

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

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|--|----|
| 1. Financial Advisory Council (FAC) Report (<i>John Vento, School Board Treasurer and Earl Hoffman and Lennie Kaufman, FAC Members</i>) | 2 |
| 2. e-Learning Plan for 2022-2023 School Year (<i>John Groenke, Executive Director of Student Services and Matt Pletcher, Director of Secondary Curriculum & Instruction/Multilingual Programs</i>) | 29 |
| 3. FastBridge Assessments Spring Results (<i>John Groenke, Executive Director of Student Services and Dr. Cheryl Videen, Director of Research, Evaluation & Assessment</i>) | 37 |
| 4. Warehouse Lease Opportunity (<i>Jeff Connell, Executive Director of Facilities, Operations & Transportation</i>) | 70 |
| 5. District Updates (<i>David Engstrom, Superintendent</i>) | |
| A. Strategic Plan Update (<i>David Engstrom, Superintendent</i>) | |
| 6. Board Discussion (<i>Helen Bassett, School Board Chair</i>) | |
| A. Superintendent Evaluation and Annual Goals (<i>Helen Bassett, School Board Chair</i>) | |
| 7. Other | |

Robbinsdale Area Schools

Annual Report to the School Board
2021-2022

Financial Advisory Council

FAC 2020-2021 Membership & Meetings

- ▶ Lennie Kaufman, Chair
 - ▶ Earl Hoffman, Secretary
 - ▶ Walter Gray
 - ▶ Greg Kugler
 - ▶ O. Barry Rogers
 - ▶ Howard Schwartz
 - ▶ Terry Swanson
 - ▶ John Vento, Board Treasurer
 - ▶ Ukee Dozier, Exec. Dir.-
Finance
- ▶ Bylaws require a minimum of four (4) meetings per year; FAC met five (5) times:
 - ▶ 9/14/21; 11/9/21; 1/11/22;
2/17/22; 3/29/22; 5/17/22
 - ▶ Other attendees: David Engstrom, Karylanne Marchand, Kelly Smith, Virginia Verbrugge

FAC Duties and Responsibilities (per FAC Bylaws)



PROVIDE FINANCIAL
ADVICE AND SUPPORT
TO THE BOARD AND TO
THE ADMINISTRATION



EVALUATE THE
DISTRICT'S ECONOMIC
CONDITIONS



PROVIDE INSIGHTS RE:
OVERALL DISTRICT
FINANCIAL CONDITION

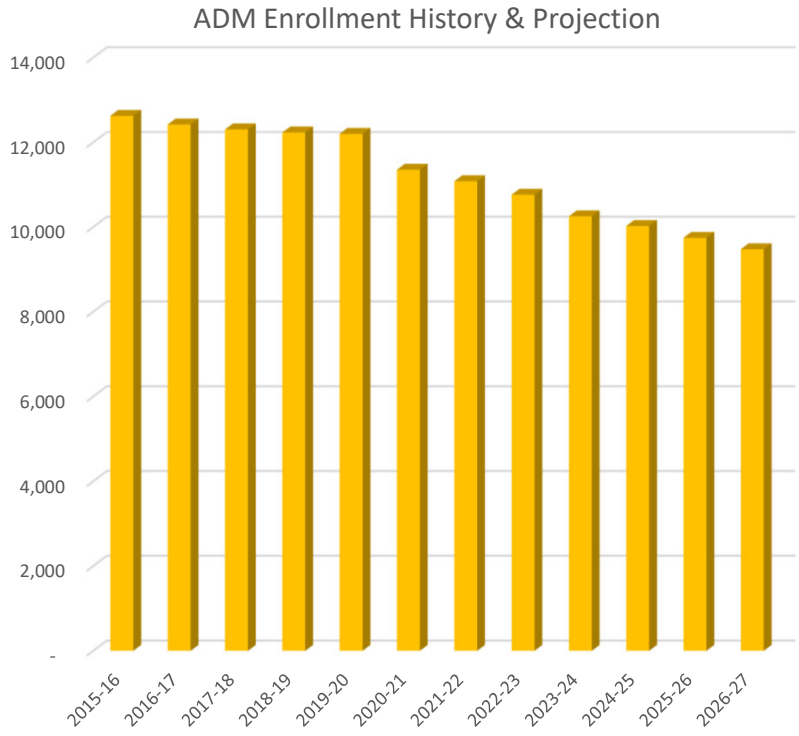


REVIEW PRESENT AND
FUTURE
REVENUE/EXPENDITURE
PROJECTIONS



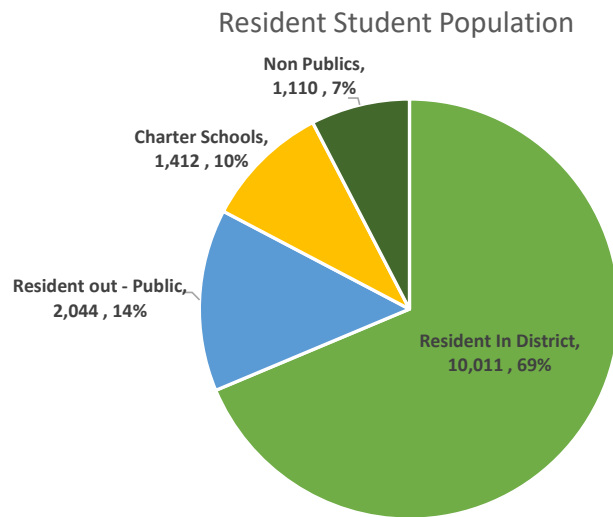
MAKE
RECOMMENDATIONS RE:
FUTURE BUDGET
TARGETS AND
ASSUMPTIONS

Enrollment by Year

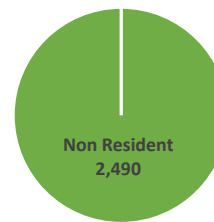


Robbinsdale Area Schools Financial Advisory Council

Open Enrollment



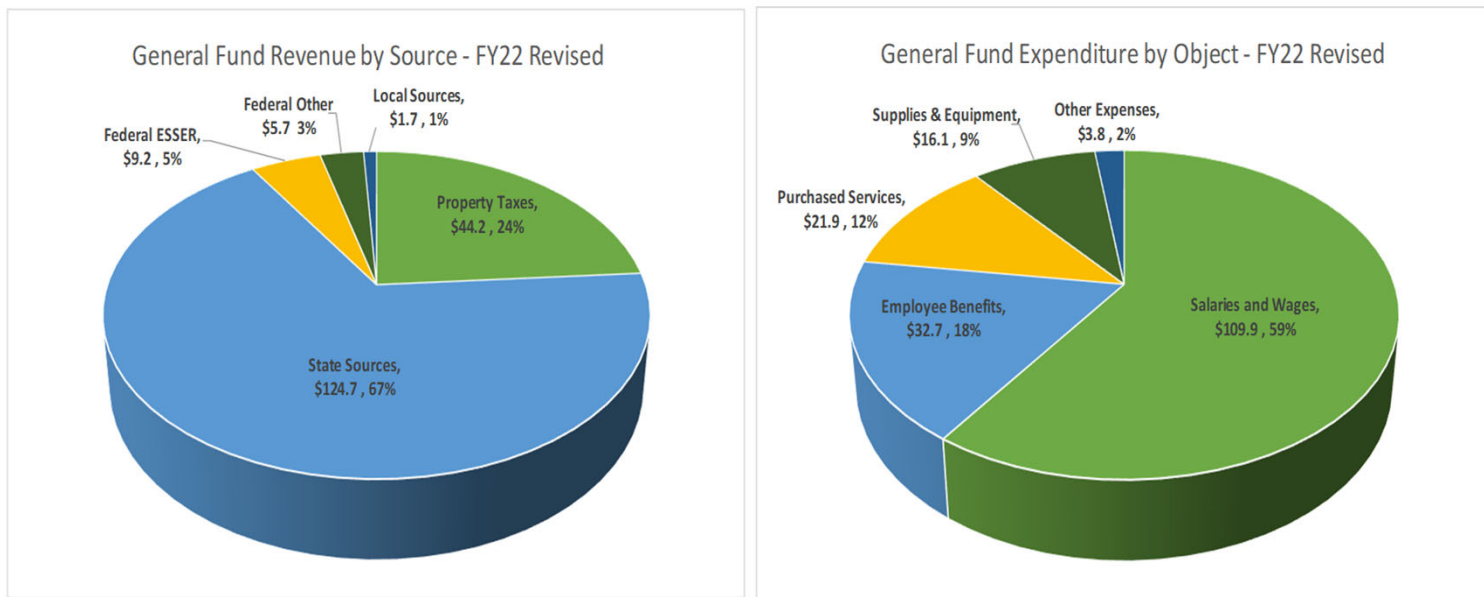
Non Resident In District



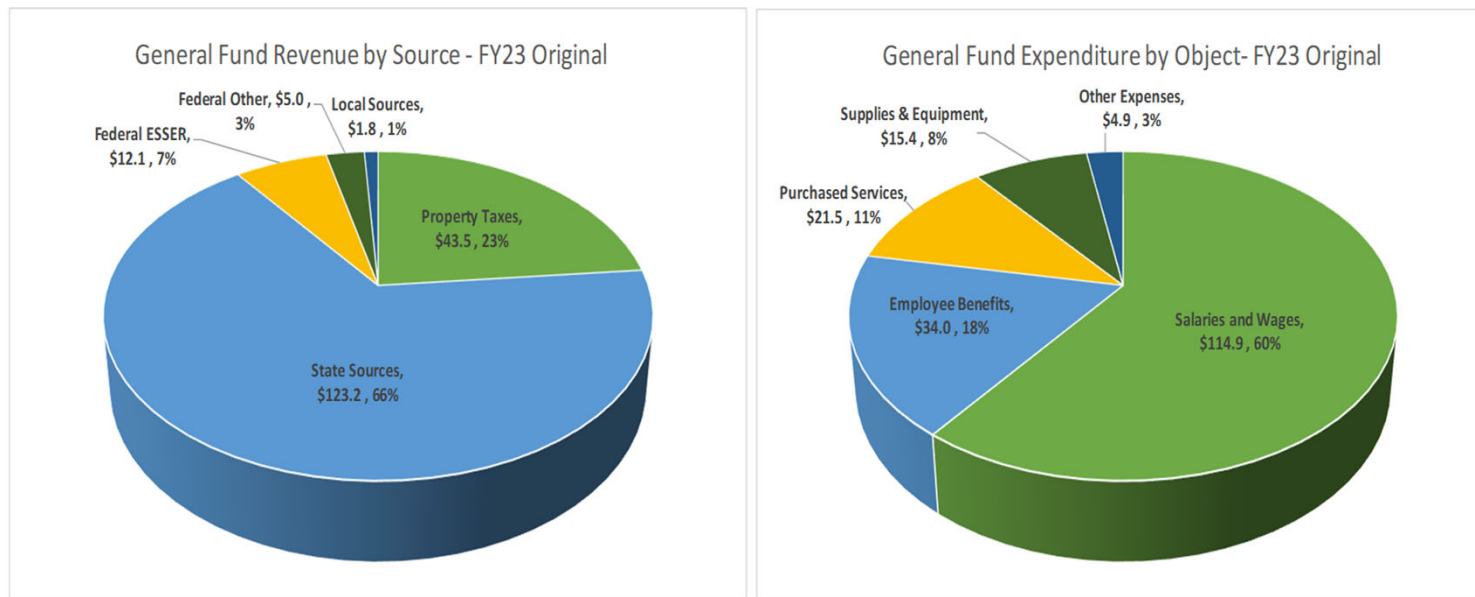
FAC's Enrollment Comments

- ▶ What can the District do to stem the enrollment decline?
- ▶ And if the decline continues, how will this affect finances?
- ▶ Newly available enhanced enrollment information and parent surveys can help determine what can be done.
- ▶ Also should examine what parts of the District are experiencing higher out migration of students.

Financial Revised for FY22 (\$ in Millions)



Financial Projection for FY23 (\$ in Millions)

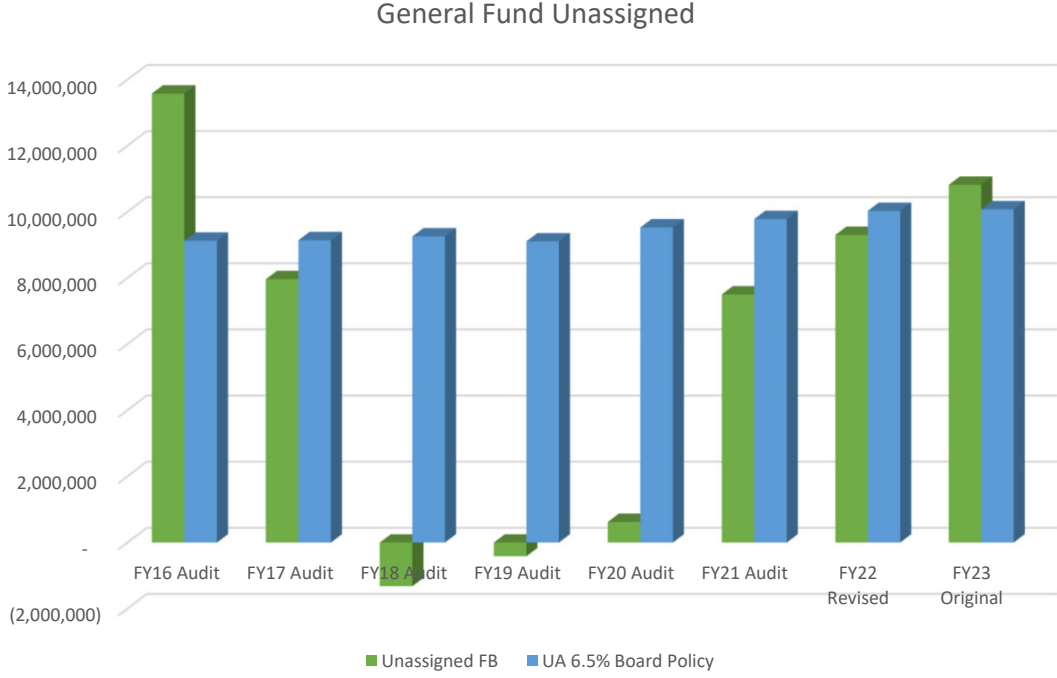


Use of One-Time COVID Funding

Category	Allocation	Expended	Expiration
ESSER I	\$7,113,223	\$7,113,223	Sept. 30, 2022
ESSER II	\$8,639,852	\$5,900,827	Sept. 30, 2023
ESSER III	\$19,403,880	\$0	Sept. 30, 2024

*Excluding \$5.4 million on additional ESSER related grants awarded to ISD 287

Unassigned Fund



FAC Comments and Concerns

- ▶ Dependence on ESSER funds to cover salary increases and other new costs that will extend beyond 9/30/2024
- ▶ Possibly large deficits when referendum levies expire.
- ▶ Projected deficits, due to increasing expenses and lower enrollment, even if new levies replace expiring ones.
- ▶ Still unknown: What additional funding will come from state surplus?

Other FAC Comments and Concerns

- ▶ New budget model
- ▶ FY21 audit results
- ▶ Medical, dental, & OPEB funds
- ▶ Child nutrition fund & school lunch debt
- ▶ Student transportation costs & future decisions
- ▶ Expiring tax levies

FAC Duties and Performance

- ▶ Continue emphasis on audit evaluations, budgeting process, financial performance, tax levy determination, and major factors, like enrollment, that affect revenue.
- ▶ Increase FAC's direct involvement with the Board in reviewing long-term financial goals, actual vs. budgeted performance, contracted services (e.g., student transportation), efficient building utilization, and key performance indicators.
- ▶ Work with District financial staff to develop a range of assumptions for budget modeling.
- ▶ Help communicate funding needs to the public we serve.
- ▶ Resume FAC participation in cabinet task force discussions, which started before the pandemic but later stopped.

Robbinsdale Area Schools

QUESTIONS???

Financial Advisory Council

Robbinsdale Area Schools
Financial Advisory Council
Annual Report to the School Board

August 1, 2022

AUTHORITY OF THE FINANCIAL ADVISORY COUNCIL

In accordance with the Bylaws of Robbinsdale Area Independent School District 281, the Financial Advisory Council (FAC) is charged by the School Board with responsibility for:

- Providing financial advice and support to the School Board and senior administrators that is consistent with the mission of Robbinsdale Area Schools (RAS);
- Evaluating the economic conditions of the RAS;
- Developing and reviewing future budget assumptions;
- Providing insights on the overall fiscal condition of RAS;
- Reviewing revenue and expenditure assumptions and projections for future budget years;
- Making recommendations to the School Board on future budget targets and assumptions (Article II).

The Bylaws also stipulate that information regarding the FAC's analysis of the financial information and its recommendations for long-term fiscal planning will be presented to the School Board in time for budget planning (Article VI, Section G).

COUNCIL MEETINGS AND MEMBERSHIP

Per the Bylaws, the FAC is required to meet at least four times per school year. During Fiscal Year of 2021-22 (FY22), the FAC met 6 times: September 14 and November 9 in 2021 and January 11, February 17, March 29, and May 17 in 2022. All of these meetings were held virtually via Zoom. The community FAC members appointed by the School Board are:

- Lennie Kaufman, Chair
- Earl Hoffman, Secretary
- Walter Gray
- Greg Kugler
- O. Barry Rogers
- Howard Schwartz
- Terry Swanson

In addition, John Vento, School Board Treasurer, represents the School Board, and Ukee Dozier, Executive Director of Finance, represents the District Administration. District staff members and others that regularly attend are:

- David Engstrom, Superintendent
- Virginia Verbrugge, Assistant Finance Director
- Karylanne Marchand, Business Office Manager

Other staff members attended FAC meetings as needed, and various community members also joined FAC meetings during FY22.

During the course of the year, the FAC reviewed:

- FY21 levy certification.
- External audit results and recommendations.
- Projected results for FY22 and the budget for FY23 by fund, including the new financial model and its assumptions that are used for these projections.
- Longer term financial projections.
- Actual and projected changes to the General Fund's unassigned fund.
- Timing and use of ESSER (COVID-related) funds.
- Enrollment projections for FY22 and beyond, and initiatives to increase enrollment.
- OPEB Fund assumptions, investment mix, and balance.
- Medical and dental plan operation, and uncollected school lunch debt.
- Projected and actual changes to other District fund balances.

Minutes of the FAC meetings are available upon request.

ISSUES RAISED AND DISCUSSED BY THE FAC

1. *Use of COVID-related (ESSER) funds.* The District received three tranches of ESSER funds, totaling \$40.5M. The FAC received regular updates throughout the year about how much of these funds the District spent and how much remained unspent. District staff has conducted surveys and put considerable thought into developing the District's top spending priorities for students, staff, and the families and community that RAS serves.

We expressed our concerns in several meetings about the use of one-time ESSER funds to cover new programs or other expense items that will last well beyond the expiry of these funds. Several FAC members requested a list of new expense items to which the District is committing itself that will potentially extend beyond 9/30/2024, the date by which ESSER funds must be spent.

This is particularly true with regard to the salary and benefit increases in recently concluded labor contracts. While recognizing the importance of staff retention, we

are very concerned that these increases will lead to larger deficits after the ESSER funds expire on 9/30/2024. Some FAC members questioned why the District couldn't use one-time bonuses or other one-time incentives, instead of a structural compensation increase that essentially will never decrease.

2. Enrollment projection. The need to grow RAS enrollment is a major concern and was a topic at every FAC meeting. Current financial projections show enrollment declining every year by 2-3% through FY27. These decreases are on top of a large drop in FY21 and smaller declines in other past years.

Some of this is beyond the District's ability to address and, indeed, is faced by other districts: declining birth rates and more students enrolling in charter and private schools during the pandemic. A high percentage of households in the District have no school age children, and there's not much undeveloped land for more housing. Nonetheless, RAS appears to be on the higher end of metro districts that are experiencing student losses due to open enrollment. In addition, some nearby districts actively market themselves to parents of potential open-enrollees.

The FAC reviewed the extensive data now available from the Minnesota Department of Education, with an excellent level of detail showing open enrollment numbers for all metro districts, as well as numbers of students attending private and charter schools and being home schooled. For the first time, we believe, the District is able to compare RAS student enrollment patterns (where do our resident students go, and where do students who open-enroll in RAS come from?) to those same statistics of neighboring districts. Although only one year of data is available now, the FAC and District staff are looking forward to using future data to discern enrollment trends and to better address issues that cause student loss.

The key point that we often raised is the importance of retaining students who live in the District. It would be helpful to know both how the percentage of such students attending RAS has changed over recent years and how this percentage varies by city within the District. We are pleased that part of the District's strategic planning will be to survey parents who opt to send their children out of the District, in order to understand and hopefully address their reasons. We are also hopeful that full implementation of Pathways will not only reduce out-migration but also make RAS a "destination school district."

3. New long-term planning model. Mr. Dozier presented to the FAC the new model and demonstrated how the various assumptions (salary increases, revenue, etc.) build the projection and a full dashboard of reports. He showed some of the reports, both text and graphs, that the model can produce, while also providing explanations for various changes by year (e.g., unassigned fund balance changes).

The FAC is looking forward to working with Mr. Dozier and the District's staff to develop a range of realistic assumptions for this model going forward. We feel this is particularly important in the areas of medical, dental, and disability benefits, where year-to-year claim levels can be volatile.

This model provides a great tool for measuring the impact of the various inputs (e.g., salary and benefit changes, revenue streams, enrollment) and allowing the FAC and District staff to project how different ideas for changes might affect future financial results. This will enable us to recommend to the Board ways to avoid future deficits. Among these are:

- How can the District slow expenses while keeping enrollment robust? If enrollment continues to decline, what are the financial steps that the District needs to take? This involves both staffing levels and possible building closures.
- How will the District make up for lower revenue after referendum levies expire in FY24 and FY27? Will the District need to ask voters for renewed (or increased) levies to replace expiring ones?
- How can the FAC facilitate communications to residents of the District about the decisions that the District must make in the near future? Considering the projection of possible large deficits should referendum levies not be renewed, this conversation needs to start now.

4. Audit results and recommendations. MMKR presented the FY21 audit results to the FAC. We're pleased that the audit went well, that the District addressed all deficiencies identified in the FY20 audit, and that the auditors found no issues with the District's financial reporting.

5. FY22-23 budget and long-term financial projections. It's particularly noteworthy that the unassigned fund grew to \$7.5 million, or 4.3% of annual expense, at 6/30/2021. As of the last projection the FAC received, it is expected to be at 6.0% of annual expense at 6/30/2022. This is close to the Board-approved minimum level of 6.5%. The use of COVID-related funds was a significant reason why the District's financial picture improved in FY21-22, with resulting strengthening of the unassigned fund balance.

Moving to FY23 and beyond, we're concerned about the financial issues facing the District:

- Use of the ESSER funds, which expire at 9/30/2024, to balance the FY23 budget and fund ongoing operations beyond their expiration
- New programs and newly increased salaries and benefit expenses that will carry over well beyond 9/30/2024 (see item 1 above).
- Referendum levies that expire in FY24 and FY27.
- Significant budget deficits, with the resulting depletion of the unassigned fund, that are projected to occur if enrollment continues to decline and expenses increase. These deficits are projected to occur even if there are new referendum levies that continue the funding level of the expiring ones.

- Continued growth of school lunch debt, after federal school meal subsidies end (see item 7 below).
- Still unknown: How much additional funding the District will receive from the state, if and when the legislature reaches a deal on the use of the surplus.

We realize that RAS faces a very difficult balancing act: retaining staff, maintaining appropriate student-teacher ratios, keeping and developing programs to attract students, and controlling expenses, with several uncertain revenue sources. We look forward to working with District staff to recommend to the Board ways to better utilize buildings, control expenses, stabilize enrollment, and help communicate the need for new funding to the communities that the District serves.

6. Self-insured medical, dental, and OPEB funds. The medical fund balance improved during FY21 and FY22 due to the use of over \$1M in federal ESSER funds to cover COVID-related claims. The dental fund balance has shown little change over these years. Besides ESSER, the medical fund benefited from a premium increase, with another 15% increase planned for FY22. There was no dental premium increase in FY22, and the dental fund balance turned slightly negative. We believe that the dental plan will need a premium increase for FY23. Furthermore, the dental premium structure (now just single and family) could be causing anti-selection against the plan. This should be reviewed.

The FAC reviewed the funding status and investment mix of OPEB. The fund continues to be in a strong position: Investments follow a conservative 30/70 model, with a target of 30% equity and 70% fixed yield investments. The asset value of \$15.9 million (1Q 2022) exceeds the \$7.3 million actuarial accrued liability (2Q 2021), resulting in a funding ratio (assets divided by liabilities) of 218%. Current assets plus future contributions exceed future distributions in all projections, even those with less favorable assumptions.

7. Child nutrition fund and lunch debt. This fund increased during FY21 by \$1.1M, due to 100% federal reimbursement of all school meals through FY22, and at a higher rate per meal than state reimbursement. As food costs began to increase, the fund balance declined during FY22. Once the federal 100% funding ends, the problem of school lunch debt will again arise. After two years of 100% federal funding, families have gotten out of the habit of completing the forms for reduced price lunches, and state law severely restricts what districts can do to collect unpaid lunch debt. The FAC hopes to work with the Board and district staff to find creative ways to encourage eligible families to complete the necessary forms for reduced cost lunches.
8. FAC responsibilities and member qualification. At its first meeting of FY22, we reviewed changes to its bylaws that the Board made. There was discussion of the roles and member qualifications of similar FACs in other districts. One key issue is whether the FAC can receive information regarding District financial information prior to School Board review of that information, even if that information consists of just preliminary assumptions. This will allow the FAC to provide meaningful analysis and

recommendations to the School Board to be used as part of their decision-making regarding District financial activity.

We believe that the FAC can be of particular service to the Board as current referendum levies expire and new ones may be needed to replace the lost revenue. In addition, we feel that the FAC should be involved at an earlier stage when the District is considering outsourcing services.

FAC members stressed the need for building their financial expertise, perhaps by developing a “skills matrix” to use when considering new members. Also helpful would be a FAC member orientation on the basics of school financing and the various acronyms used in presentations.

We appreciate the detailed and quick responses to our inquiries that we received from Ukee Dozier and the District’s financial staff throughout the year. During FY21, FAC members participated in the Administration’s cabinet task force discussions. This was discontinued in FY22. We found these sessions to be quite useful and recommend our participation be resumed in FY23.

SUMMARY

The new budget model and detailed enrollment data provide much-needed information and a better tool for future financial planning and for developing strategies to increase our District's student numbers.

As RAS moves into the new FY23, we emphasize the following recommendations to the Board and Administration:

- Continue to build the unassigned fund balance, with the goal of reaching and exceeding a level of 6.5% of operating expense (the Board's policy).
- Increase the number of students living within the District who attend District schools, with the resulting increase in state aid. Continue to invest in Pathways to make RAS a "destination district." Survey resident parents who open-enroll their children outside of the District to determine and, if possible, address at least some of their reasons for doing so.
- Avoid using one-time funds, particularly those designated for COVID relief, to cover compensation, new programs, and other expenses that will carry over well beyond the expiry of these funds.
- Focus on expense control, including optimizing building usage.
- Restructure dental premiums from the present single and family tiers to multiple tiers, in order to reduce the level of anti-selection and improve plan results. Implement a dental premium increase.
- Keep the FAC involved in the ongoing financial planning, by providing additional member training, resuming our participation in cabinet task force meetings, and resuming the practice of providing information to the FAC so it can evaluate information and make recommendations prior to the review and approval of that information by the School Board.

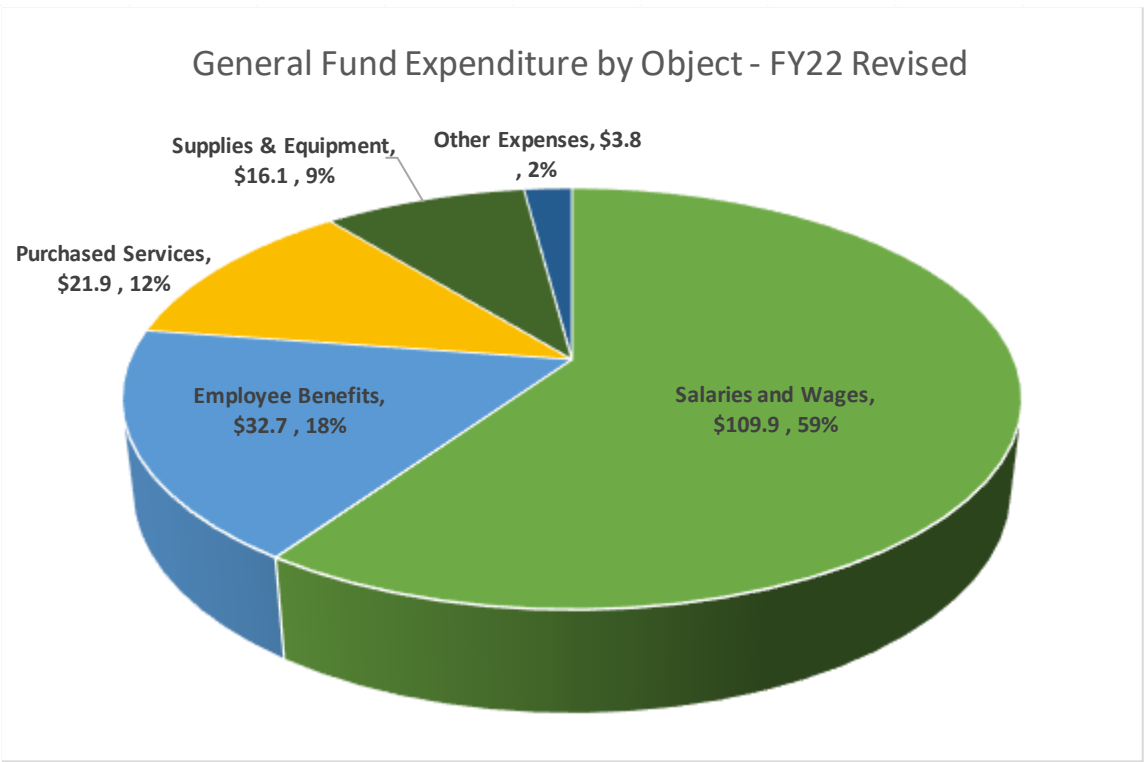
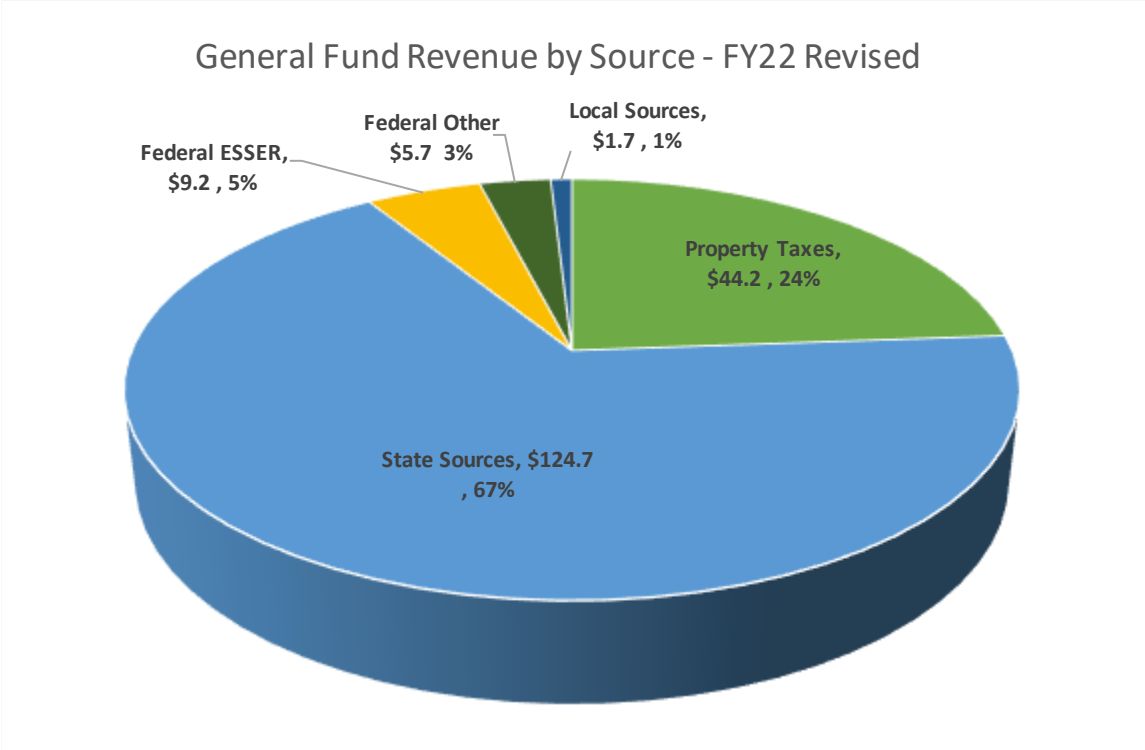
Once again, we want to recognize the hard work that District faculty, administration, School Board, and other staff have done in these recent difficult and unusual years to adapt to all of the changes and uncertainties and to keep our District moving ahead. We appreciate the efforts of Ukee Dozier and his financial staff to produce at our request detailed financial information and projections, some of which we're seeing for the first time. This new information, particularly with regard to enrollment and student migration, has been very helpful in our discussions and in making our recommendations.

We also wish to recognize Howard Schwartz, Terry Swanson, and Earl Hoffman, who are leaving the FAC after years of service to the FAC and to RAS. We extend a special thanks to Howard for his hard work, keen insight and concern for the welfare of our District during his long tenure on the FAC.

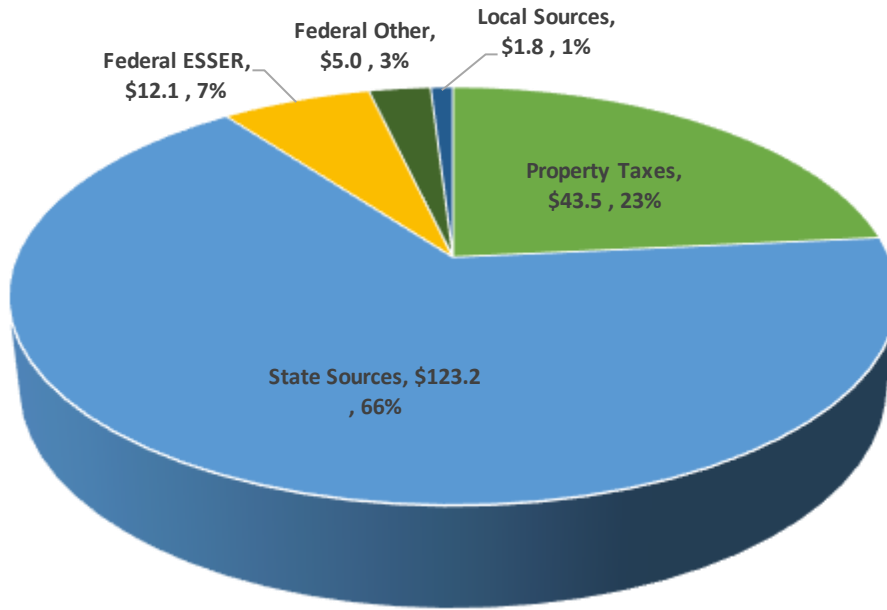
Exhibits

- A. General fund revenue and expense for FY22 and projected for FY23
- B. Unassigned fund balance for recent past and projected years
- C. Enrollment for recent past and projected future years
- D. Open enrollment into and out of RAS and other non-RAS schooling

Exhibit A



General Fund Revenue by Source - FY23 Original



General Fund Expenditure by Object- FY23 Original

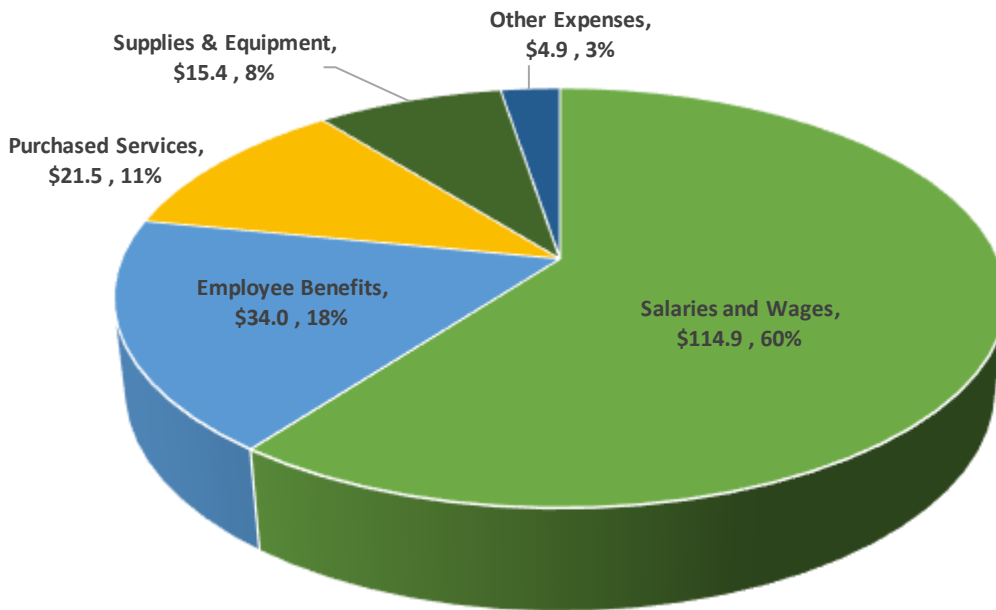


Exhibit B

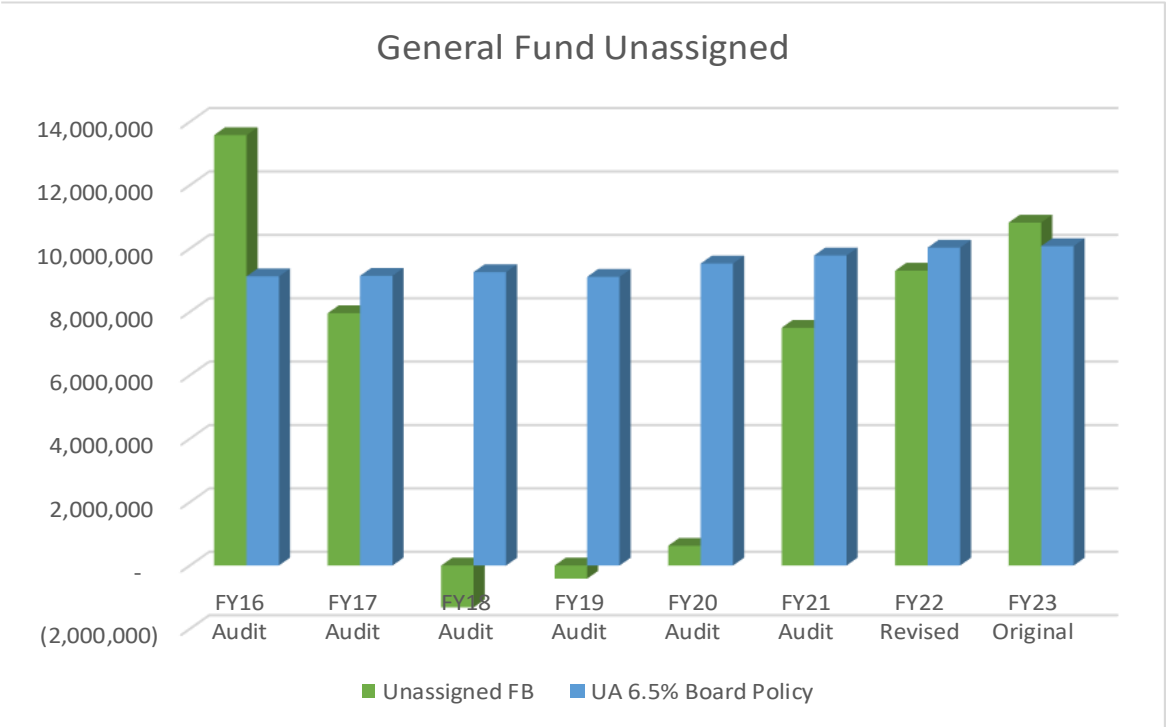


Exhibit C

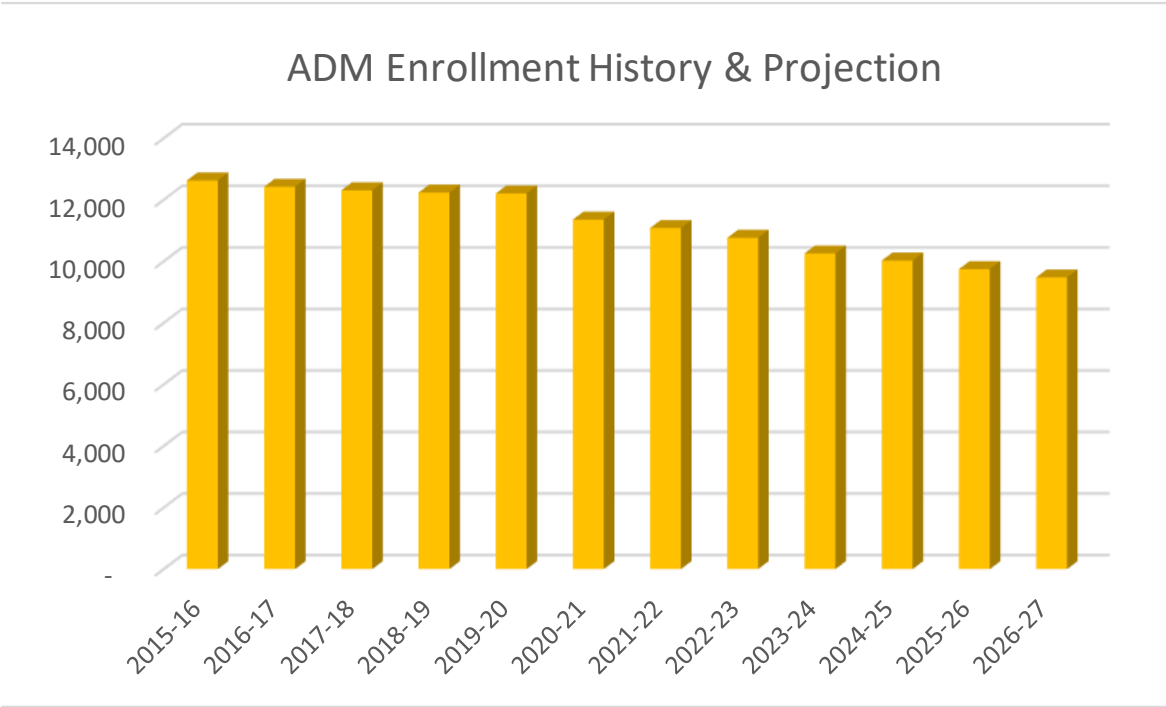
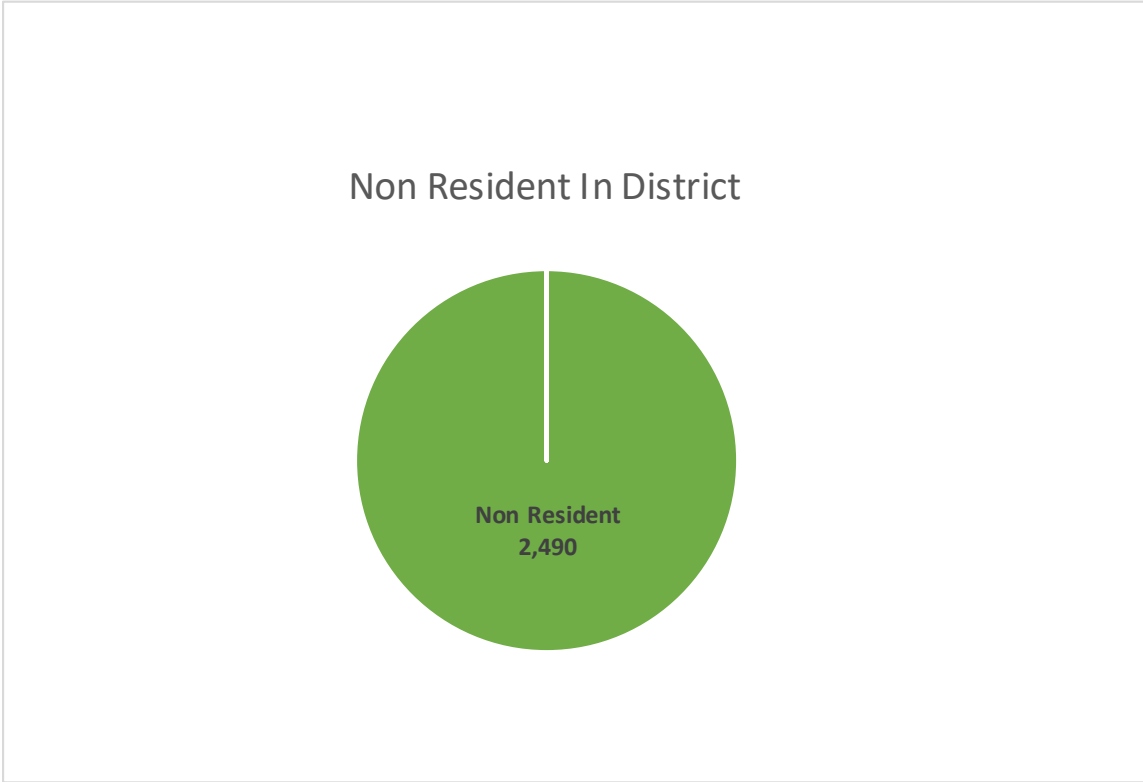
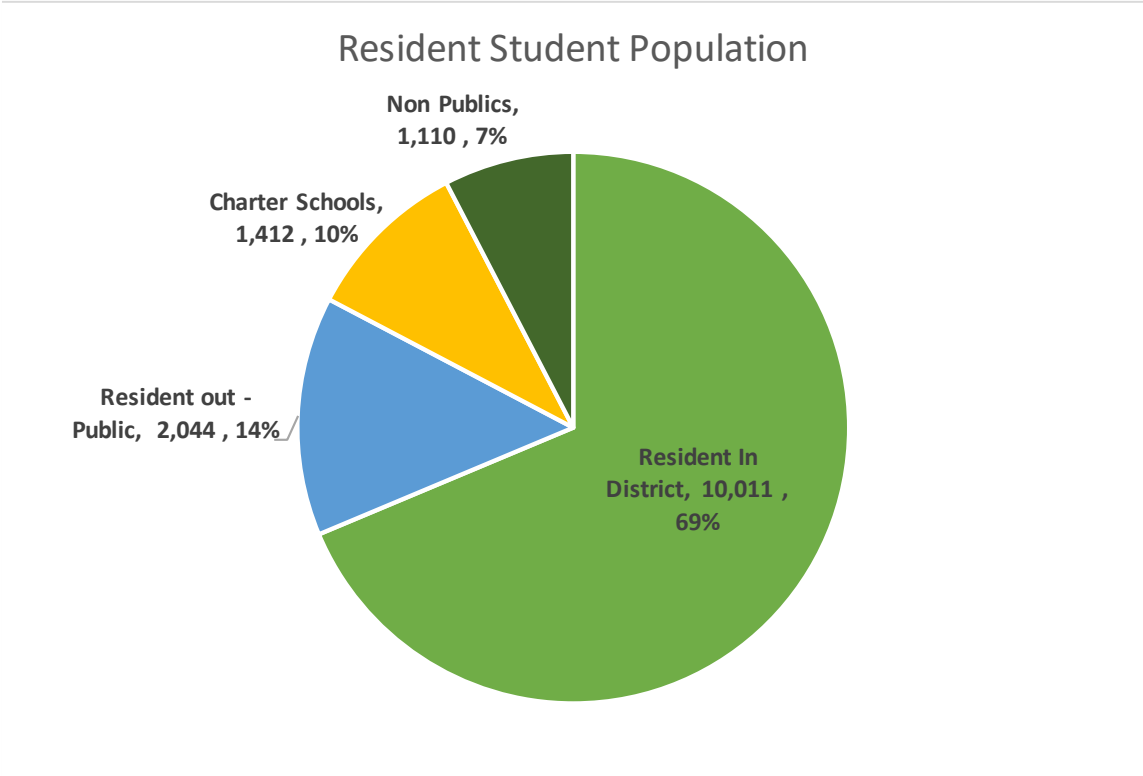


Exhibit D





DRAFT 2022-2023 RAS e-Learning Plan

Revised July, 13 2022

Overview

Robbinsdale Area Schools' e-Learning Plan is written to provide continued, standards-aligned, educational experiences to students on days with inclement weather due to extreme cold. e-Learning Days provide Robbinsdale Area Schools an alternative to extending the school year in the event of such weather events. Our plan is developed in accordance with Minnesota Statute [120A.414](#) which states the following:

Subdivision 1. **Days.** "e-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to **inclement weather**. A school district or charter school that chooses to have e-learning days may have up to five e-learning days in one school year. An e-learning day is counted as a day of instruction and included in the hours of instruction under section [120A.41](#).

Subd. 2. **Plan.** A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. A charter school may adopt an e-learning day plan after consulting with its teachers. The plan must include accommodations for students without Internet access at home and for digital device access for families without the technology or an insufficient amount of technology for the number of children in the household. A school's e-learning day plan must provide accessible options for students with disabilities under chapter [125A](#).

Subd. 3. **Annual notice.** A school district or charter school must notify parents and students of the e-learning day plan at the beginning of the school year.

Subd. 4. **Daily notice.** On an e-learning day declared by the school, a school district or charter school must notify parents and students at least **two hours prior** to the normal school start time that students need to follow the e-learning day plan for that day.

Subd. 5. **Teacher access.** Each student's teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.

District e-Learning Communication Plan

Robbinsdale Area Schools will communicate with families and stakeholders through the following methods:

- Websites, district and school sites, and traditional media
- Social Media:
 - Twitter
 - Instagram
 - Facebook - district and school pages

- Automated Telephone Message
- Automated Text Notifications
- Email notifications

Birth-3 and Community Site-based Early Childhood Special Education (ECSE) Services

For any families who have home-based or community site-based ECSE services scheduled on a declared e-Learning day, teachers will reach out to families directly via telephone to offer services through a Google Meet or phone conversation.

Attendance:

ECSE service providers will continue to take attendance according to standard procedures.

Early Learning Programs

Included Programs: Preschool, ECFE, and ECSE

Learning Activities:

- Any teacher or specialist who would have a class or student contact time on a declared e-Learning Day is expected to provide learning opportunities for students.
- Instructional activities will be delivered through a virtual platform.
 - Online and offline learning activities will be connected to live instruction and supported by videos and other resources for literacy, math, social-emotional learning, and movement.
 - These activities may be completed within the timeframe of the regularly scheduled class or at a more convenient time for families.
- All students will have an opportunity each class session to join a scheduled live whole class meeting for 15-20 minutes via Google Meet.
 - Meetings will be recorded so students can access them at their convenience or review them afterward. Families may choose to leave cameras off.
- Some students may also participate in an additional small group time for 15-20 minutes, depending on rotation and schedule.
- Virtual classrooms will be revisited regularly during the months of November through April to ensure that the work being completed aligns with the topics of study.
- A limited number of iPads and Hotspots will be made available to families, with priority going to families with no access to any other device.

Communication of Learning Activities:

Teachers will email links to virtual classrooms to all families and post to Seesaw.

Teachers, administrators and other licensed professionals will be available by email or phone (via voicemail) during normal school hours. Staff contact information can be found in the [RAS Staff Directory](#). All communication requests will be responded to in a timely manner during school hours. Preschool Office staff can be reached via email at ec_preschool@rdale.org or by calling 763-504-5330 8 a.m. to 4 p.m.

All communications via email will contain the teacher's name, grade level and school name to assist families who have multiple children.

Students will be expected to engage in the day's learning activities through a virtual classroom. Completed offline activities may be given to the teacher upon returning to school. Parents/guardians have the option of writing down the completed learning activities in the event printing the activities is not possible.

Attendance:

A student can be considered in attendance by:

- Participating in a google meet with teaching staff
- Connecting via a phone call or email with the student or parent
- Emailing or submitting a completed virtual classroom activity on a given day
- Watching a recorded google meet

Teachers will call home for any student who does not participate in one of the ways listed above. The teacher will record the call in the "Contact Log" in Infinite Campus.

- Attendance should be completed by 10:15 a.m. for morning classes
- Attendance should be completed by 1:45 p.m. for afternoon classes
- Attendance should be completed by 7:30 p.m. for evening classes
- Parents/guardians should call the school office by 10:15 a.m. for morning classes, 1:45 p.m. for afternoon classes, and 7:30 p.m. if they do not have reliable internet access.

Accommodations:

- Families can request a printed copy of the virtual classroom or activities upon returning to school.
- Families can request a description of the activities via phone call.
- All work completed should be returned to the classroom teacher within one week of returning to school.
- All classroom teachers will collaborate with special education case managers or English Learner teachers to make appropriate modifications for students in their classes.

The next class day after e-Learning in preschool classrooms:

- Provide time for students to share, draw or otherwise express what they did on the e-Learning day.

K-5 (Elementary) Plan

Learning Activities: Robbinsdale Area Schools will use current Learning Pathways (Literacy) for students and provide both online and offline options for students (other subjects) to engage in learning on an e-Learning day. Any teacher that would have a class or student contact time on a declared e-Learning day is expected to provide learning opportunities for students.

Communication of Learning Activities:

Learning Pathways will be communicated in the following ways:

- Building grade level teams will post current Learning Pathway activities for the day on SeeSaw (K-3rd) and Schoology (4th & 5th) by 8:30 a.m.
- Learning Pathway activities will be emailed to building administrators to be posted on their social media sites and school webpages.
- Asynchronous instructional videos will be posted for students in grades 4-5 to access by 8:30 a.m.
- Teachers in grades K-3 will email Learning Pathway to all families in addition to posting online.

Teachers, principals and other licensed professionals will be available by email or phone (via voicemail) during normal school hours. Staff contact information can be found in the [RAS Staff Directory](#). All communication requests will be responded to in a timely manner during school hours.

All communications via email will contain the teacher's name, grade level, and school name to assist families who have multiple children.

Students will be expected to complete all activities for all areas that would normally meet that day. Completed activities can be posted to SeeSaw (K-3rd) and Schoology (4th & 5th) or delivered upon returning to school with a signature or note from whoever supervised learning activities in the event that printing the assignment/activity is not possible.

Attendance:

- Parents/guardians can respond to the email from the teacher or respond through SeeSaw (or Schoology, if appropriate) that they received the Learning Pathway activities.
 - The teacher will attempt to call home for any student who does not respond via email. The teacher will record the call in the "Contact Log" in Infinite Campus.
 - Attendance should be completed by 10:15 am.
- Parents/guardians should call the school office if they do not have reliable internet access.
- Adventure Club sites will email appropriate school offices with students who are in attendance.
- All absences will be marked in Infinite Campus as Unexcused. It is the responsibility of the student's parent/guardian to request that absences are excused as stated in RAS Administrative Procedure [503AP](#).
 - Attendance will be changed from an *unexcused absence* to an *excused absence* within 7 days of the declared e-Learning day by returning the assigned work from the e-Learning day or sending a written note.

Accommodations:

- Families can request a printed copy of the Learning Pathway activities upon returning to school.
- Families can request a description of the Learning Pathway activities via phone call.
- Adventure Club will provide digital access to students in attendance.
- All Learning Pathway activities should be returned to the classroom teacher within one week of returning to school.
- All classroom teachers will collaborate with special education case managers to make appropriate modifications for students in their classes.

The next class day after e-Learning in elementary classrooms:

- Provide time for students to share, draw, write about or otherwise express what they did on the e-Learning day.

6-12 (Secondary) Plan

Learning Activities: Any teacher that would have a class or student contact time on a declared e-Learning Day is expected to provide learning opportunities for students. All secondary classes in Robbinsdale Area Schools will utilize Schoology to post assignment information and lesson resources. This work may include, but is not limited to, online discussions, asynchronous instructional videos, quizzes, web-based and/or print assignments, and readings. This work is also expected to be a continuation of content from the previous day.

Communication of Learning Activities:

Teachers will post an “Update” on Schoology for their classes that includes all directions for the day, tasks to complete, and a clear statement of the day’s learning target(s). This information may also be sent home via Schoology, email, or Infinite Campus.

Teachers, principals, and other licensed professionals will be available by email or phone (via voicemail) during normal school hours. Staff contact information can be found in the [RAS Staff Directory](#). All communication requests will be responded to in a timely manner during school hours.

All communications via email will contain the teacher's name, grade level, and school name to assist families who have multiple children.

Attendance:

- To be counted present for an e-Learning Day:
 - A student must “Like” the UPDATE posted by the classroom teacher outlining the work for the day. This acknowledges that they have seen the task(s) to be completed for the day.
 - A parent/guardian may respond to the email from the classroom teacher verifying that they have seen the task(s) to be completed for the day.
 - Teachers will post attendance to Infinite Campus by the end of the school day.
 - 3:25 for high schools
 - 4:05 for middle schools
- Parents/guardians should call the attendance line for the school office if they do not have reliable internet access.
- All absences will be marked in Infinite Campus as Unexcused. It is the responsibility of the student’s parent/guardian to request that absences are excused as stated in RAS Administrative Procedure [503AP](#).
 - Attendance will be changed from an *unexcused absence* to an *excused absence* within 7 days of the declared e-Learning day by returning the assigned work from the e-Learning day or sending a written note.

Accommodations:

- All classroom teachers will collaborate with special education case managers to make appropriate modifications for students in their classes as needed.
- Self-contained classrooms may adhere to the general education model or they may use the learning pathway model used in elementary classrooms as deemed appropriate by case managers and self-contained classroom teachers.
- Any other service provider that would be working with a student on an e-Learning day must send an assignment or task via email and document this in the “Contact Log” in Infinite Campus

Robbinsdale Academy Programs:

Included Programs: Alternative Placement, Credit Recovery, Edge, and Highview

Robbinsdale Academy classes that do not utilize Schoology will adhere to the following additional guidelines:

- Students and their parent(s)/guardian(s), who are enrolled in any of the Robbinsdale Academy Programs will receive an email from each of their teachers outlining the expectations for the day.
- Students or parent/guardian will need to respond to this email for attendance purposes.

Post-Secondary Enrollment Option (PSEO) Students:

Students who are enrolled in PSEO will be contacted by their enrolled high school principal or designee informing the student that they must contact their PSEO instructors for details of their classes that day.

The next school day after e-Learning in secondary classrooms:

Teachers will have the following available to students:

- Time to work on tasks that were not completed on the e-Learning day
- Time to deepen understanding and engage in richer tasks for those who completed their tasks on the e-Learning day.

These should be done in ways that continue learning for all students in the classroom.

Adult Basic Education (ABE)

Learning Activities: Any teacher that would have a class or student contact time on a declared e-Learning Day is expected to provide learning opportunities for students. All classes provided through ABE will adhere to their state-approved Distance Learning guidelines. This work may include, but is not limited to, online discussions, quizzes, web-based and/or print assignments, and readings. This work is also expected to be a continuation of content from the previous day.

Communication of Learning Activities:

Teachers will communicate expectations with their students via email and telephone calls on declared e-Learning days.

Teachers, ABE Director, and other licensed professionals will be available by email or phone (via voicemail) during normal school hours. Staff contact information can be found in the [RAS Staff Directory](#). All communication requests will be responded to in a timely manner during school hours.

All communications via email will contain the teacher's name and school name to assist students who might also receive emails from their children's teachers.

Attendance:

Student attendance will be counted in accordance with Distance Learning practices that are already approved for use in Adult Basic Education by the State of Minnesota.

Accommodations:

The Distance Learning plan that is already in place for Adult Basic Education programming accounts for necessary accommodations for their students.

Robbinsdale Transition Center Plan (RTC)

Learning Activities: Teachers at Robbinsdale Transition Center (RTC) will collaborate to create a unified document that has all learning activities for students. Any teacher that would have a class or student contact time on a declared e-Learning Day is expected to provide learning opportunities for students. Robbinsdale Area Schools will utilize learning pathways for students that provides both online and offline options for students to engage in learning.

Learning pathways will be revisited monthly during the months of November through April to ensure that the work being completed aligns with the current topics of study.

Communication of Learning Activities:

Learning opportunities will be emailed to building administrators and directly to students and their families.

Teachers, principals and other licensed professionals will be available by email or phone (via voicemail) during normal school hours. Staff contact information can be found in the [RAS Staff Directory](#). All communication requests will be responded to in a timely manner during school hours.

All communications via email will contain the teacher's name and school name to assist families who have multiple children.

Students will be expected to complete ONE option for each course. Completed activities should be returned upon returning to school. Parents/Adult Students have the option of writing down the completed learning activities in the event that printing them is not possible.

Attendance:

- Parents/Adult Students can respond to the email from the teacher that they received the learning activities.
 - The teacher will attempt to call home for any student who does not respond via email. The teacher will record the call in the "Contact Log" in Infinite Campus.
 - Attendance should be completed by 10:15 am.
- Parents/Adult Students should call the school office if they do not have reliable internet access.

- All absences will be marked in Infinite Campus as Unexcused. It is the responsibility of the student's parent/guardian to request that absences are excused as stated in RAS Administrative Procedure [503AP](#).
 - Attendance will be changed from an *unexcused absence* to an *excused absence* within 7 days of the declared e-Learning day by returning the assigned work from the e-Learning day or sending a written note.

Accommodations:

- Families/Adult Students can request a printed copy of the learning activities upon returning to school.
- All learning activities should be returned to the course teacher within three days of returning to school.

Plan monitored and reviewed by:

Matt Pletcher, Director of Curriculum and Instruction

John Groenke, Executive Director of Student Services

Marti Voight, Assistant Superintendent

Dr. Sue Holtz, Director of Technology

Dr. Meghan Hickey, Assistant Director of Student Services

Kelley Sabako, MARSS Coordinator

Emilie Levinson, Director of Early Learning

Tracy Ogren, Special Education Supervisor

Robbinsdale Area Schools Executive Cabinet



School Board Presentation

FastBridge Assessments Spring Results


August 1, 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

FastBridge Assessments Spring Results




FAST earlyReading

An assessment of essential early reading skills such as:

- Concepts of print,
- Phonemic awareness (onset sounds, word segmenting)
- Phonics (letter names, letter sounds, non-sense word fluency)
- Fluency (sight words, sentence reading).

- Individually administered
- Student uses paper-based materials
- Teacher marks responses on a device.

Administered Fall, Winter, and Spring




FastBridge earlyMath

An assessment of early numeracy skills such as:

- Recognizing numerals
- Recognizing quantities
- Matching numerals to quantities
- Solving verbally presented word problems

- Individually administered
- Student uses paper-based materials
- Teacher marks responses on a device.

Administered Fall, Winter and Spring




FastBridge aReading and aMath

FAST aReading and aMath are computer adaptive tests that measure broad reading and math skills and are designed to be administered up to three times/year.

- ❖ These assessments inform teachers as they differentiate instruction for all students.
- ❖ They are also used to predict performance on state assessments.

Students complete aReading and aMath individually using a Chromebook.



aMath Fall to Spring Growth: Elementary

Percentage of Students with Typical or Aggressive Growth Percentiles


Grade	Typical Growth	Aggressive Growth
2nd grade	30%	30%
3rd grade	31%	17%
4th grade	37%	29%
5th grade	27%	18%
Grades 2-5	32%	22%

• For most grade levels, the percentage of students making Typical Growth or better was lower than what would be expected from national norms.

• Second Grade Growth: nearly half (49%) of 2nd grade students with aggressive growth were scoring below the 10th percentile in the fall and more than one-quarter (29%) were initially scoring at the 1st percentile.

Interpretation Hints:

- FASTBridge defines Aggressive Growth as students at the 75th percentile and above, having more than 25 percent of students in that category means you are beating the national average.
- Nationally one would expect about 35 percent of students in the Typical Growth (40th-74th percentiles) category.



mySAEBRS


Social, Academic, and Emotional Behavior Risk Screener

mySAEBRS is a 20 item rating scale that students complete about their social, academic, and emotional behaviors (Grades 2-12).

It is grounded in a conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS and mySAEBRS evaluate student functioning in terms of overall general behavior, as well as Social Behavior, Academic Behavior, and Emotional Behavior.

Interpretation Hints:

- Nationally one would expect about:
 - 3 percent of students in the High Risk
 - 12 percent of students in the Some Risk and
 - 85 percent of students in the Low Risk category.



Summary

<h4>Reading</h4> <ul style="list-style-type: none"> • The percentage of students making Typical or better growth was generally below what would be expected from national norms; the exceptions being in grade 2 and our youngest Asian and White students. • The percentage of students scoring at proficient levels increased from fall to spring for students in Kindergarten through grade 2. 	<h4>Math</h4> <ul style="list-style-type: none"> • The percentage of students making Typical or better growth was generally below what would be expected from national norms; the exceptions being Kindergarten, grade 2 and our youngest Asian students. • The percentage of students scoring at proficient levels increased from fall to spring for students in Kindergarten and grade 2. 	<h4>Social/Emotional/Behavior</h4> <ul style="list-style-type: none"> • Among students who completed the screener, the percentage that were classified as High Risk generally aligns with what would be expected from national norms. • This was the first year the district administered this screener. Efforts will be made to increase participation rates. • Individual level data was available to schools for assisting students with elevated risk levels.
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FAST earlyReading

An assessment of essential early reading skills such as:

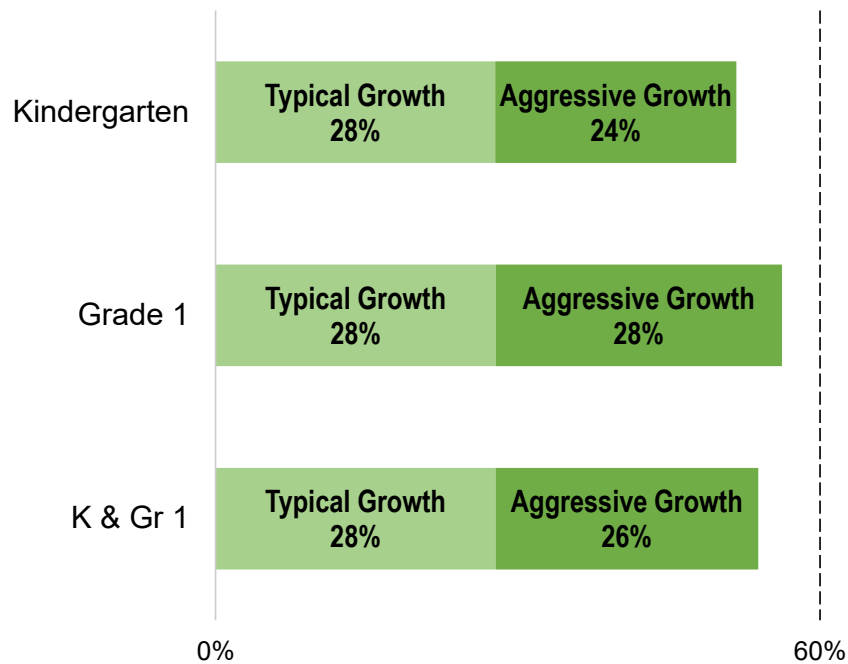
- Concepts of print,
- Phonemic awareness (onset sounds, word segmenting)
- Phonics (letter names, letter sounds, non-sense word fluency)
- Fluency (sight words, sentence reading).

- **Individually administered**
- **Student uses paper-based materials**
- **Teacher marks responses on a device.**

Administered Fall, Winter, and Spring

earlyReading Fall to Spring Reading Growth

Percentage of Students with Typical or Aggressive Growth Percentiles



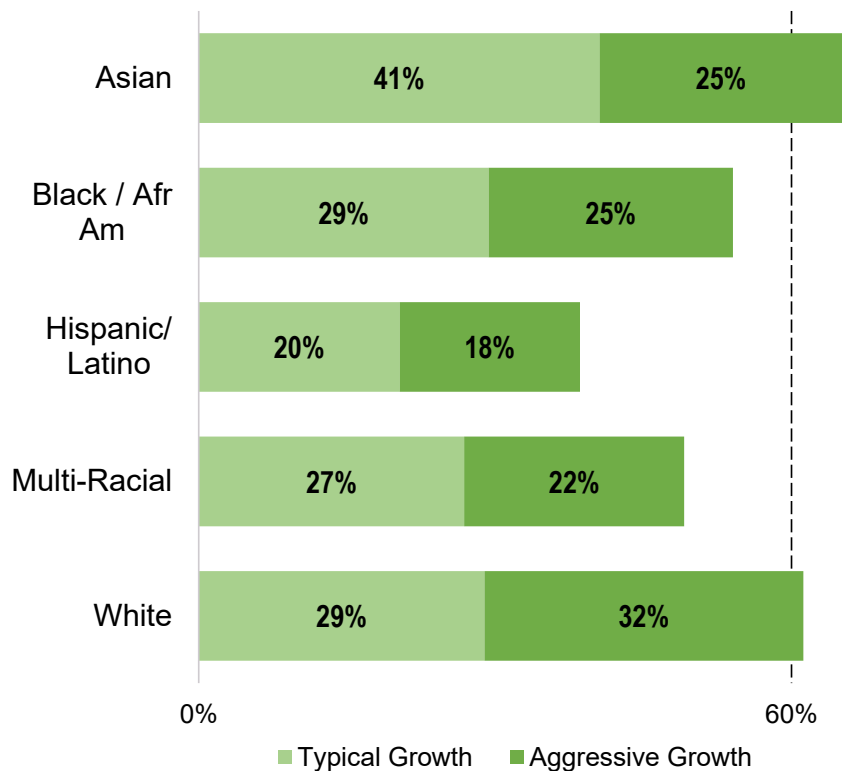
- The percentage of district students making *Typical Growth* is lower than what would be expected nationally.
- The percentage of district students making *Aggressive Growth* is similar to what would be expected nationally.

Interpretation Hints:

- FASTBridge defines *Aggressive Growth* as students at the 75th percentile and above, having more than 25 percent of students in that category means you are beating the national average.
- Nationally one would expect about 35 percent of students in the *Typical Growth* (40th-74th percentiles) category.

earlyReading Fall to Spring Reading Growth

Percentage of Students with Typical or Aggressive Growth Percentiles



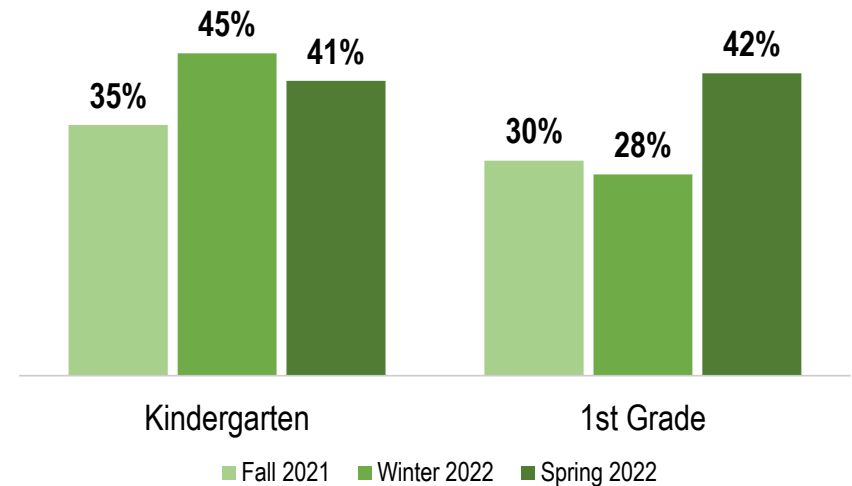
- The percentage of Asian students making at least *Typical Growth* is higher than what would be expected from national norms.
- The percentage of White students making at least *Typical Growth* is similar to what would be expected from national norms, with a higher percentage making *Aggressive Growth*.

For privacy reasons, data for American Indian/Alaskan Native and Native Hawaiian and other Pacific Islanders are not reported here.

earlyReading Proficiency 2021-2022

- The percentage of district scoring at proficient levels on the earlyReading assessment increased in comparison to the fall.

earlyReading % Proficient 2021-2022



*includes students who completed the earlyReading Composite in fall, winter and spring.

FastBridge earlyMath

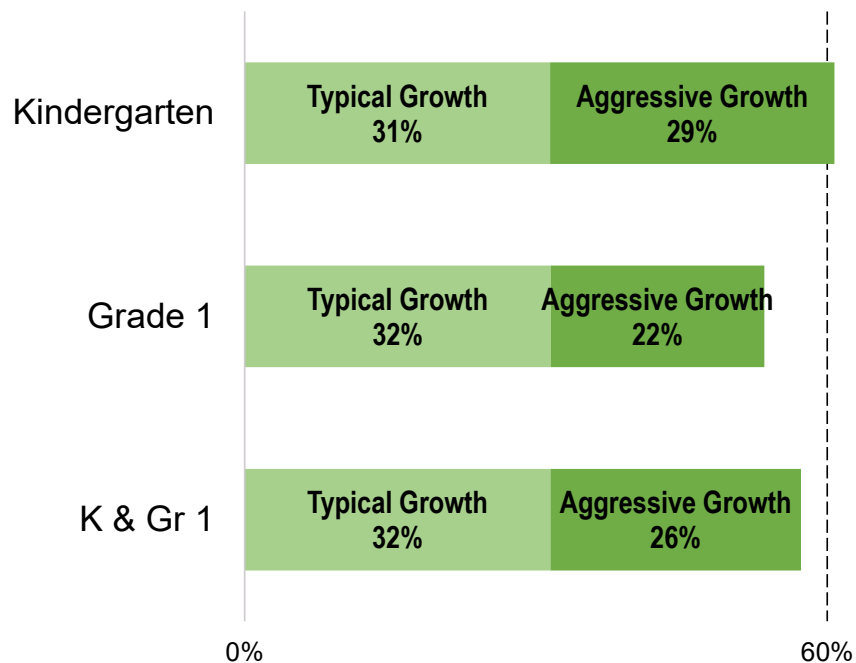
An assessment of **early numeracy skills** such as:

- Recognizing numerals
 - Recognizing quantities
 - Matching numerals to quantities
 - Solving verbally presented word problems
-
- **Individually administered**
 - **Student uses paper-based materials**
 - **Teacher marks responses on a device.**

Administered Fall, Winter and Spring

earlyMath Fall to Spring Reading Growth

Percentage of Students with Typical or Aggressive Growth Percentiles



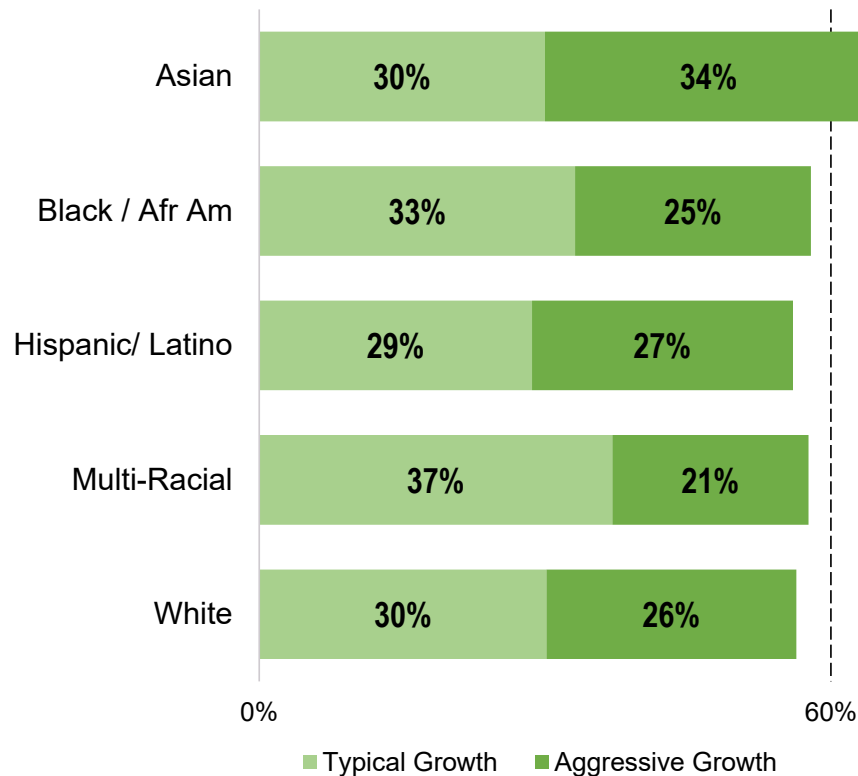
- The percentage of district students making *Typical Growth* is somewhat lower than what would be expected nationally.
- The percentage of district students making *Aggressive Growth* is similar to what would be expected nationally.
- In Kindergarten, the percentage of district students making *Aggressive Growth* is somewhat higher than what would be expected nationally.

Interpretation Hints:

- FASTBridge defines *Aggressive Growth* as students at the 75th percentile and above, having more than 25 percent of students in that category means you are beating the national average.
- Nationally one would expect about 35 percent of students in the *Typical Growth* (40th-74th percentiles) category.

earlyMath Fall to Spring Reading Growth

Percentage of Students with Typical or Aggressive Growth Percentiles



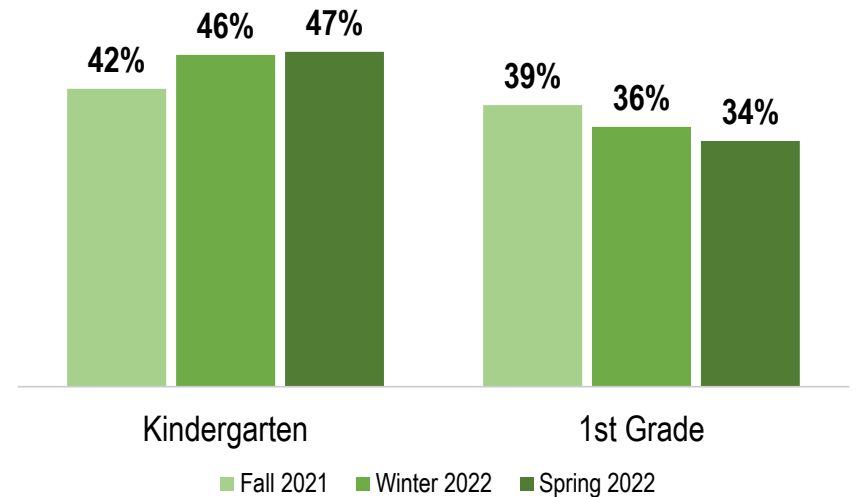
- The percentage of Asian students making at least *Typical Growth* is higher than what would be expected from national norms, with a higher percentage making *Aggressive Growth*.
- The percentage of Black/African American, Hispanic/Latino and White students making *Aggressive Growth* is similar to what would be expected from national norms.
- The percentage of Multi-racial students making *Typical Growth* is somewhat higher than what would be expected from national norms.

For privacy reasons, data for American Indian/Alaskan Native and Native Hawaiian and other Pacific Islanders are not reported here.

earlyMath Proficiency 2021-2022

- The percentage of district scoring at proficient levels on the earlyMath assessment increased in kindergarten, while there was a decrease in first grade.

earlyMath % Proficient 2021-2022



*includes students who completed the earlyMath Composite in fall, winter and spring.



ROBBINSDALE
Area Schools

FastBridge aReading and aMath

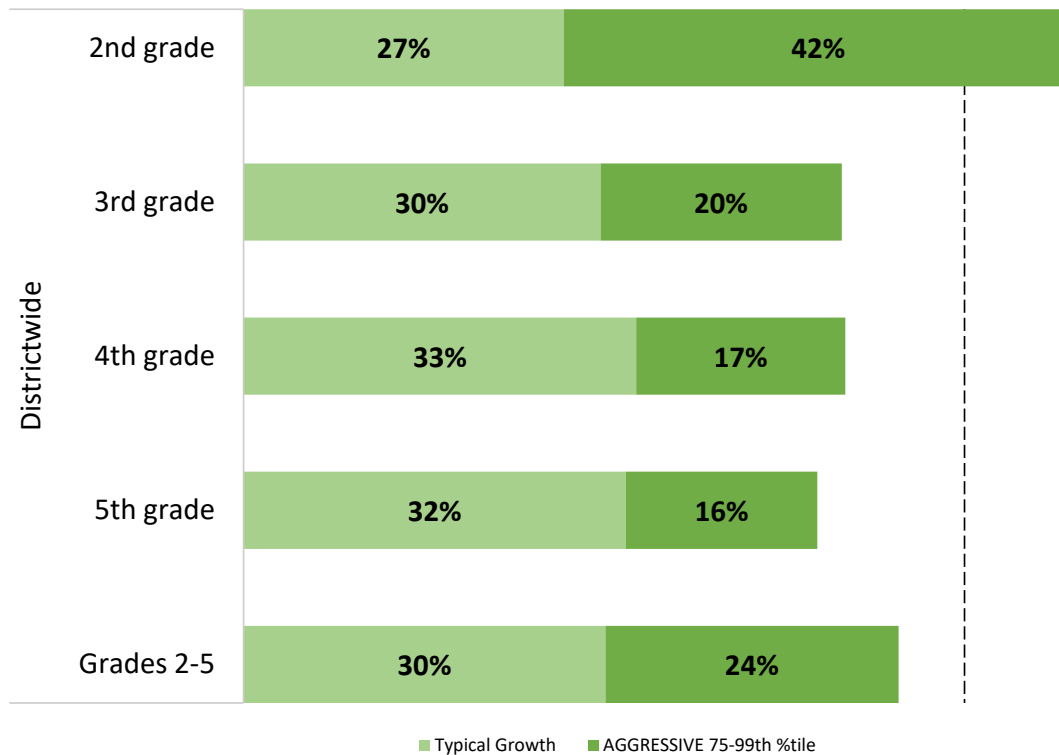
FAST aReading and aMath are computer adaptive tests that measure broad reading and math skills and are designed to be administered up to three times/year.

- ❖ These assessments inform teachers as they differentiate instruction for all students.
- ❖ They are also used to predict performance on state assessments.

Students complete aReading and aMath individually using a Chromebook.

aReading Fall to Spring Growth: Elementary Schools

Percentage of Students with Typical or Aggressive Growth Percentiles



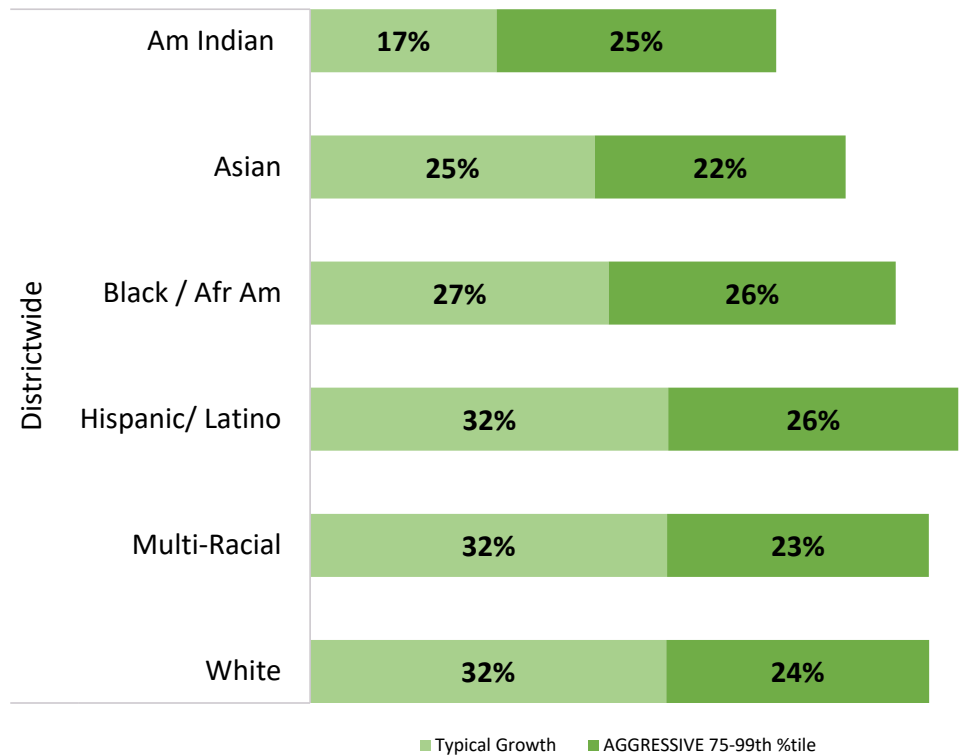
- For most grade levels, the percentage of students making *Typical Growth* or better was lower than what would be expected from national norms.
- Second Grade Growth: more than half (53%) of 2nd grade students with aggressive growth were scoring below the 10th percentile in the fall and approximately one-quarter (26%) were initially scoring at the 1st percentile.

Interpretation Hints:

- FASTBridge defines *Aggressive Growth* as students at the 75th percentile and above, having more than 25 percent of students in that category means you are beating the national average.
- Nationally one would expect about 35 percent of students in the *Typical Growth* (40th-74th percentiles) category.

aReading Fall to Spring Growth: Elementary Schools

Percentage of Students with Typical or Aggressive Growth Percentiles



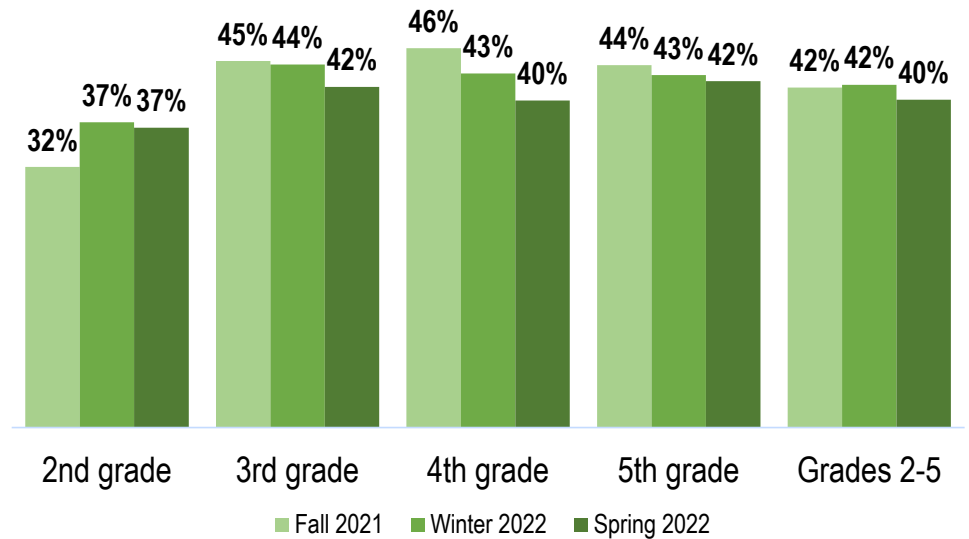
- The percentage of students making *Typical Growth* or better was lower than what would be expected from national norms for all groups based on student's racial/ethnic background.
- The percentage of Black/African American and Hispanic/Latino students making *Aggressive Growth* was just above what would be expected from national norms.

For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

aReading Proficiency 2021-2022

- The percentage of district scoring at proficient levels on the aReading assessment increased in 2nd grade, while there was a decrease in other elementary grades.

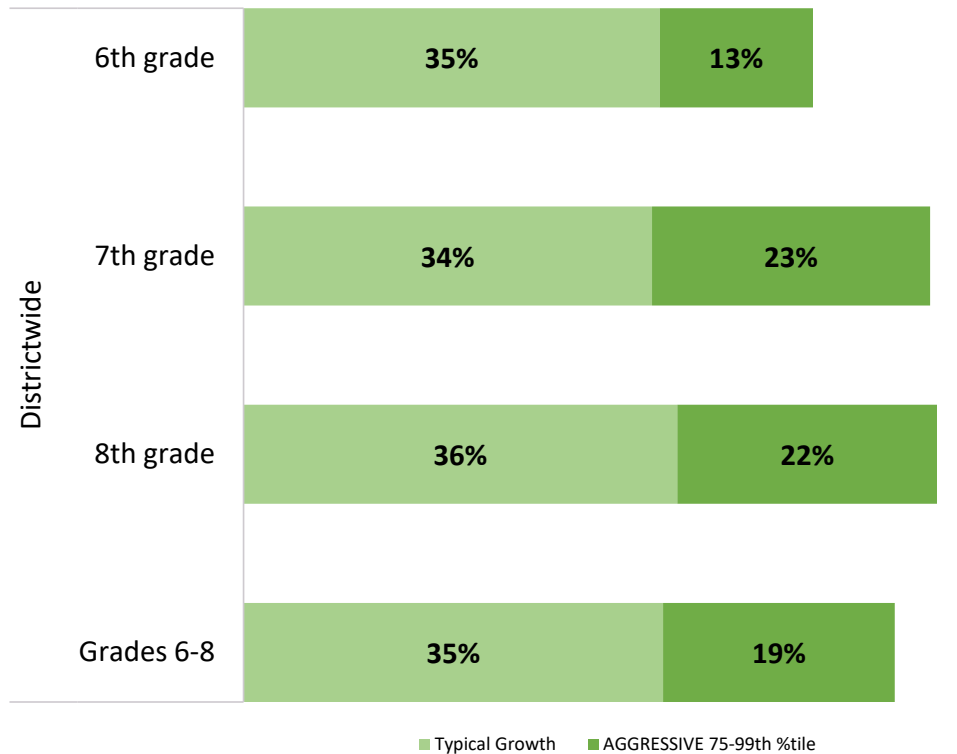
Elementary Grades



*includes students who completed the aReading in fall, winter and spring.

aReading Fall to Spring Growth: Middle School

Percentage of Students with Typical or Aggressive Growth Percentiles



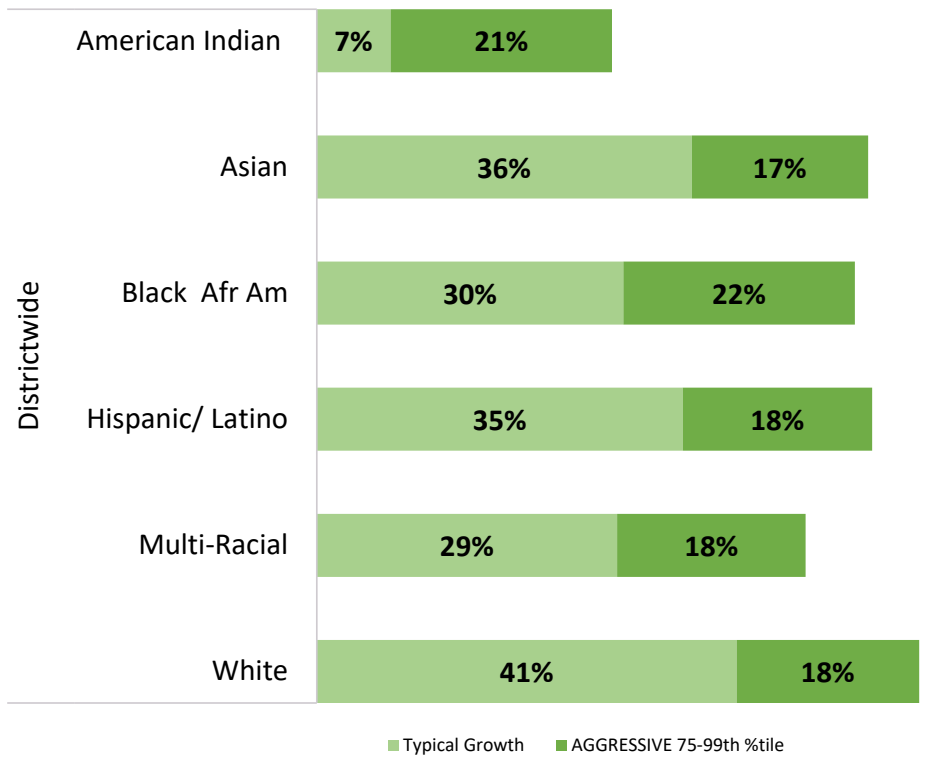
- The percentage of students making *Aggressive Growth* was lower than what would be expected from national norms, especially at 6th grade.

Interpretation Hints:

- FASTBridge defines *Aggressive Growth* as students at the 75th percentile and above, having more than 25 percent of students in that category means you are beating the national average.
- Nationally one would expect about 35 percent of students in the *Typical Growth* (40th-74th percentiles) category.

aReading Fall to Spring Growth: Middle Schools

Percentage of Students with Typical or Aggressive Growth Percentiles

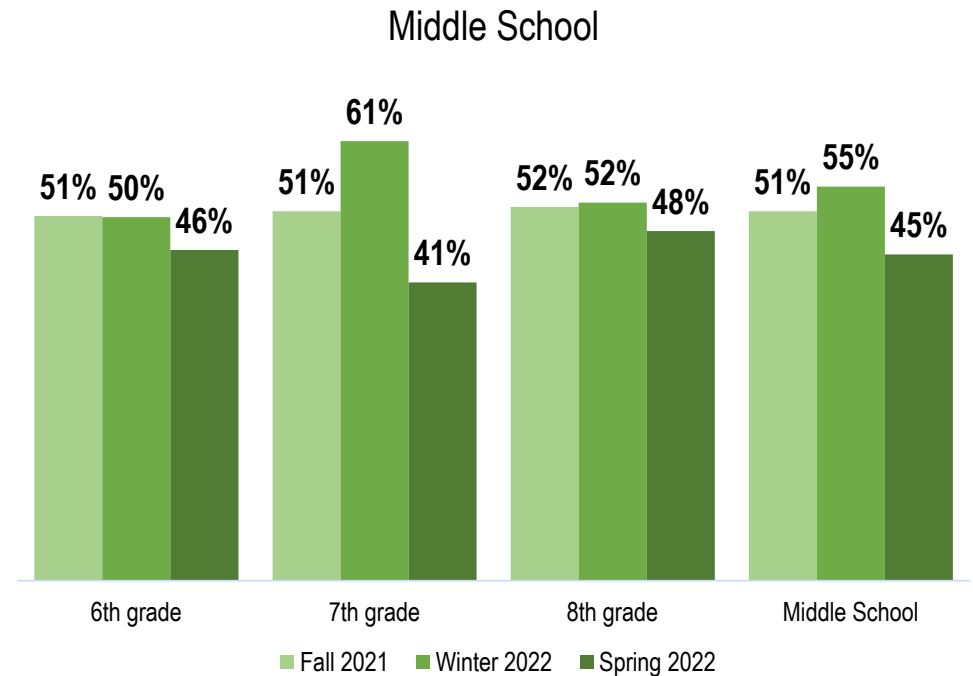


- The percentage of students making *Typical Growth* or better was lower than what would be expected from national norms for all groups based on student's racial/ethnic background.

For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

aReading Proficiency 2021-2022

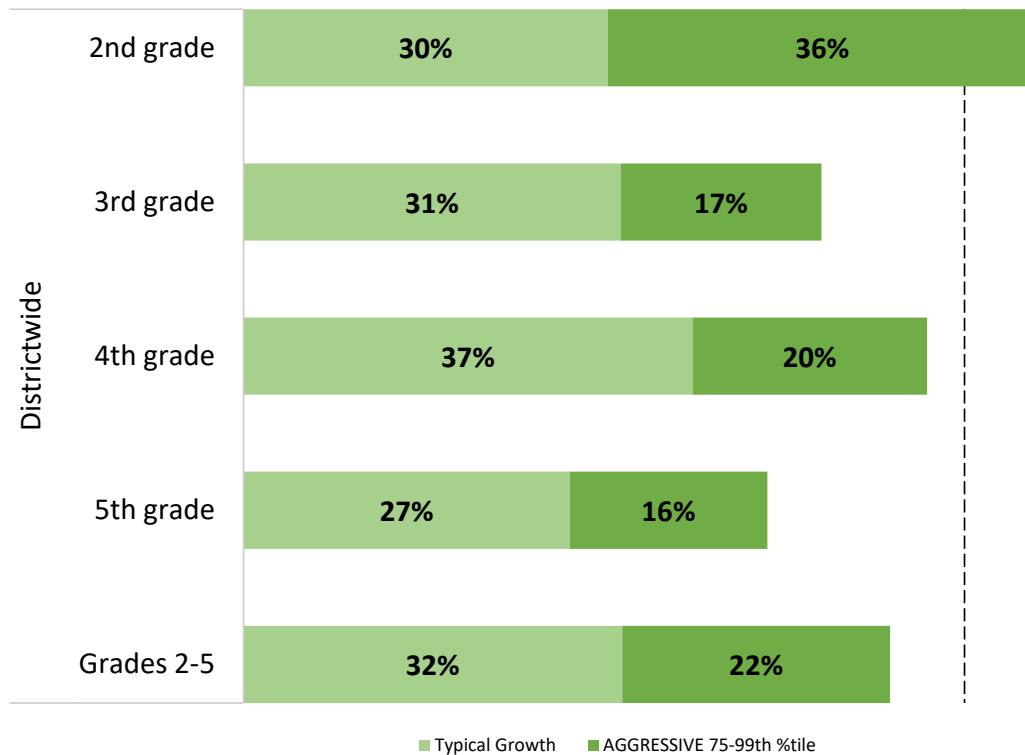
- The percentage of district scoring at proficient levels on the aReading assessment decreased.



*includes students who completed the aReading in fall, winter and spring.

aMath Fall to Spring Growth: Elementary

Percentage of Students with Typical or Aggressive Growth Percentiles



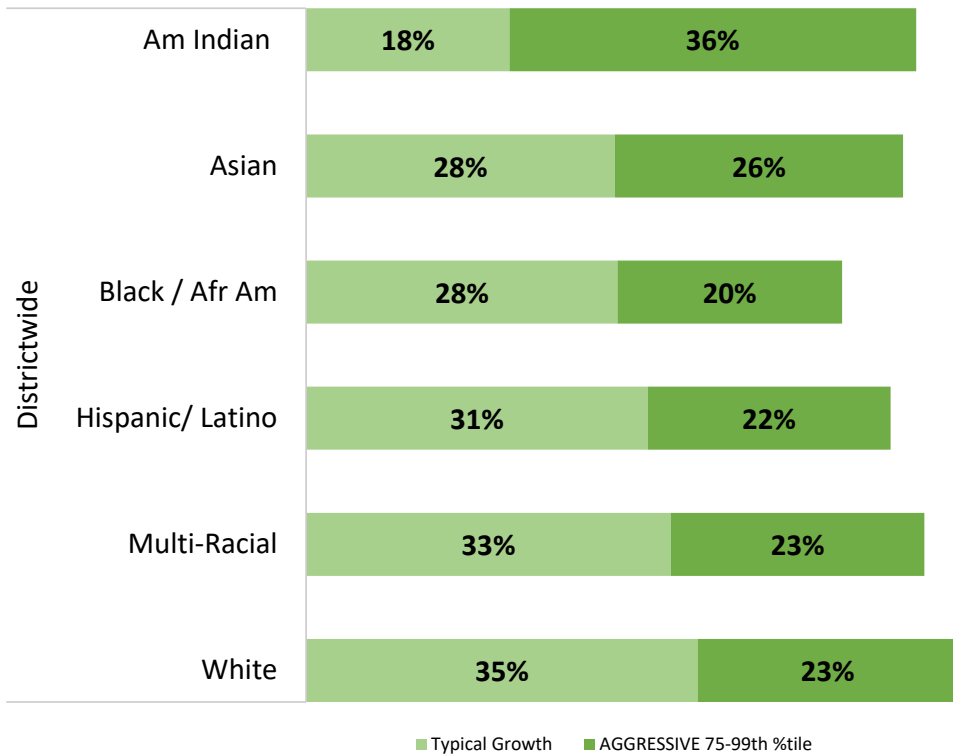
- For most grade levels, the percentage of students making *Typical Growth* or better was lower than what would be expected from national norms.
- Second Grade Growth: nearly half (49%) of 2nd grade students with aggressive growth were scoring below the 10th percentile in the fall and more than one-quarter (29%) were initially scoring at the 1st percentile.

Interpretation Hints:

- FASTBridge defines *Aggressive Growth* as students at the 75th percentile and above, having more than 25 percent of students in that category means you are beating the national average.
- Nationally one would expect about 35 percent of students in the *Typical Growth* (40th-74th percentiles) category.

aMath Fall to Spring Growth: Elementary Schools

Percentage of Students with Typical or Aggressive Growth Percentiles



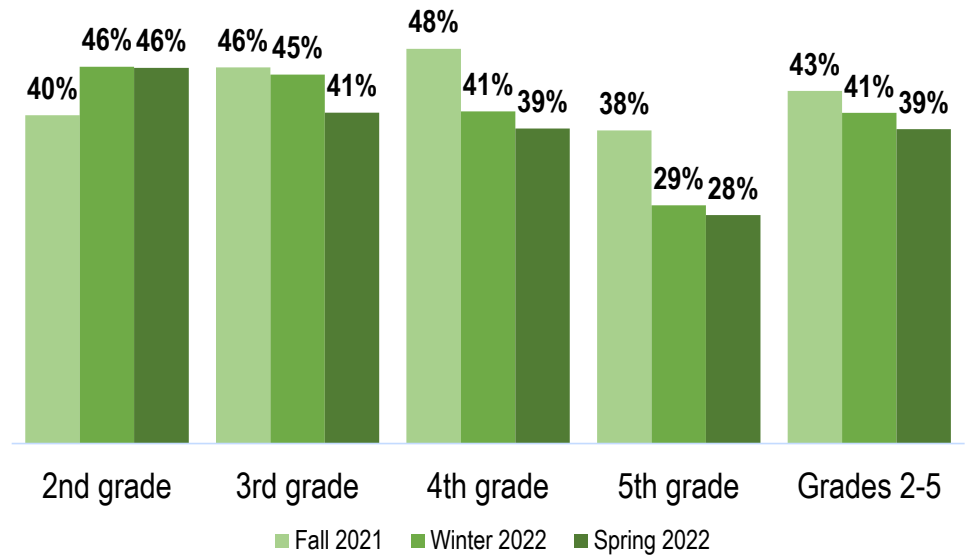
- The percentage of students making *Typical Growth* or better was lower than what would be expected from national norms for all groups based on student's racial/ethnic background.
- The percentage of American Indian and Asian students making *Aggressive Growth* was just above what would be expected from national norms.

For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

aMath Proficiency 2021-2022: Elementary

- The percentage of district scoring at proficient levels on the aMath assessment increased in 2nd grade, while there was a decrease in other elementary grades.

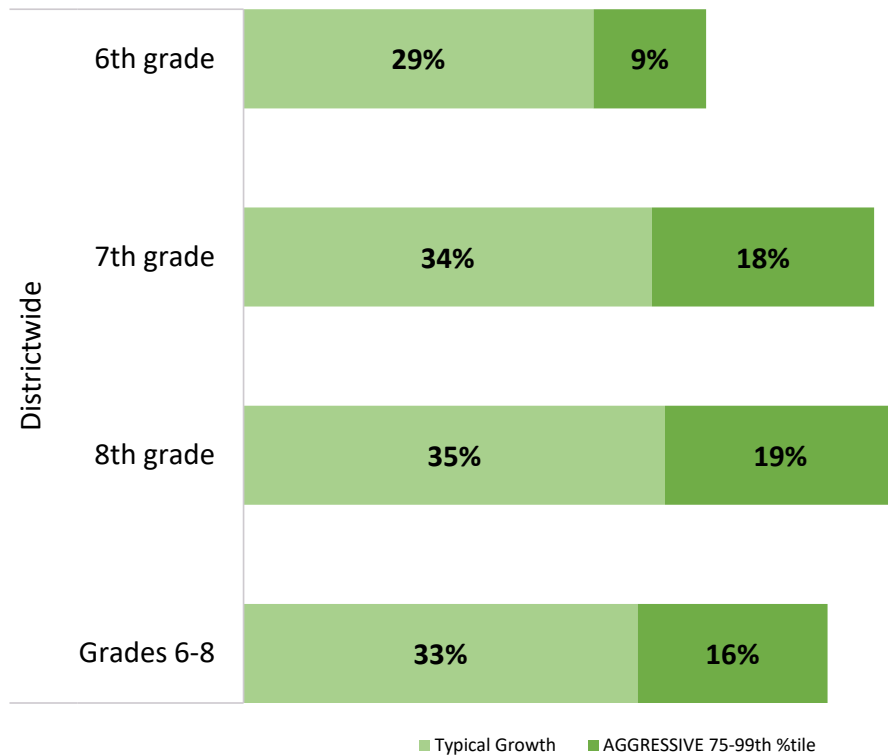
Elementary Grades



*includes students who completed the aMath in fall, winter and spring.

aMath Fall to Spring Growth: Middle School

Percentage of Students with Typical or Aggressive Growth Percentiles



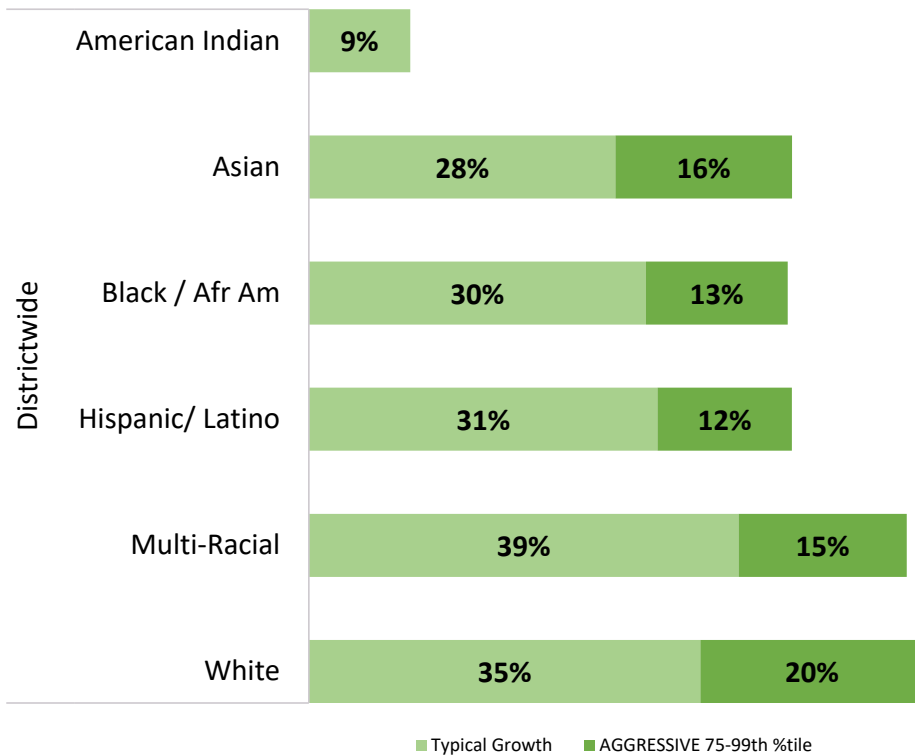
- The percentage of students making *Typical Growth* is similar to what would be expected from national norms in 7th and 8th grade.
- The percentage of students making *Aggressive Growth* was lower than what would be expected from national norms, especially at 6th grade.

Interpretation Hints:

- FASTBridge defines *Aggressive Growth* as students at the 75th percentile and above, having more than 25 percent of students in that category means you are beating the national average.
- Nationally one would expect about 35 percent of students in the *Typical Growth* (40th-74th percentiles) category.

aMath Fall to Spring Growth: Middle Schools

Percentage of Students with Typical or Aggressive Growth Percentiles



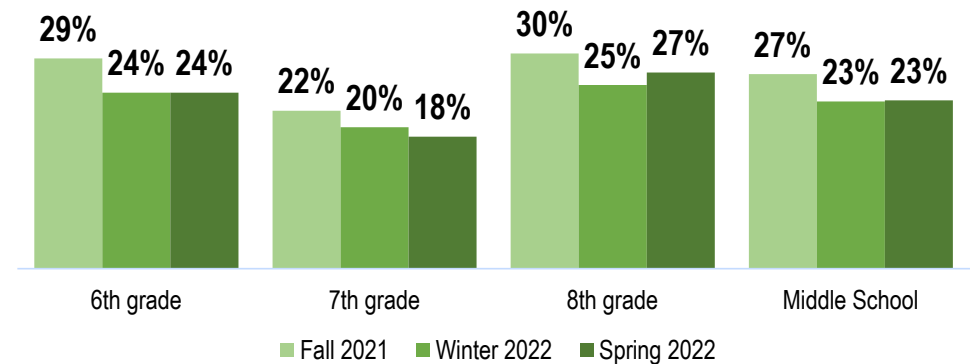
- The percentage of Multi-Racial and White students making *Typical Growth* is higher than what would be expected from national norms; however, the percentage making *Aggressive Growth* is lower than what would be expected.
- The percentage of students making *Typical Growth* or better was lower than what would be expected from national norms for all groups based on student's racial/ethnic background.

For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

aMath Proficiency 2021-2022: Middle School

Middle School

- The percentage of district scoring at proficient levels on the aMath assessment decreased.



*includes students who completed the aMath in fall, winter and spring.

mySAEBRS

Social, Academic, and Emotional Behavior Risk Screener

mySAEBRS is a 20 item rating scale that students complete about their social, academic, and emotional behaviors (Grades 2-12).

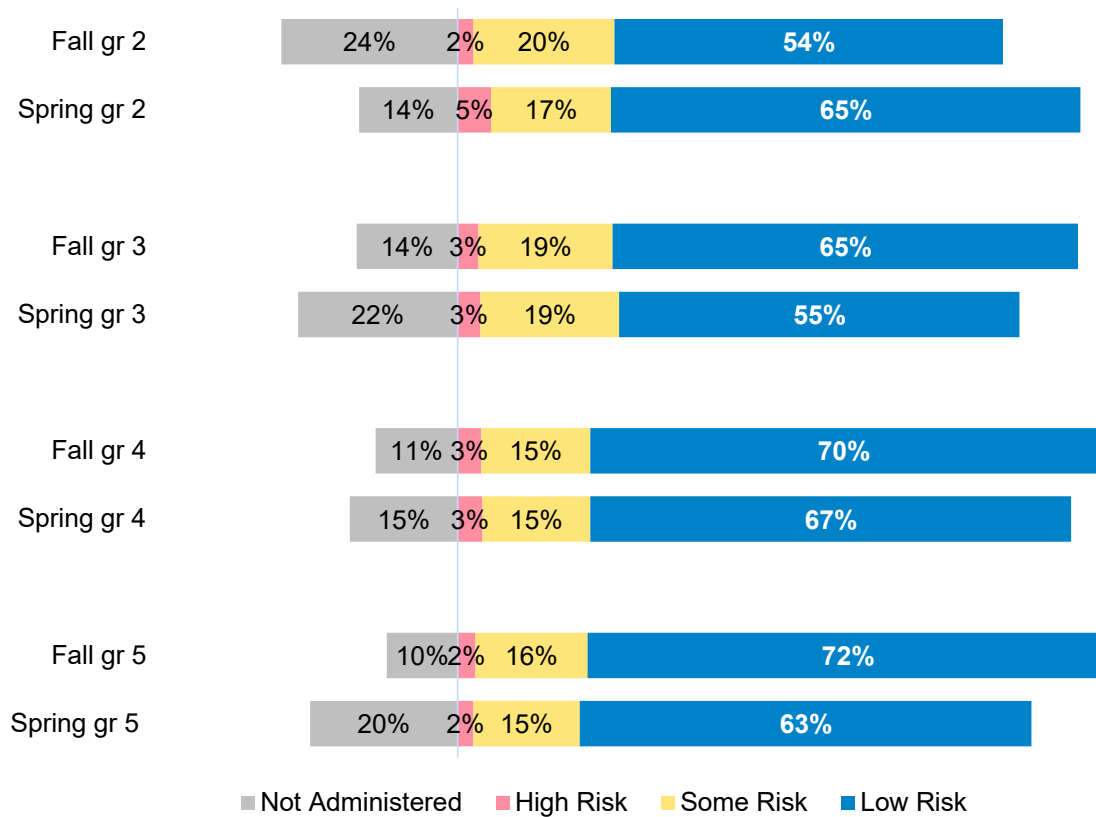
It is grounded in a conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS and mySAEBRS evaluate student functioning in terms of overall general behavior, as well as Social Behavior, Academic Behavior, and Emotional Behavior.

Interpretation Hints:

Nationally one would expect about:

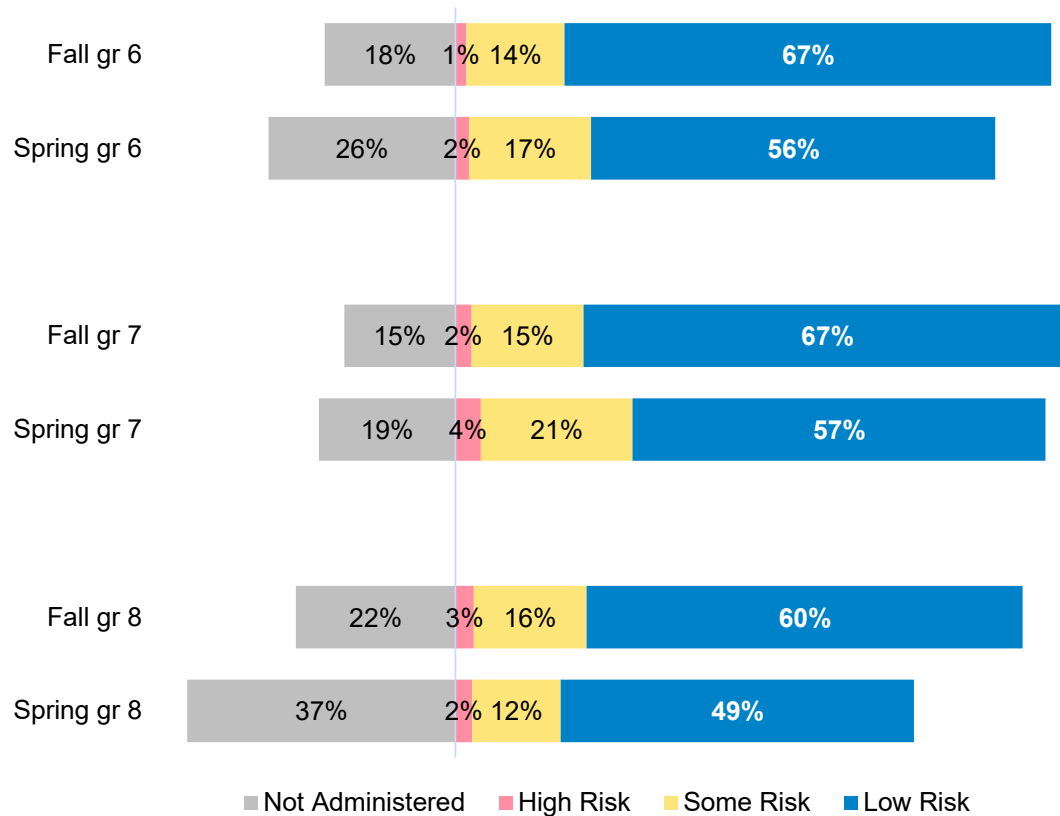
- 3 percent of students in the *High Risk*
- 12 percent of students in the *Some Risk* and
- 85 percent of students in the *Low Risk* category.

mySAEBRS: Elementary (grades 2-5)



- At the elementary level, 55%-67% of students were classified as *Low Risk* in the spring.
- Among students who completed the mySAEBRS, 3% or fewer were classified as *High Risk* for most grades. This aligns with what would be expected from national norms.
- Generally the percentage of students scoring at *High Risk* held steady from fall to spring.

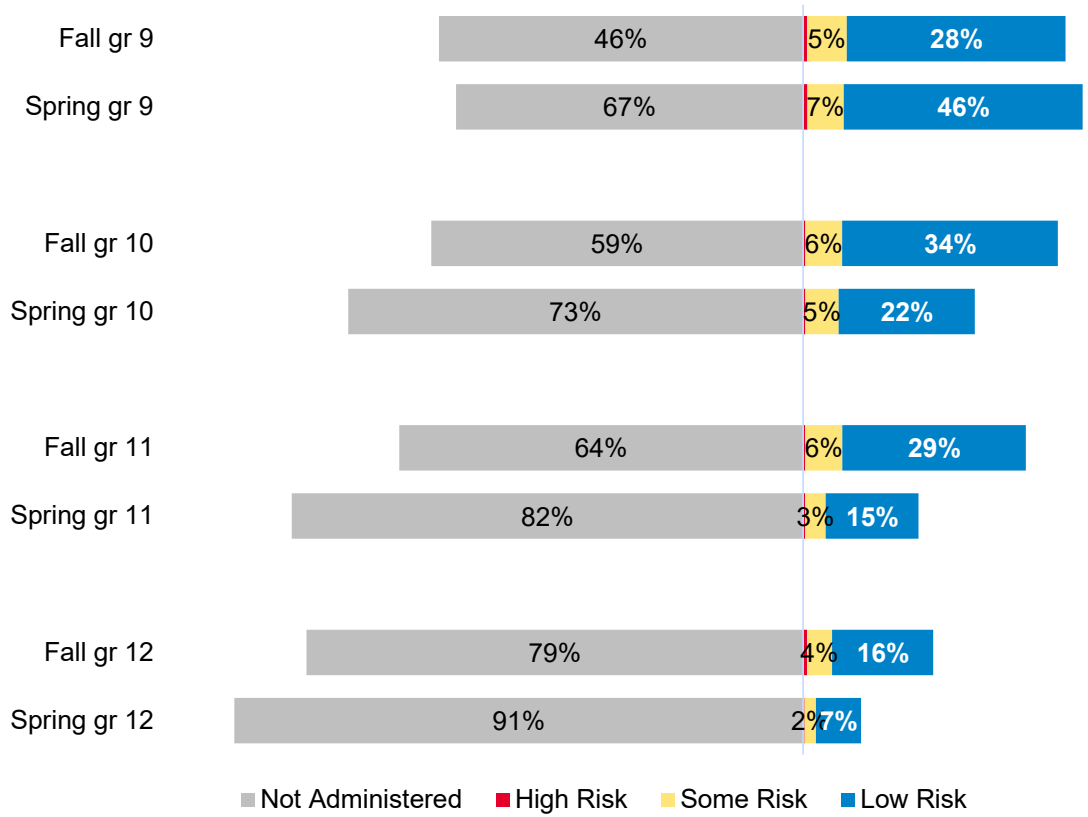
mySAEBRS: Middle School



- At the middle school level, 49%-57% of students were classified as *Low Risk* in the spring with 19-37% of students not completing the screener
- Among students who completed the screener, 4% or fewer were classified as *High Risk*. This is similar to what would be expected from national norms.

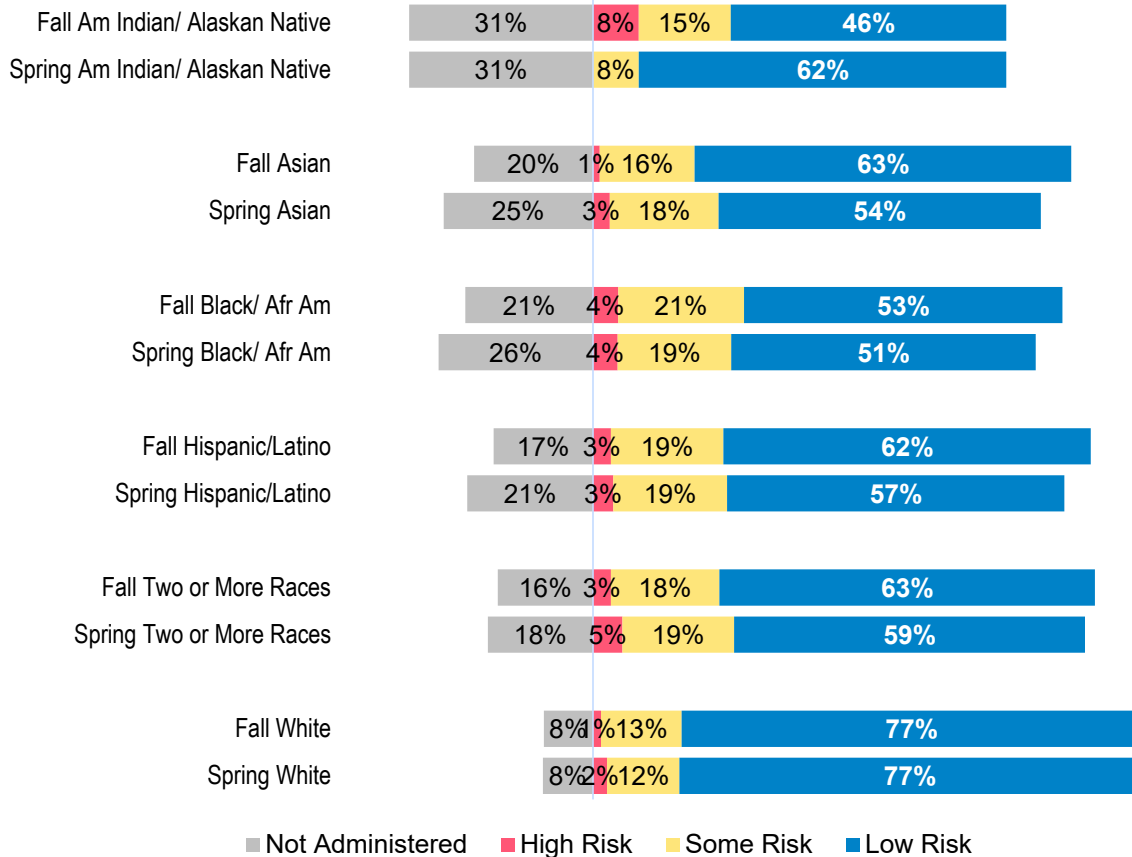


mySAEBRS: High School



➤ At the high school level, participation rates were low.

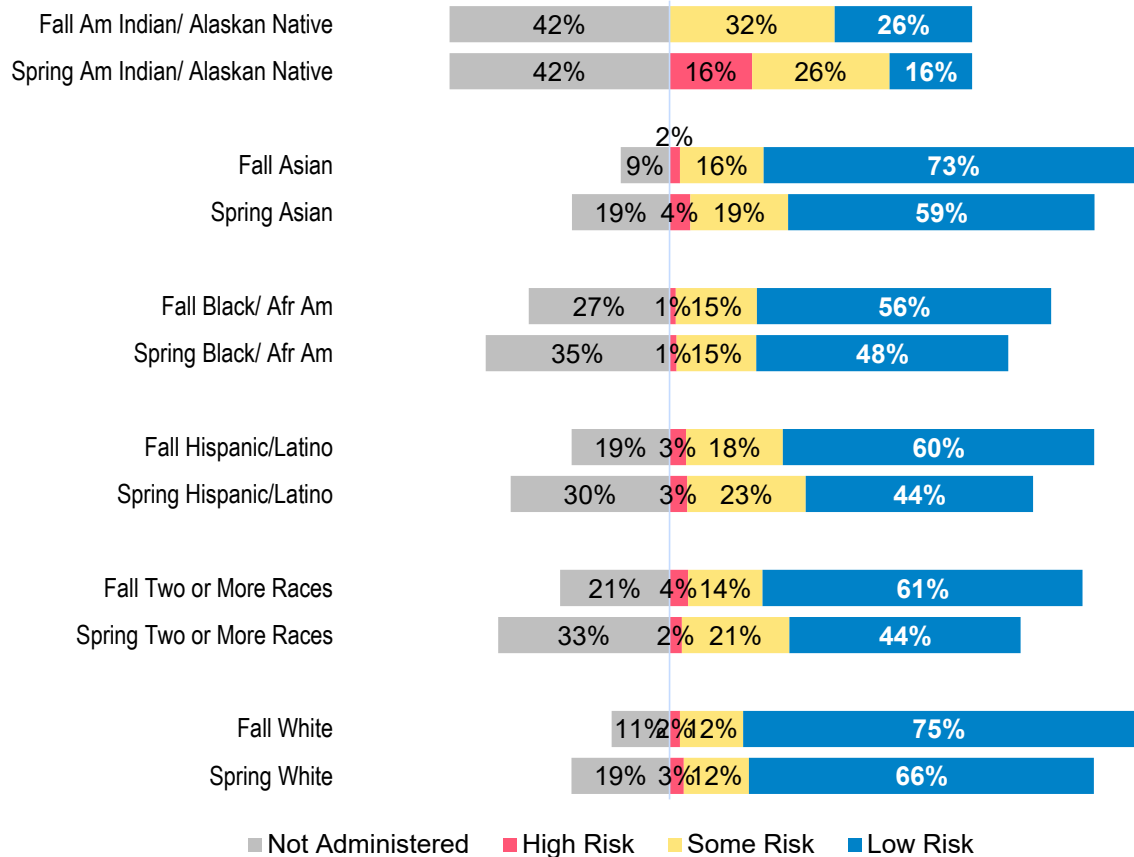
mySAEBRS: Elementary (grades 2-5)



- Among students who completed the screener, 3% or fewer were classified as *High Risk* for most student groups. This aligns with what would be expected from national norms.
 - The higher percentage of American Indian students in the *High Risk* category is a reflection of the small number of students in this group.

- Generally, the percentage of students scoring at *High Risk* held steady from fall to spring.

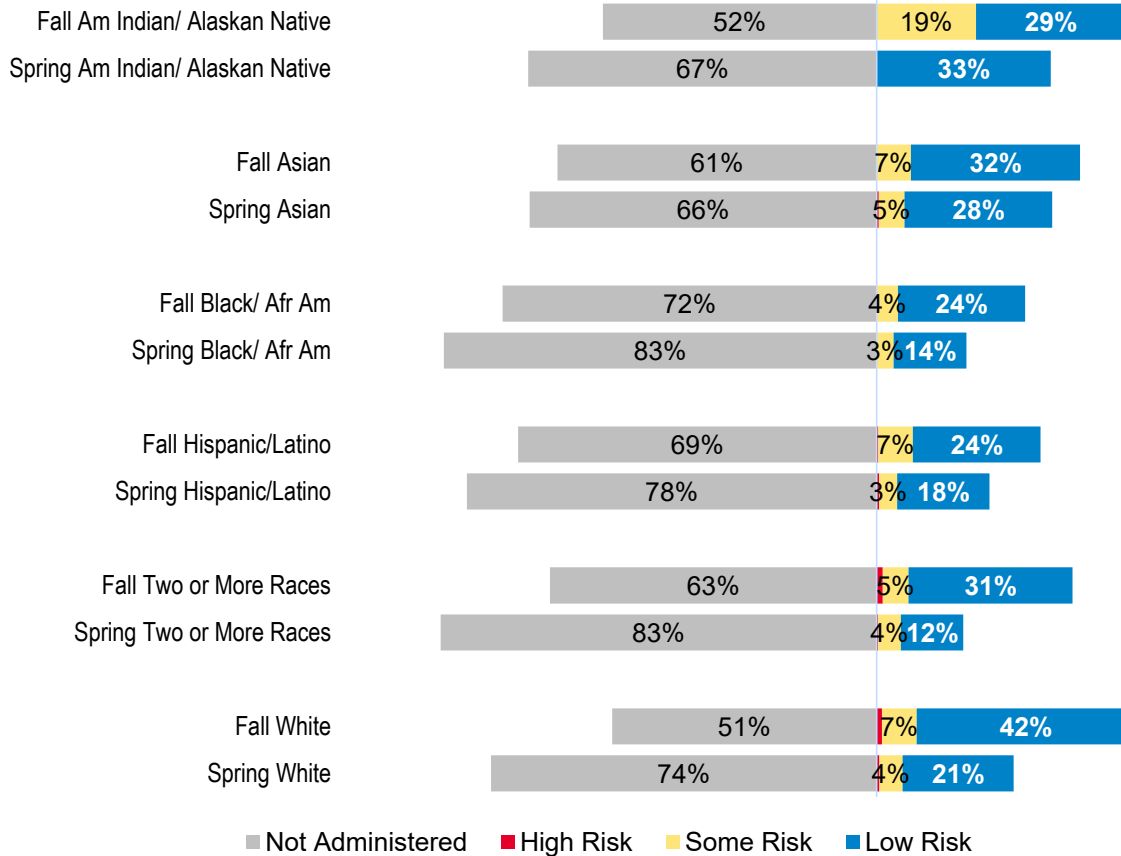
mySAEBRS: Middle School



➤ Differences from fall to spring or among student groups are difficult to interpret due to the changes in participation rates.



mySAEBRS: High School



➤ At the high school level, participation rates were low across student groups based on race/ethnicity.

Summary

Reading

- The percentage of students making *Typical* or better growth was generally below what would be expected from national norms; the exceptions being in grade 2 and our youngest Asian and White students.
- The percentage of students scoring at proficient levels increased from fall to spring for students in Kindergarten through grade 2.

Math

- The percentage of students making *Typical* or better growth was generally below what would be expected from national norms; the exceptions being Kindergarten, grade 2 and our youngest Asian students.
- The percentage of students scoring at proficient levels increased from fall to spring for students in Kindergarten and grade 2.

Social/Emotional/Behavior

- Among students who completed the screener, the percentage that were classified as High Risk generally aligns with what would be expected from national norms.
- This was the first year the district administered this screener. Efforts will be made to increase participation rates.
- Individual level data was available to schools for assisting students with elevated risk levels.



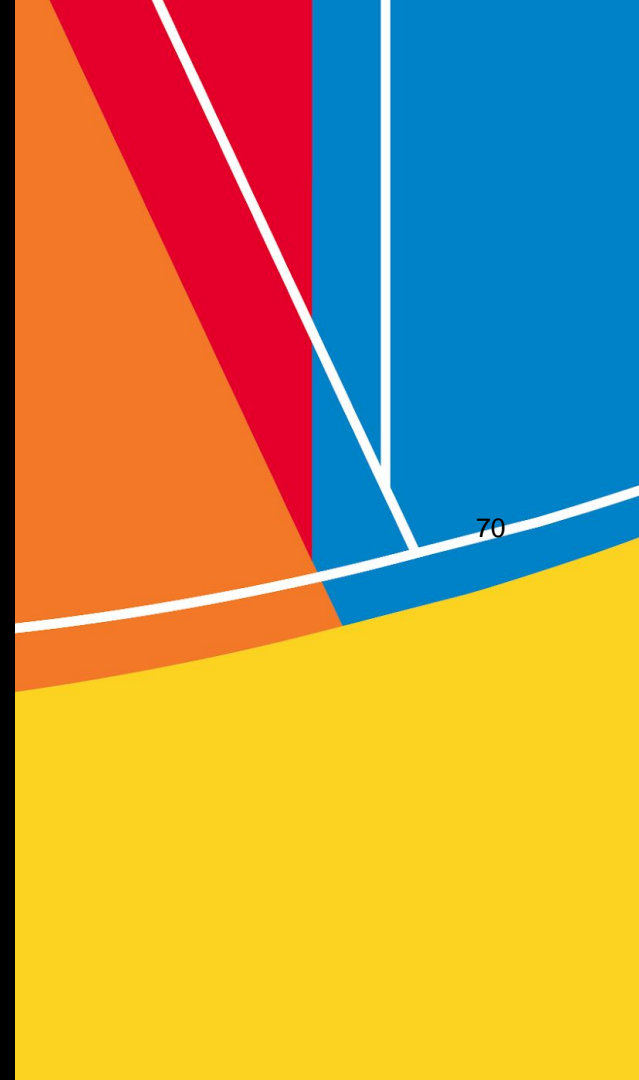
Discussion and Questions





Warehouse Lease Opportunity

Facilities, Operations, and Transportation
Department
July 2022





History

Warehouse Capacity in Recent History

Quebec

- Current Warehouse Location
- 22,372 sf
- \$23,681.38/month

Previous 169 warehouse

- Did not renew March 2022
- 3,920 sf
- \$2,695.34/month

Previous 3510 Winnetka

- Did not renew 2020
- 6,000 sf
- \$3,500.00/month

Monthly Total Recent Warehouse Leases

\$29,876

An effort was made to streamline the warehousing and operations facilities, consolidating the three warehouses into one space.

Efficient use of these types of spaces requires a “right size” approach in a singular location.

This current request is being made to achieve balance in meeting our district needs in the most efficient manner possible.



Current Status



Current Situation

Deficiencies for current use

- Insufficient storage for district furnishings in central warehouse
- Materials and supplies spread throughout the district in inefficient manner
- Inability to store vehicles, deter theft (of vehicles, trailers, and tools)
- Incur increased maintenance costs
- Awkward trade shop configurations to accommodate storage
- Staffing burden due to condensed storage of high demand items such as risers, etc...
- Inefficiencies and redundancies in district materials and supplies due to scattered and non-inventoried site storage
- Inequitable resources for schools due to lack of centralization of excess inventory.



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Area Schools

Current Situation



75





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Area Schools

Current Situation

Results

- Historic consolidation of warehouse space has resulted in inadequate storage and has impacted our building's ability to serve students best.
- We have occupied programmable student space with materials and items that would be better utilized if inventoried in a central location such as desks and tables and chairs and instructional materials.



76

Analysis of Possible Spaces

Current Space

- Examined alternative configurations of current warehouse space at Quebec.
- Current landlord was graciously flexible and accommodating of our efforts to try and find new configurations for the existing footprint that might better meet our needs.
- A detailed exploration of the space has led to the conclusion that the space is largely insufficient in square footage, and opportunities for expansion are geographically limited due to adjacent lease commitments and site constraints.

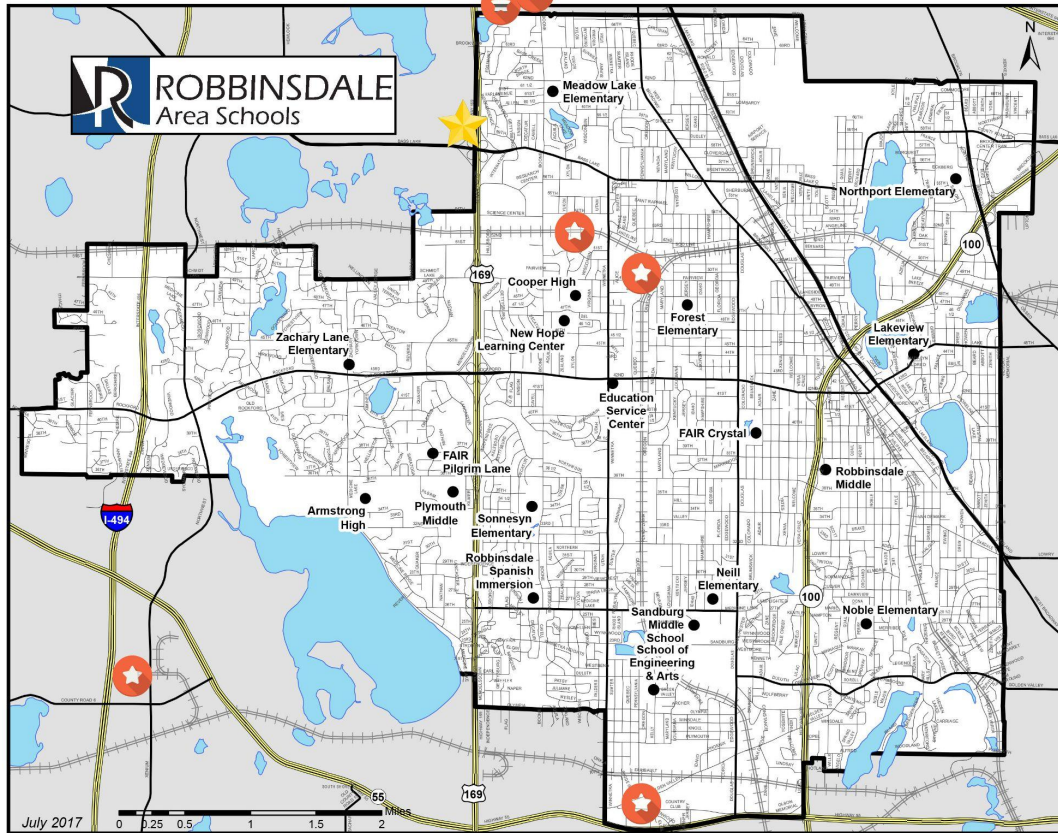
77

Alternate Locations

- The District explored numerous other options for the consolidation of warehouse space.
- Alternatives either were not accommodating of our needs, or were quickly acted on by other entities.



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**Explored
Location**



**Proposed
Opportunity**



New Opportunity



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New Opportunity

Quebec

- Lease is ending - October 31, 2022

Did a search of possible properties

- Toured a half dozen possibilities
- All kept getting rented before we could make an offer

Located one opportunity

- Location is convenient for function
- Location is “right sized” to meet district needs
- Currently available



80

Right Sizing

CURRENT (Quebec): 22,372 sf

PROPOSED (Bass Creek): **30,941 sf**

PREVIOUS (3 Warehouses): 32,292 sf

One location, sized to accommodate maintenance shops, warehousing of district supplies, temperature-controlled storage of district materials, grounds equipment, and accommodation of associated office needs.



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New Opportunity



Bass Creek Business Center

\$31,786/month

- This increase in square footage and efficient operational use of warehousing opportunities is proximate to previous district warehousing costs of \$29,876. ⁸²

Future Impacts

Outcomes

- Proper warehouse space allows for the warehousing and efficient inventory of materials and supplies so they can be cataloged and distributed in a more equitable manner for all schools.
- Interior Storage of maintenance vehicles prolongs their lifespan, increases security, and reduces vehicle maintenance costs.
- The configuration of the space allows for better interior space planning for Operations Workshops and Offices to increase their productivity and efficiency, bringing together programs and materials that are scattered throughout the District.
- Reduces inappropriate storage of materials in schools so those spaces can be put to better use educating students in alignment with district goals.

Opportunity

Why pursue this new location?

- The proposed warehouse space is sized to accommodate:
 - Current storage needs for the district
 - Appropriate storage of district vehicles
 - Proper configurations of Operations functions
 - Temperature-controlled, centralized curriculum and technology storage.
- This frees up space within our schools for better alignment of our learning environments with our student needs.
- It is timely as we embark on our future needs assessments based on learning models to correlate with our 10-year maintenance and proposed facilities master plans.
- This will streamline operations for the District and allow for better, more efficient service to our students and staff.



Thank you!

Facilities Department

85

16