

*Work session will begin 10 minutes after the adjournment of the Business meeting.*

1. Strategic Plan Timeline (Presenters: David Engstrom, Superintendent and Martha Greenway from Greenway Consulting Group) 30 minutes	2
2. Teaching and Learning Fidelity Checks (Presenters: Carla Nolan - Director of Elementary Curriculum and Federal Programs, Matt Pletcher - Director of Secondary Curriculum and Multilingual Programs) 30 minutes	12
3. FY2021-2022 Preliminary Budget Revisions and FY2022-2023 Budget Assumptions (Presenter: Ukee Dozier, Executive Director of Finance) 20 minutes	37
4. Transportation Opt-In (Presenters: Jeff Connell, Executive Director of Facilities, Operations and Transportation and Carrie Johnson, Director of Transportation) 30 Minutes	58
5. Board Discussions	
A. Election Primary Resolution (Helen Bassett, School Board Chair) 20 minutes	69
B. Other	



# *Strategic Planning Overview*

2

## *School Board Meeting*

March 7, 2022



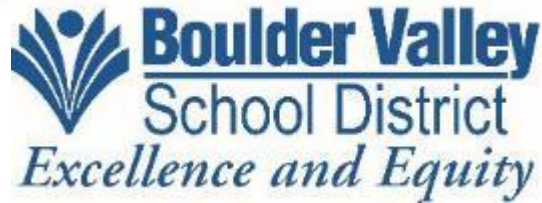
Greenway Strategy Group provides analysis  
and strategic guidance  
to social impact organizations  
to improve outcomes for children, families and learners of all ages.

## Expertise

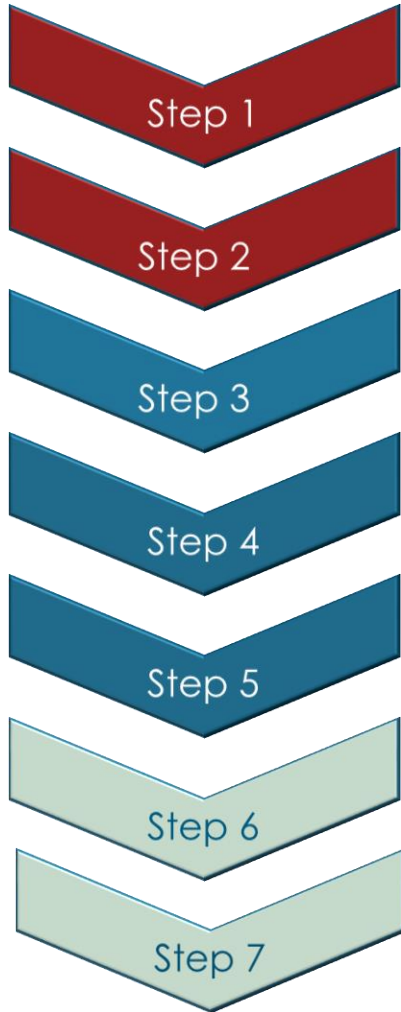
- Strategy design, implementation and monitoring
- Performance improvement
- Research
- Facilitation
- Financial analysis
- Governance

3

# Sample Client Engagements



# Project Overview



- Environmental Scan
- Organizational Assessment

- Analyze Implications

- Define Desired Future: Vision, Mission, Priority Student Outcomes

- Develop Strategic Themes, Objectives and Measures

- Define Strategic Initiatives

- Create Action Plans

- Develop Monitoring and Review Process

Phase 1: Analysis

Phase 2:  
Strategy Development

Phase 3: Action  
Planning

# Strategic Plan Components

## The Direction

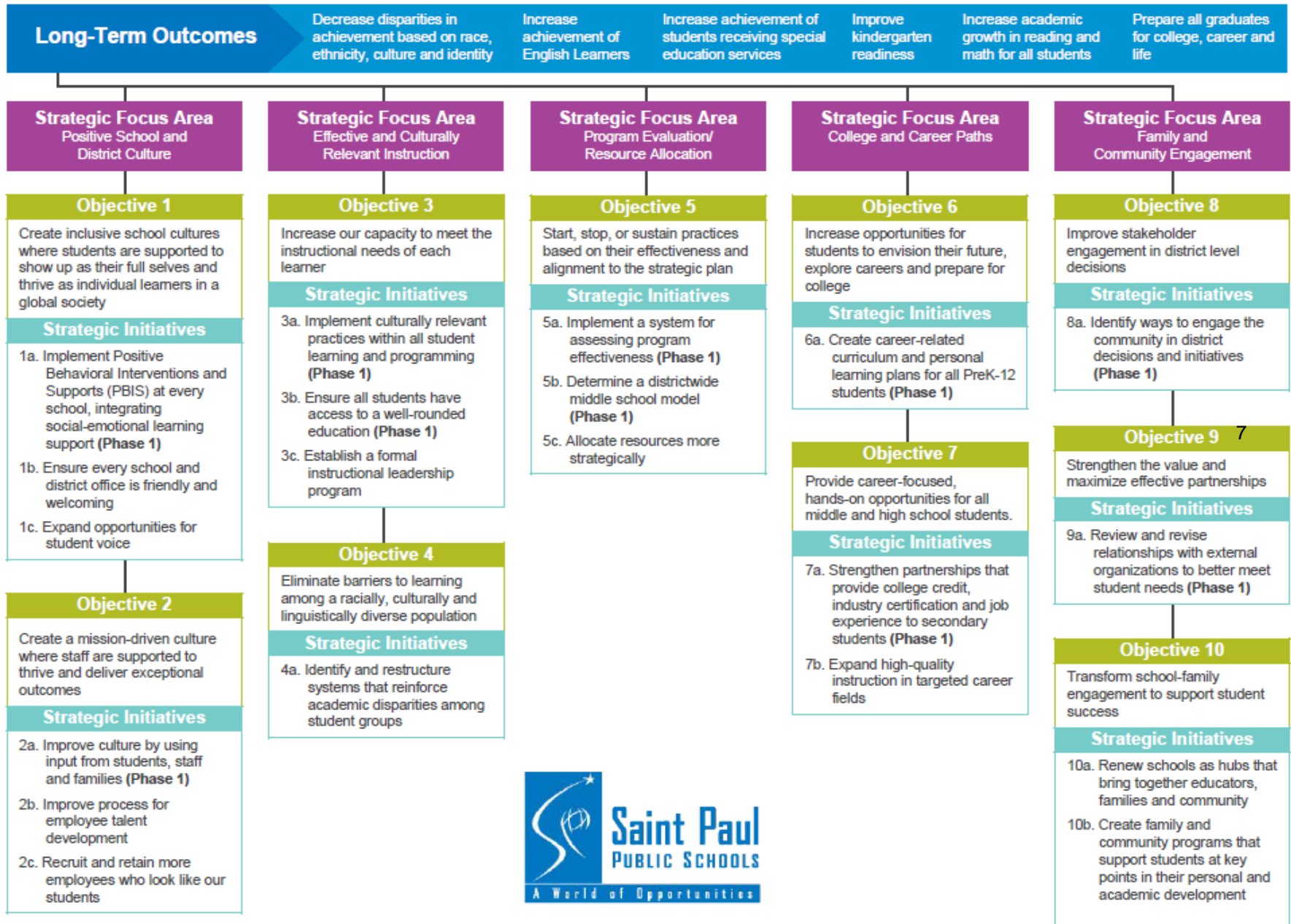
- ❑ Vision = desired impact, WHY we exist
- ❑ Mission = descriptive statement of purpose, WHAT we do
- ❑ Priority Student Outcomes = specific, measurable results to achieve
- ❑ Strategic Themes = areas that must be addressed to achieve priority outcomes
- ❑ Strategic Objectives = choices about how to address the strategic themes

6

## The Methods

- ❑ Strategic Initiatives = significant projects to implement the objectives
- ❑ Action Plans = how to get the projects done

# Strategic Plan



**Strategic Focus Area**  
Family and  
Community Engagement



**Objective 8**

Improve stakeholder engagement in district level decisions

**Strategic Initiatives**

8a. Identify ways to engage the community in district decisions and initiatives (Phase 1)

**Objective 9**

Strengthen the value and maximize effective partnerships

**Strategic Initiatives**

9a. Review and revise relationships with external organizations to better meet student needs (Phase 1)

**Objective 10**

Transform school-family engagement to support student success

**Strategic Initiatives**

10a. Renew schools as hubs that bring together educators, families and community

10b. Create family and community programs that support students at key points in their personal and academic development

8

# Kernels of a Good Strategy

## Phase 1: Analysis

**A diagnosis:** an explanation of the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as being the critical ones.

## Phase 2: Strategy Development

**A guiding policy:** an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.

9

## Phase 3: Action Planning

**Coherent actions:** steps that are coordinated with one another to support the accomplishment of the guiding policy.

Richard Rumelt, *The Peril of Bad Strategy*, McKinsey Quarterly, June 2011



What sounds promising about this work?

10

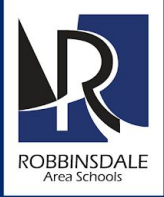
What questions or concerns do you have?



# Success Criteria

- Expectations for the Strategic Plan process?
  - Reports and data to consider
  - Stakeholders to engage
- Expectations for the Strategic Plan product?

11



# C&I Update

Carla Nolan & Matt Pletcher  
3.7.22



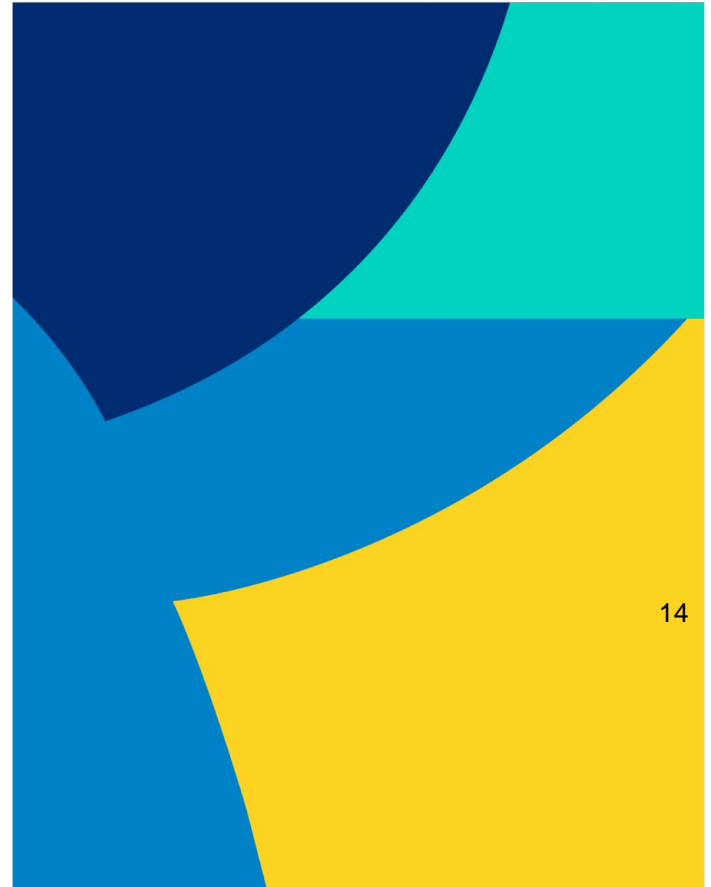
ROBBINSDALE  
Area Schools

# OUR UNIFIED DISTRICT VISION

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



# Fidelity Checks



# Purpose

In the continuous improvement process, **fidelity checks** are intended to inform schools and districts about trends of implementation fidelity across the system. In Minnesota under ESSA, schools are responsible for monitoring the implementation fidelity of School Improvement Plan (SIP) strategies. Districts are responsible for reviewing, approving and monitoring school improvement plans.

# Why

Schools and districts need a **systematic way** of monitoring the implementation of professional learning components to ensure staff have the opportunity to practice new learning without judgement and share their successes and challenges along the way. In order to fulfill this requirement, Robbinsdale Area Schools is implementing Fidelity Checks district-wide.

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# What

Fidelity Checks are brief, non-evaluative classroom visits conducted periodically throughout the school year. They are guided by 'look fors' determined by district and site leadership teams focused on components articulated as implementation expectations of staff in the school improvement plan. Building administrators communicate look fors to staff after professional learning experiences and prior to each scheduled Fidelity Check.

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# Who

Fidelity Checks can be conducted by any combination of district/building administration and district/building staff as determined by the site leadership team and district leadership.

- 2022 Winter/Spring Fidelity Checks will be completed by C&I staff
- School personnel are welcome and encouraged to participate as determined by the building administrator

# When

Fidelity Checks are conducted during the same weeks district-wide to achieve consistency of reporting to the state.

- Winter/Spring
  - Safe & Civil Schools (Oct 25-29) (March 28-April 1)
  - Math (K-12)/Science (Feb 22-24, Mar 1-3) (May 9-13)
  - Elementary Literacy (Feb 22-24, Mar 1-3) (May 23-27)
  - Blended Learning (all) (March 14-March 18) (May 16-20)

# How

## General procedure:

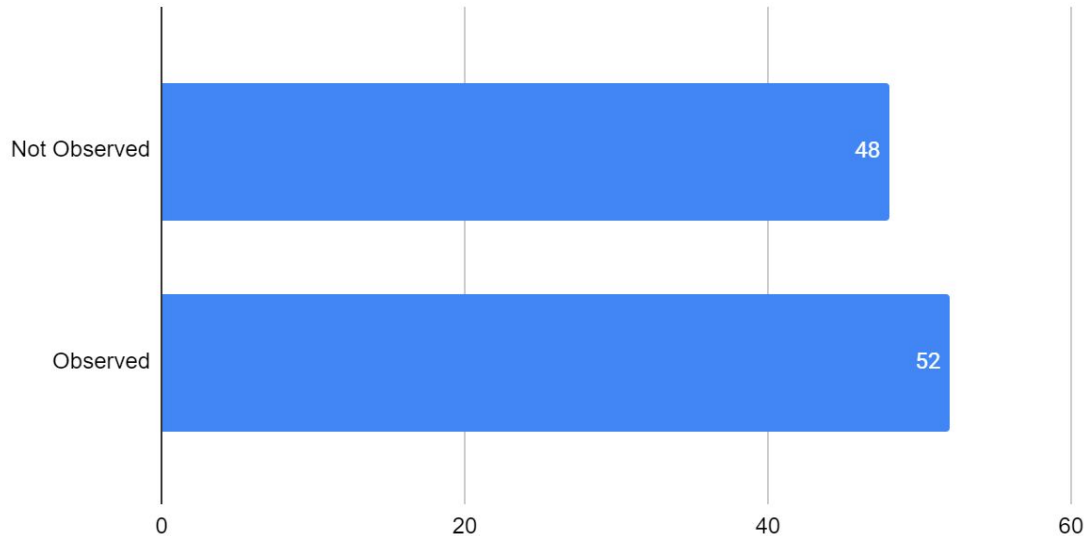
1. Staff engages in professional learning.
2. Specific expectations of staff for implementation of professional learning are communicated by building administration and leadership team members.
3. Staff implement expectations articulated in the implementation plan.
4. Building and district coaching supports and opportunities for collaboration are determined by the building.
5. Look fors are re-communicated to staff prior to each scheduled Fidelity Check week by building administrators.
6. Non-evaluative Fidelity Checks are conducted on pre-selected dates
  - a. ALL Fidelity Check data is anonymous; the purpose is to collect trend data across the system, not specific teacher/class/room number information
  - b. 2-3 C&I staff/building personnel will walk through learning environments specific to the category of the Fidelity Check being conducted
  - c. Fidelity Check data is recorded digitally
  - d. Each Fidelity Check takes approximately 3-5 minutes to complete (elementary literacy may take longer)
7. General trends of implementation are shared with staff after each Fidelity Check by site leadership
8. District level data trends are reviewed by district departments and administrators regularly for continuous improvement.

# Mathematics Fidelity Check Questions

1. Is the teacher implementing the new math curriculum?  
(K-5: Reveal)(6-12: Savvas enVision Realize or MyMathLab)
2. What is the teacher doing?
3. What are the majority of students doing?
4. Is there evidence of blended learning?
5. Are any manipulatives being used? (digital or physical)
6. Are any students using digital resources?
7. Are any worksheets/workbooks being used?

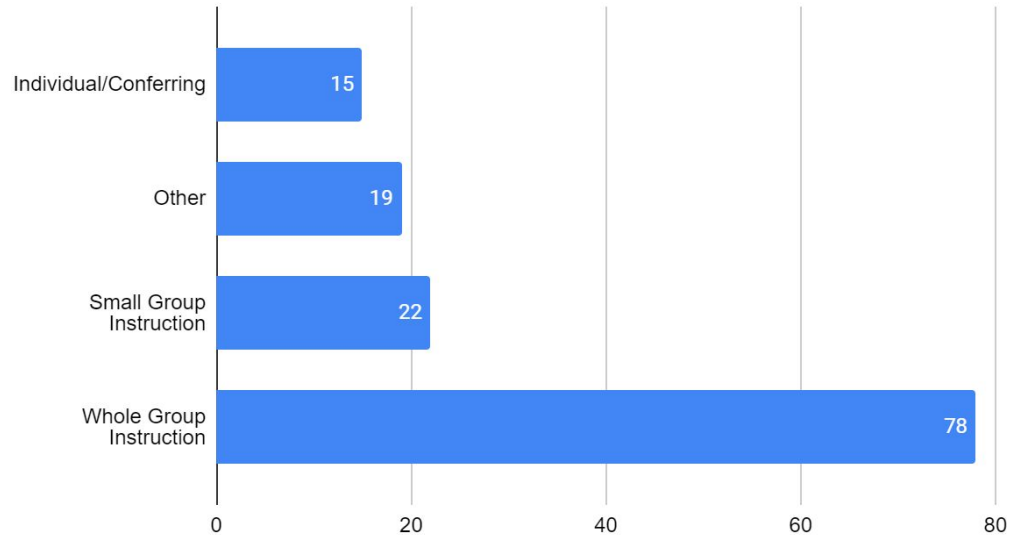
# Mathematics Fidelity Check Questions

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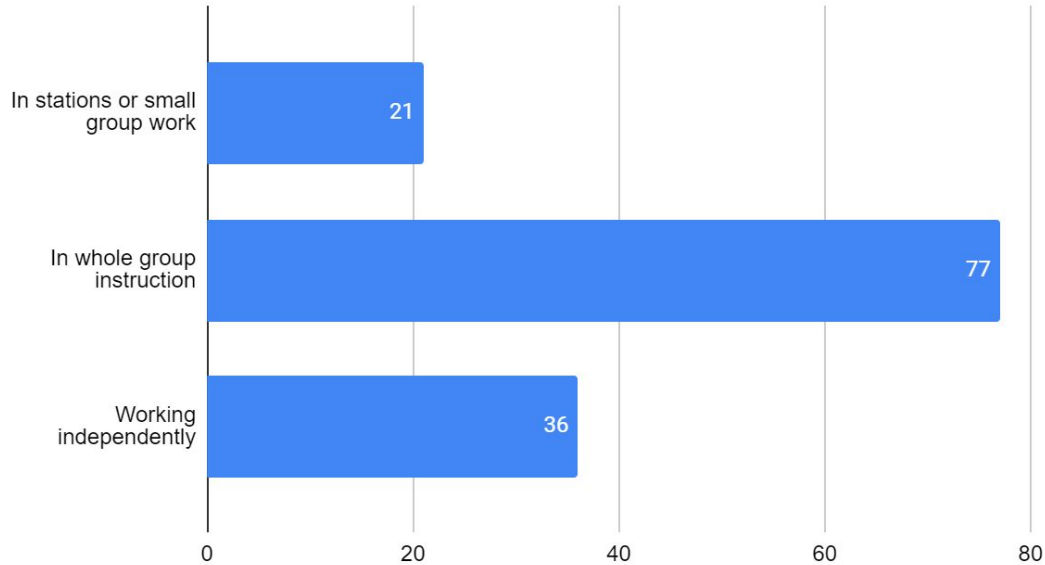
# Mathematics Fidelity Check Questions

What is the teacher doing?



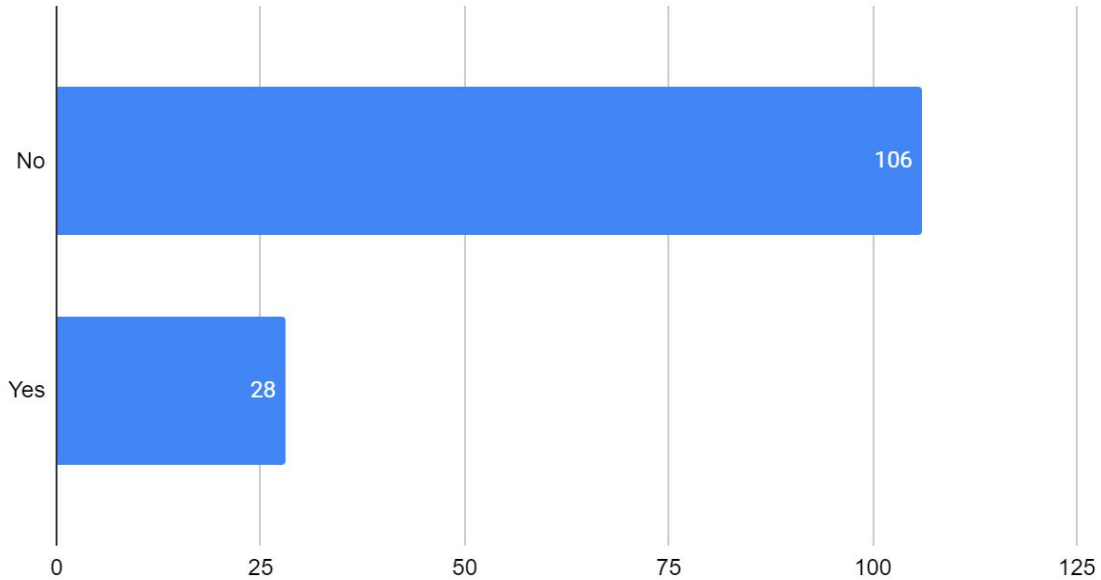
# Mathematics Fidelity Check Questions

What are the majority of students doing?



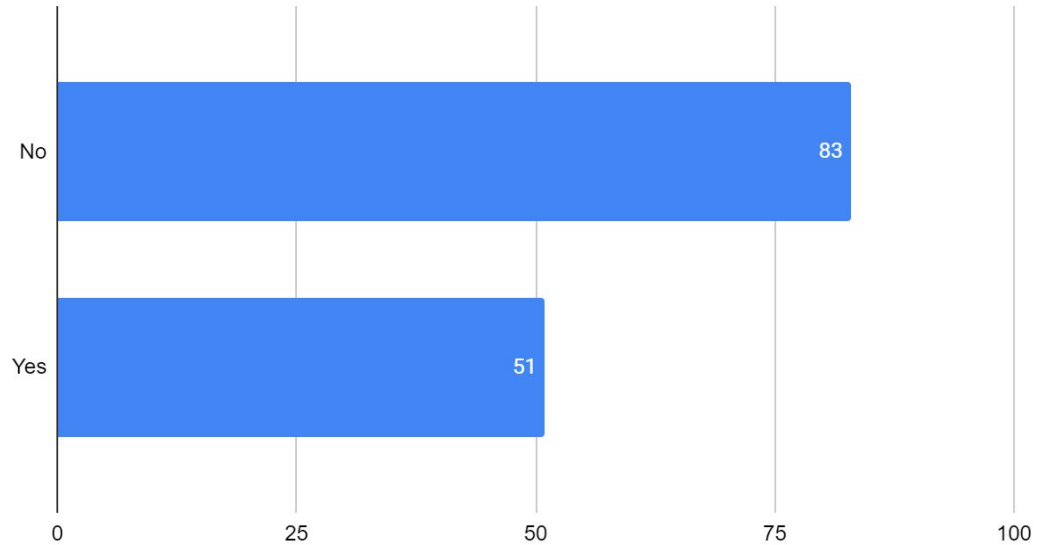
# Mathematics Fidelity Check Questions

Is there evidence of blended learning?



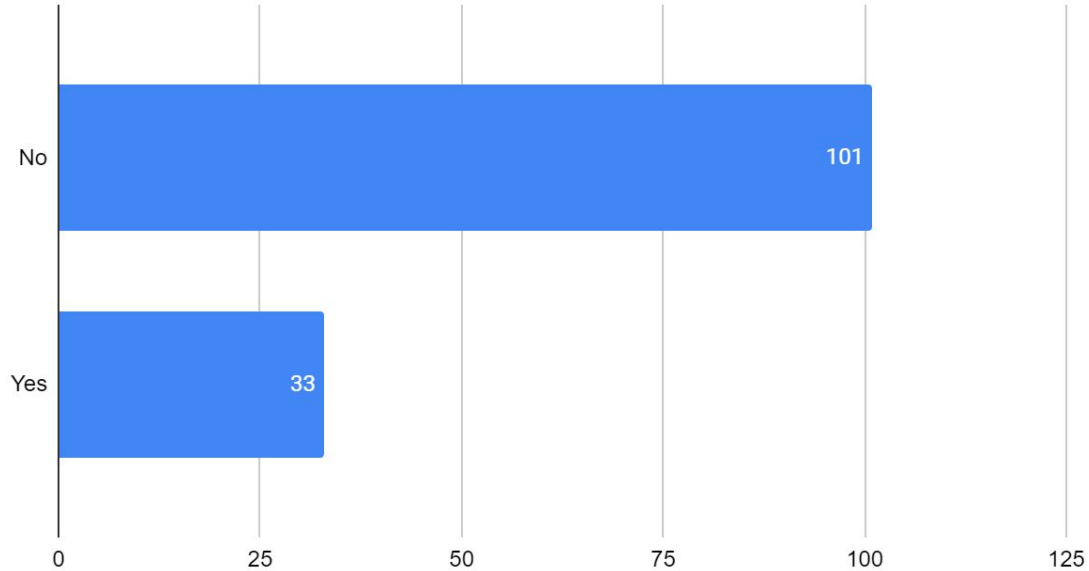
# Mathematics Fidelity Check Questions

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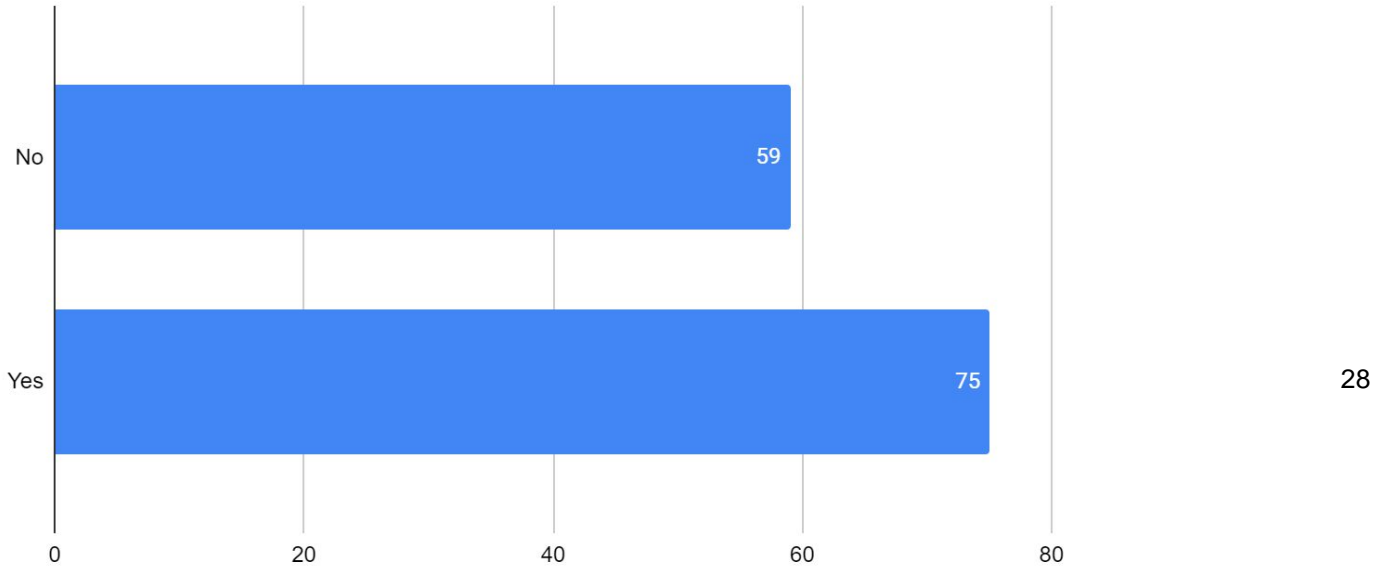
# Mathematics Fidelity Check Questions

Are any students using digital resources?



# Mathematics Fidelity Check Questions

Are any worksheets/workbooks being used?



# Safe & Civil Schools

1. What type of instruction is happening?
2. Which of the \*STOIC Framework components did you observe?
3. Which of the site-based engagement strategies did you observe?
4. How many students appear to be actively engaged in learning?



# LETRS

## Training & Implementation Plan

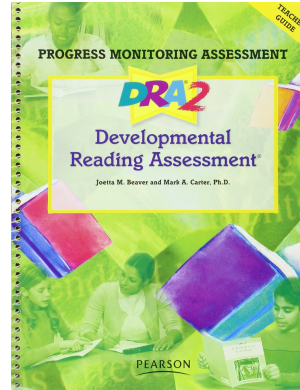
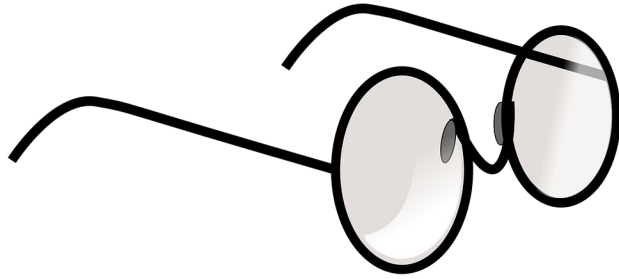


## **Professional development that provides teachers with an understanding of:**

- Scientifically based best practices for instructional routines, activities, and approaches
- The relationships among language, reading, and writing
- The components of comprehensive, integrated language and literacy instruction for given grade, age, and ability levels
- Reliable assessments and theoretical models for interpreting individual<sub>31</sub> differences in student achievement
- How to deliver effective instruction through teacher modeling
- How to directly apply LETRS principles and practices to the classroom

**When we know better, we do better.**

What Is LETRS?



32

**LETRS is *not* a reading program!**

# Original Training Plan



Year	Staff Groups
2019-2020 SY	<b>Units 1-8: District Department staff, Elementary Principals/Assistant Principals</b> <b>Units 1-4: K-1 Classroom Teachers, K-1 Special Education, EL</b> <b>District Facilitators: Train 15</b>
2020-2021 SY	<b>Units 5-8: K-1 Classroom Teachers, K-1 Special Education, EL</b> <b>Units 1-4: 2nd grade Classroom Teachers, Special Education, EL</b> <b>Day 1-2: Pre-K Classroom Teachers, Special Education</b>
2021-2022 SY	<b>Units 5-8: 2nd grade Classroom Teachers, Special Education, EL</b> <b>Units 1-4: 3rd grade Classroom Teachers, Special Education, EL</b> <b>Day 3: Pre-K, K, 1, 2, 3 Classroom Teachers</b>
2022-2023 SY	<b>Units 5-8: 3rd grade Classroom Teachers, Special Education, EL</b> <b>Units 1-4: 4th grade Classroom Teachers, Special Education, EL</b>
2023-2024 SY	<b>Units 5-8: 4th grade Classroom Teachers, Special Education, EL</b> <b>Units 1-4: 5th grade Classroom Teachers, Special Education, EL, Middle School Reading and Interventionists</b>
2024-2025 SY	<b>Units 5-8: 5th grade Classroom Teachers, Special Education, EL, Middle School Reading and Interventionists</b>

# Revised Training Plan



Year	Staff Groups
2019-2020 SY	<b>Units 1-8: District Department staff, Elementary Principals/Assistant Principals</b> <b>Units 1-4: K-1 Classroom Teachers, K-1 Special Education, EL</b> <b>District Facilitators: Train 6</b>
2020-2021 SY	<b>Unit 5: K-1 Classroom Teachers, K-1 Special Education, EL</b> <b>Unit 1: 2nd grade Classroom Teachers, Special Education, EL</b>
2021 Summer Options	<b>Units 6-8</b> <b>Units 2-3</b>
2021-2022 SY	<b>Teachers needing Units 1, 2, 3, or 4 receive one session during February 28 PD Day</b> <b>LETRS Pre K: Pre-K Classroom Teachers</b> <b>Train 5 additional District Facilitators</b>
<b>LETRS Training Options 2022 - 2026</b>	<b>Pathway Options for Teachers:</b> <ul style="list-style-type: none"> <li>● <b>Pathway A: Includes summer course options</b></li> <li>● <b>Pathway B: No summer courses</b></li> <li>● <b>Goal is to provide 2 sessions during the school year and 2 sessions during each summer</b></li> <li>● <b>Implementation Refinement sessions</b></li> </ul>

# Implementation Plan

## Implementation, Monitoring & Support:

- Implementation expectations developed for each unit
- Implementation refinement sessions added to the training plan
- District-level Fidelity Checks 2-3 times per year
- Building-level learning walks focused on LETRS implementation guided by Fidelity Check results
- Individual & small group coaching projects by request
- LETRS overview session for non-licensed staff
- Onboard overview for new teachers and administrators coming summer/fall 2022



# Questions



# Budget Update

## Revisions and Assumptions

Ukee Dozier  
March 7, 2022

# OUR UNIFIED DISTRICT VISION

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

# Presentation Purpose

The purpose of tonight's presentation is to:

- ❑ Provide a brief update on the Budget Timeline
- ❑ Update the BOE on the mid year budget revision process before action to approve in April
- ❑ Provide an update on the FY23 budget planning process
  - ❑ General Fund Budget Assumptions and Recommendations

# Budget Phases

## Four phase process in Budget creation

- ❑ **Data Gathering**
  - ❑ August thru December
- ❑ **Preparation**
  - ❑ January thru February
- ❑ **Presentation and Approvals (Including Mid Year)**
  - ❑ March thru June
- ❑ **Budget Implementation**
  - ❑ June and Beyond

# Budget Timeline



Phase	Date	Who	Outcome	Documents
		Grey Shading FAC	Blue Shading - Board ( <b>Bold</b> = 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	(A) Budget Timeline (B) Levy
	September 22, 2021	Board Regular Meeting	(1) Approve Preliminary Pay 2022 Levy (2) Renewal of Workers	(B) Levy Summary & Powerpoint
	October 4, 2021	Board Work Session	(1) Enrollment Update (2) Understanding Budget Timeline	(A) Budget Timeline (D) Enrollment
	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)	
	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	(D) 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	(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	(D) Enrollment Projections (E) Fund
	January 10, 2022	CTF	Propose budget/compensatory and staffing allocations for	
	January 11, 2022	FAC#3	(1) Preliminary Audit Report (2) Finance/ESSER Update (3) Long	(E) Fund Balance Summary (K) 5 Year
	January 18, 2022	CTF	Finalize budget/compensatory and staffing allocations for	
	January 18, 2022	Board Regular Meeting	(1) Approval of Staffing Ratio (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 Service budgets due	
	February 7, 2022	Board Work Session	(1) FY23 Preliminary Enrollment Projections (2) Non Resident Enrollment Capacity Limits	
	February 22, 2022	Board Regular Meeting	(1) Approval of resolution for non resident student enrollment capacity limits	
	February 25, 2022	Budget Managers	All FY23 department and school budget requests due to	
Approval	March 7, 2022	Board Work Session	(1) FY22 Preliminary Revised Budget (2) FY23 Budget	(E) Fund Balance Summary
	March 21, 2022			
	March 29, 2022	FAC#4	(1) FY22 Preliminary Revised Budget (2) FY23 Budget	(A) Budget Timeline
	April 5, 2022	Board Work Session	FY22 Revised Budget (Non Action)	(E) Fund Balance Summary
	April 19, 2022	Board Regular Meeting	(1) Approve Mid year Revised budget	(E) Fund Balance Summary
	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	(A) Budget Timeline (H) Spring 2022
	May 23, 2022	Board Regular Meeting		
	June 7, 2022	Board Work Session	(1) FAC Presentation (2) Review Final FY23 Budgets for all funds	(E) Fund Balance Summary (H) FY22
	June 20, 2022	Board Regular Meeting	(1) Approve Final FY23 Budget for all funds (2) LTFM 10 Year Plan	(I) FY23 Budget Book

# Budget Timeline



Approval

March 7, 2022	Board Work Session	(1) FY22 Preliminary Revised Budget (2) FY23 Budget	(E) Fund Balance Summary
March 21, 2022			
March 29, 2022	FAC #4	(1) FY22 Preliminary Revised Budget (2) FY23 Budget	(A) Budget Timeline
April 5, 2022	Board Work Session	FY22 Revised Budget (Non Action)	(E) Fund Balance Summary
April 19, 2022	<b>Board Regular Meeting</b>	<b>(1) Approve Mid year Revised budget</b>	<b>(E) Fund Balance Summary</b>
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	(A) Budget Timeline (H) Spring 2022
May 23, 2022	Board Regular Meeting		
June 7, 2022	Board Work Session	(1) FAC Presentation (2) Review Final FY23 Budgets for all funds	(E) Fund Balance Summary (H) FY22 <sup>42</sup>
<b>June 20, 2022</b>	<b>Board Regular Meeting</b>	<b>(1) Approve Final FY23 Budget for all funds (2) LTFM 10 Year Plan</b>	<b>(I) FY23 Budget Book</b>



# **Preliminary Mid Year Budget Update**

Fiscal Year 2022

# FY22 General Fund Preliminary Adjustments

Revenues		Expenditures	
General Ed Aid	\$2,159,072	Salary/Benefits	\$1,886,931
SPED	(\$1,664,023)	Supplanted Costs	(\$700,306)
Federal	\$317,207	Purchased Services	\$4,247,924
ESSER	\$1,174,806	Supplies/Materials	\$92,850
Local	(\$104,394)	Contingency/Other	(\$4,345,028)
<b>Total Revenue Adj</b>	<b>\$1,882,668</b>	<b>Total Expense Adj</b>	<b>\$1,182,371</b>

44

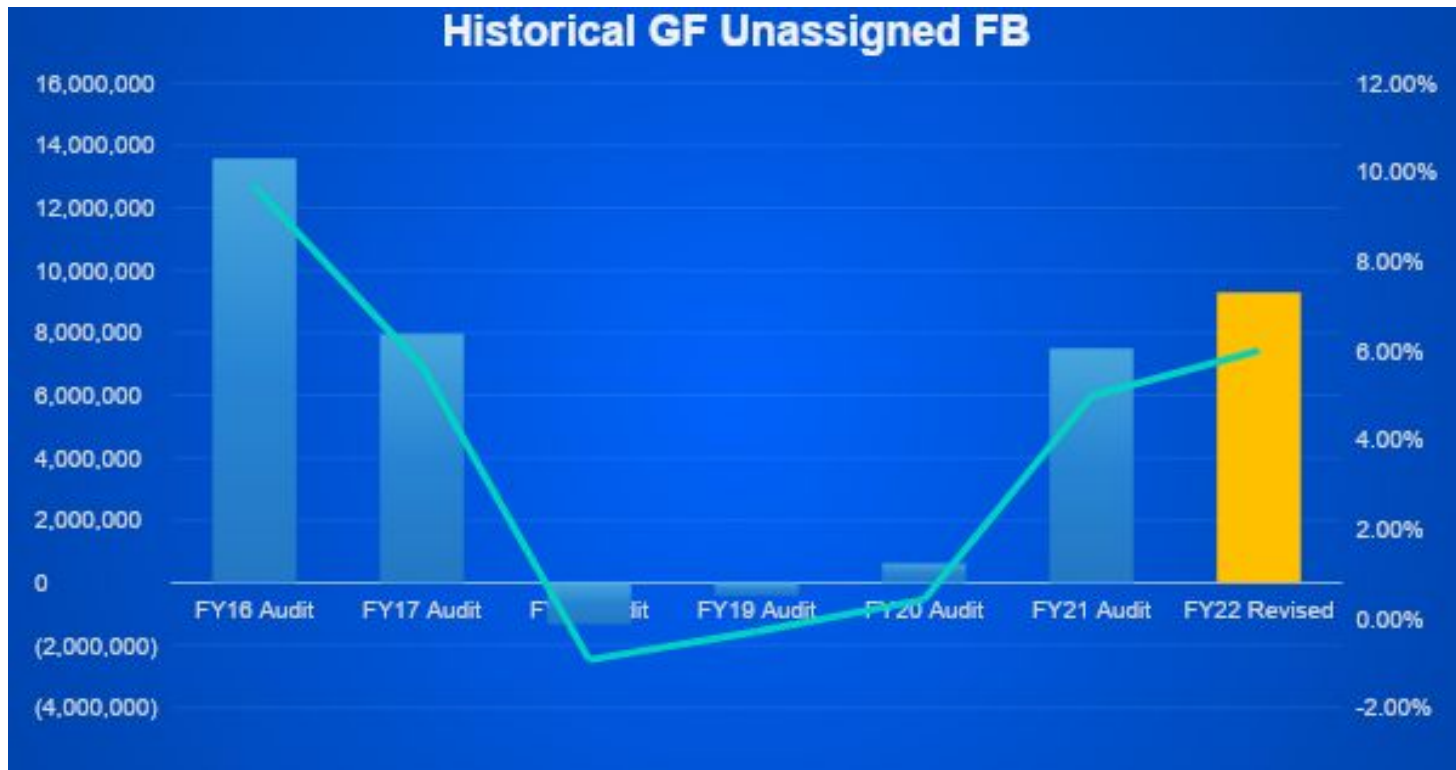
FY22 Original FB %	5.5%
FY22 Mid Year FB %	6.0%
Net Change	\$700,306 or .45%

# FY22 General Fund Preliminary Fund Balance Projection

ROBBINSDALE AREA SCHOOLS  
PROJECTED FUND BALANCES THROUGH JUNE 30, 2022

FUND DESCRIPTION	6/30/2021 Au dited Balance	2021-22 Revised Revenue	2021-22 Revised Expenditures	6/30/2022 Revised Ending Balance	6/30/2022 Original Proj Budget Balance	Net Change in Fund
<b>GENERAL FUND</b>						
<b>Unassigned</b>	7,501,033	156,807,766	155,007,460	9,301,339	8,601,033	700,306
ESSER - Pandemic Enrollment Loss		700,306	700,306			
<b>Assigned</b>						
Building Carryover	622,420	-	-	622,420	622,420	-
LCTCS	589,826	165,000	165,000	589,826	589,826	-
Q Comp	449,762	3,142,588	3,142,588	449,762	449,762	-
Scholarships	454,650	-	-	454,650	454,650	-
E Rate	220,529	-	-	220,529	220,529	-
<b>Non-Spendable-Prepaid</b>						
Inventory	319,309	-	-	319,309	319,309	-
Prepaid	899,308	-	-	899,308	899,308	-
<b>Restricted</b>						
Technology Levy	1,480,663	5,273,882	5,273,882	1,480,663	1,480,663	-
Operating Capital	3,935,052	5,774,587	5,774,587	3,935,052	3,935,052	-
Basic Skills	1,978,870	12,777,362	12,777,362	1,978,870	1,978,870	-
Medical Assistance	194,124	700,000	700,000	194,124	194,124	-
Long Term Facilities Maintenance/H&S	23,069	896,877	896,877	23,069	23,069	-
Safe Schools Levy	336,223	611,407	611,407	336,223	336,223	-
Staff Development	-	-	-	-	-	-
Student Activities	90,958	-	-	90,958	90,958	-
<b>TOTAL GENERAL FUND</b>	<b>19,095,796</b>	<b>186,149,469</b>	<b>184,349,163</b>	<b>20,896,102</b>	<b>20,195,796</b>	<b>700,306</b>
<i>Unassigned FB as a % of expenditures</i>	<i>4.98%</i>			<i>6.00%</i>	<i>5.55%</i>	

# Historical GF Unassigned Fund Balance



# FY22 Child Nutrition Preliminary Budget Adjustments

Revenues		Expenditures	
State	(\$53,011)	Salary/Benefits	\$161,555
Federal	(\$735,282)	Supplies/Materials	\$812,837
Sales/Other	(\$13,100)	Capital Expenditures	\$28,453
<b>Total Revenue Adj</b>	<b>(\$801,393)</b>	<b>Total Expense Adj</b>	<b>\$1,002,845</b>

47

FY22 Original FB	\$3,577,911
FY22 Mid Year FB	\$1,773,671
Net Change	(\$1,804,240)



# FY22 Child Nutrition Preliminary Fund Balance Projection

**ROBBINSDALE AREA SCHOOLS  
PROJECTED FUND BALANCES THROUGH JUNE 30, 2022**

FUND DESCRIPTION	6/30/2021 Audited Balance	2021-22 Revised Revenue	2021-22 Revised Expenditures	6/30/2022 Revised Ending Balance	6/30/2022 Original Proj Budget Balance	Net Change in Fund
<b>SCHOOL NUTRITION</b>						
Unreserved/undesignated	2,091,557	8,198,606	8,602,846	1,687,317	3,491,557	(1,804,240)
Non-spendable-Inventory	86,354			86,354	86,354	-
<b>TOTAL SCHOOL NUTRITION FUND</b>	<b>2,177,911</b>	<b>8,198,606</b>	<b>8,602,846</b>	<b>1,773,671</b>	<b>3,577,911</b>	<b>(1,804,240)</b>

# FY22 Community Ed Preliminary Budget Adjustments

Revenues		Expenditures	
State Aids	\$43,942	Salary/Benefits	(\$938,564)
Federal	\$407,301	Purchased Services	(\$20,173)
Fees/Local	(\$85,359)	Supplies/Materials	\$29,525
<b>Total Revenue Adj</b>	<b>\$365,884</b>	<b>Total Expense Adj</b>	<b>(\$929,212)</b>

49

FY22 Original FB	\$1,434,316
FY22 Mid Year FB	\$2,729,412
Net Change	\$1,295,096



# FY22 Community Ed Preliminary Fund Balance Projection

ROBBINSDALE AREA SCHOOLS  
PROJECTED FUND BALANCES THROUGH JUNE 30, 2022

FUND DESCRIPTION	6/30/2021 Audited Balance	2021-22 Revised Revenue	2021-22 Revised Expenditures	6/30/2022 Revised Ending Balance	6/30/2022 Original Proj Budget Balance	Net Change in Fund
<b>COMMUNITY SERVICE</b>						
<b>Restricted</b>						
Community Education	683,018	6,493,219	5,150,517	2,025,720	648,343	1,377,377
ECFE (FIN 325)	400,155	1,131,875	1,132,197	399,833	315,473	84,360
School Readiness (FIN 344)	152,794	804,283	794,522	162,555	132,280	30,275
Adult Basic Ed (322/324?)	285,294	1,411,105	1,569,207	127,192	324,108	(196,916)
Non-Public (350-353)	14,111			14,111	14,111	-
<b>TOTAL COMMUNITY SERVICE FUND</b>	<b>1,535,373</b>	<b>9,840,482</b>	<b>8,646,443</b>	<b>2,729,412</b>	<b>1,434,316</b>	<b>1,295,096</b>

# FY22 Mid Year Revision Summary

FY22 Mid Year Revision Summary		
Fund	Revenue	Expenditures
General Fund	\$186,149,469	\$184,349,163
Child Nutrition	\$8,198,606	\$8,602,846
Community Ed	\$9,840,482	\$8,646,443
Building Construction	\$23,297,682	\$19,500,000
Debt Service	\$20,600,000	\$20,600,000
Internal Service	\$23,500,000	\$21,800,000
<b>Total Budget</b>	<b>\$271,586,239</b>	<b>\$263,498,452</b>

# **Budget Assumptions and Recommendations**

Fiscal Year 2023

# Assumptions and Recommendations

## General Education Funding Formula

- 2% or \$135 Increase in per pupil funding to \$6,863 up from current year \$6,728

## Enrollment

- Projecting a decrease in enrollment of -318 or -2.87% from current end of year projections
- Staffing ratios to remain the same for FY23 as FY22

## Fund Balance Growth Target (Budget Surplus)

- Create an expenditure budget that's within revenue constraints. Target a \$1.5 million increase to Unassigned Fund Balance

# Assumptions and Recommendations Continued

- Manage expense increases**
  - Focus on minimizing expenses that affect the General Fund Balance
    - Includes staff steps and lanes increases as well as staffing costs that truly correspond with enrollment
  
- General Fund Set Aside**
  - Maintain level of contingency funds to address inflationary costs
  
- Investing in Resident Enrollment**
  - Place a significant emphasis on recruiting and retaining resident students
  - Investing into Pathways to help make RAS a destination district

# Preliminary Enrollment Projections

FY23 Projected Enrollment (ADM)	
Early Childhood (EC)	121
Voluntary Pre-K	175
Handicap (K)	92
Grades K-5	4,407
Grades 6-8	2,207
Grades 9-12	3,761
<b>Total Projected Enrollment</b>	<b>10,763</b>

# Next Steps

## Finalize Mid Year Revisions

- Bring to board again on April 5, 2022 for non-action
- Bring to BOE for approval on April 19, 2022

## Create FY23 Original Budget

- Present FY23 Preliminary Original Budget to BOE on May 9, 2022  
Work Session
- To BOE for Approval on June 20, 2022

# Questions





**To: Cabinet Task Force**  
**From: Jeff T. Connell, Executive Director – Facilities, Operations, and Transportation**  
**Date: March 7, 2022**  
**Re: Executive Summary of the Opt In Transportation System**

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## Recommendation for an Opt-In Transportation System at Robbinsdale Area Schools

Robbinsdale Area Schools has historically assigned all students living outside walk zones to a school bus. This includes students who carpool, walk, bicycle, or are driven to school. Because we routed **all** students, including those who didn't need transportation, school buses often were not full.

The opt-out program we implemented last fall allowed those who did not need transportation to be taken off the list of school bus stops and routes. After rerouting our buses, we were able to reduce the number of routes from 67 to 55. This was a substantial reduction from the 86 routes that First Student operated in 2020.

Our busing system continues to struggle with driver absenteeism and being short-staffed. Hiring, training, and licensing new staff is ongoing, but proper staffing also depends on the number of applicants and their availability.

### Moving Forward

Looking ahead to fall 2022 and thereafter, Transportation recommends moving to an opt-in program that identifies and provides transportation for students who are eligible and who tell us they need busing. The opt-in program will lead to more efficient transportation in RAS.

Even though an opt-in program requires all families to complete a new form, it is important to note that **every student who is eligible for and needs busing will have transportation to and from school.**

There are a number of safety nets that would be part of the opt-in approach, including: :

1. Capacity to place any student that needs transportation on a bus;
2. Any family that changes their mind or has a change in circumstances will get busing
3. All new enrollments will have a busing choice, and if a family doesn't indicate a busing need on a form, they will be placed on a bus until we can confirm their needs.



If we move to an opt-in program for transportation, families will be informed of the change via email, robocalls and text messaging from the district, as well as communication from their school. We will send out a link to the opt-in form in Spanish and Somali. The deadline for families to complete the opt-in form for the 2022-23 school year is May 20, 2022.

After the deadline and through the end of the school year, schools will reach out to families who did not complete the form. The opt-in form will remain on the Transportation website through the summer.

If a family changes their mind about transportation or their circumstances change, they will be able to make changes to the opt-in form at any time by contacting the Transportation Department.

### **Recent History of Transportation at RAS**

- In 2012, RAS went from an in-house busing program to contracting out our transportation service.
- First Student was the busing contractor for RAS until 2021.
- In the summer 2021, Durham Transportation Services began operating as our transportation provider.
- In September 2021, Durham advised RAS (days before school started) that they were 12 drivers short of being able to cover the general education routes and were unable to provide any transportation for students with special needs.
  - This left about 1,500 students on those routes without bus transportation to and from school.
- In October 2021, due to the driver shortage, RAS sent a survey asking families to opt out of school bus transportation if they didn't need it.
  - As a result, 995 students opted out of transportation for the rest of the school year.
- Over Winter Break, Durham and Transportation staff rerouted our entire transportation system – reducing the number of bus routes from 67 to 55.
- Starting in January 2022, all students had a bus or van assigned.

Historically, transportation for students with special needs is provided by a combination of RAS staff, our general education bus contractors, and Type III van companies.

- In the 2021-22 school year, the district's special education drivers have been operating general education routes.
- Transportation for students with special needs that have transportation identified in their IEP have been provided by multiple Type III van contractors.



# Robbinsdale Area Schools Opt-In Transportation Process

**Jeff T. Connell**

Executive Director of Facilities, Operations, and Transportation

# Opt-In Transportation Program

## Current Bus Driver Situation

- Ongoing driver shortage
- Two-month+ process to train and license new bus drivers
- Increased competition for licensed commercial drivers
- Daily driver absenteeism with no backups = unreliable transportation

# Opt-In Transportation Program

- Opt-in transportation program for 2022-23 school year
- Implementing an opt-in program will:
  - **Decrease the number of routes, increase efficiency**
  - **Create a “bench” of backup drivers**
  - **Result in fewer canceled routes**

# Family Benefits of Opt-In Transportation Program

- More reliable transportation for students and families
- Fewer families driving students to school
- Reduced traffic congestion at schools
- Optimized travel time on school bus routes

63

**All students who are eligible for transportation,  
and who opt in, will have transportation to and from school.**

# District Benefits of Opt-In Transportation Program

- More consistent and efficient transportation service
- More options for additional activity and special circumstance busing
- Reduced number of vehicles in service and overall mileage
- Lower maintenance and fuel costs
- Lower carbon footprint

# Opt-In Transportation Program

- Busing for all eligible students who live outside walk zones **and** who opt in
- “Safety net” planning to ensure busing for:
  - Families who don’t complete an opt-in form before school starts
  - New enrollments
  - Anyone who unexpectedly needs busing during the school year

**Families can change their opt in preference at any time by contacting the Transportation Department.**

# Opt-In Communication and Outreach Plan

## Elements and Timing

- **March-May:** Emails, robocalls, text messages and flyers sent to families informing them of the Opt-in form and need to respond
- **March-May:** Transportation staff follow up with non-responding families
- **April-May:** School administrators follow up with families who have not completed the opt-in form
- **May 20:** Deadline to complete Transportation Opt-In Form
- **End of May:** Additional outreach by schools
- **June-July:** The Opt-In form will remain on the Transportation website for anyone to fill out throughout the summer.

# Fall Transportation

- Postcards and emails with new bus stop information will be sent to families in mid-August
- Transportation will adjust bus routes and capacities as needed
- Continue work with current contractors for school buses and vans



ROBBINSDALE  
Area Schools

# Questions?



**To: David Engstrom, Superintendent  
Chair Bassett**  
**From: Ukee Dozier, Executive Director of Finance**  
**Date: March 7, 2022**  
**Re: Primary Election Process**

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Regarding a Primary Election, a resolution would need to be approved by April 15, 2022 for a school district to conduct a Primary in 2022. The last Primary the school district conducted was in 2005. Attached is the resolution from 2009. To acquire an updated resolution, I would need to reach out to our attorney for an updated resolution and election packet. We have worked with Knutson, Flynn and Deans for the past 25 years.

**The filing period for a Primary Election is May 17, 2022-May 31, 2022.** If more than 9 or more candidates file, then we would conduct the Primary Election on August 9, 2022 to reduce the candidates down to 8. If 8 or fewer file, then the Primary date in August would be N/A and will proceed to the November 8, 2022 General Election.

**The filing period for the General Election is August 2, 2022-August 16, 2022. The General Election is November 8, 2022.**

The estimated cost of an even year election is approximately \$8,000-\$10,000 depending on the number of ballots the City Clerks order. This includes legal publications, attorney fees, equipment programming and cost of ballots. We are charged for the space we consume on the ballot.

Election law changed in 2006 not requiring school districts to conduct a Primary Election because of the additional cost, allowing the decision at the local level.

As a reference, Minnesota Statute 205A.03 is included explaining the process to call a Primary Election. Also included as a reference is the 2009 resolution.

EXTRACT OF MINUTES OF A MEETING  
OF THE SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 281  
(ROBBINSDALE AREA SCHOOLS)  
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a \_\_\_\_\_ meeting of the School Board of Independent School District No. 281 (Robbinsdale Area Schools), State of Minnesota, was duly held in said district on \_\_\_\_\_, 2009, at \_\_\_\_\_ o'clock \_\_.m. for the purpose, in part, of adopting a resolution establishing a school district primary election system.

70

Member \_\_\_\_\_ moved the adoption of the following Resolution:

RESOLUTION ESTABLISHING SCHOOL DISTRICT  
PRIMARY ELECTION SYSTEM

WHEREAS, the board wishes elections in Independent School District No. 281 to continue to be subject to the primary election system;

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 281, State of Minnesota, as follows:

1. The school board hereby determines that nominees for school board office at the 2009 general election and thereafter shall be chosen by primary election.
2. The school district primary election shall be held on the date specified by law for school district primary elections. The filing periods shall be as specified by law.
3. If in any year there are more than two candidates for a specified school board position or there are more than twice as many school board candidates as there are at-large school board positions available, a primary election must be held that year.
4. The school district primary elections shall be conducted pursuant to Minnesota Statutes, Section 205A.03, as amended, and the Minnesota election laws generally. The school district clerk is authorized and directed to take such actions as necessary to be prepared to conduct primary elections.
5. This resolution is effective for all ensuing elections of school board members unless it is revoked.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

Note: This resolution must be adopted by June 1, 2009 to allow primary elections in 2009.



**205A.03 PRIMARIES.**

Subdivision 1. **Resolution requiring primary in certain circumstances.** The school board of a school district may, by resolution adopted by April 15 of any year, decide to choose nominees for school board by a primary as provided in this section. The resolution, when adopted, is effective for all ensuing elections of board members in that school district until it is revoked. If the board decides to choose nominees by primary and if there are more than two candidates for a specified school board position or more than twice as many school board candidates as there are at-large school board positions available, the school district must hold a primary.

Subd. 2. **Date.** The school district primary must be held on the second Tuesday in August in the year when the school district general election is held. The clerk shall give notice of the primary in the manner provided in section 205A.07. The date of a school district primary held in an odd-numbered year may be postponed for inclement weather as provided in section 205A.055.

Subd. 3. **Candidates, filing.** The clerk shall place upon the primary ballot without partisan designation the names of individuals whose candidacies have been filed and for whom the proper filing fee has been paid. When not more than twice as many school board candidates as there are at-large school board positions available file for nomination for the office or when not more than two candidates for a specified school board position file for nomination for that office, their names must not be placed upon the primary ballot and must be placed on the school district general election ballot as the nominees for that office. When more than one school board member is to be elected for full terms at the same election, the candidates' names shall be placed under one office on the ballot with the number to be elected to the office specified directly underneath the title and identification of the office.

Subd. 4. **Results.** (a) The school district primary must be conducted and the returns made in the manner provided for the state primary as far as practicable. If the primary is conducted:

(1) only within that school district, a canvass may be conducted on either the second or third day after the primary; or

(2) in conjunction with the state primary, the canvass must be conducted on the third day after the primary, except as otherwise provided in paragraph (b).

The school board of the school district shall canvass the returns, and the two candidates for each specified school board position who receive the highest number of votes, or a number of candidates equal to twice the number of individuals to be elected to at-large school board positions who receive the highest number of votes, are the nominees for the office named. Their names must be certified to the school district clerk who shall place them on the school district general election ballot without partisan designation and without payment of an additional fee.

(b) Following a school district primary as described in paragraph (a), clause (2), a canvass may be conducted on the second day after the primary if the county auditor of each county in which the school district is located agrees to administratively review the school district's primary voting statistics for accuracy and completeness within a time that permits the canvass to be conducted on that day.

Subd. 5. **Recount.** A losing candidate at the school district primary may request a recount of the votes for that nomination subject to section 204C.36.

Subd. 6. [Repealed, 2011 c 65 s 9]

**History:** *1987 c 266 art 1 s 50; 1994 c 646 s 16,17; 1Sp2003 c 9 art 2 s 43-45; 2008 c 295 s 18; 2010 c 184 s 31,32; 2010 c 194 s 23; 2010 c 201 s 67; 2011 c 65 s 7; 2016 c 161 art 1 s 15*