,531,234	7,501,033
<b>Assigned</b>				
Building Carryover	584,228	71,700	33,508	622,420
LCTCS	645,937	187,218	243,329	589,826
Q Comp	277,664	3,242,767	3,070,669	449,762
Scholarships	450,170	13,371	8,891	454,650
E Rate	-	-	-	220,529
<b>Non-Spendable-Prepaid</b>				
Inventory	391,697	-	-	319,309
Prepaid	321,818	-	-	899,308
<b>Restricted</b>				
Technology Levy	805,991	4,826,922	4,152,250	1,480,663
Operating Capital	3,195,733	4,124,454	3,385,135	3,935,052
Basic Skills	626,401	12,715,370	11,362,901	1,978,870
Medical Assistance	-	194,124	-	194,124
Long Term Facilities Maintenance/H&S	191,056	1,085,294	1,253,281	23,069
Safe Schools Levy	34,824	622,225	320,826	336,223
Staff Development	-	-	-	-
Student Activities	92,997	18,873	20,912	90,958
<b>TOTAL GENERAL FUND</b>	<b>8,240,928</b>	<b>185,237,804</b>	<b>174,382,936</b>	<b>19,095,796</b>
<i>Unassigned FB as a % of expenditures</i>	<i>0.42%</i>			<i>4.98%</i>
<i>Total General Fund Budget to Actual Variance</i>		<i>4,016,056</i>	<i>(5,651,588)</i>	<i>9,667,644</i>
<i>GF Unassigned Budget to Actual Variance</i>		<i>5,343,400</i>	<i>(1,200,791)</i>	<i>6,544,191</i>

# Child Nutrition



## Food Service Fund

- Fund Balance Increase of \$1.07 million from previous year
- Federal Reimbursement rate increase covering all meals served
- Operating on Summer Food Program
- Decrease in staffing cost – Distance Learning

## Child Nutrition Preliminary Balances

FUND DESCRIPTION	6/30/2020 Audited Balance	2020-21 Preliminary Revenue	2020-21 Preliminary Expenditures	6/30/2021 Preliminary Ending Balance
<b>SCHOOL NUTRITION</b>				
Unreserved/undesignated	1,015,920	7,339,703	6,264,066	2,091,557
Non-spendable-Inventory	86,354			86,354
<b>TOTAL SCHOOL NUTRITION FUND</b>	<b>1,102,274</b>	<b>7,339,703</b>	<b>6,264,066</b>	<b>2,177,911</b>



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# Community Education



## Community Service Fund

- Fund Balance increase of \$528k from previous year
- Fee based cost exceeded revised estimates
- Usage of Federal COVID (ESSER Funds) to offset eligible staffing costs
- Healthy Fund Balance of \$1.5 million, or 16% of FY21 expenditures

## Community Ed Preliminary Balances

FUND DESCRIPTION	6/30/2020 Audited Balance	2020-21 Preliminary Revenue	2020-21 Preliminary Expenditures	6/30/2021 Preliminary Ending Balance
<b>COMMUNITY SERVICE</b>				
<b>Restricted</b>				
Community Education	125,666	6,100,947	5,543,595	683,018
ECFE (FIN 325)	375,011	1,225,141	1,199,997	400,155
School Readiness (FIN 344)	279,577	1,051,495	1,178,278	152,794
Adult Basic Ed (322/324?)	173,317	1,578,347	1,466,370	285,294
Non-Public (350-353)	52,976	145,877	184,742	14,111
<b>TOTAL COMMUNITY SERVICE FUND</b>	<b>1,006,548</b>	<b>10,101,807</b>	<b>9,572,982</b>	<b>1,535,373</b>

# Self Insured Medical and Dental



## Medical and Dental

- Balance increase of \$451k from previous year
- Increase in claims related to COVID (\$1.9 million COVID costs)
- \$1.1 million Usage of COVID (ESSER Funds) to offset related costs
- Deferred Revenue Recognition



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## Internal Service Preliminary Balances

FUND DESCRIPTION	6/30/2020 Audited Balance	2020-21 Preliminary Revenue	2020-21 Preliminary Expenditures	6/30/2021 Preliminary Ending Balance
<b>INTERNAL SERVICE</b>				
OPEB Trust	14,735,749	2,205,391	531,973	16,409,167
Self Funded Medical/Dental	643,472	20,360,077	19,909,558	1,093,991
<b>TOTAL INTERNAL SERVICE</b>	<b>15,379,221</b>	<b>22,565,468</b>	<b>20,441,531</b>	<b>17,503,158</b>

35

## Debt Service Preliminary Balances

FUND DESCRIPTION	6/30/2020 Audited Balance	2020-21 Preliminary Revenue	2020-21 Preliminary Expenditures	6/30/2021 Preliminary Ending Balance
<b>DEBT SERVICE</b>				
Regular	2,543,978	34,377,897	34,315,945	2,605,930
Long Term Facilities Maintenance	-			
Other Post-Employment Benefits	322,276	1,417,686	1,391,593	348,369
<b>TOTAL DEBT SERVICE FUND</b>	<b>2,866,254</b>	<b>35,795,583</b>	<b>35,707,538</b>	<b>2,954,299</b>

## Building Construction Preliminary Balances

FUND DESCRIPTION	6/30/2020 Audited Balance	2020-21 Preliminary Revenue	2020-21 Preliminary Expenditures	6/30/2021 Preliminary Ending Balance
<b>BUILDING CONSTRUCTION</b>				
LTFM Construction	905,303	17,369,543	15,236,809	3,038,037 <sup>37</sup>
Capital Projects	-			-
Certificates of Participation	261,494			261,494
<b>TOTAL BUILDING CONSTRUCTION</b>	<b>1,166,797</b>	<b>17,369,543</b>	<b>15,236,809</b>	<b>3,299,531</b>

# Questions





To: School Board Members  
From: Ukee Dozier, Executive Director of Finance  
Marti Voight, Assistant Superintendent  
Meghan Hickey, Director of Student Services  
Date: December 6, 2021  
Re: Discussion for Approval of Staffing Ratios for 2022-2023

## School Board Robbinsdale Area Schools

It is recommended the 2022-2023 staffing ratios remain the same as the 2021-2022 ratios:

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

### **MIDDLE SCHOOL STUDENT TO TEACHER RATIO**

GRADE 6-8	25.22
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### **HIGH SCHOOL STUDENT TO TEACHER RATIO**

GRADE 9-12	28.10
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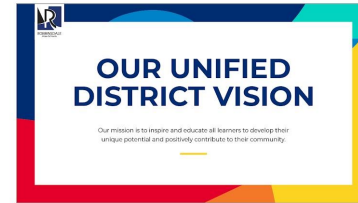
# Overview of CEL Marketing Work

# Initial Brand Expansion

## We got a new look last year

You may have noticed that we have added some additional colors and design elements to our branding, and updated some of our public-facing marketing materials.

### Brand guidelines





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Area Schools

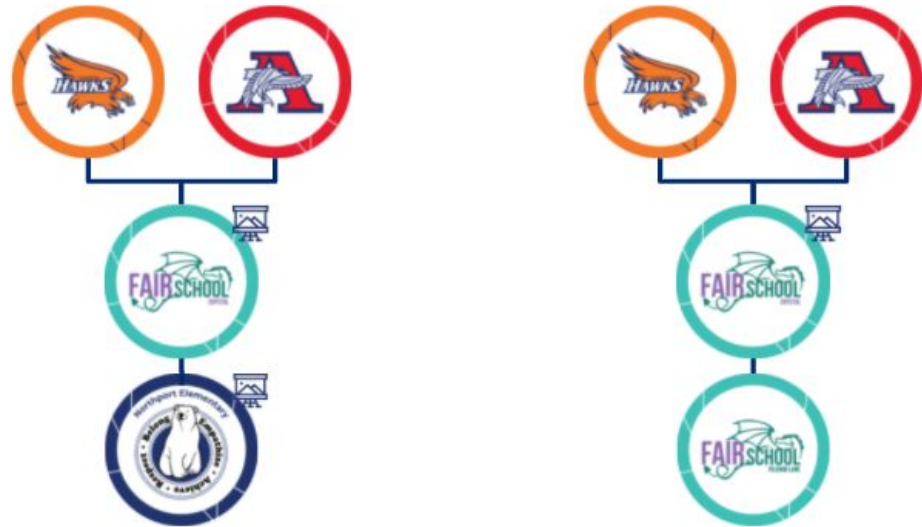
# School Pathways

## Marketing 'choice'

CEL helped the district better articulate the notion of school Pathways that were available to students and families.

Work included creating a Pathways presentation, and updating the Pathways webpage to demonstrate in an easy-to-understand way, the different **pathways** families have when enrolled.

 FINE ARTS



42



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# School Expansion

## RVA and SEA Middle

When **RVA** was expanded to include K-12 students, and when the **SEA** program was expanded to FAIR Crystal, CEL helped provide support by helping update the school websites to reflect the program changes.

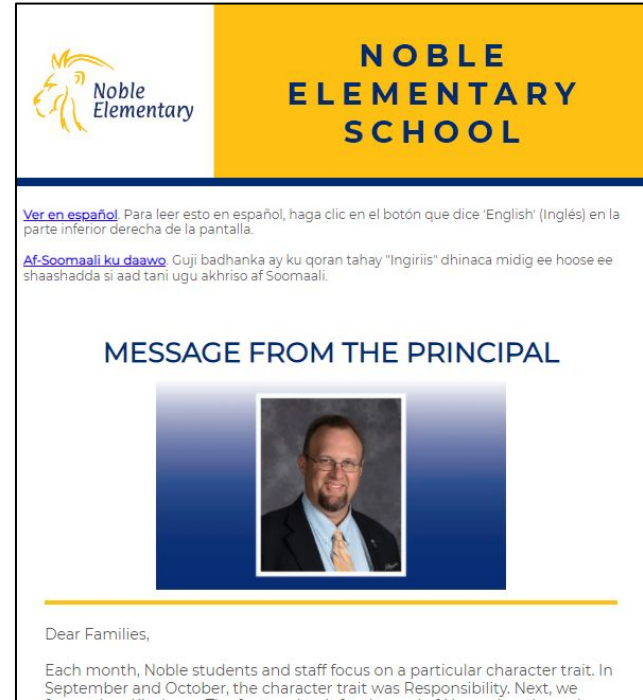


# Updated Newsletters

## Finalsite messaging

As part of these marking and branding efforts, CEL helped create and launch a new platform for school e-newsletters that's woven into the existing district website provider.

For example, see the **Noble Newsletter**.



The screenshot shows the top portion of a newsletter. On the left is the Noble Elementary logo featuring a yellow horse head and the text "Noble Elementary". To the right, a yellow banner contains the text "NOBLE ELEMENTARY SCHOOL" in blue. Below this, there are two lines of text in Spanish and Somali. The main heading "MESSAGE FROM THE PRINCIPAL" is centered above a portrait of a man in a suit and glasses. Below the portrait, the text reads "Dear Families," followed by a paragraph about character traits.


**Noble Elementary**

**NOBLE  
ELEMENTARY  
SCHOOL**

[Ver en español.](#) Para leer esto en español, haga clic en el botón que dice 'English' (Inglés) en la parte inferior derecha de la pantalla.

[Af-Soomaali ku daawo.](#) Guji badhanka ay ku qoran tahay "Ingiriis" dhinaca midig ee hoose ee shaashadda si aad tani ugu akhriso af Soomaali.

**MESSAGE FROM THE PRINCIPAL**



Dear Families,

Each month, Noble students and staff focus on a particular character trait. In September and October, the character trait was Responsibility. Next, we

44

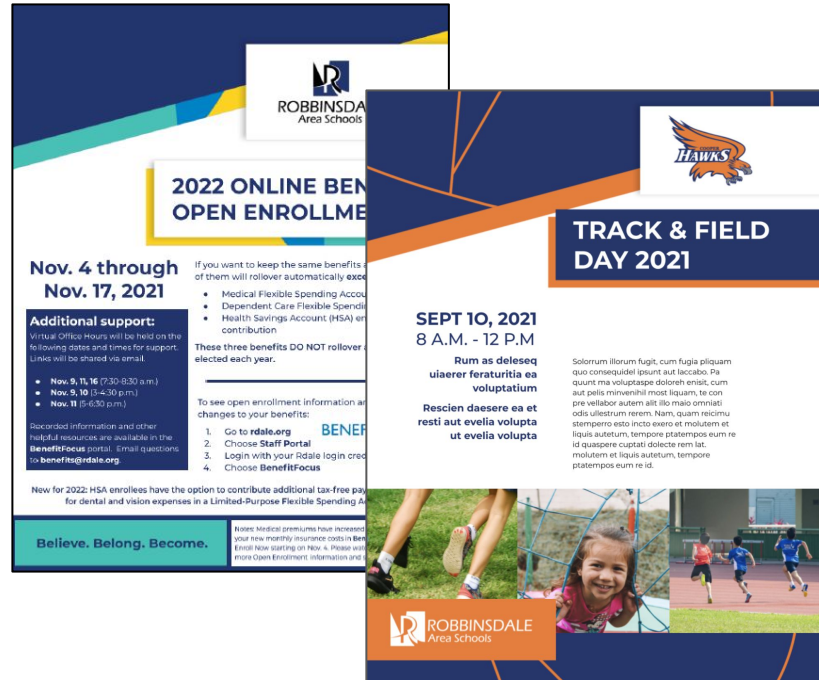
# Making Marketing Easier

## School marketing toolkits

Over the summer, CEL helped conduct an audit of district-wide marketing collateral, then created marketing toolkits for the district and each school, which included easy-to-use flyer and poster templates aligned to the updated brand guidelines.

Examples:

- Documents
- Flyers
- Posters




# Stationery, Too

## Full slate of marketing and stationery needs

In addition to flyer and poster templates, CEL also created updated and branded stationery for the district, each school, and the superintendent's office.

This work includes:

- **Business cards**
- **Thank you and greeting cards**
- **Certificates and awards**
- **District Google Slides template**
- **Letterhead**



**Armstrong High School**  
Robbinsdale Area Schools  
1000 30th Avenue North  
Plymouth, MN 55443  
763-504-4800 | armstrong

Dear Families,

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Sincerely,

**Toya Stewart Downey**  
Executive Director of Strategic Communication

**First Name Last Name**  
Executive Director of Strategic Communications, Equity and Inclusion

**Robbinsdale Area Schools**  
4148 Winnetka Avenue North  
New Hope MN 55427  
763-504-8029  
toya\_stewartdowney@rdale.org



**ROBBINSDALE**  
Area Schools  
rdale.org



ROBBINSDALE  
Area Schools

# Impactful Brochures

## School fact sheets and the kindergarten brochure

Among the most important public-facing marketing materials to be updated were fact sheets for each school and the district's kindergarten brochure.



**LAKEVIEW ELEMENTARY SCHOOL**

Grades PreK-6  
Enrollment: 330

**School Hours:**  
8:50 am - 3:30 pm

**Adventure Club**  
for students before and after school  
Hours:  
6:30 am - 6 pm

**Adventure Club Registration:**  
[www.csd.robindale.org/7635646](http://www.csd.robindale.org/7635646)



bridget hall  
Principal

**LAKEVIEW ELEMENTARY**  
103 Lake Drive  
Robbinsdale, MN 55422  
763-504-4000  
[www.lakeview.org](http://www.lakeview.org)



**BELIEVE. BELONG. BECOME.**

Welcome to Lakeview Elementary! We are dedicated to providing all students with a diverse and rich education where children learn to appreciate different cultures, gain an understanding of their place in the world, and develop a love of inquiry, creative thinking, and problem-solving in their own lives and on a global scale.

**GLOBAL LEARNING AND CULTURAL APPRECIATION**

Lakeview offers a rich International Baccalaureate (IB) Primary Years Programme (PYP). Lakeview learners and their families enjoy:

- A welcoming environment where citizenship is the core of each student's education.
- A value system centered on compassionate thinking and appreciation for diverse perspectives and experiences; our students learn to be open-minded, caring, principled, and reflective.
- Learning experiences that foster understanding of global commonalities and the countless ways our individual actions can play out on a global scale.
- A culture focusing on communication, collaboration, and supporting one another.

**WE SEE YOU, WE SUPPORT YOU, WE SERVE YOU**

Lakeview students explore culturally relevant learning and feel empowered to take part in making the world a better place. Students gain a strong foundation in both academics and social-emotional learning, which positions them for success both during their school career and throughout their lives. We foster a love of critical thinking and depth of understanding by providing learning experiences that speak to each student.

**YOUR K-12 PATHWAY**

Students who complete elementary at Lakeview will enroll in Robbinsdale Middle School. RMS offers a Spanish dual language/immersion program. It is also designated as an International Baccalaureate (IB) World School, which prepares students to navigate in the global community and to value and understand multiple perspectives.




**Let's Get Ready for KINDERGARTEN!**

**Robbinsdale Area Schools Kindergarten Family Guide**

**OUR MISSION IS TO INSPIRE AND EDUCATE ALL LEARNERS TO DEVELOP THEIR UNIQUE POTENTIAL AND POSITIVELY CONTRIBUTE TO THEIR COMMUNITY.**

Robbinsdale Area Schools offers exceptional opportunities for your child. Hands-on activities in language arts, literacy, math, science, art, music, health and well-being, and physical development make learning interesting and fun.

As students learn to be kind, make friends and work together, they acquire skills they will build on throughout their years in school.




47

# Digging Deeper

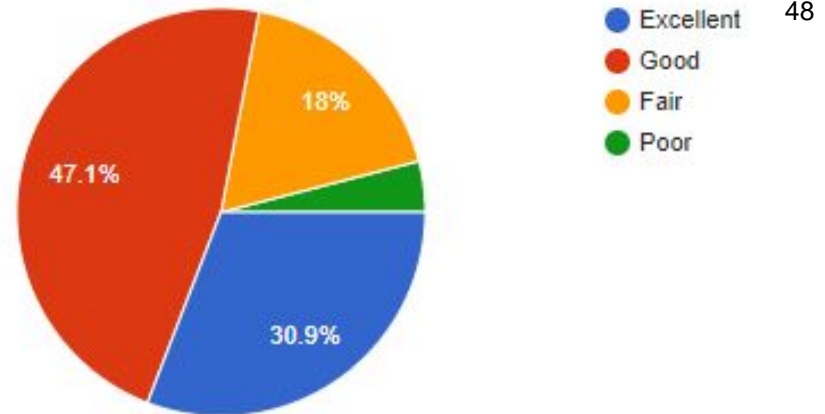
## Family survey

Finally, CEL helped create a family survey, which was sent to families in June. The survey had **1,267 responses**.

Of note: more than 78 percent of respondents said Robbinsdale offered a good or excellent education, and nearly 80 percent were satisfied with their experience in Robbinsdale.

Overall, how would you rate the education provided by the Robbinsdale School District?

1,267 responses



# Questions?

