

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

1. Legislative Action Coalition (LAC) Platform Discussion (15 minutes) <i>(Anthony Williams, Executive Director of Community Education, Athletics and Activities; Andy Burns, LAC Chair)</i>	2
2. MCA's and NorthStar Data (40 minutes) <i>(John Groenke, Executive Director of Student Services and Dr. Cheryl Videen, Director of Research, Evaluation and Assessments)</i>	16
3. ESSER Update (20 minutes) <i>(Ukee Dozier, Executive Director of Finance)</i>	85
4. Transportation Update <i>(Jeff Connell, Executive Director of Facilities, Operations and Transportation)</i>	97
5. Preliminary Audit Report <i>(Ukee Dozier, Executive Director of Finance and Virginia Verbrugge, Assistant Director of Finance)</i>	99
6. Policy 501: School Weapons (20 minutes) <i>(John Groenke, Executive Director of Student Services)</i>	115
7. Board Topics <i>(Helen Bassett, School Board Chair)</i>	
A. School Board Committee Assignments <i>(Helen Bassett, School Board Chair)</i>	126
B. School Board Officers for 2023 <i>(Helen Bassett, School Board Chair)</i>	
C. School Board Delegate Assembly Update <i>(Helen Bassett, School Board Chair and John Vento, School Board Treasurer/Director)</i>	
8. Other	



# 2023 Legislative Draft Platform Presentation

December 5, 2022



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.

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## 2023 Legislative Platform

- Fully Fund Education: Provide Students and Staff with the Resources They Need to Succeed
- Ensure All Kids are Kindergarten Ready
- Stem the Student Mental Health Crisis and Enhance School Safety
- Institute Taxpayer Equity
- Allow School Boards to Renew an Existing Operating Referendum for the Same Amount



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## **Fully Fund Education: Provide Students and Staff with the Resources They Need to Succeed.**

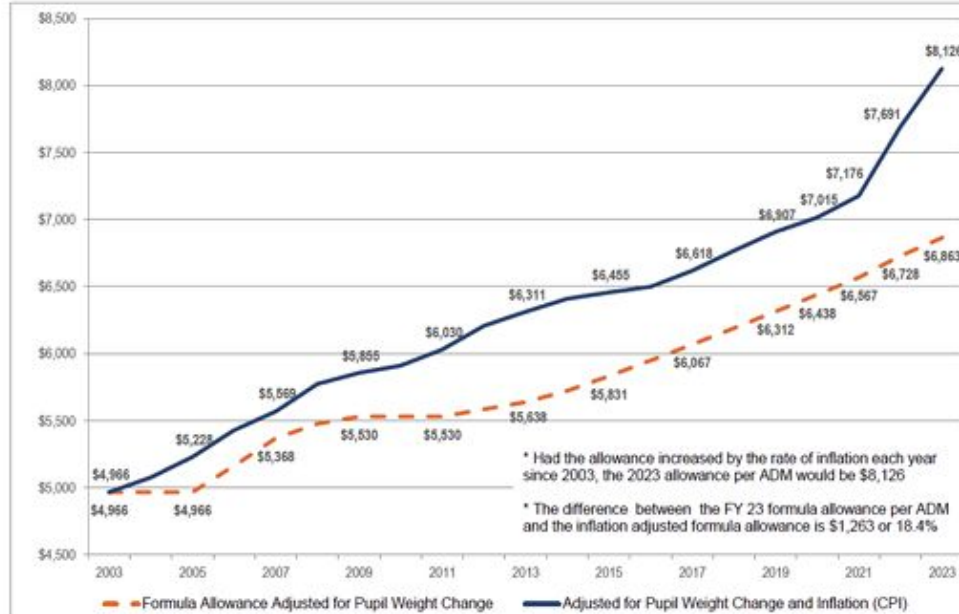
- Reduce the Special Education cross subsidy
- Reduce the English Learning cross subsidy
- Link the funding formula to inflation



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## General Education Formula Allowance, 2003-2023

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE June 2022 Inflation Estimates



## Impact

Eliminating the Special Education and ELL cross-subsidies, as well as attaching inflation to the General Education Formula, would have a tremendous impact for Robbinsdale Area Schools. With the additional \$30million, Robbinsdale Area Schools could invest in the following:

- Academic, social-emotional, and mental well-being of students and staff
- Staff hiring, retention, and professional development
- Improved transportation
- Improved technology to support student needs
- Improved facilities and enhanced security
- Eliminate lunch debt for all students
- Expand access to Early Childhood Education
- Expand access to out-of-school time (OST) opportunities
- Expand wraparound supports for students, staff, and families

## Ensure All Kids are Kindergarten Ready

- **Continue funding the Voluntary Pre Kindergarten (VPK) program to ensure school readiness.** The \$1.8 million investment for Robbinsdale Area Schools provides children and families with robust PreK programming. Research shows it reduces the achievement gap, and need for special education and remediation, improves health outcomes, and reduces the need for social services, while lowering criminal justice costs and improving self-sufficiency and productivity.

## Stem the Student Mental Health Crisis and Enhance School Safety

- **Increase the Safe Schools Levy.** The Safe Schools levy amount has remained at \$36 per the district's adjusted pupil units since 2014. Times have changed dramatically. Our students deserve the school-based mental health services needed to navigate the effects of COVID and increasing social pressures.
- **Expand the allowable uses of Long-Term Facilities Maintenance Revenue** to allow school districts to make the needed building modifications including purchasing systems and equipment to keep our buildings safe.

## Institute Taxpayer Equity

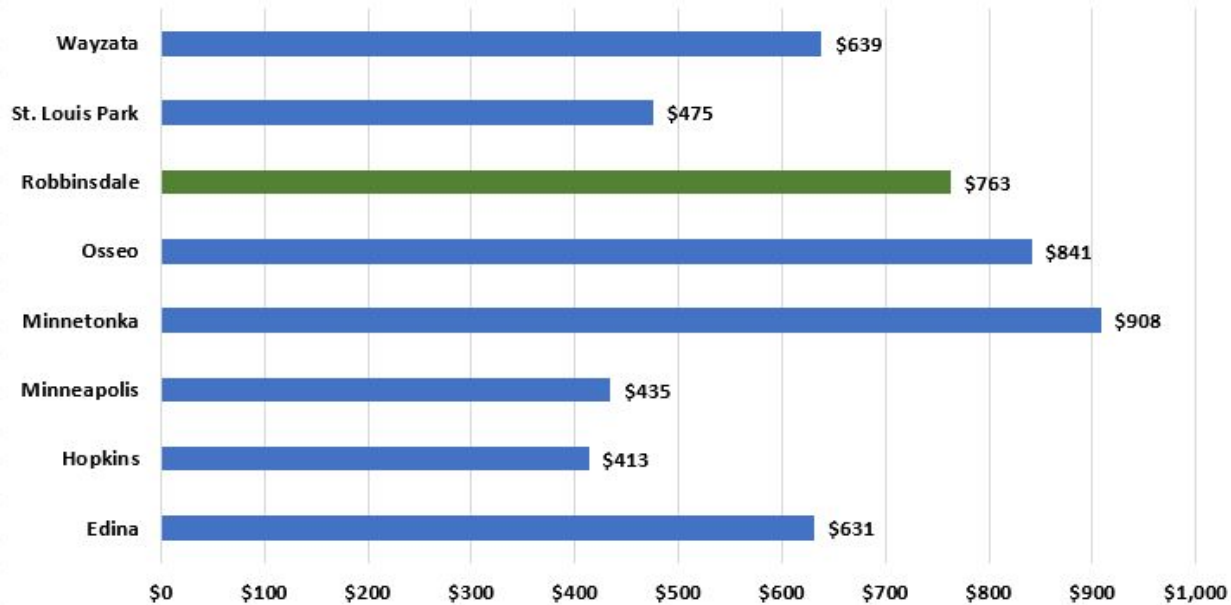
- **Increase equalization for operating referendums and debt service to fund all districts equitably, not according to our zip code.** Property tax levies play a crucial role in funding education programs and facilities. Residents in school districts with higher commercial and residential property wealth pay lower tax rates for referendums and levies. For example, taxes on a home valued at \$314,000 cost homeowners in Robbinsdale Area Schools almost more than twice what homeowners in the commercial and residential property-rich Hopkins School District pay. (Please reference Chart B)



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### School Referendum and Debt Service Levies Property Tax Comparison

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



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

Prepared by Baker Tilly Municipal Advisors October 2020

Data Source: Pay 2022 School Tax Report

## **Allow School Boards to Renew an Existing Operating Referendum for the Same Amount**

- Locally elected school boards should have the authority to renew an existing operating referendum at the same funding level. Data show that over the past seven years 100% of referendum renewals were approved by voters.

## Important Dates

- Legislative Session opens: January 3, 2023 (Budgeting Year)
- Robbinsdale LAC Legislative Breakfast: February 7, 2023



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# Questions

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# Thank You

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# Minnesota Accountability Assessments 2022

## A Report to the School Board

December 5, 2022



# Minnesota Accountability Assessments

Minnesota uses two assessments to meet state and federal legislative requirements to measure students' performance relative to the Minnesota Academic Standards.

- Minnesota Comprehensive Assessments (MCAs) and
  - Minnesota Test of Academic Skills (MTAS), an alternate assessment for students with the most significant cognitive disabilities
- ❖ They are criterion-referenced assessments:
    - They measure performance against a fixed set of criteria: the Minnesota Academic Standards
  - ❖ Criterion-referenced assessments are used to determine mastery of concepts and skills and to measure progress toward goals and objectives.
  - ❖ These assessments provide one data point that should be considered in the context of additional evidence of student learning like student projects and district and classroom assessments.

# Minnesota Accountability Assessments MCAs and MTAS

Administered annually in the spring (with the exception of 2020)

Using pre-pandemic data for comparison.

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## 2021 Statewide Assessment Reporting Guidance:

Due to the challenges of the pandemic, MDE does not support widely comparing 2021 statewide assessment results to previous years or trend data without the appropriate context and considerations.

- Did enrollment trends differ from previous years?
- What percentage of enrolled students are included in the summarized data?
- Are the students who completed the assessment representative of the total student population of the school or district? How has this changed compared to previous years (e.g., across the population, impact to some groups more than others)?

# Comparable and Neighboring Districts

## Neighboring Districts

**Three largest school districts:** Anoka-Hennepin, St. Paul and Minneapolis

**Comparable Districts:** districts with demographics that are similar to Robbinsdale

### Comparable Districts 2019

	Enrollment	FRL	SOC	EL	SpEd
Robbinsdale	12,546	51%	61%	10%	15%
Osseo	21,472	57%	57%	10%	13%
Bloomington	10,641	41%	52%	14%	16%
NSP/Okdl/Mplwd	10,808	56%	64%	12%	17%
Burnsville	8,874	51%	61%	17%	17%

### Comparable Districts 2022

	Enrollment	FRL	SOC	EL	SpEd
Robbinsdale	11,362	46%	65%	12%	16%
Osseo	20,609	40%	60%	11%	14%
Bloomington	10,347	39%	55%	14%	16%
NSP/Okdl/Mplwd	10,450	54%	69%	16%	18%
Burnsville	7,745	49%	69%	21%	17%



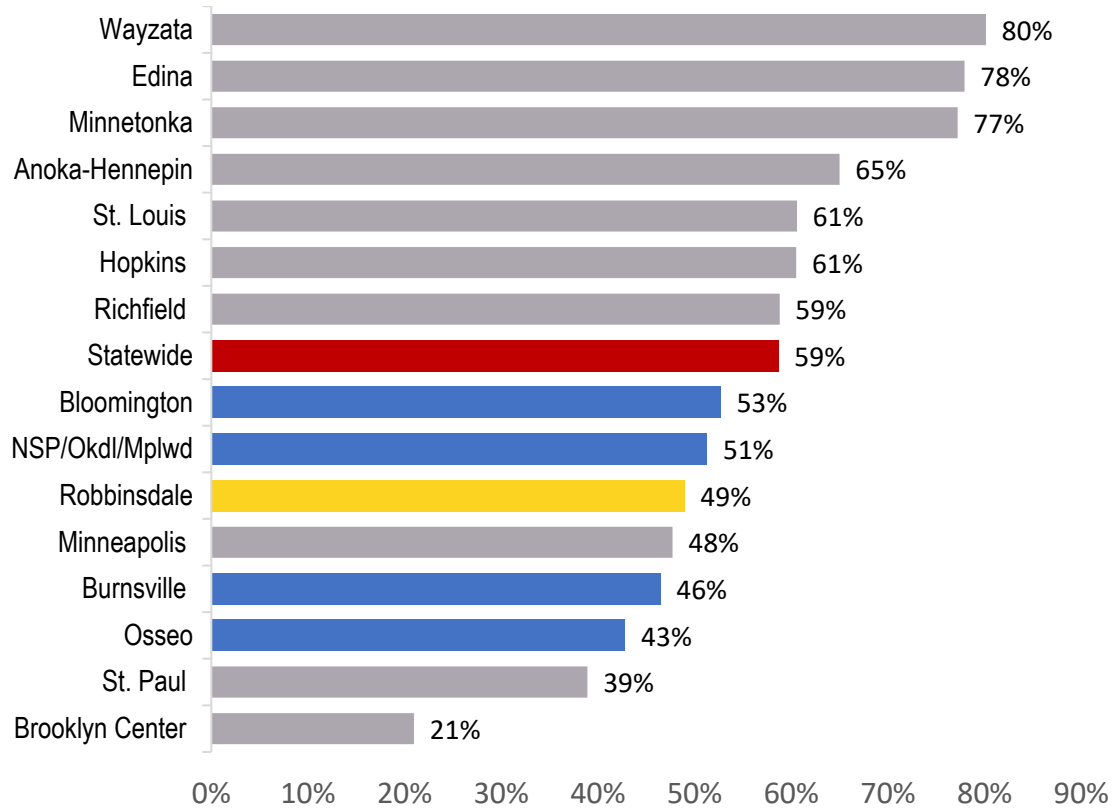
# Elementary

# Reading

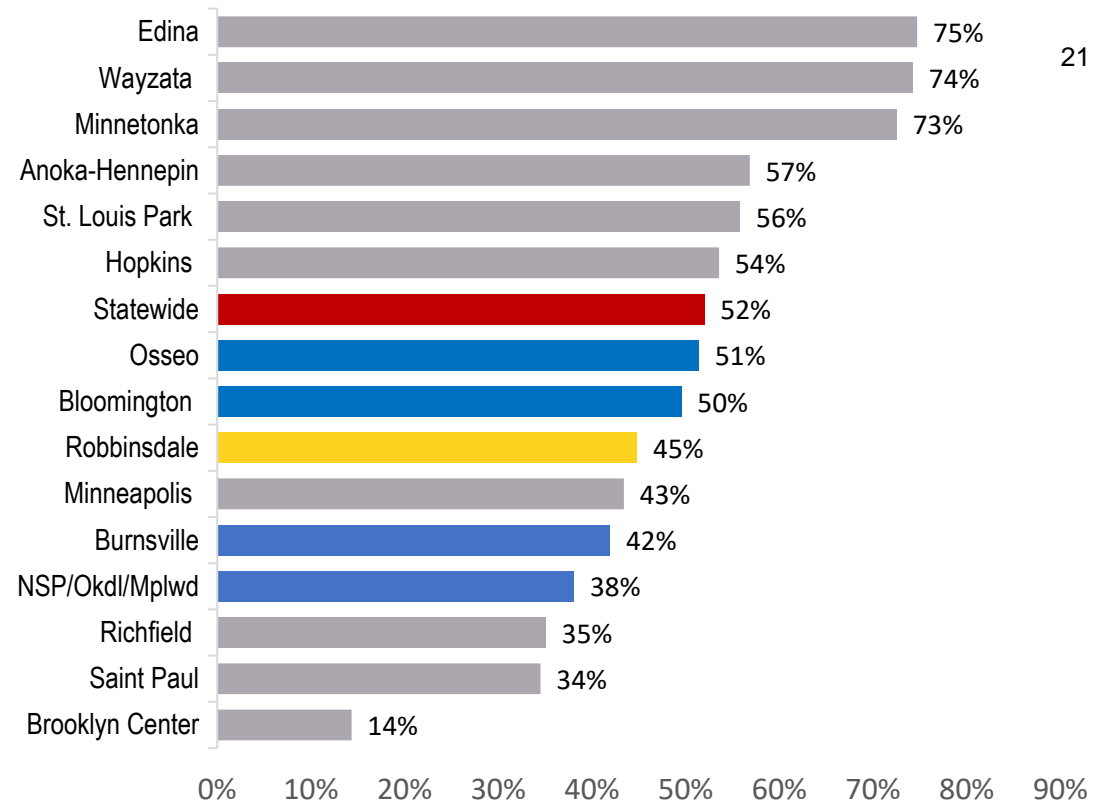


# Reading MCA: Percent Proficient Elementary Schools– grades 3-5

## All Elementary Students 2019

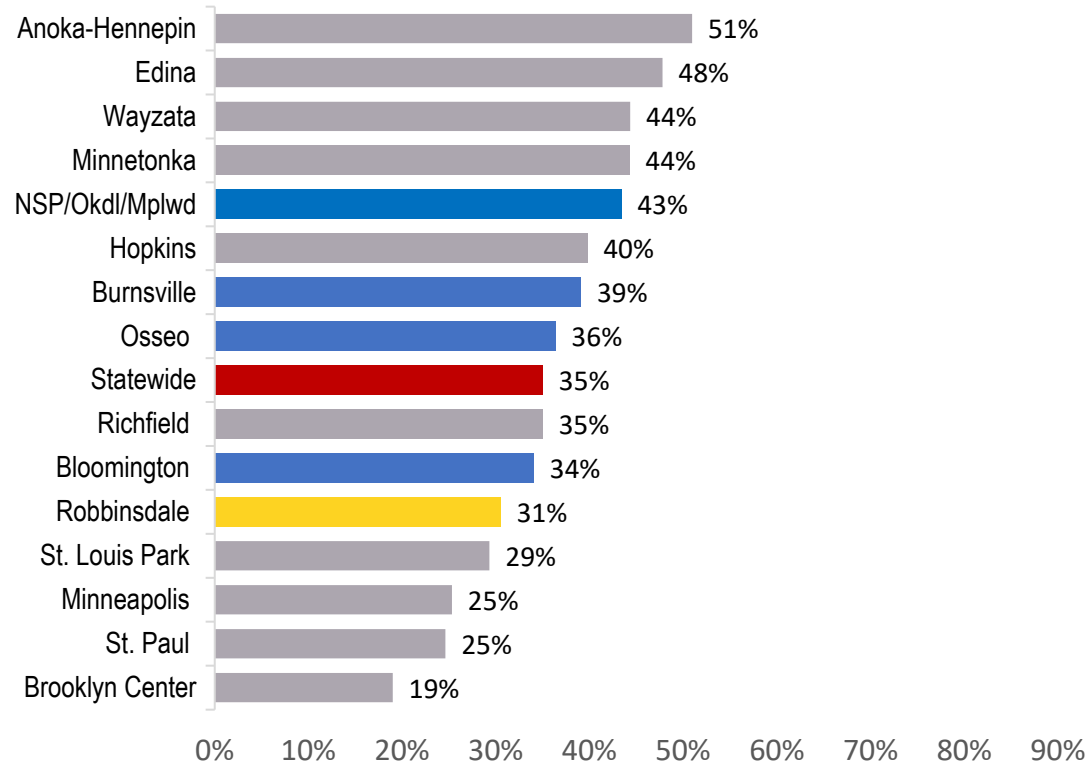


## All Elementary Students 2022

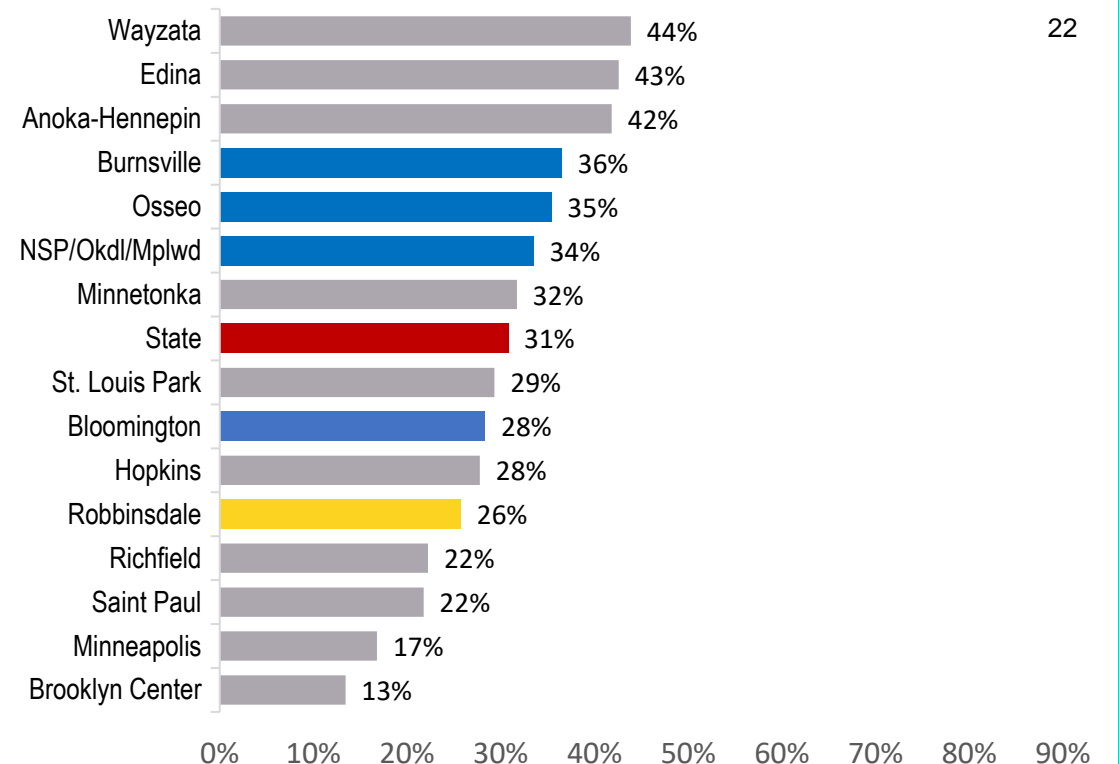


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## Black/ African Am Students 2019

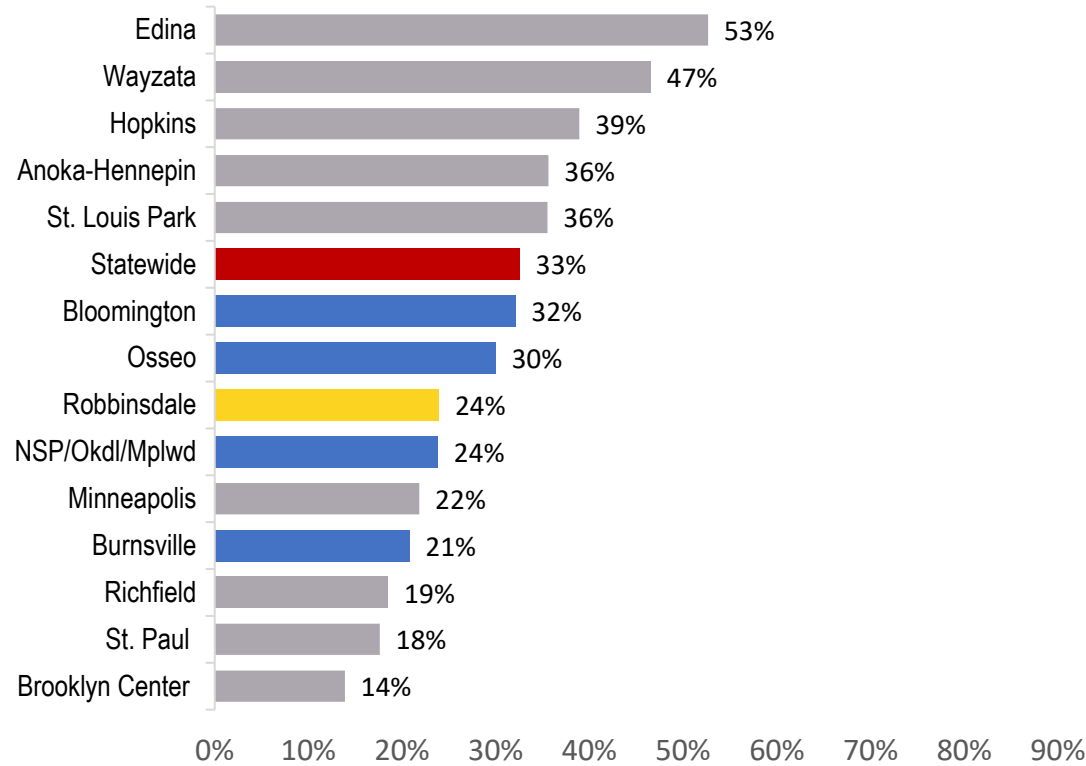


## Black/ African Am Students 2022

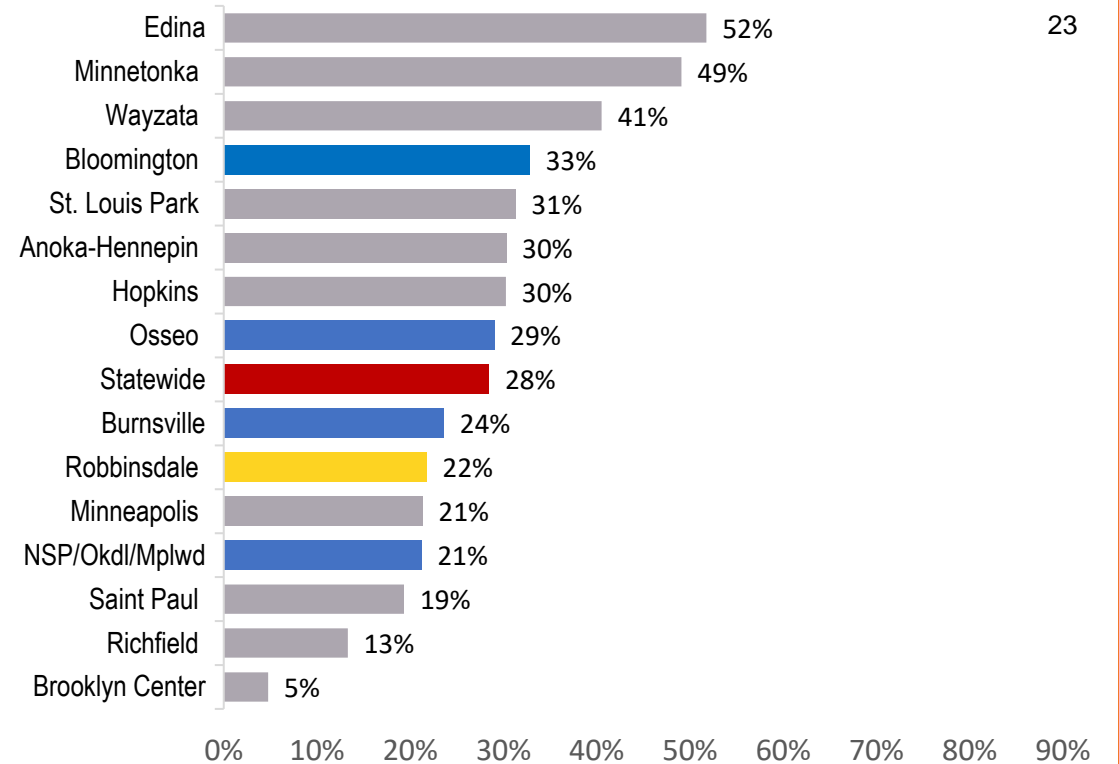


# Reading MCA: Percent Proficient Elementary Schools– grades 3-5

## Special Education Students 2019

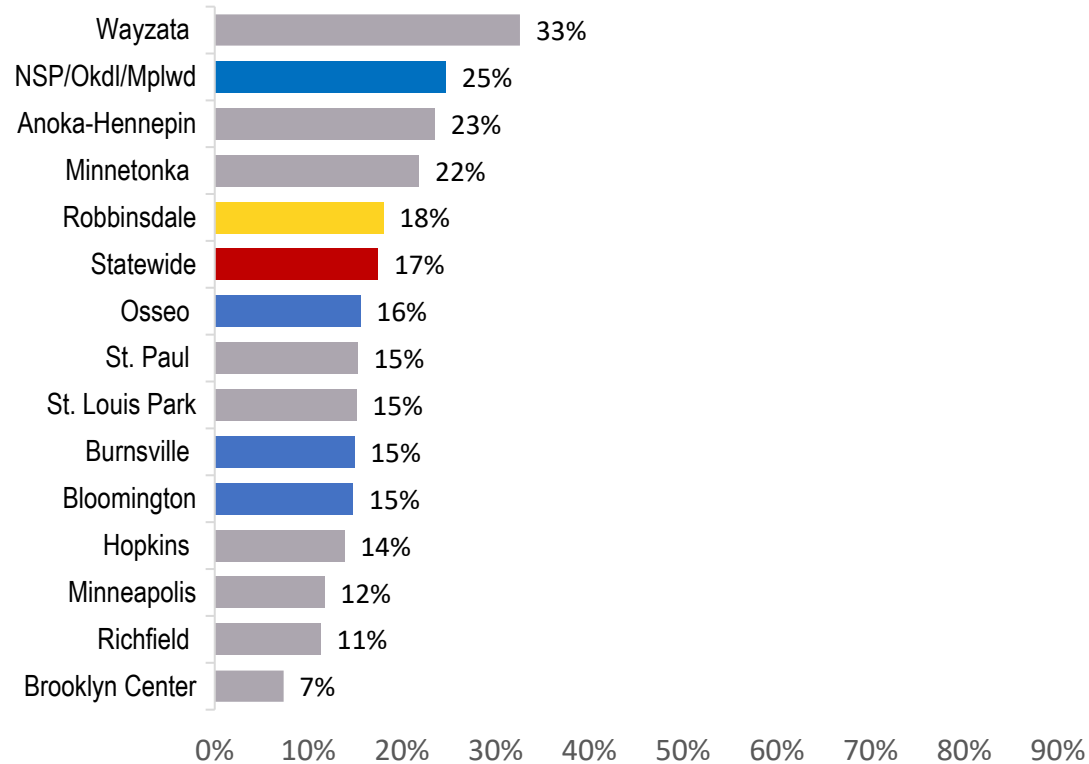


## Special Education Students 2022

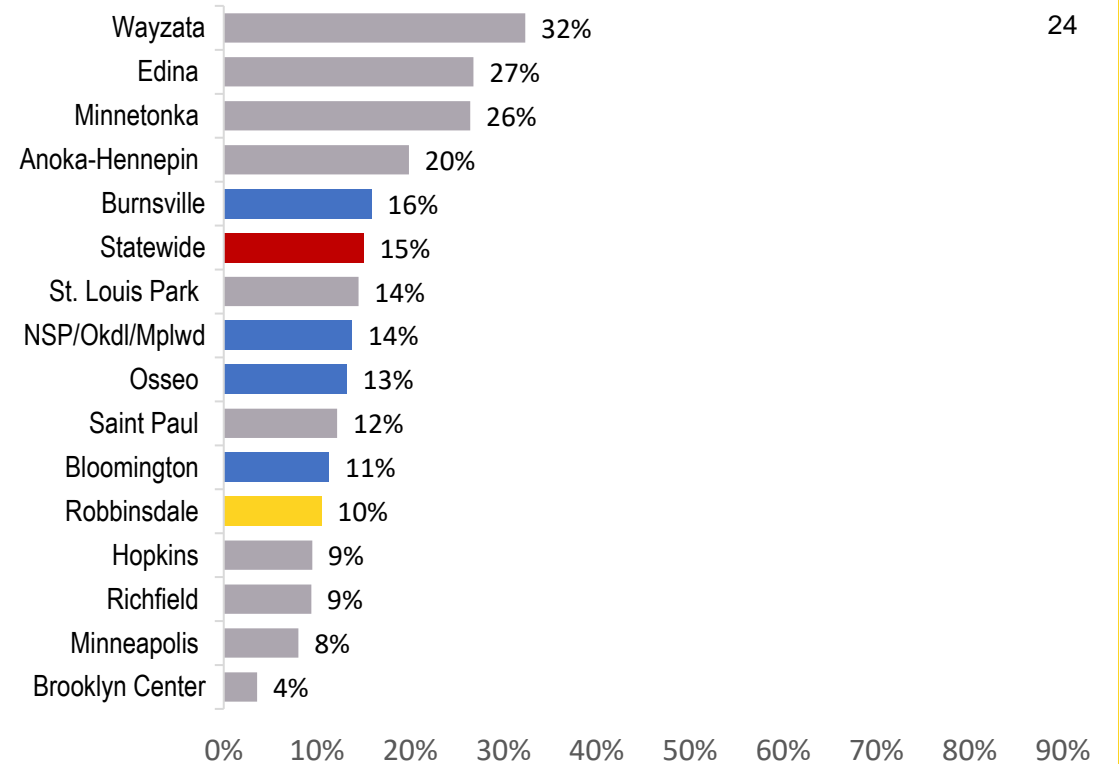


# Reading MCA: Percent Proficient Elementary Schools– grades 3-5

## English Learners 2019



## English Learners 2022





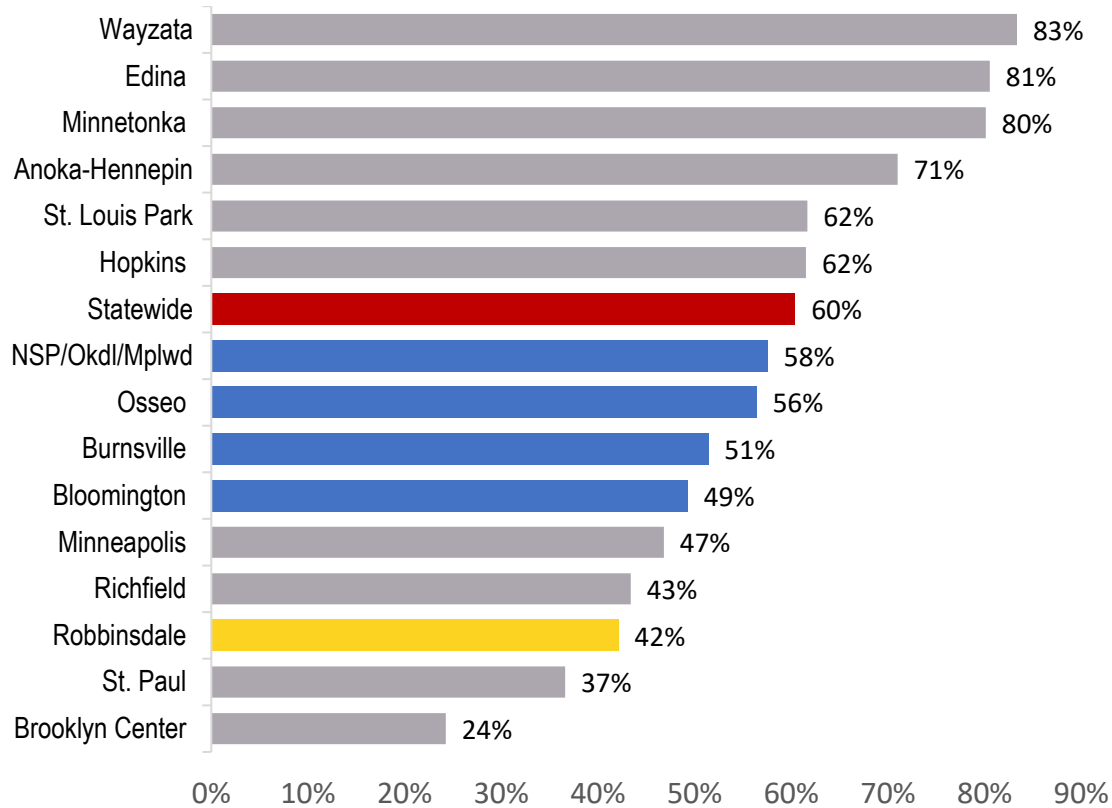
# Elementary

# Math

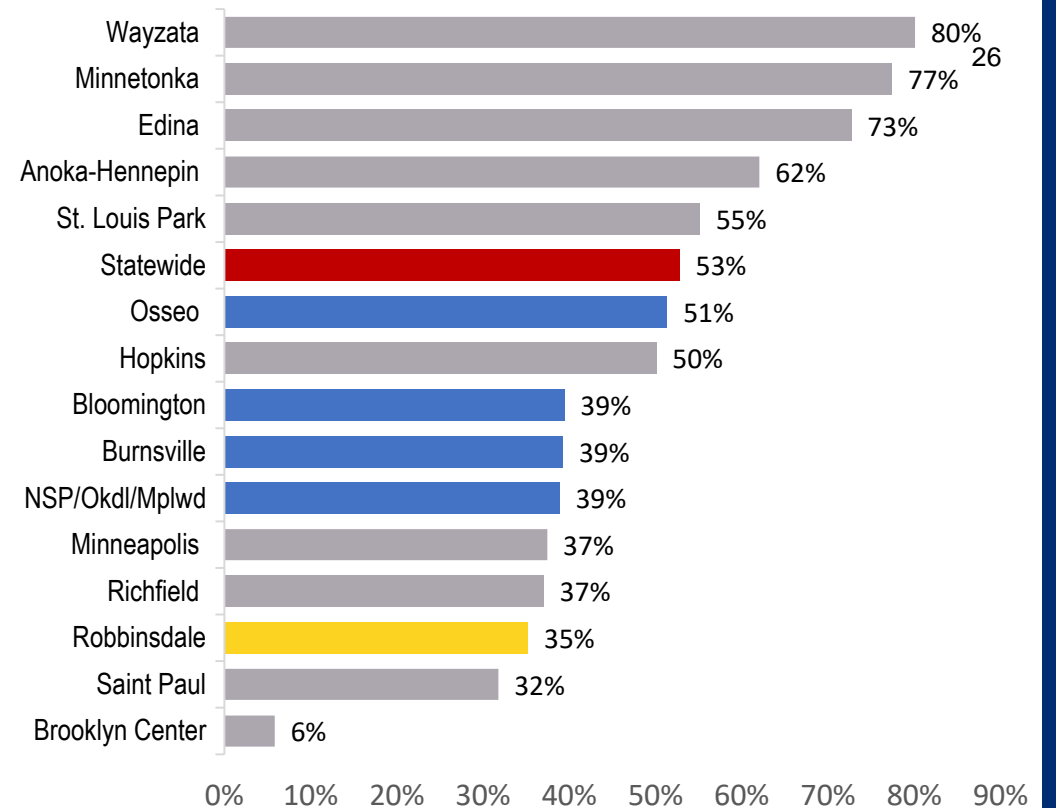


# Math MCA: Percent Proficient Elementary Schools– grades 3-5

## All Elementary Students 2019

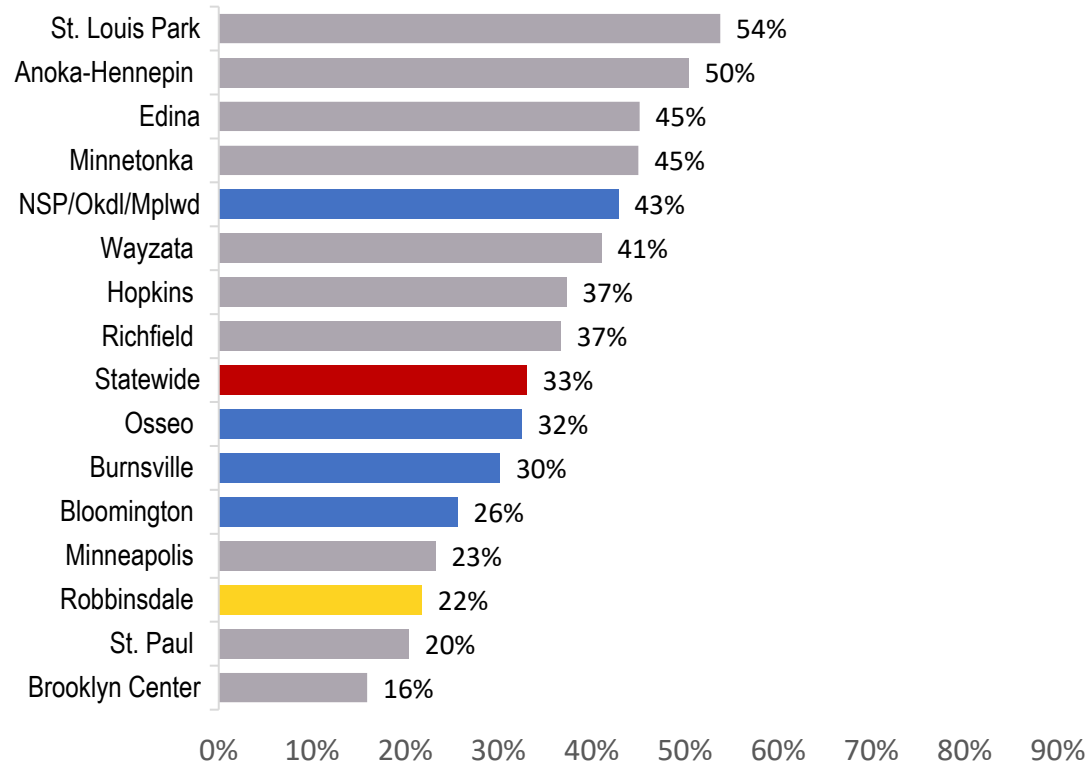


## All Elementary Students 2022

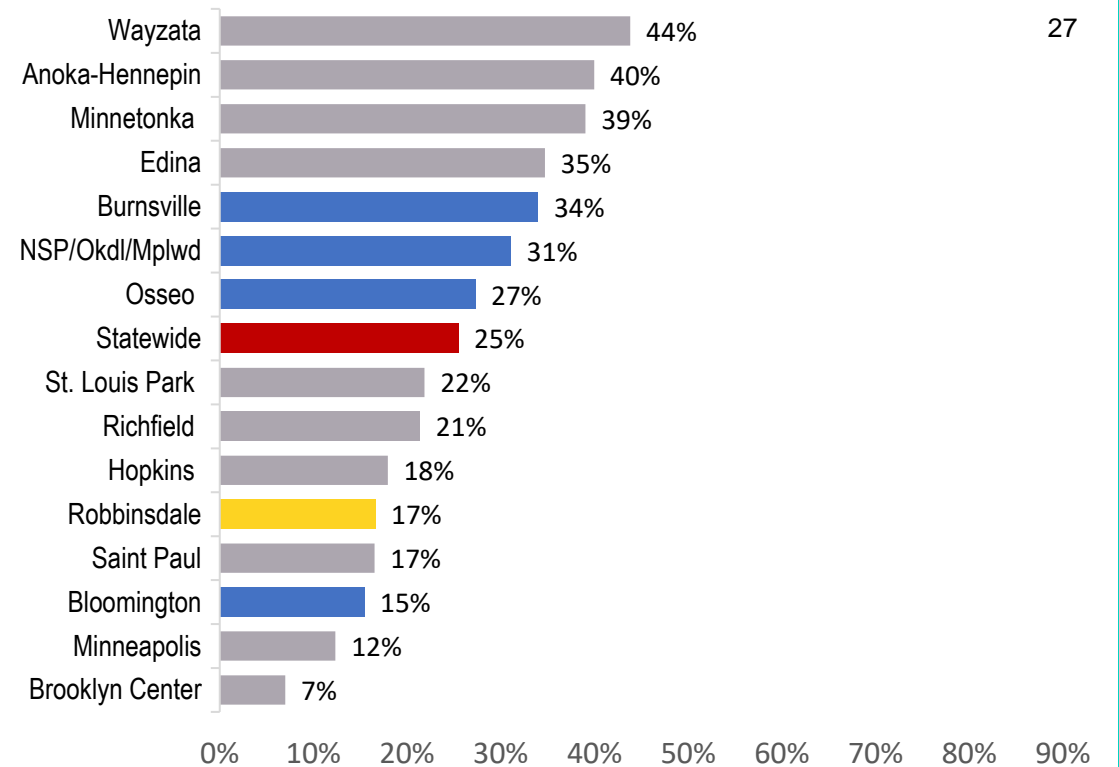


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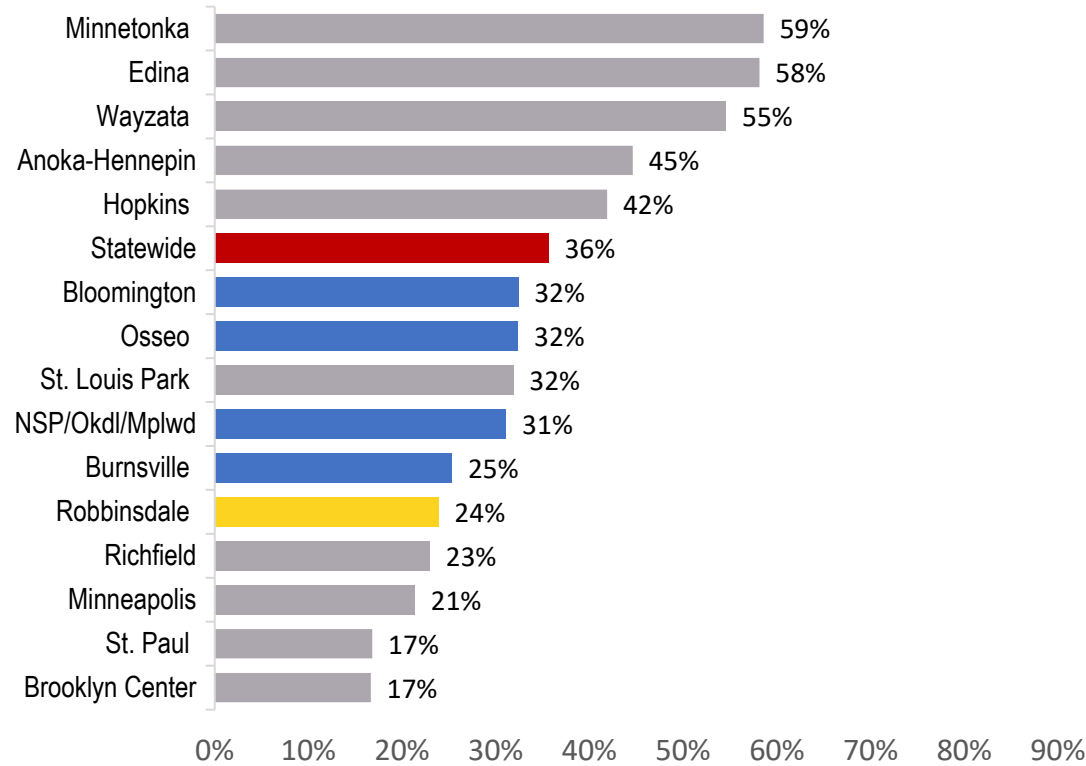


## Black/ African Am Students 2022

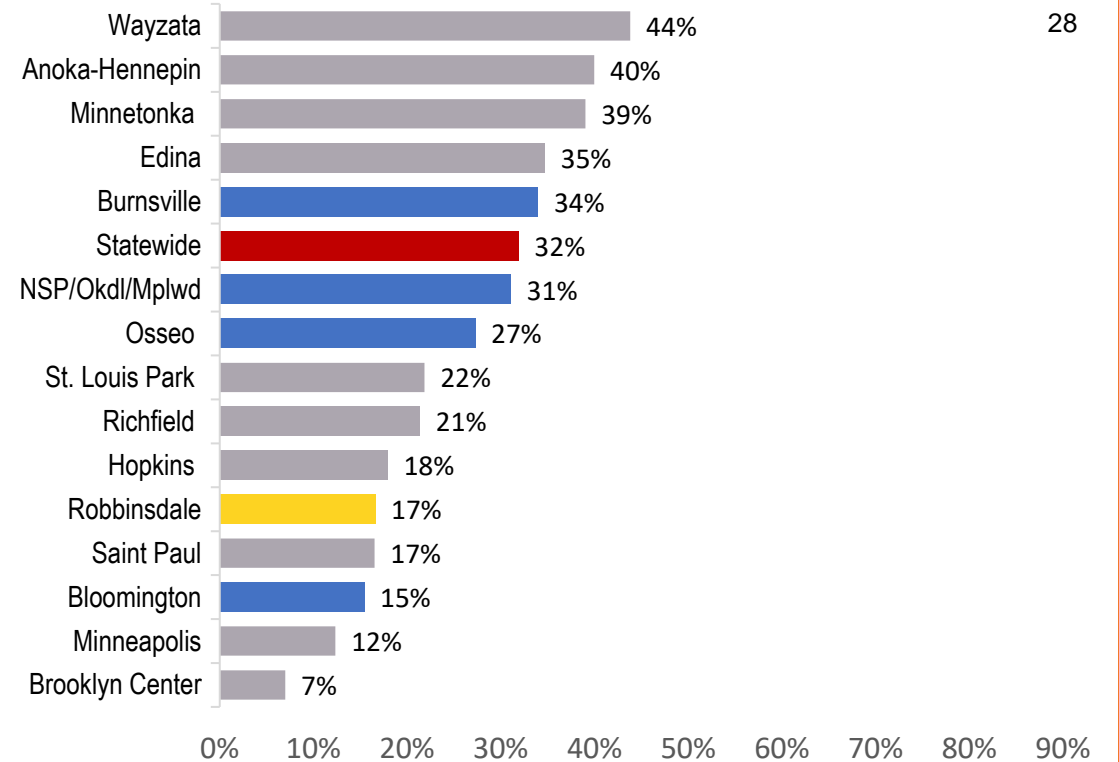


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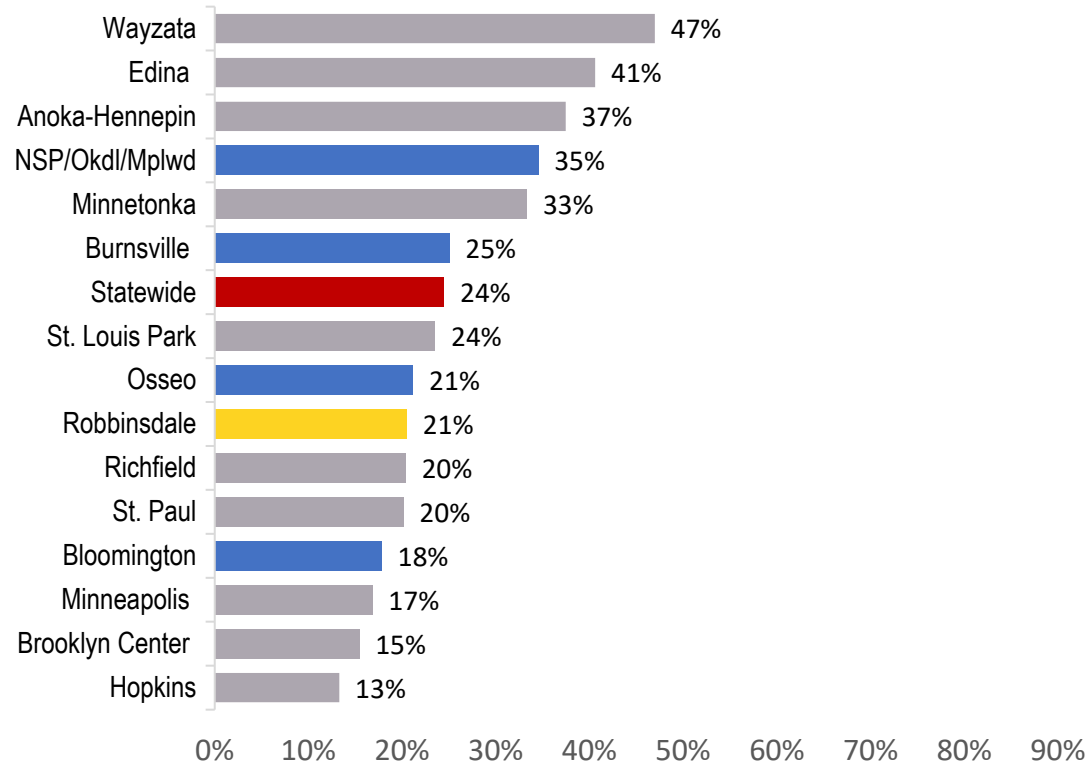


## Special Education Students 2022

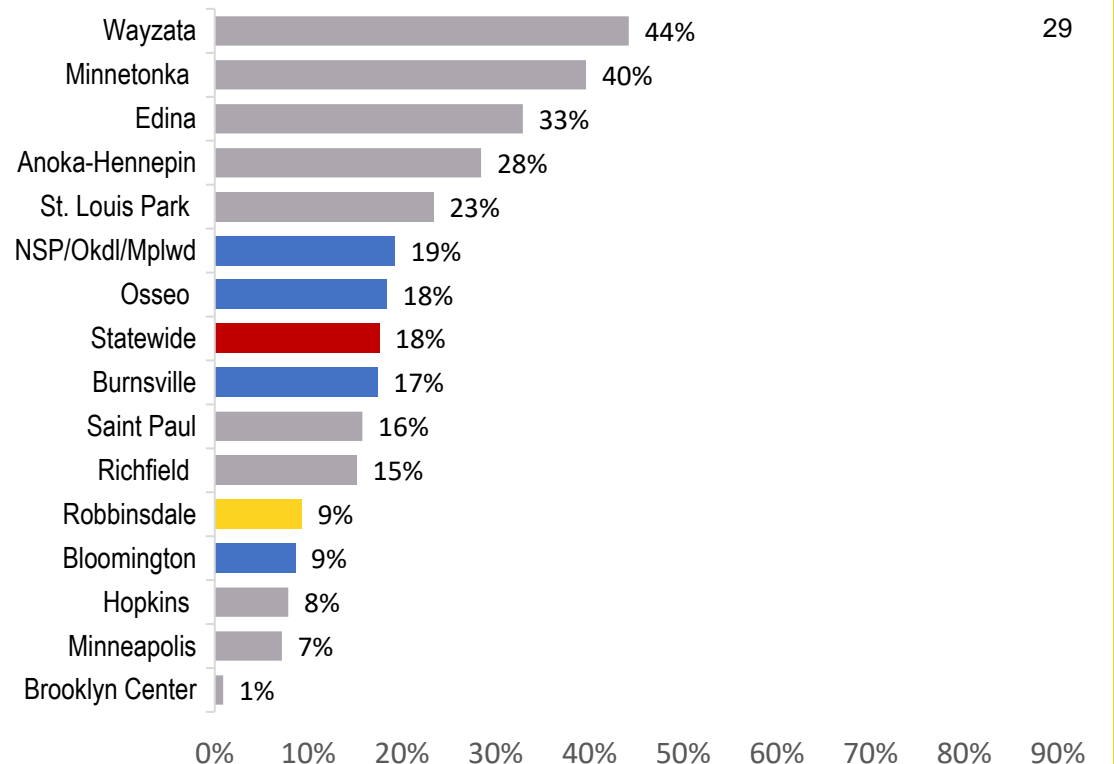


# Math MCA: Percent Proficient Elementary Schools– grades 3-5

## English Learners 2019



## English Learners 2022



# Elementary Schools: Teaching and Learning

## Strategic Plan

Theme A: Academic Achievement

Theme B: Student Wellness

**A: Academic Achievement: Objective 1:** Enhance cultural relevance of curriculum for students

- **LETRS-** All K-5 teachers, special education and EL teachers trained by end of 2023.
- **Culturally and Linguistically Responsive Teaching:** Cohorts trained 2023, 3-year plan through 2025.
- **Curriculum Adoption-** Math (2021) professional development.

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**A: Academic Achievement: Objective 2:** Enhance an equitable learning system from early childhood to adults

- **Modern Classroom:** In year two of implementation through 2025.

**A: Academic Achievement: Objective 3:** Increase responsiveness to individual student strengths and needs

- **MTSS:** Use the data protocol to analyze data and make educational decisions that meet students' needs. All Instructional Leadership Teams were trained on the data protocol this fall. Additional staff will be trained moving forward.

**B: Student Wellness: Objective 3:** Increase support for student social, emotional, and mental wellness

- **Restorative Practices Training** for all schools, mental health training for social workers, school linked therapists.



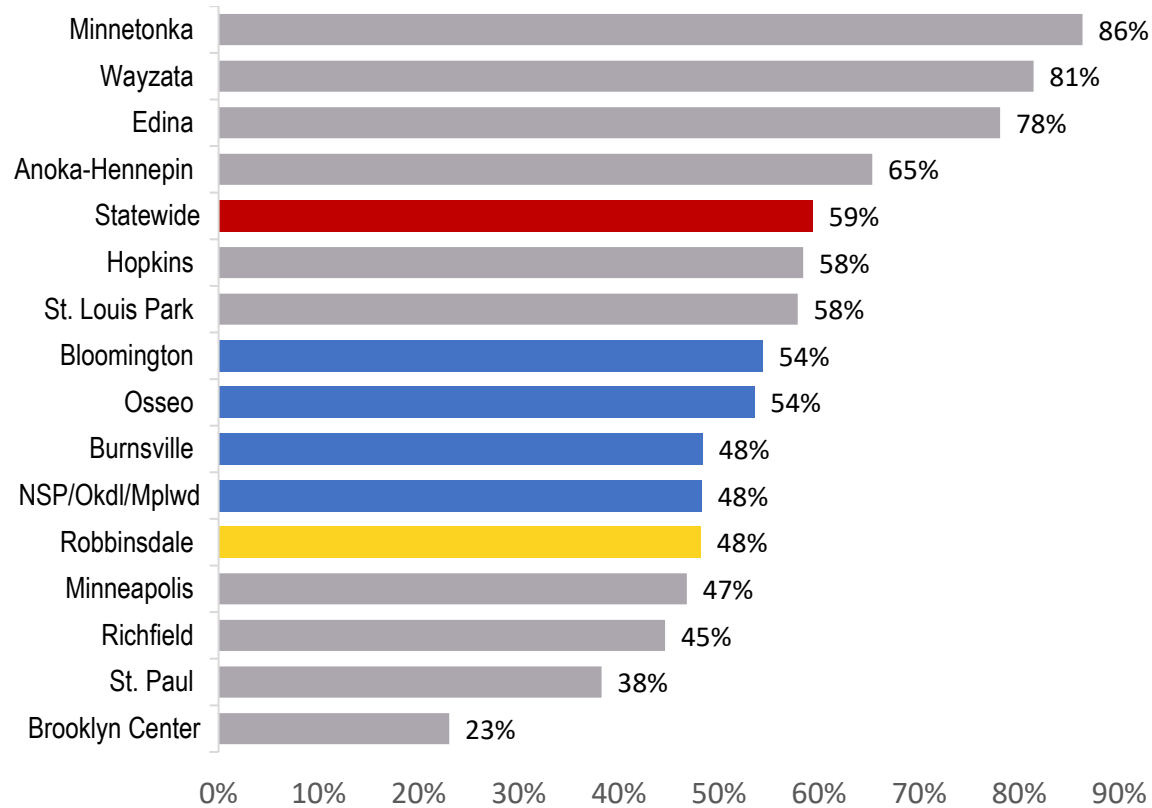
# Middle School

# Reading

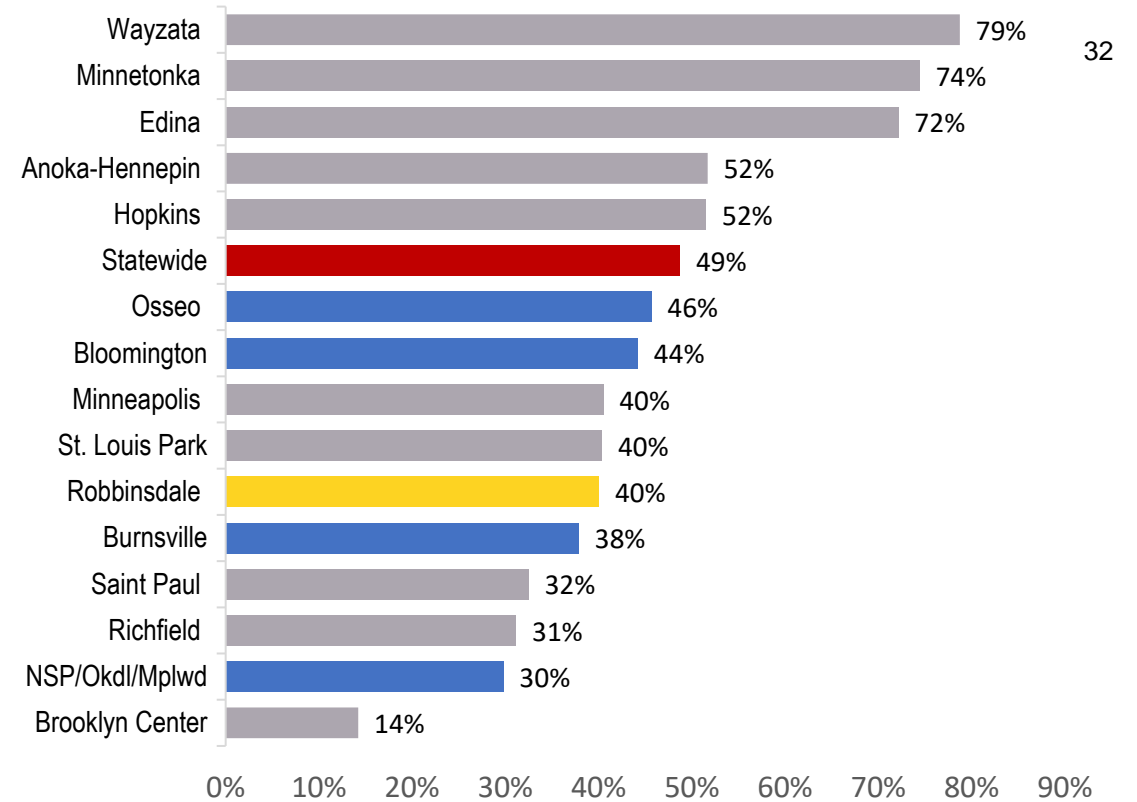


# Reading MCA: Percent Proficient Middle Schools

## All Middle School Students 2019

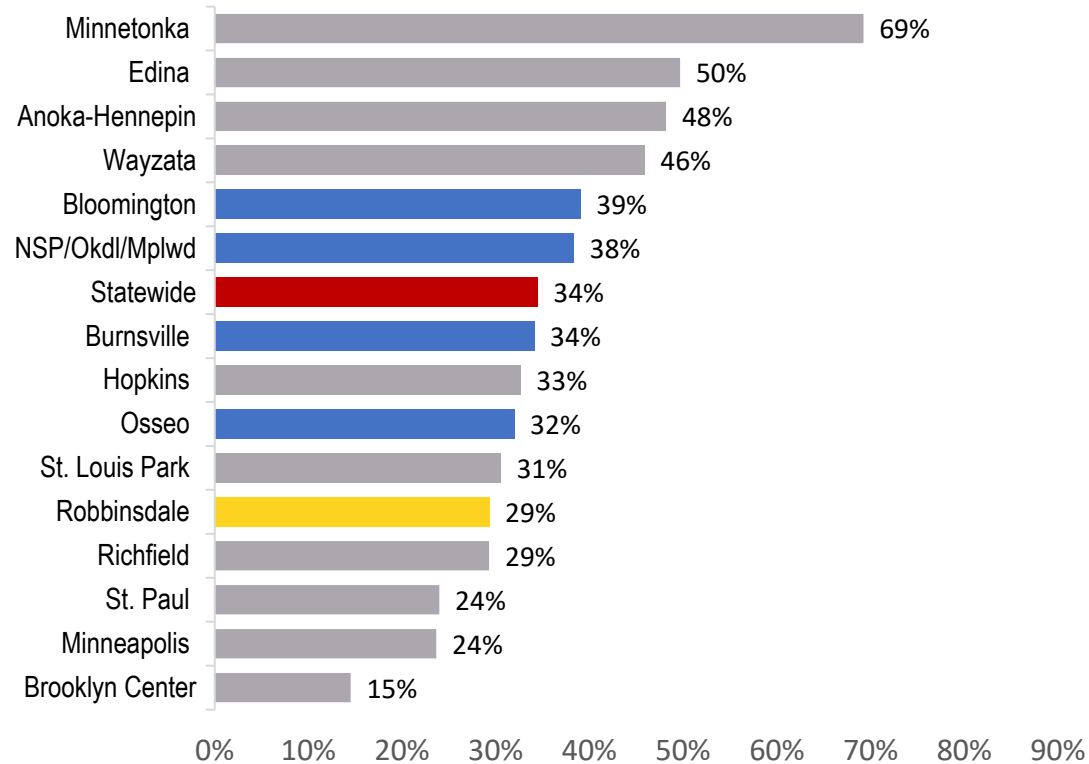


## All Middle School Students 2022

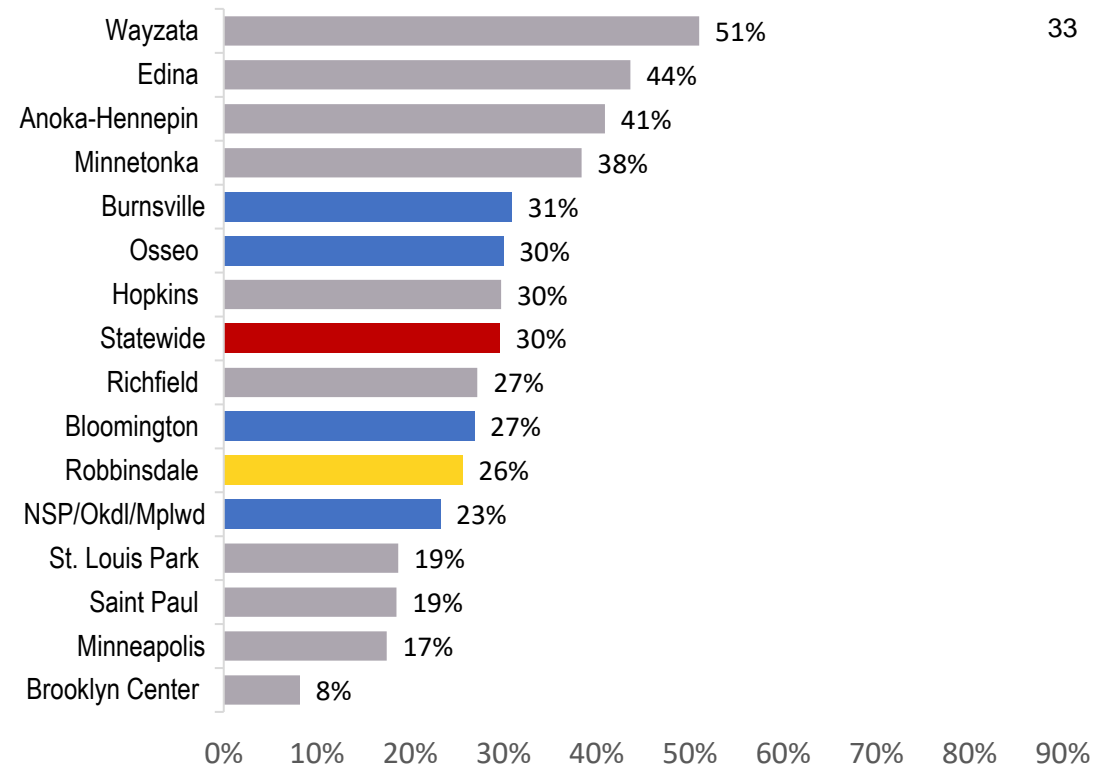


# Reading MCA: Percent Proficient Middle Schools

## Black/ African Am Students 2019

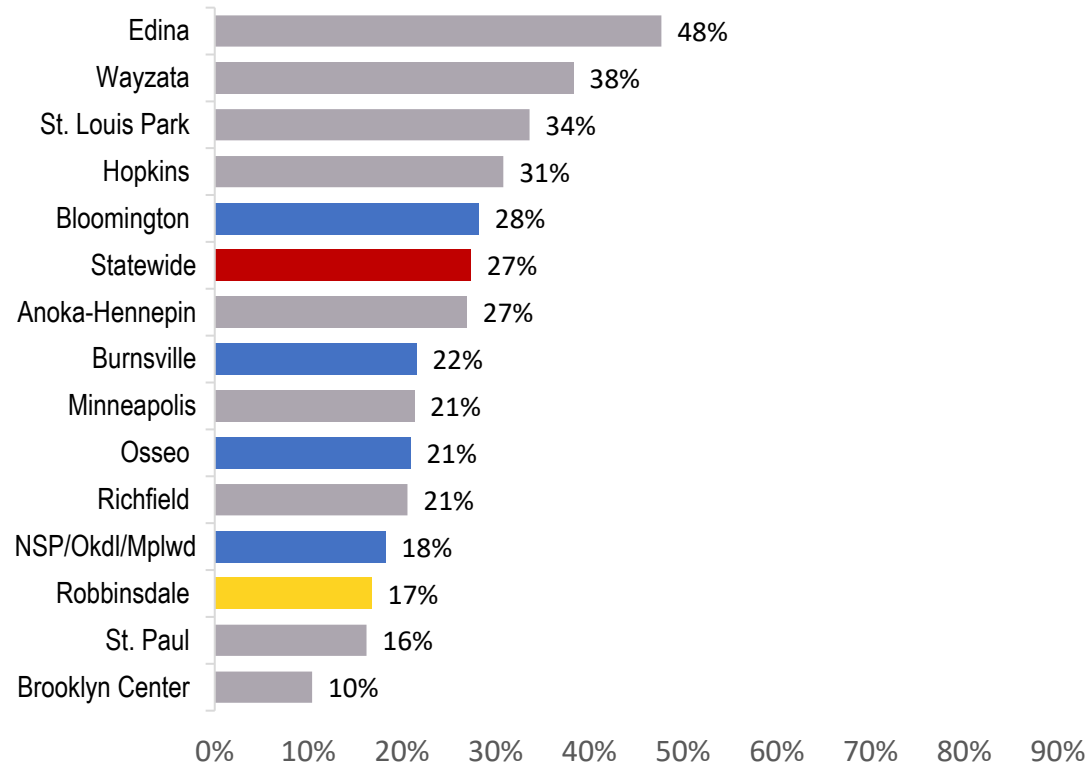


## Black/ African Am Students 2022

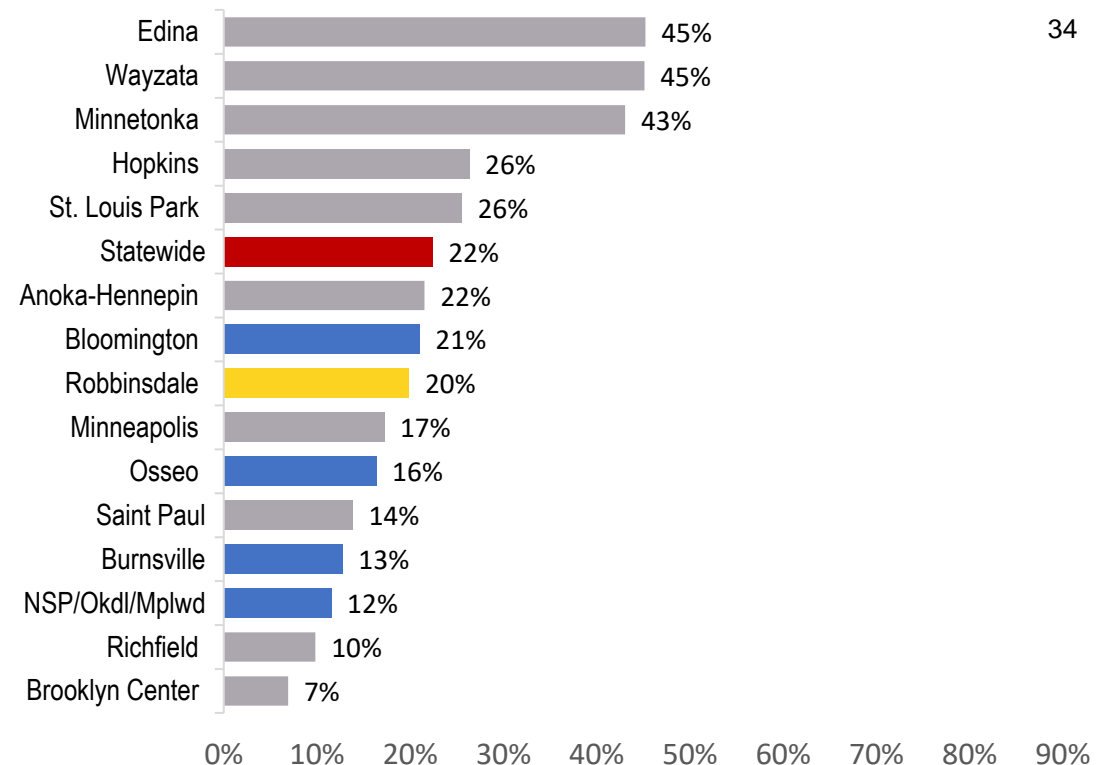


# Reading MCA: Percent Proficient Middle Schools

## Special Education Students 2019

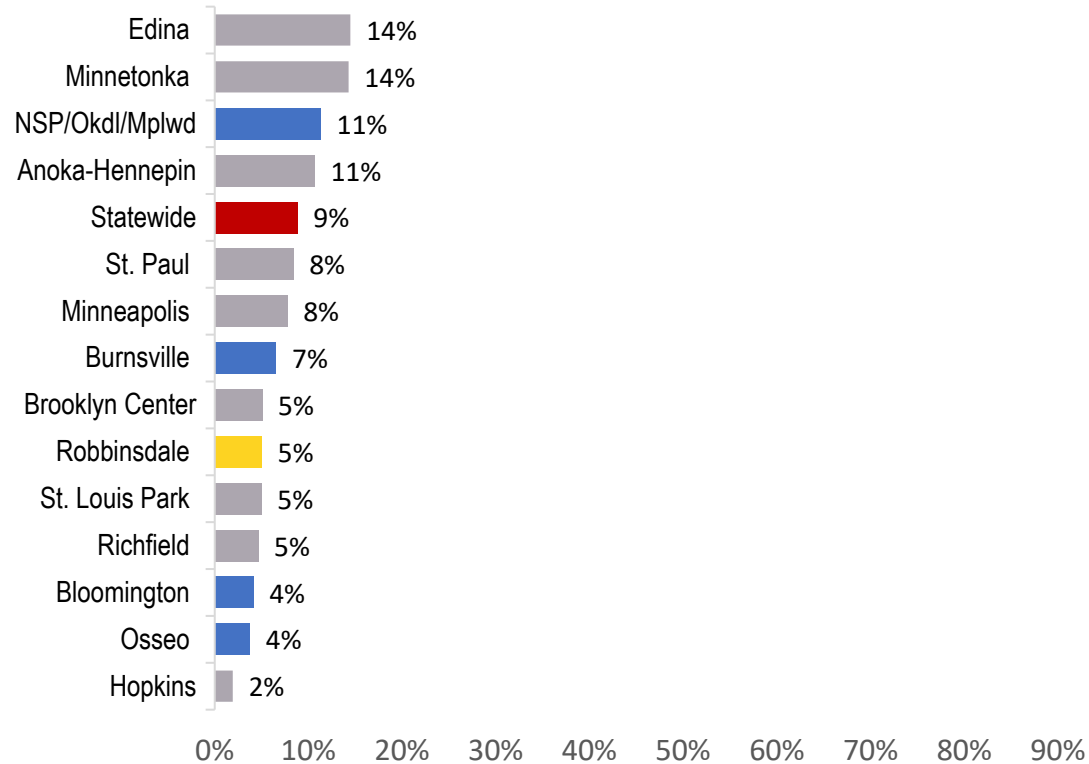


## Special Education Students 2022

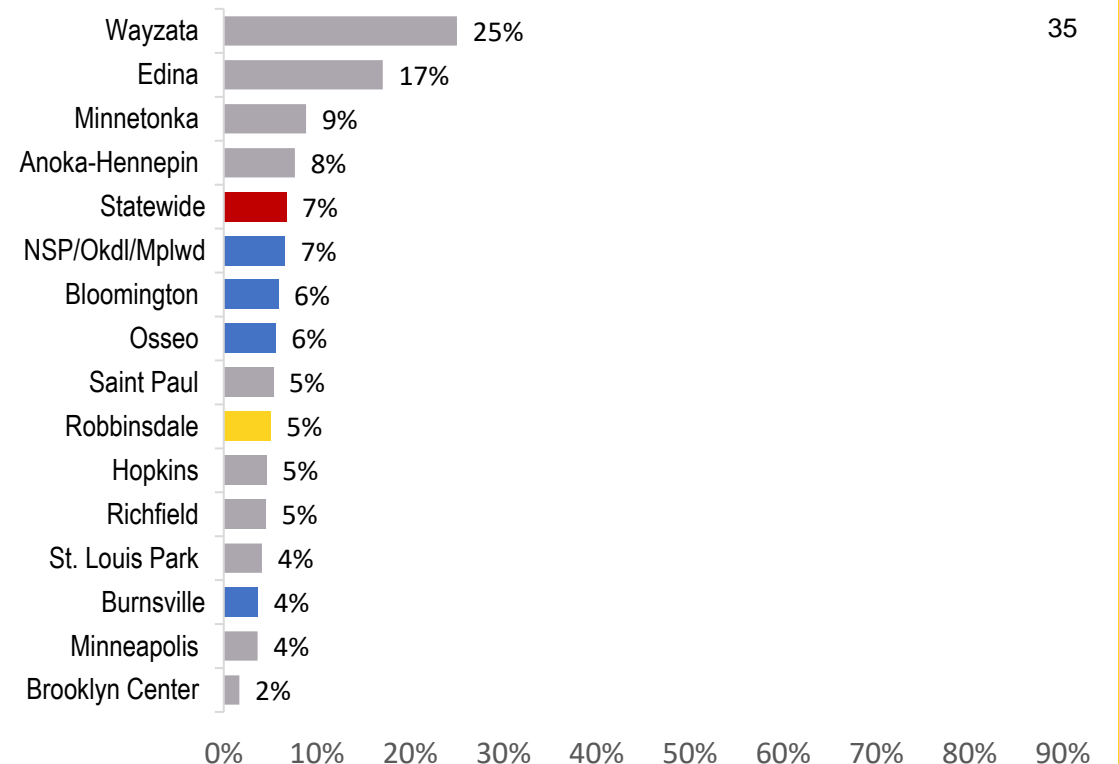


# Reading MCA: Percent Proficient Middle Schools

## English Learners 2019



## English Learners 2022





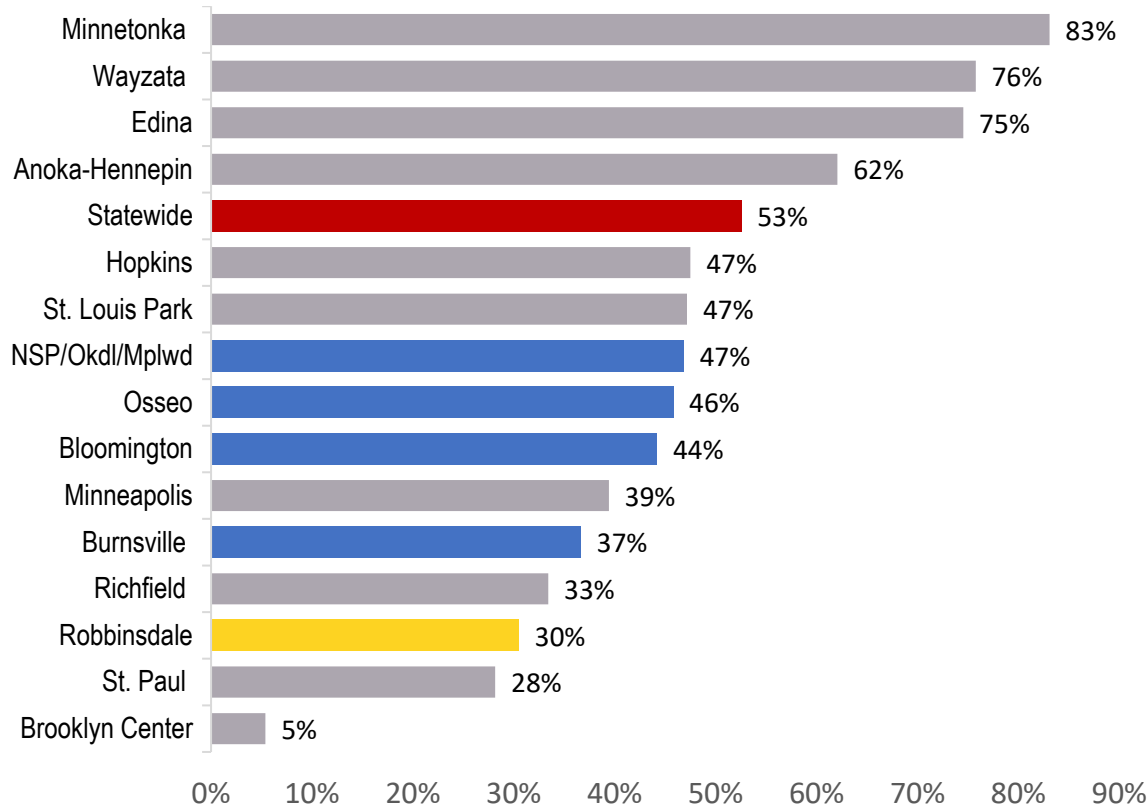
# Middle School

## Math

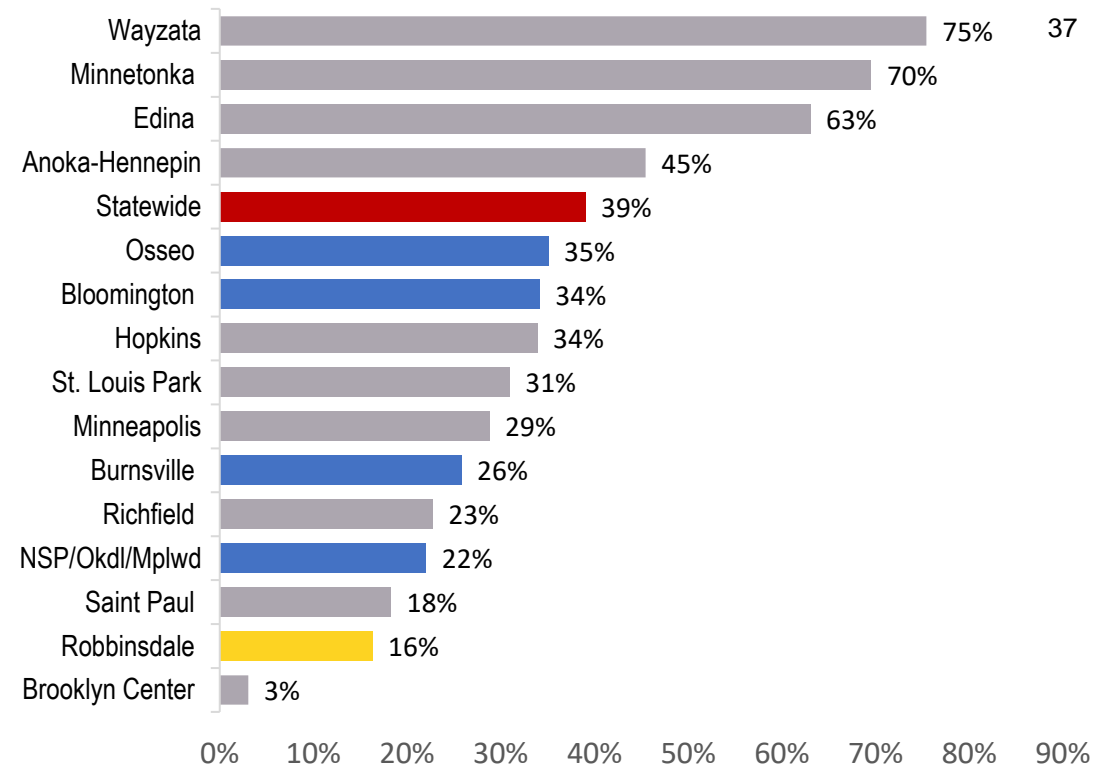


# Math MCA: Percent Proficient Middle Schools

## All Middle School Students 2019

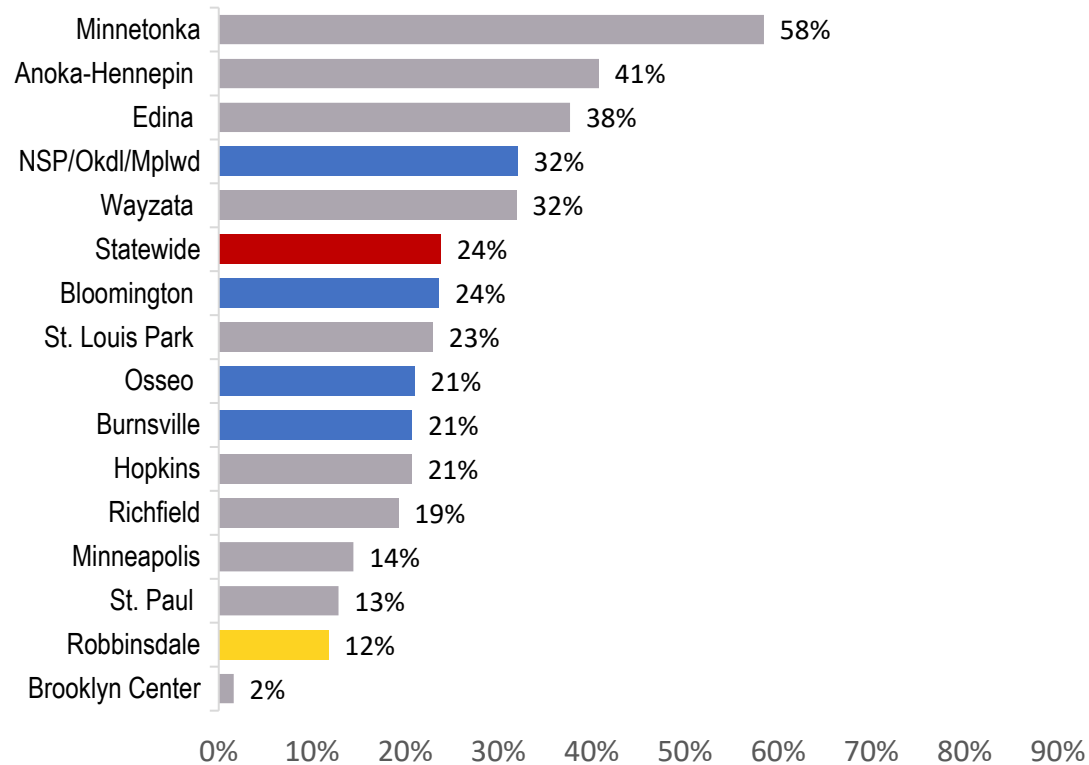


## All Middle School Students 2022

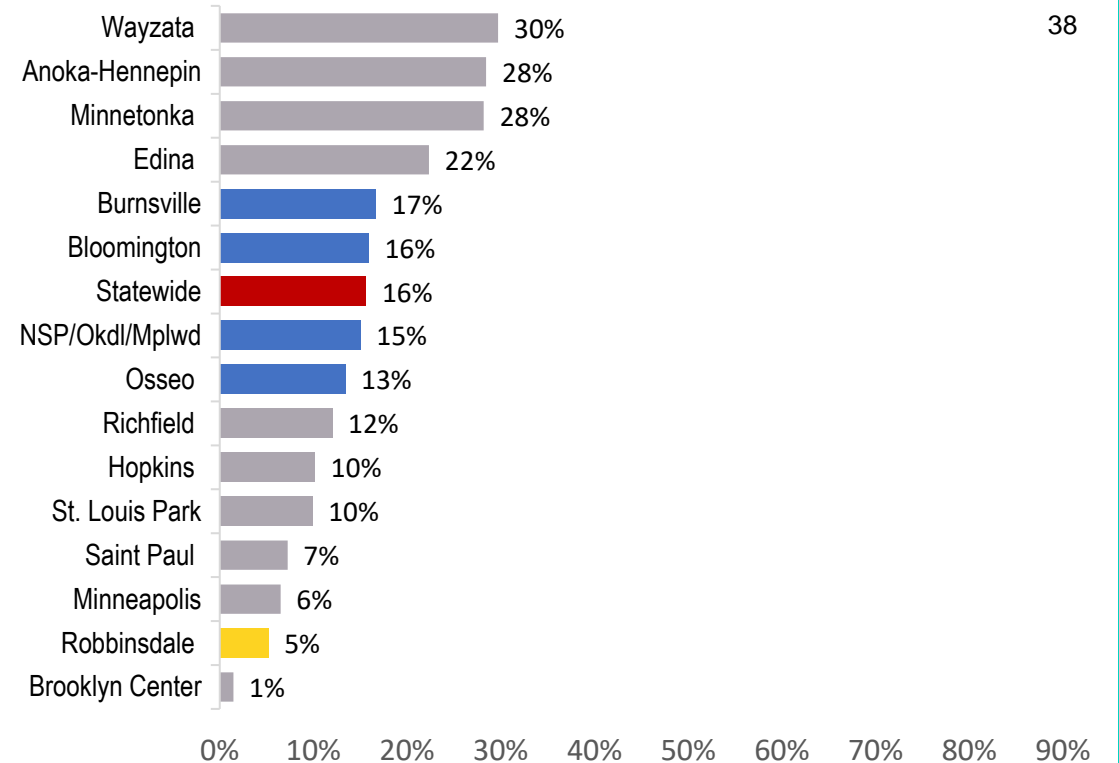


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## Black/ African Am Students 2019

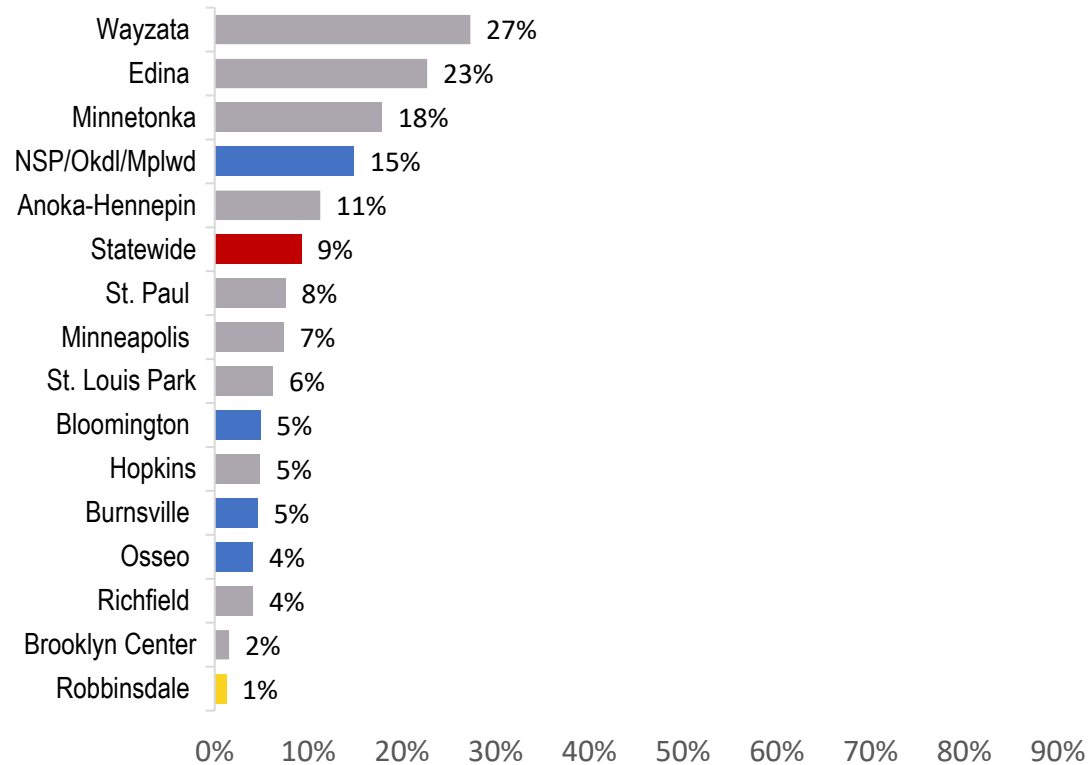


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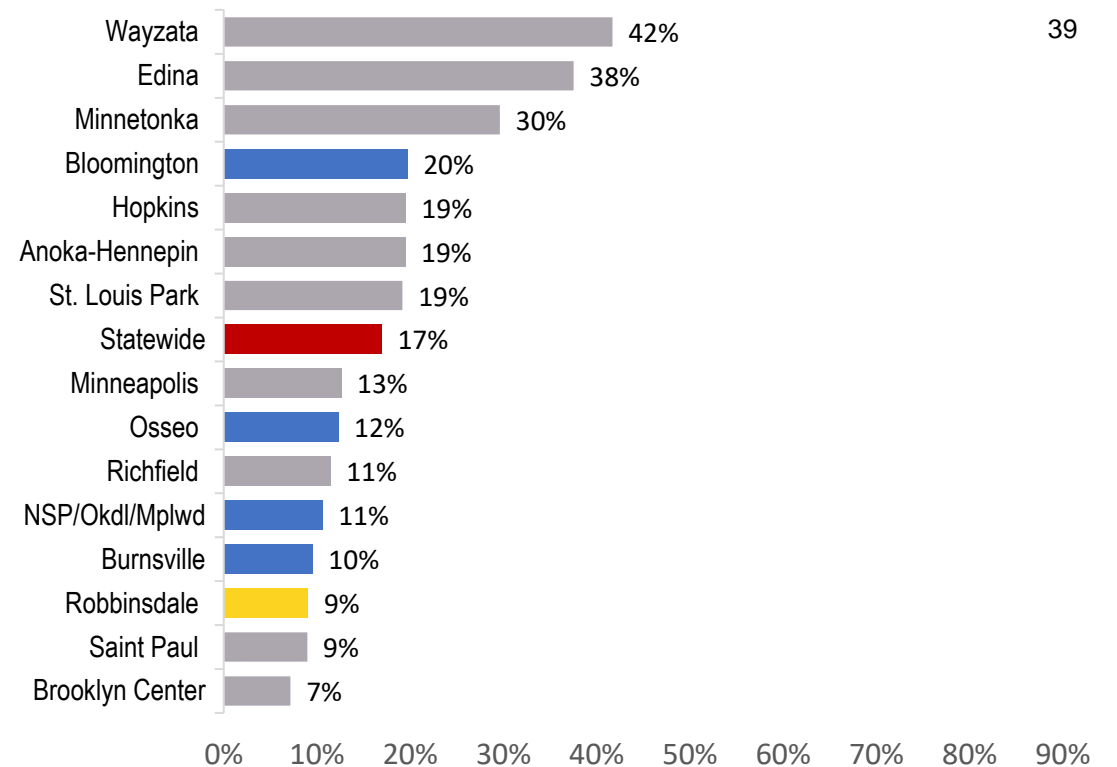


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## Special Education Students 2019

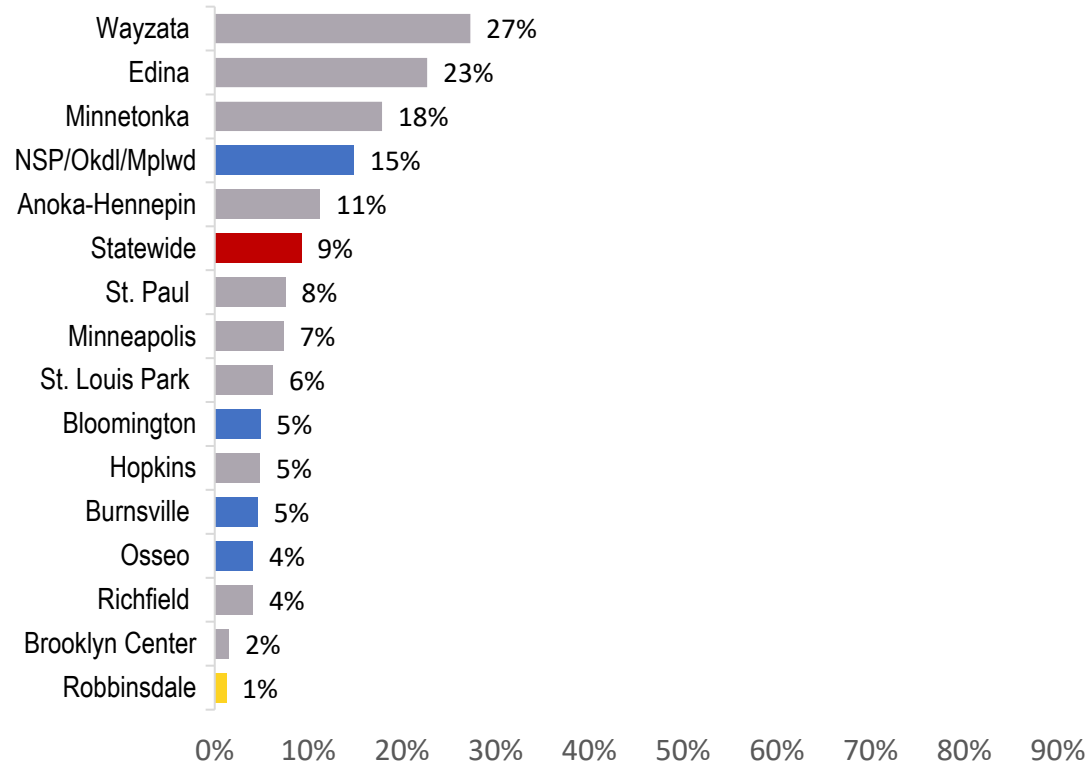


## Special Education Students 2022

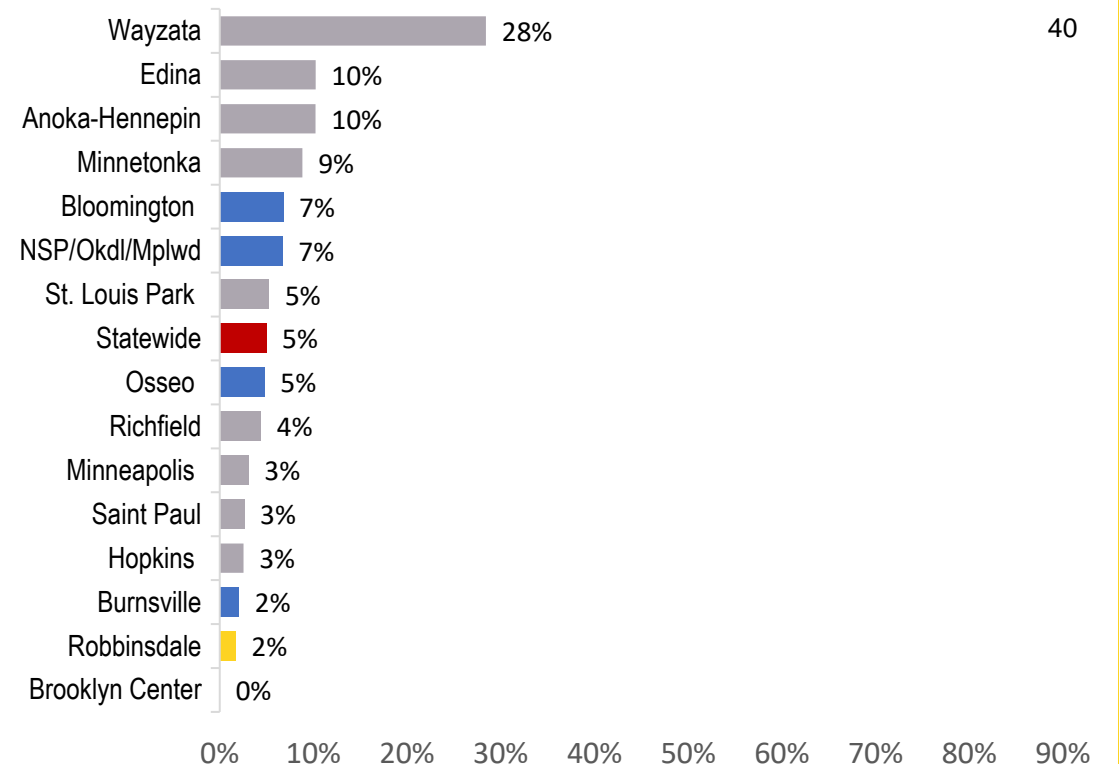


# Math MCA: Percent Proficient Middle Schools

## English Learners 2019



## English Learners 2022



# Middle School: Teaching and Learning

## Strategic Plan

Theme A: Academic Achievement

Theme B: Student Wellness

**A: Academic Achievement: Objective 1:** Enhance cultural relevance of curriculum for students

- **Culturally and Linguistically Responsive Teaching-** Cohorts trained 2023, 3 year plan through 2025.
- **Curriculum Adoptions-** Math (2021) and Science (2022) professional development.

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**A: Academic Achievement: Objective 2:** Enhance an equitable learning system from early childhood to adults

- **Modern Classroom-** In year two of implementation through 2025.
- **Middle School Redesign-** Beginning 2022.

**A: Academic Achievement: Objective 3:** Increase responsiveness to individual student strengths and needs

- **MTSS-** Use the data protocol to analyze data and make educational decisions that meet students' needs. All Instructional Leadership Teams were trained on the data protocol this fall. Additional staff will be trained moving forward.

**B: Student Wellness: Objective 3:** Increase support for student social, emotional, and mental wellness

- **Restorative Practices Training** for all schools, mental health training for social workers, school linked therapists.
- **Community Schools-** Sandburg Middle and Robbinsdale Middle



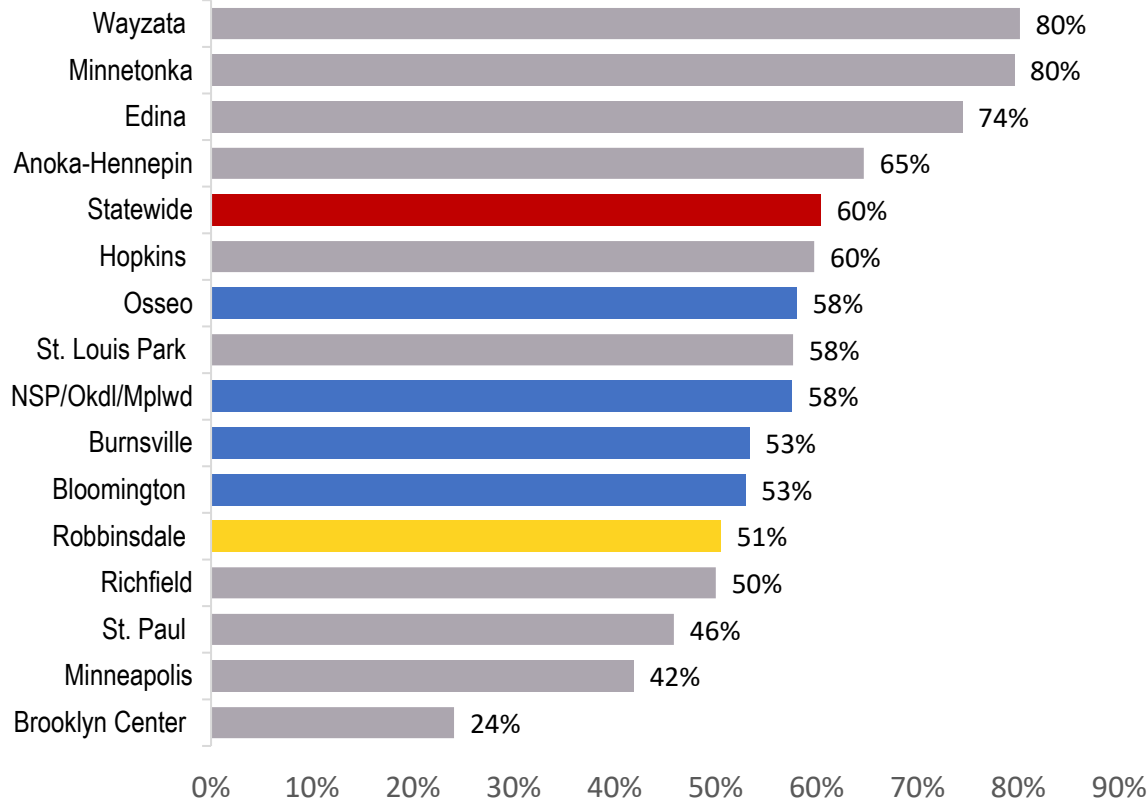
# High School

# Reading

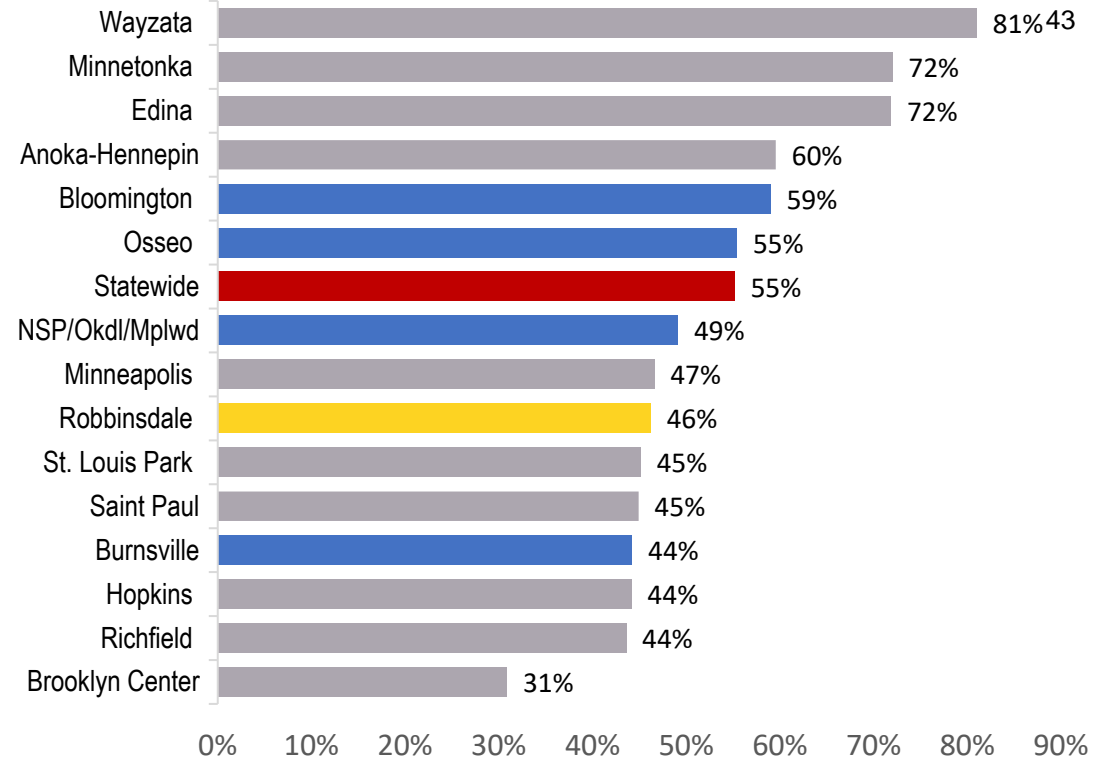


# Reading MCA: Percent Proficient High Schools: Grade 10

## All High School Students 2019

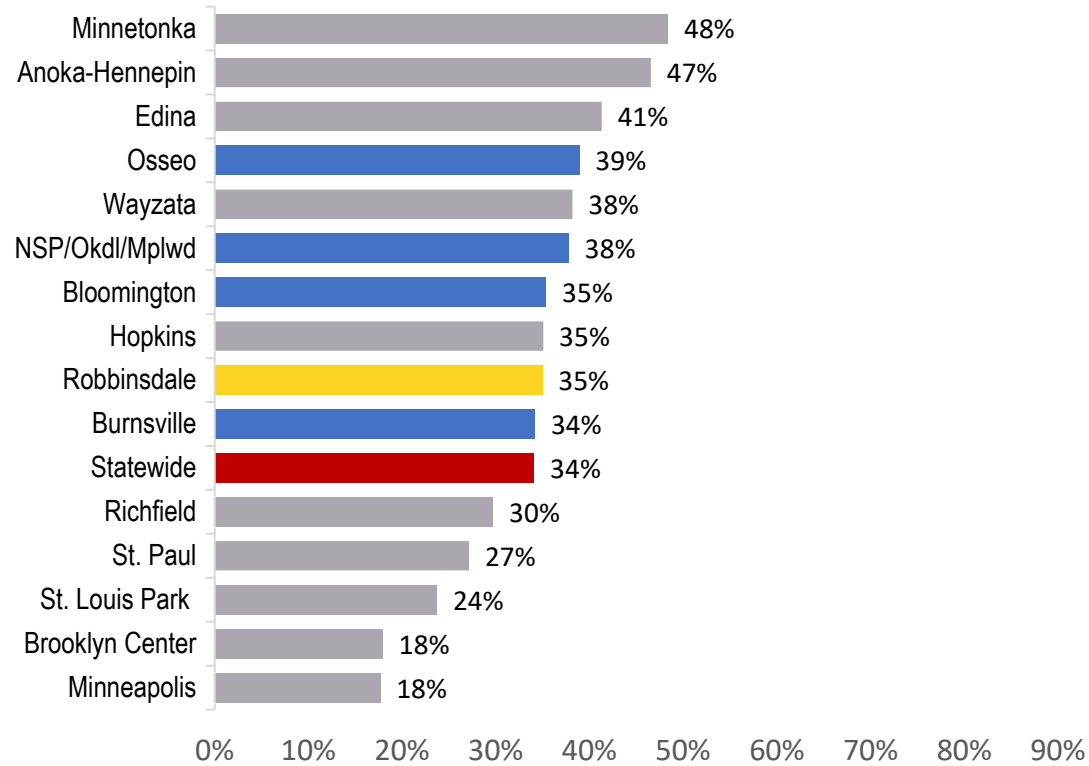


## All High School Students 2022

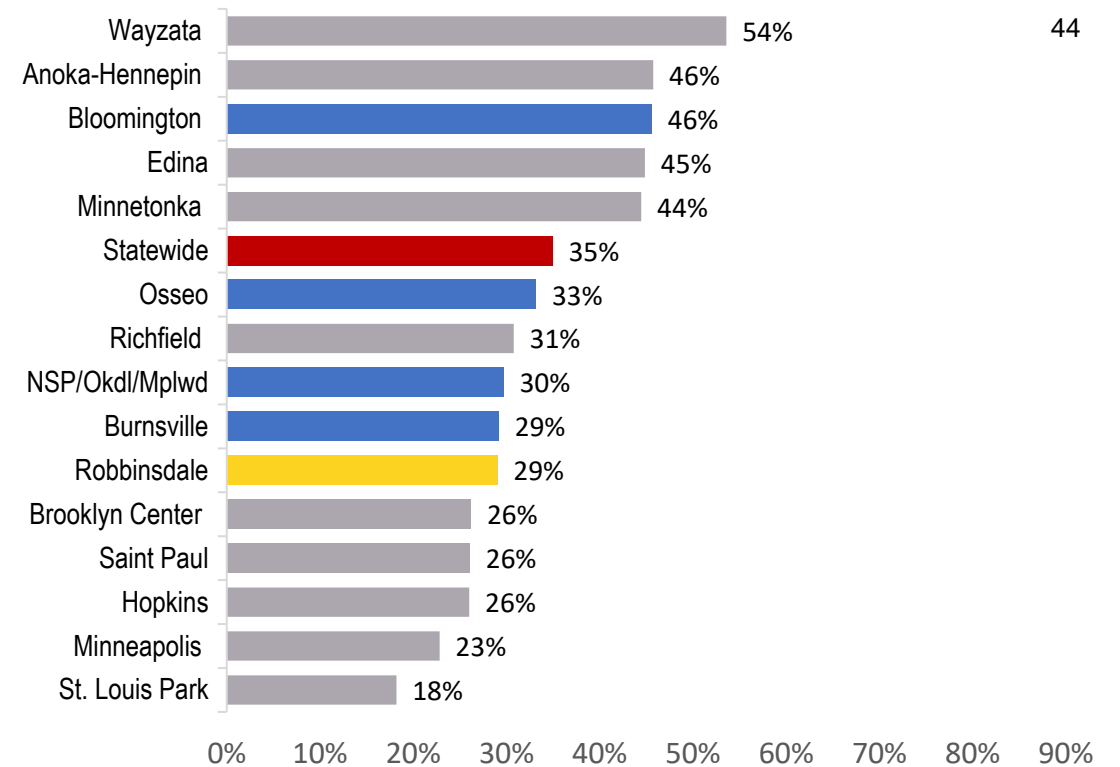


# Reading MCA: Percent Proficient High Schools: Grade 10

## Black/ African Am Students 2019

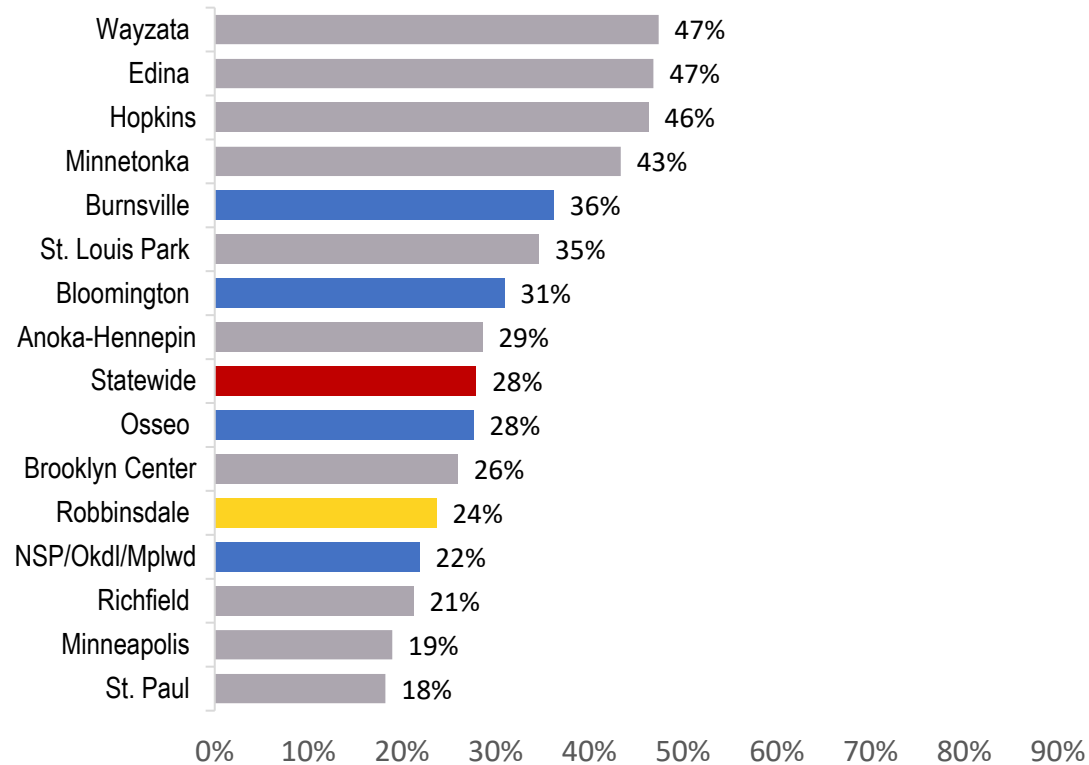


## Black/ African Am Students 2022

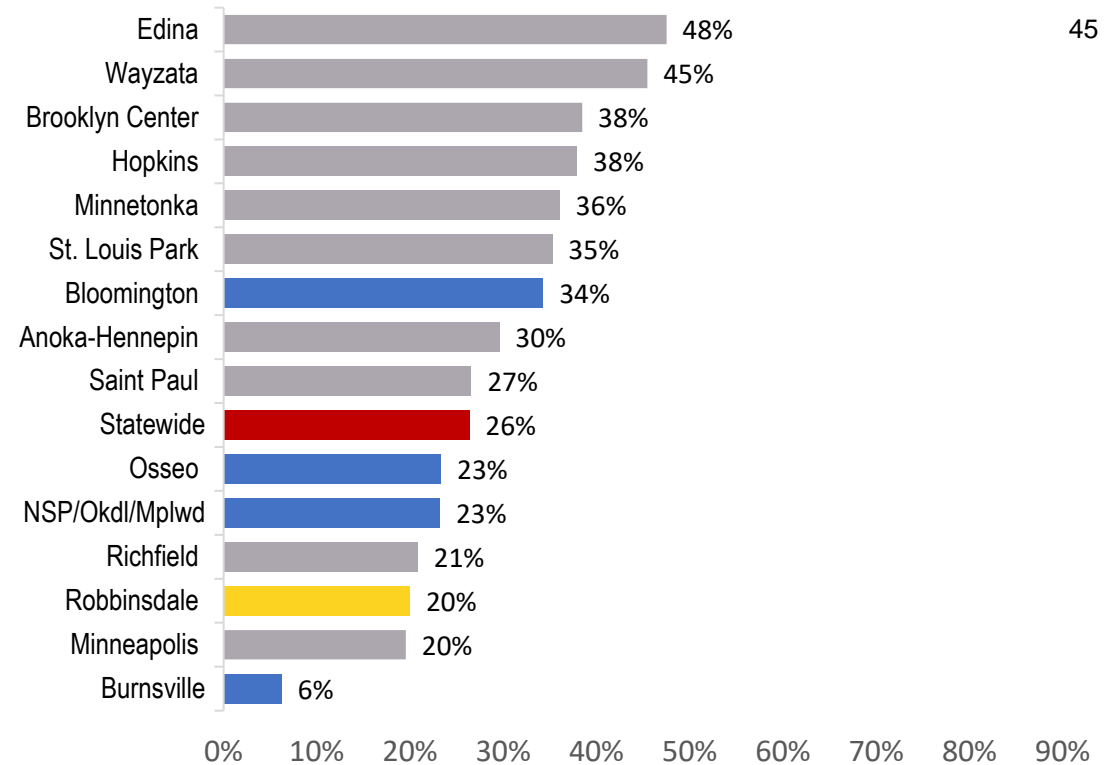


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## Special Education Students 2019

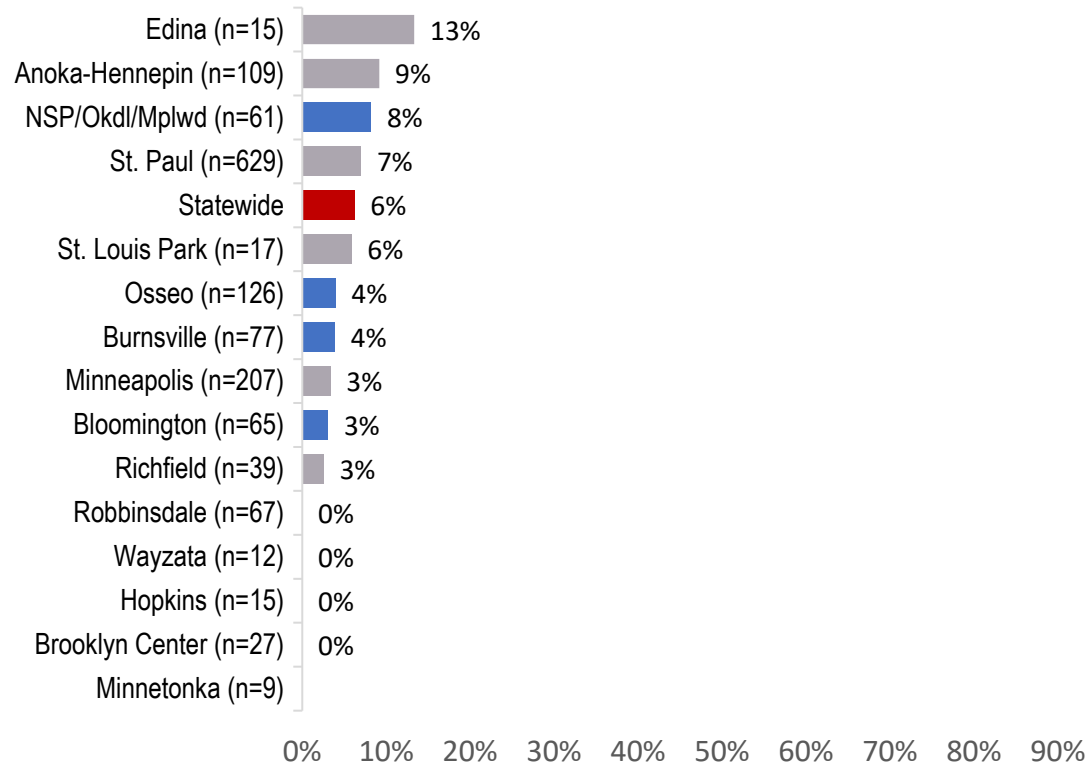


## Special Education Students 2022

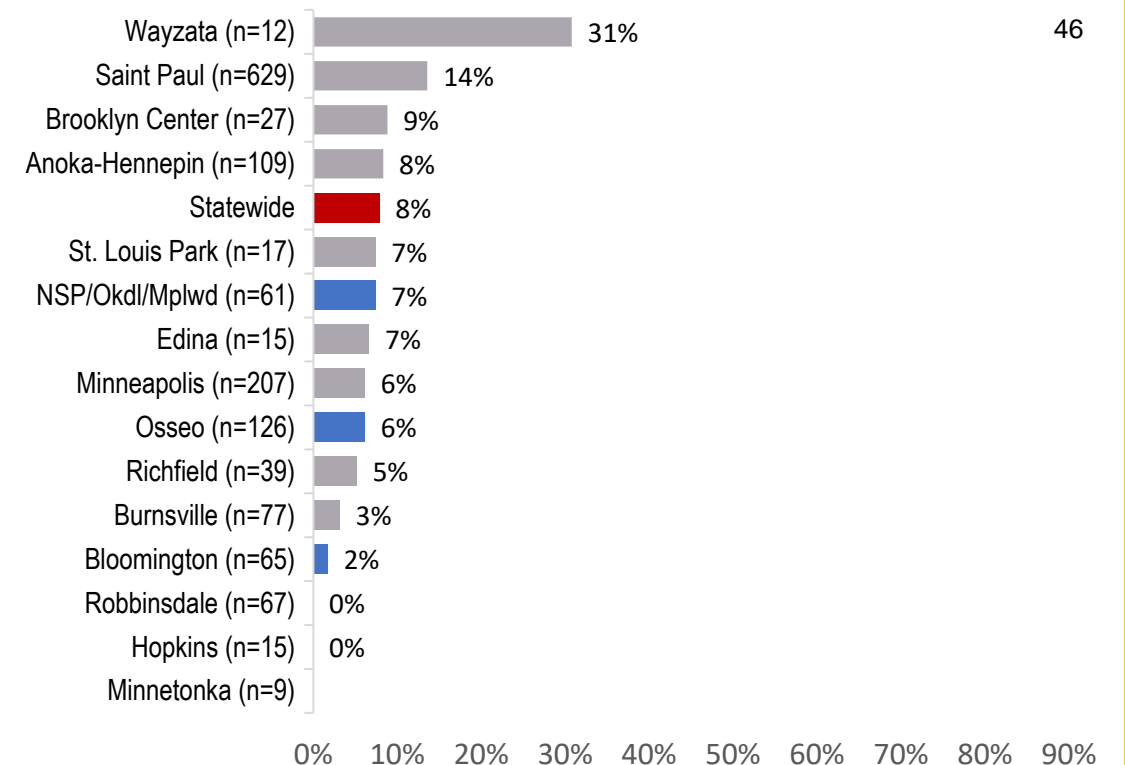


# Reading MCA: Percent Proficient High Schools: Grade 10

## English Learners 2019



## English Learners 2022





# High School

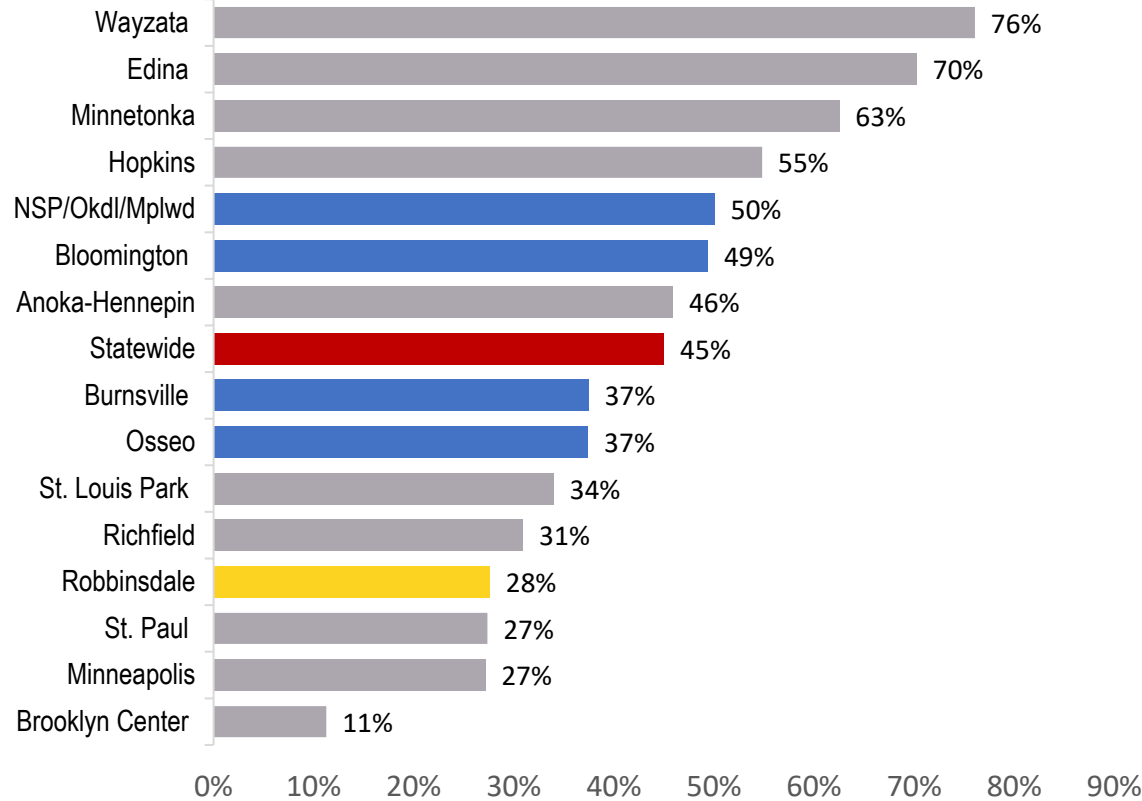
# Math



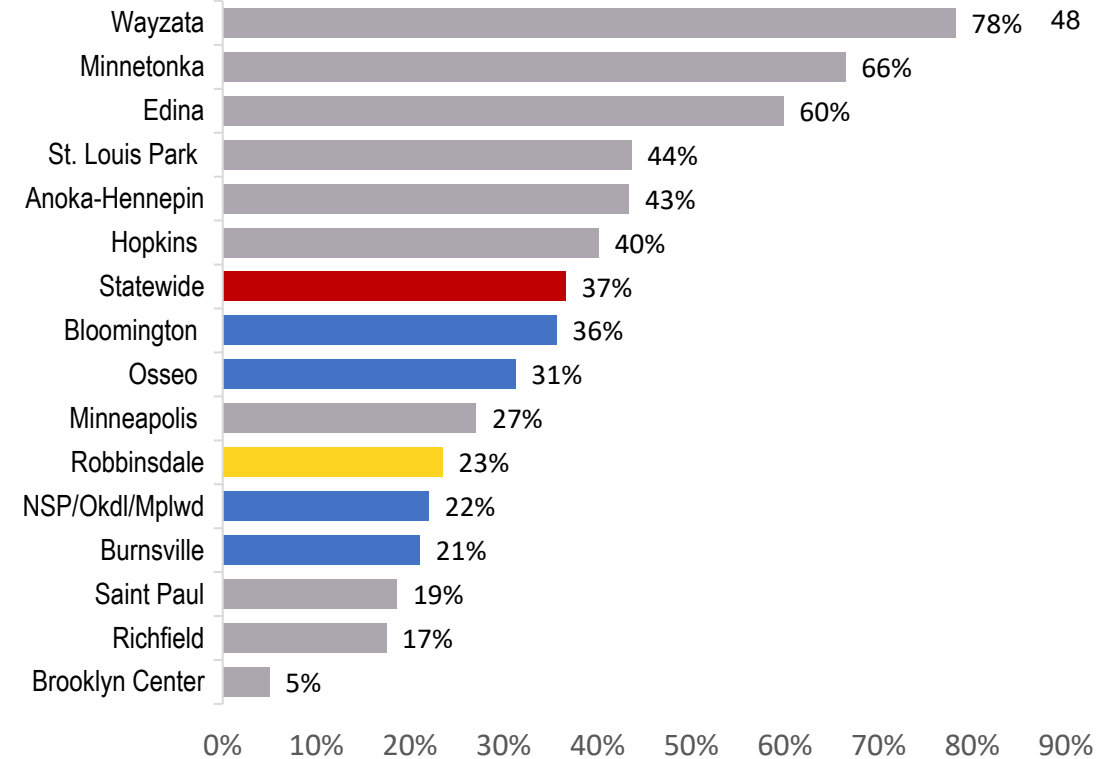
# Math MCA: Percent Proficient

## High Schools: Grade 11

### All High School Students 2019



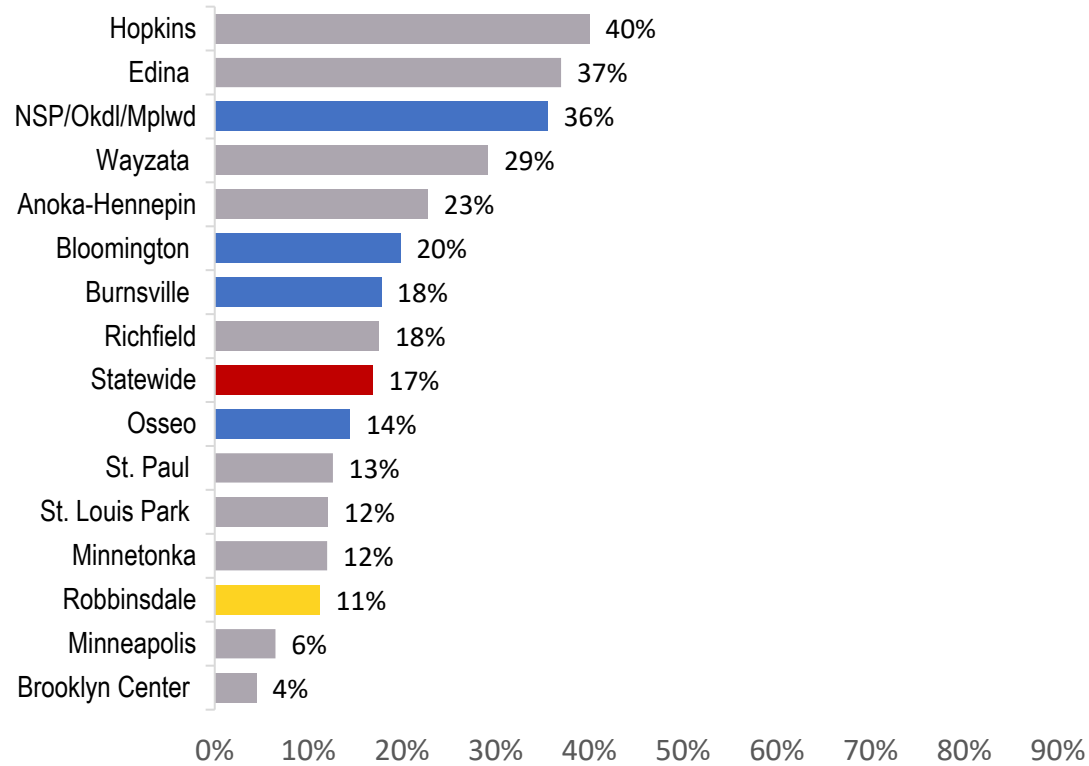
### All High School Students 2022



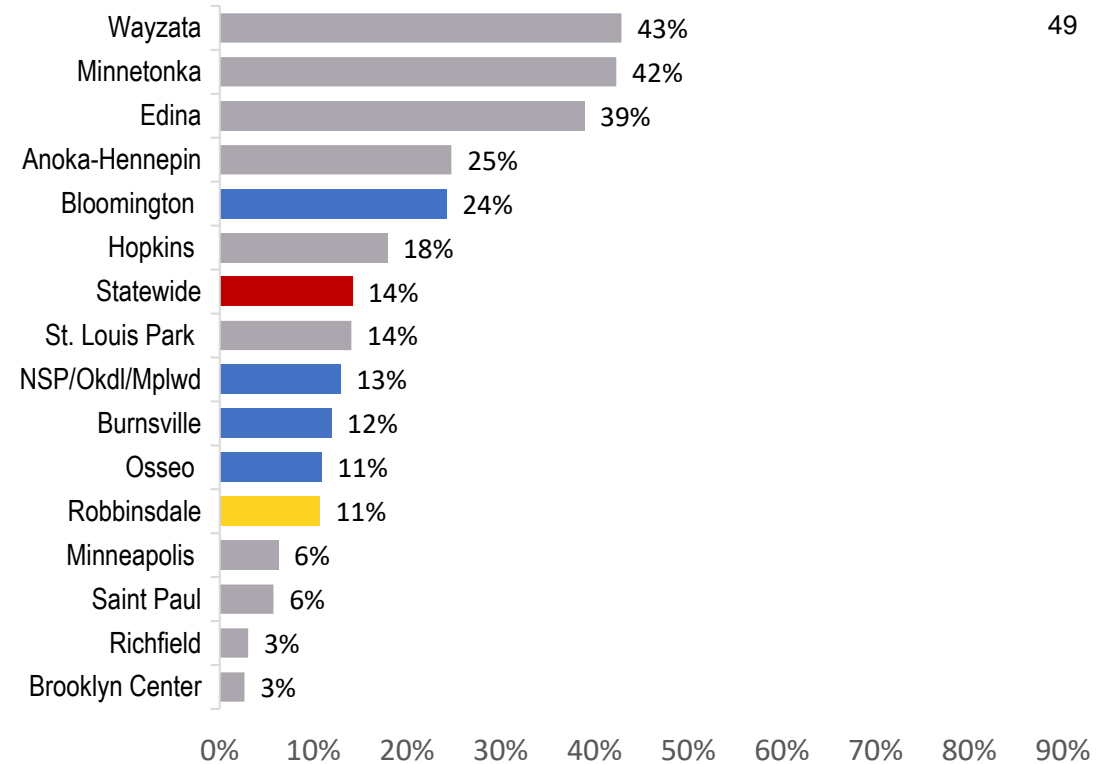
# Math MCA: Percent Proficient

## High Schools: Grade 11

### Black/ African Am Students 2019

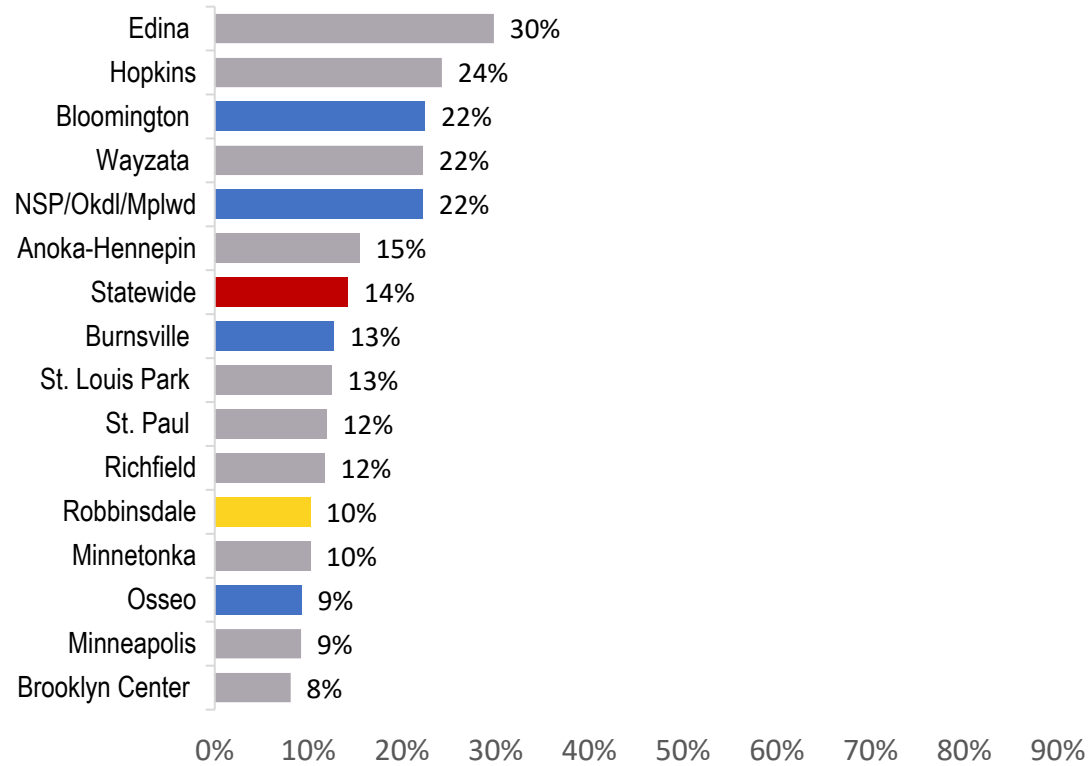


### Black/ African Am Students 2022

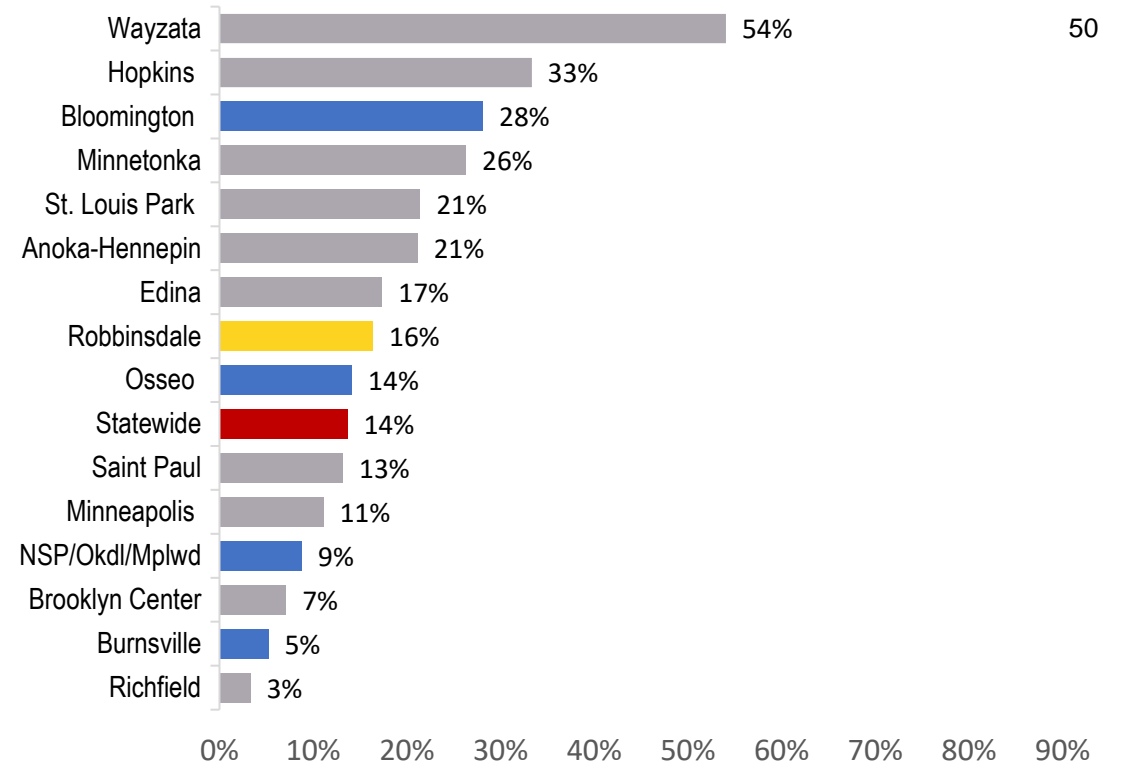


# Math MCA: Percent Proficient High Schools: Grade 11

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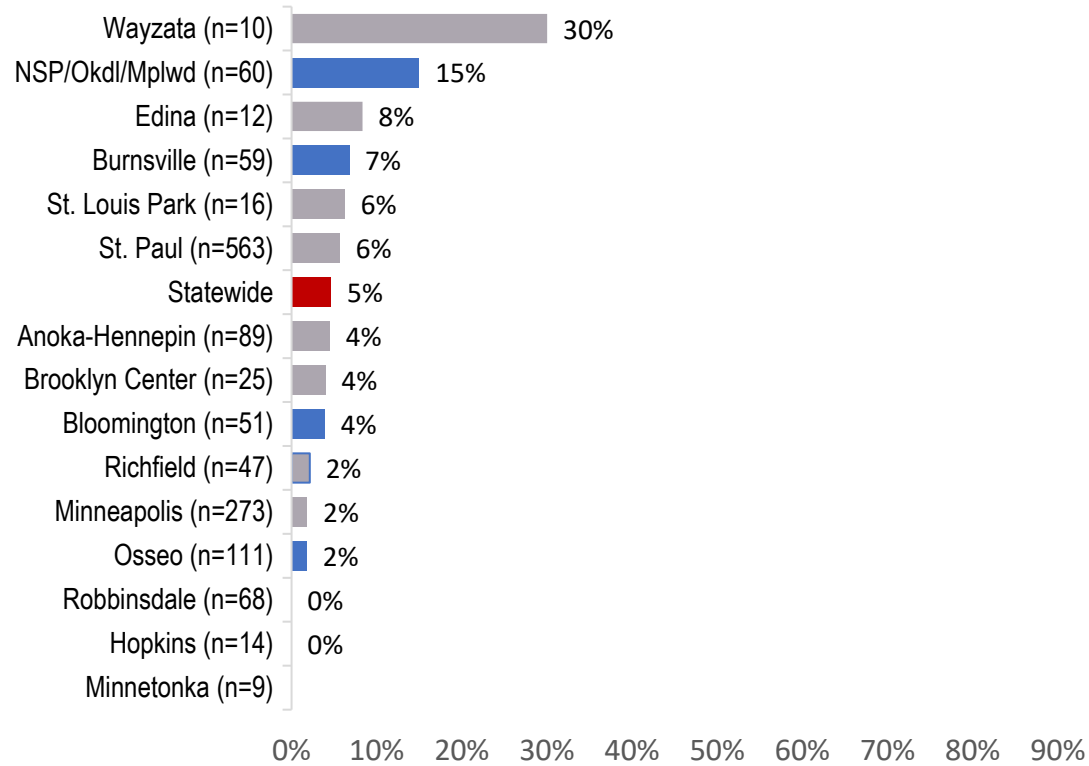


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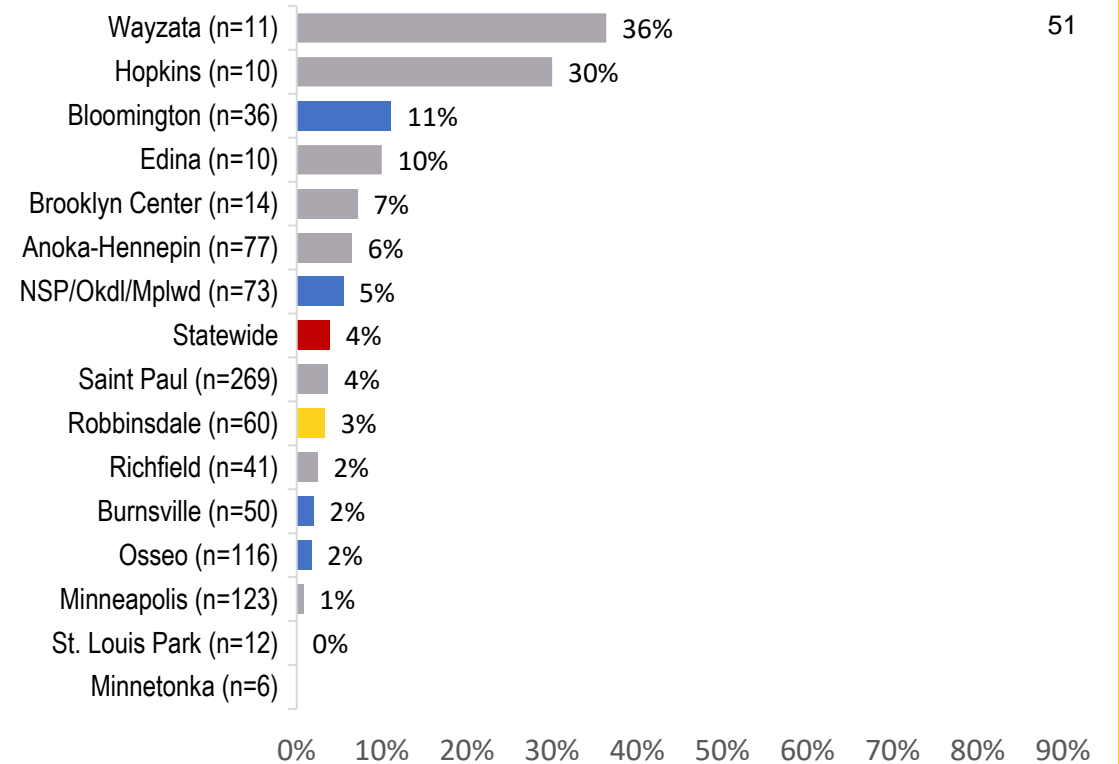


# Math MCA: Percent Proficient High Schools: Grade 11

## English Learners 2019



## English Learners 2022



# High School: Teaching and Learning

## Strategic Plan

Theme A: Academic Achievement

Theme B: Student Wellness

**A: Academic Achievement: Objective 1:** Enhance cultural relevance of curriculum for students

- **Culturally and Linguistically Responsive Teaching-** Cohorts trained 2023, 3 year plan through 2025
- **Curriculum Adoptions-** Math (2021) and Science (2022) professional development

52

**A: Academic Achievement: Objective 2:** Enhance an equitable learning system from early childhood to adults

- **Modern Classroom-** In year two of implementation through 2025

**A: Academic Achievement: Objective 3:** Increase responsiveness to individual student strengths and needs

- **MTSS-** Use the data protocol to analyze data and make educational decisions that meet students' needs. All Instructional Leadership Teams were trained on the data protocol this fall. Additional staff will be trained moving forward.

**A: Academic Achievement: Objective 4:** Deepen preparation for life, college, and career

- CTE classes and new pathway programs

**B: Student Wellness: Objective 3:** Increase support for student social, emotional and mental wellness

- **Restorative Practices Training** for all schools, mental health training for social workers, school linked therapists
- **Community Schools-** Cooper High School and Robbinsdale Academy

## What the schools get:

### Data protocol

- \* School administration received school level data to review over the summer.

### School improvement planning process

- \* Data Checklist
- \* 5 Why Protocol
- \* School Improvement Plan Rubric

### Next steps:

- December: building administration will share initial draft of School Improvement Plan with other schools to receive feedback
- January: building administration share out School Improvement Plan Summary Document
- January – June: building administration will monitor implementation of improvement strategies through learning walks and other data

Additional Support from Regional Centers of Excellence (Comprehensive, Targeted and Continuous Support).

**Examples"** '21-22 Lakeview SIP SUMMARY [NHLC 21-22 SIP SUMMARY](#)



ROBBINSDALE  
Area Schools

# Questions?





# Minnesota's North Star Accountability System

Presentation to the School Board  
December 5, 2022

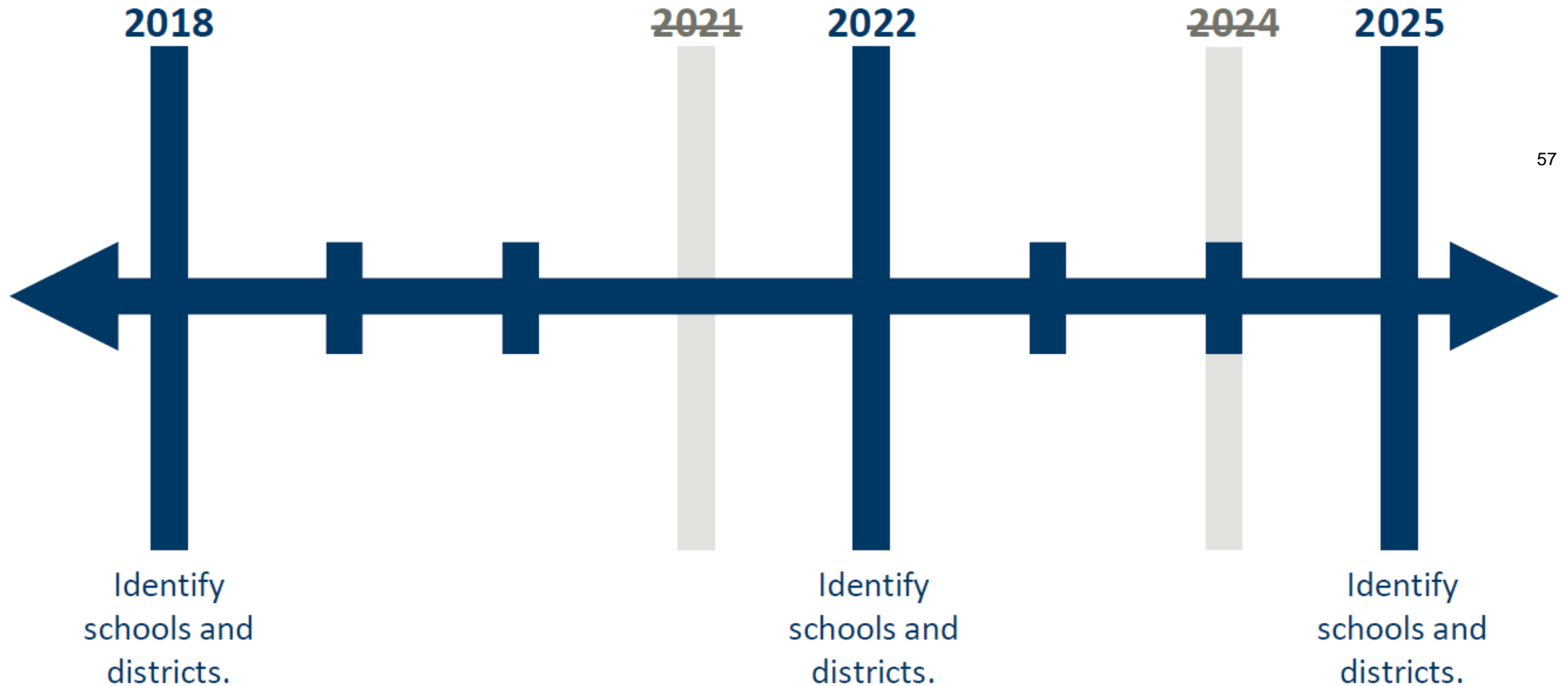


# The North Star Accountability System

- **Identifies schools for support** under the federal Every Student Succeeds Act (ESSA), as **required for the state to receive its Title I funds** from ESSA.
- Replaced the Multiple Measurements Rating (MMR), Adequate Yearly Progress (AYP), and Annual Measurable Achievement Objectives (AMAO) systems from No Child Left Behind (NCLB) and Minnesota's NCLB waiver.
- Uses **several indicators** grouped into **stages**.

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# Timeline (New)



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# Five Percent of Title I Schools (2022 only)

## Stage 1

Math Achievement  
Reading Achievement  
Progress Toward English  
Language Proficiency

## Stage 2

**(Elementary/Middle)**

Math Progress  
Reading Progress

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## Stage 2 (High)

Four-Year Graduation  
Seven-Year  
Graduation

## Stage 3

Consistent  
Attendance  
from 2017-18  
and 2018-19

## Stage 4

Pandemic  
indicator:  
Enrollment  
maintained  
from 2020-21  
into 2021-22

<sup>58</sup>

# The Categories (2022 Version)

## Comprehensive Support

Ongoing onsite technical assistance from the Regional Centers of Excellence (RCEs).

**5% of Title I schools** with overall performance **below thresholds in all stages.**

All public high schools with **a four-year graduation rate below 67%.**

Schools where **the same student group** performs **below thresholds** for **at least one indicator in each stage** for **two identification cycles in a row.**

## Targeted Support

Mostly district support, with professional development opportunities from the RCEs.

Schools where **student groups** perform **below thresholds** for **at least one indicator in each stage.**

## Linked High Schools

Support in coordination with CSI school.

High schools from which ID'd credit/dropout recovery schools draw **30% or more of their enrollment.**

# Differentiating High School Identification

## Required Comprehensive Support

General/comprehensive high schools with a **four-year graduation rate below 67%**.

Credit/dropout recovery high schools with **four- and seven-year graduation rates below 67%**.

## Optional Comprehensive Support

Credit/dropout recovery high schools with **four-year graduation rates below 67%**.

# Linked Identification and Support

## Linked High Schools (State Category)

High schools from which ID'd credit/dropout recovery schools draw **30% or more of their enrollment.**

Support in coordination with CSI school.

## Not Formally Identified

"Feeder" elementary/middle schools from which any ID'd high schools draw **30% or more of their enrollment.**

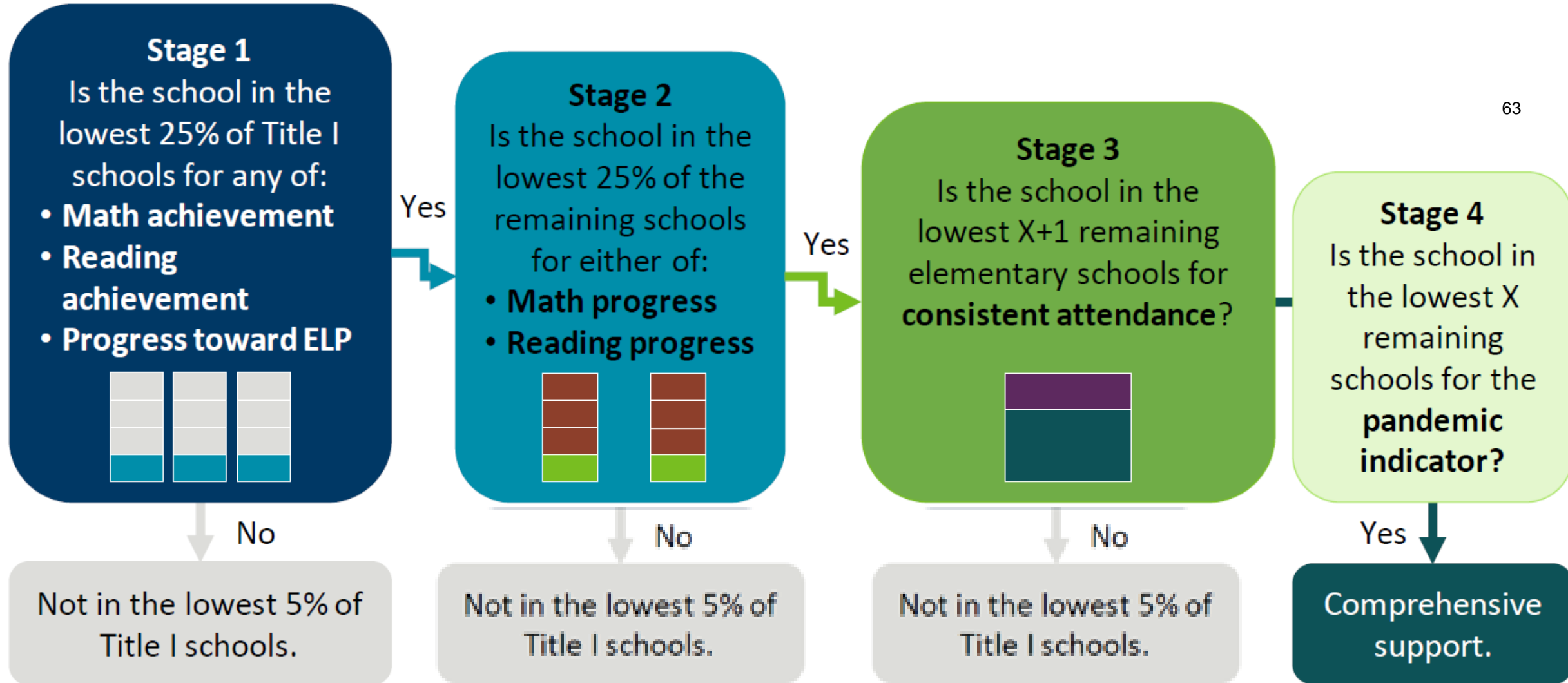
Support in coordination with the CSI school.

## North Star Accountability: 2022 Identified Schools

School	Support Level	Reason
Forest	Comprehensive	Lowest 5% of Title I schools based on 4 "Stages" of accountability
Highview ALC	Comprehensive	4-year and 7-year graduation rate below 67%
CHS	Linked	High school from which an identified credit/dropout recovery school (Highview) draws 30% or more of its students.
	Targeted Support	Student group performing similarly to the lowest 5% of Title I schools based on Stages 1-4
Forest		Black Students Students Eligible for Free/Reduced Priced Meals Two or More Races Students
Noble		Special Education Students Two or More Races Students
	Comprehensive Continuous Support	Schools that were identified specifically for targeted support for one or more student groups in 2018 that did not meet exit criteria in 2022 will now receive comprehensive support.
Lakeview		Did not make progress relative to 2018 for Black and Special Education students.
Meadow Lake		Did not make progress relative to 2018 for Special Education students.
Sonnesyn		Did not make progress relative to 2018 for Special Education students.

# Example: Gopherville Elementary School

Lowest 5% of Title I elementary schools = X schools



# North Star Accountability Stages: 2022 Identification

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
FAIR-PL							
Forest							64
Lakeview							
Meadow Lake							
Neill							
Noble							
Northport							
RSI							
SEA							
Sonnesyn							
Zachary Lane							

# Support

## Comprehensive Support

Schools identified for comprehensive support receive ongoing onsite technical assistance from the Regional Centers of Excellence, coordinated with the school's district. This support is customized based on the school's context, student population, and specific needs.

There are two ways for schools to be identified for comprehensive support:

- \*The lowest 5 percent of Title I schools.*
- \*High schools with four-year graduation rates below 67 percent.*

## Targeted Support

Schools identified for targeted support receive most of their support from their local school district. They are also able to participate in specialized<sup>65</sup> professional development and networking opportunities provided by the Regional Centers of Excellence.

There are three ways for schools to be identified for targeted support:

- \*Schools where any student group performs at or below the average of the lowest 5 percent of Title I schools for at least one indicator in each stage.
- \*Every student group at every school is compared to the average performance of the lowest 5 percent of Title I schools. This identifies schools that would have been in the lowest 5 percent of Title I schools if their consistent attendance had been lower.

# Questions?





# Addendum

Additional details are provided in the following slides.



# Stage 1

Is the school in the lowest 25% of Title I schools for any of these categories?

**Math Achievement**  
2019 double weighted  
2022 single weight

**Reading Achievement**  
2019 double weighted  
2022 single weight

**Progress toward English Language Proficiency**

*Relevant Student Inclusion Characteristics for Academic Achievement*

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Indicator	Half an Academic Year	December 15	Accountability Window	Specific Inclusion Rules for Recently Arrived ELs	Former EL Included in EL Group	Former Special Education Included in Special Education Group
Academic Achievement (Grades 3–8, 10, and 11)	Yes	Yes	Yes	Included in Year 3	Yes	Yes

**Academic Achievement (MCA and MTAS)**  
The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.

# Calculating Academic Achievement

## Academic Achievement Score Calculated for groups of 20 students or more

American Indian	Asian	Hispanic	
Hawaiian/Pacific Islander	Black	White	Two or more races
Special Ed / General Ed			
English Learners / Not EL			
FRL / Not FRL			

### School Academic Score example:

$$\frac{\text{All Students} + \text{Am Indian} + \text{Asian} + \text{Hispanic} + \text{Black} + \text{White} + \text{Two or more races} + \text{Spec Ed} + \text{Gen Ed} + \text{EL} + \text{Not EL} + \text{FRL} + \text{Not FRL}}{\# \text{ of student groups}}$$

## Stage 2: Calculating Academic Progress Score

**Academic Progress:** Score determined based on changes in student achievement levels from year to year.

**Student Groups:** Each student is awarded points and points are averaged for the group

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Current achv lev (across) → Last year's achv level (down) ↓	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

**Calculated Separately for Reading and Math**

**School's Progress Score:** is the average of student group progress scores for that subject.

School Progress Score example:

All Students + Am Indian + Asian + Hispanic + Black + White + Two or more races + Spec Ed + Gen Ed + EL + Not EL + FRL + Not FRL  
# of student groups

## Stage 3: Consistent Attendance

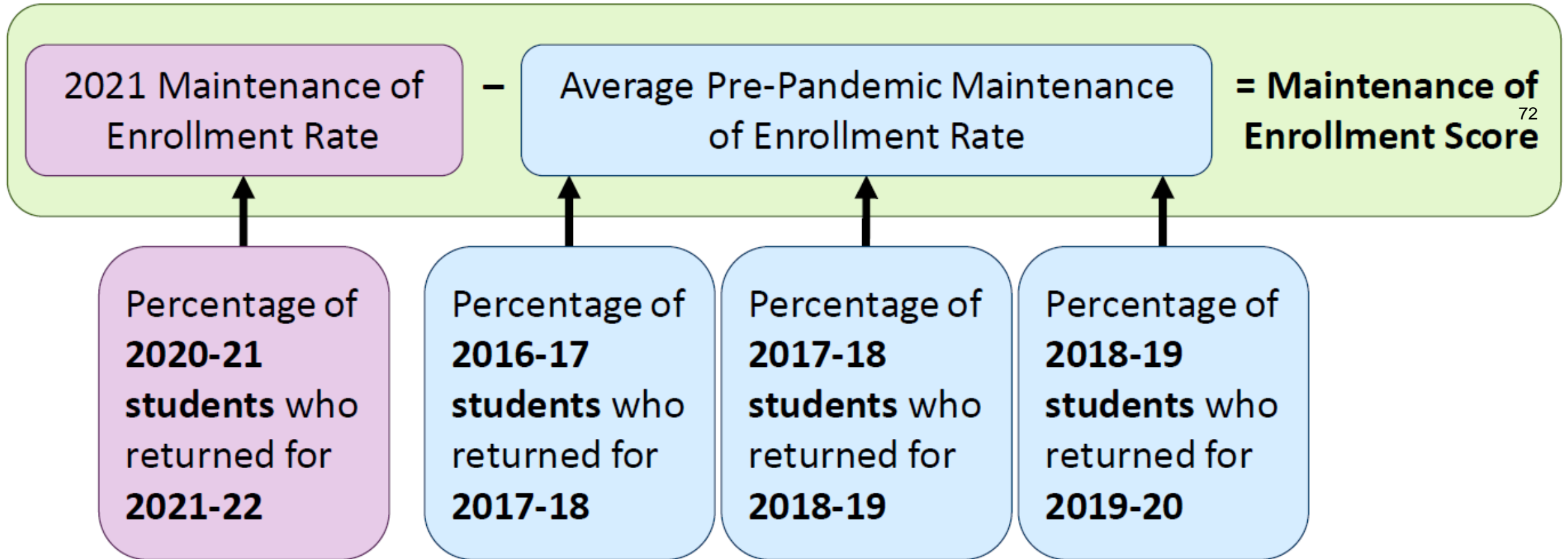
Percentage of students who are NOT chronically absent

- Student attended *more* than 90% of the time
- Based on students enrolled more than half the academic year

**NOTE:** When identifying schools for support in 2022, only data from the **2017-18** and **2018-19** school years will be used.

Each year will receive equal weight.

# Calculating Maintenance of Enrollment Score



**The following slides provide additional data.**

**Slides 20-23 contain the same numbers; however, the first column is highlighted to show which schools were below thresholds in for the highlighted stage.**

# North Star Accountability Stages: 2022 Identification

Stage 1

Stage 2

Stage 3

Stage 4

School	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	37.43	39.63	67.92	1.13	2.09	83.63	10.11
FAIR-PL	31.37	35.18		2.69	4.45	91.52	-3.38 <sup>74</sup>
Forest	31.38	37.53	63.98	1.06	2.28	82.66	-5.31
Lakeview	24.90	31.91	68.43	0.98	2.15	88.43	4.15
Meadow Lake	37.47	44.38	71.75	2.24	3.12	89.21	-0.16
Neill	36.40	42.53	68.42	2.12	3.20	85.63	-5.60
Noble	28.39	35.45	76.07	1.34	2.46	83.27	2.64
Northport	29.20	33.19	64.35	1.65	3.13	86.11	-4.18
RSI	45.35	53.50	77.08	1.77	2.86	94.47	-3.89
SEA	53.42	57.78	74.84	1.91	2.79	95.14	-2.97
Sonnesyn	24.96	32.50	60.13	1.36	2.09	92.81	-4.14
Zachary Lane	51.29	61.02		1.72	3.05	90.86	0.16

# North Star Accountability Stages: 2022 Identification

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	37.43	39.63	67.92	1.13	2.09	83.63	10.11
FAIR-PL	31.37	35.18		2.69	4.45	91.52	-3.38 <sup>75</sup>
Forest	31.38	37.53	63.98	1.06	2.28	82.66	-5.31
Lakeview	24.90	31.91	68.43	0.98	2.15	88.43	4.15
Meadow Lake	37.47	44.38	71.75	2.24	3.12	89.21	-0.16
Neill	36.40	42.53	68.42	2.12	3.20	85.63	-5.60
Noble	28.39	35.45	76.07	1.34	2.46	83.27	2.64
Northport	29.20	33.19	64.35	1.65	3.13	86.11	-4.18
RSI	45.35	53.50	77.08	1.77	2.86	94.47	-3.89
SEA	53.42	57.78	74.84	1.91	2.79	95.14	-2.97
Sonnesyn	24.96	32.50	60.13	1.36	2.09	92.81	-4.14
Zachary Lane	51.29	61.02		1.72	3.05	90.86	0.16

# North Star Accountability Stages: 2022 Identification

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	37.43	39.63	67.92	1.13	2.09	83.63	10.11
FAIR-PL	31.37	35.18		2.69	4.45	91.52	-3.38
Forest	31.38	37.53	63.98	1.06	2.28	82.66	-5.31
Lakeview	24.90	31.91	68.43	0.98	2.15	88.43	4.15
Meadow Lake	37.47	44.38	71.75	2.24	3.12	89.21	-0.16
Neill	36.40	42.53	68.42	2.12	3.20	85.63	-5.60
Noble	28.39	35.45	76.07	1.34	2.46	83.27	2.64
Northport	29.20	33.19	64.35	1.65	3.13	86.11	-4.18
RSI	45.35	53.50	77.08	1.77	2.86	94.47	-3.89
SEA	53.42	57.78	74.84	1.91	2.79	95.14	-2.97
Sonnesyn	24.96	32.50	60.13	1.36	2.09	92.81	-4.14
Zachary Lane	51.29	61.02		1.72	3.05	90.86	0.16

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# North Star Accountability Stages: 2022 Identification

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	37.43	39.63	67.92	1.13	2.09	83.63	10.11
FAIR-PL	31.37	35.18		2.69	4.45	91.52	-3.38 <sup>77</sup>
Forest	31.38	37.53	63.98	1.06	2.28	82.66	-5.31
Lakeview	24.90	31.91	68.43	0.98	2.15	88.43	4.15
Meadow Lake	37.47	44.38	71.75	2.24	3.12	89.21	-0.16
Neill	36.40	42.53	68.42	2.12	3.20	85.63	-5.60
Noble	28.39	35.45	76.07	1.34	2.46	83.27	2.64
Northport	29.20	33.19	64.35	1.65	3.13	86.11	-4.18
RSI	45.35	53.50	77.08	1.77	2.86	94.47	-3.89
SEA	53.42	57.78	74.84	1.91	2.79	95.14	-2.97
Sonnesyn	24.96	32.50	60.13	1.36	2.09	92.81	-4.14
Zachary Lane	51.29	61.02		1.72	3.05	90.86	0.16

# Stage 1

Is the school in the lowest 25% of Title I schools for any of these categories?

Math Achievement	
37.43	
• RVA K-5	14.23
• Lakeview	24.90
• Sonnesyn	24.96
• Noble	28.39
• Northport	29.20
• FAIR-PL	31.37
• Forest	31.38
• Neill	36.40

Reading Achievement	
39.63	
• RVA K-5	14.29
• Lakeview	31.91
• Sonnesyn	32.50
• Northport	33.19
• FAIR-PL	35.18
• Noble	35.45
• Forest	37.53

Progress toward English Language Proficiency	
67.92	
• Sonnesyn	60.13
• Forest	63.98
• Northport	64.35

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## Academic Achievement (MCA and MTAS)

The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**.

## Stage 2

### Is the school in the lowest 25% of Title I schools for any of these categories?

Math Progress	
1.14	
• Lakeview	0.98
• Forest	1.06

Reading Progress	
2.09	
• Sonnesyn	2.09

Calculated Separately for Reading and Math.

**Student Groups:** Each student is awarded points. Points are summed and divided by the # of students

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**School's Progress Score:** is the average of student group progress scores for that subject.

**Academic Progress:** Score determined based on changes in student achievement levels from year to year.

School Progress Score example:

$$\frac{\text{All Students} + \text{Hispanic} + \text{White} + \text{FRL} + \text{Black} + \text{Spec Ed} + \text{EL}}{\text{\# of student groups}}$$

Current achv lev (across) → Last year's achv level (down) ↓	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

## Stage 3

Is the school in the lowest X+1 remaining elementary schools for consistent attendance?

Consistent Attendance = percentage of students who are NOT chronically absent

Consistent Attendance	
83.62	
• Forest	82.66
• Noble	83.27

**NOTE:** When identifying schools for support before the 2022-23 school year, only consistent attendance data from the **2017-18** and **2018-19** school years will be used. Each year will receive equal weight. <sup>80</sup>

# North Star Accountability: 2022 Targeted Support Identification

Example: Special Education students yellow=below target, blue=did not make progress relative to 2018 and thus did not meet exit criteria

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	37.43	39.63	67.92	1.13	2.09	78.03	10.11
FAIR-PL	31.81	45.45				75.00	0.00
Forest	16.51	23.05		1.74	2.12	73.22	-9.14
Lakeview	12.91	12.91		0.77	1.26	78.24	9.89
Meadow Lake	20.56	22.99		1.51	2.73	79.96	-3.96
Neill	23.63	21.95		1.56	1.67	78.74	-2.82
Noble	13.67	13.67				75.97	1.88
Northport	14.52	13.44				84.39	7.40
RSI	41.86	41.04		1.66	2.04	91.84	-5.84
SEA	50.09	40.30		1.22	2.28	91.90	-1.85
Sonnesyn	8.77	12.85		0.54	1.58	90.09	-3.76
Zachary Lane	41.07	41.73		0.60		94.65	-2.78

# North Star Accountability: 2022 Targeted Support Identification

**Example: Black students** yellow=below target, blue=did not make progress relative to 2018 and thus did not meet exit criteria

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	37.43	39.63	67.92	1.13	2.09	78.03	10.11
FAIR-PL	23.07	23.07				88.98	-1.04
Forest	21.16	24.46		0.68	1.91	76.56	-2.67
Lakeview	11.50	18.15		0.68	2.00	85.14	1.86
Meadow Lake	29.86	42.15		2.07	3.29	86.68	3.54
Neill	21.38	26.21		1.88	3.32	80.14	0.11
Noble	14.98	18.54		0.67	2.39	78.67	9.14
Northport	17.56	30.41		0.92	2.71	80.44	-2.96
RSI	26.08	30.43				93.00	-8.08
SEA	40.08	44.98		1.73	2.83	94.72	-5.40
Sonnesyn	13.44	27.48		1.10	1.99	92.74	-0.84
Zachary Lane	22.89	42.71		1.31		83.18	-5.02

# North Star Accountability: 2022 Targeted Support Identification

Example: FRL students yellow=below target

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	<b>37.43</b>	<b>39.63</b>	<b>67.92</b>	<b>1.13</b>	<b>2.09</b>	<b>78.03</b>	<b>10.11</b>
FAIR-PL	27.11	32.20		1.60	4.36	86.93	-6.89
Forest	24.05	31.85		0.79	2.19	77.13	-4.61
Lakeview	16.61	21.96		0.87	2.44	86.19	6.40
Meadow Lake	34.10	42.88		2.11	3.08	87.42	1.85
Neill	28.70	35.32		2.08	3.29	80.90	-5.98
Noble	20.48	27.47		1.15	2.44	80.66	3.15
Northport	23.95	28.27		1.52	3.07	84.67	-2.11
RSI	32.82	38.79		1.74	2.61	90.16	-7.19
SEA	37.95	48.18		1.93	2.37	93.58	-4.92
Sonnesyn	13.31	24.84		1.08	1.88	91.70	-2.09
Zachary Lane	30.28	47.01		1.10	3.21	85.30	-5.16

# North Star Accountability: 2022 Targeted Support Identification

Example: Two or More Races students yellow=below target

School	Stage 1			Stage 2		Stage 3	Stage 4
	Math Achv	Reading Achv	Progress toward ELP	Math Progress	Reading Progress	Consistent Attendance	Maintenance of Enrollment
Elem Thresholds	37.43	39.63	67.92	1.13	2.09	78.03	10.11
FAIR-PL							-10.18
Forest	37.31	38.39		0.70	2.20	77.32	-3.62
Lakeview	25.48	31.83				87.12	2.77
Meadow Lake	19.04	38.09				83.37	4.83
Neill	43.18	47.34		2.09	3.59	85.59	-7.05
Noble	33.88	49.99		2.15	1.95	74.06	-3.33
Northport	33.33	28.57				77.37	-6.57
RSI	37.31	62.32		1.19	3.00	99.09	-3.49
SEA	31.81	59.09				95.25	-4.01
Sonnesyn	25.71	28.88				87.83	-10.44
Zachary Lane						89.64	7.31

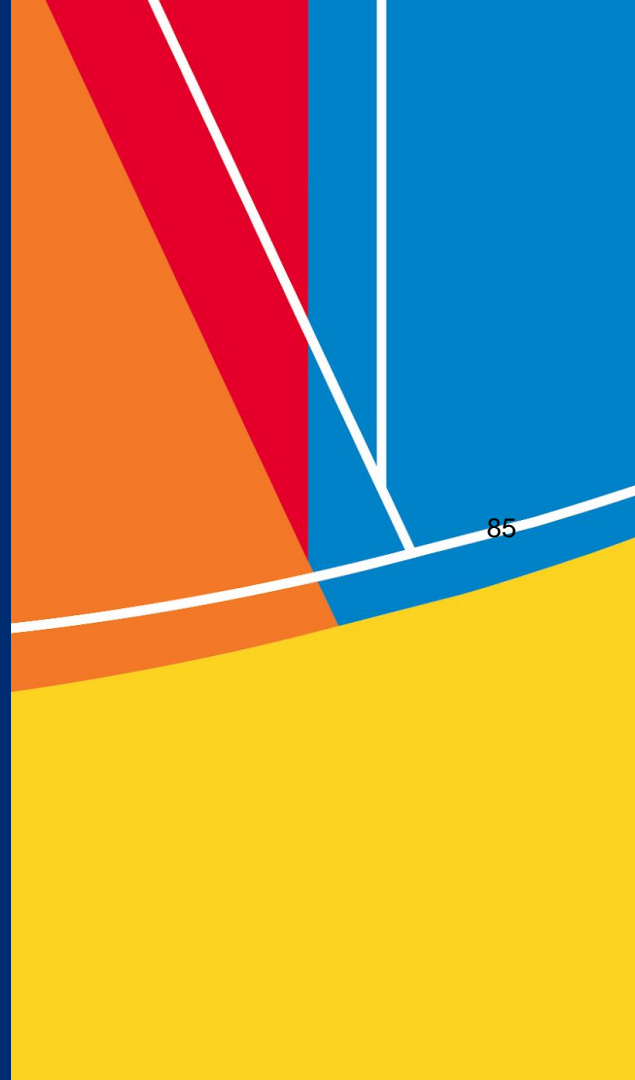


# ESSER Funding Update

## Board Work Session

Presented by: Ukee Dozier

Date: December 5, 2022





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.

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## Summary of Changes

- ❑ An additional year and increase of Expand Summer Programming award of \$1.2 million
  - ❑ Additional year and increase of COVID Testing Grant of \$273k
  - ❑ Increase in Pandemic Enrollment Loss Support Award of \$142k
  - ❑ Total Awarded increase to \$41,116,857 (Including E1 Non-Pub share)
  - ❑ FY21 Expended \$7,419,200
  - ❑ FY22 Expended \$10,882,343
  - ❑ FY23 Budgeted \$14,901,783
  - ❑ Total Remaining at FY22 YE: \$22,815,314
  - ❑ Projected Remaining at FY23 YE: \$7,913,530
-



ROBBINSDALE  
Area Schools

## ESSER Summary - YTD and Projected Balance

	Fin	Awarded	Non-Pub	Net Funding	FY21 Expended	FY22 Expended	FY23 Obligated	FY23 Proj YE Bal	FY23 YTD	Expend date
ARP Individuals with Disabilities	140	641,702	-	641,702	-	166,582	475,120	-	72,562	Sept 30, 2023
ARP Preschool Incentive Ages 3-5	141	53,923	-	53,923	-	-	53,923	-	3,400	Sept 30, 2023
ARP Mandatory CEIS	144	104,344	-	104,344	-	64,547	39,797	-	665	Sept 30, 2023
Gov Discretionary ARP	150	569,858	-	569,858	321,054	248,804	-	-	-	Aug 31, 2022
ESSER I 90%	151	2,315,378	83,645	2,231,733	2,174,966	140,412	-	-	-	Sept 30, 2022
ESSER I 9.5%	152	81,669	2,950	78,718	81,669	-	-	-	-	Sept 30, 2022
GEER	153	1,072,353	38,740	1,033,613	1,072,353	-	-	-	-	Sept 30, 2022
CRF	154	3,769,159	-	3,769,159	3,769,159	-	-	-	-	Sept 30, 2022
ESSER II	155	8,639,852	-	8,639,852	-	8,255,142	384,710	-	-	Sept 30, 2023
ARP Homeless Children and Youth	159	79,816	-	79,816	-	2,894	76,922	-	10,811	Sept 30, 2024
ESSER III	160	15,523,104	-	15,523,104	-	-	10,618,628	<b>4,904,476</b>	866,430	Sept 30, 2024
ESSER III Learning Recovery	161	3,880,776	-	3,880,776	-	-	1,500,000	<b>2,380,776</b>	49,116	Sept 30, 2024
Expand Summer Programming	163	1,520,338	-	1,520,338	-	332,515	1,187,823	-	468,073	June 30, 2023
ARP Adult Basic Education (Grant)	166	241,271	-	241,271	-	54,705	186,566	-	64,916	Aug 31, 2022
Expand Access to Tutoring	167	199,975	-	199,975	-	105,154	94,821	-	94,821	Aug 31, 2023
ESSER III 5% - Learning Recovery	169	644,831	-	644,831	-	5,881	10,672	<b>628,278</b>	10,672	Sept 30, 2024
Covid Testing	170	935,680	-	935,680	-	662,879	272,802	-	5,779	July 30, 2023
Pandemic Enrollment Loss Support	171	842,828	-	842,828	-	842,828	-	-	-	July 30, 2023
		<b>41,116,857</b>	<b>125,335</b>	<b>40,991,522</b>	<b>7,419,200</b>	<b>10,882,343</b>	<b>14,901,783</b>	<b>7,913,530</b>	<b>1,647,245</b>	

# Summary of Categorical Expenditures

ESSER I - Coronavirus Aid, Relief and Economic Security Act		
Funding Buckets	Allocation	Expend Date
ESSER I 90%	2,315,378	Sept 30, 2022
ESSER I 9.5%	81,669	Sept 30, 2022
GEER	1,072,353	Sept 30, 2022
CRF	3,769,159	Dec 30, 2020
<b>Total Allocation</b>	<b>7,238,558</b>	
<b>Total Expensed</b>	<b>7,238,558</b>	
<b>YTD Remaining</b>	-	

ESSER I Expended Activity				
Category (Object)	FY21 Expended	FY22 Expended	Total	%
Salaries and Benefits	3,001,998	86,855	3,088,853	42.7%
Purchased Services	994,741	26,447	1,021,188	14.1%
Supplies and Materials	1,969,959	27,110	1,997,069	27.6%
Capital Expenditures	1,131,332	-	1,131,332	15.6%
Other Expenditures	117	-	117	0.0%
	<b>7,098,146</b>	<b>140,412</b>	<b>7,238,558</b>	<b>100.0%</b>

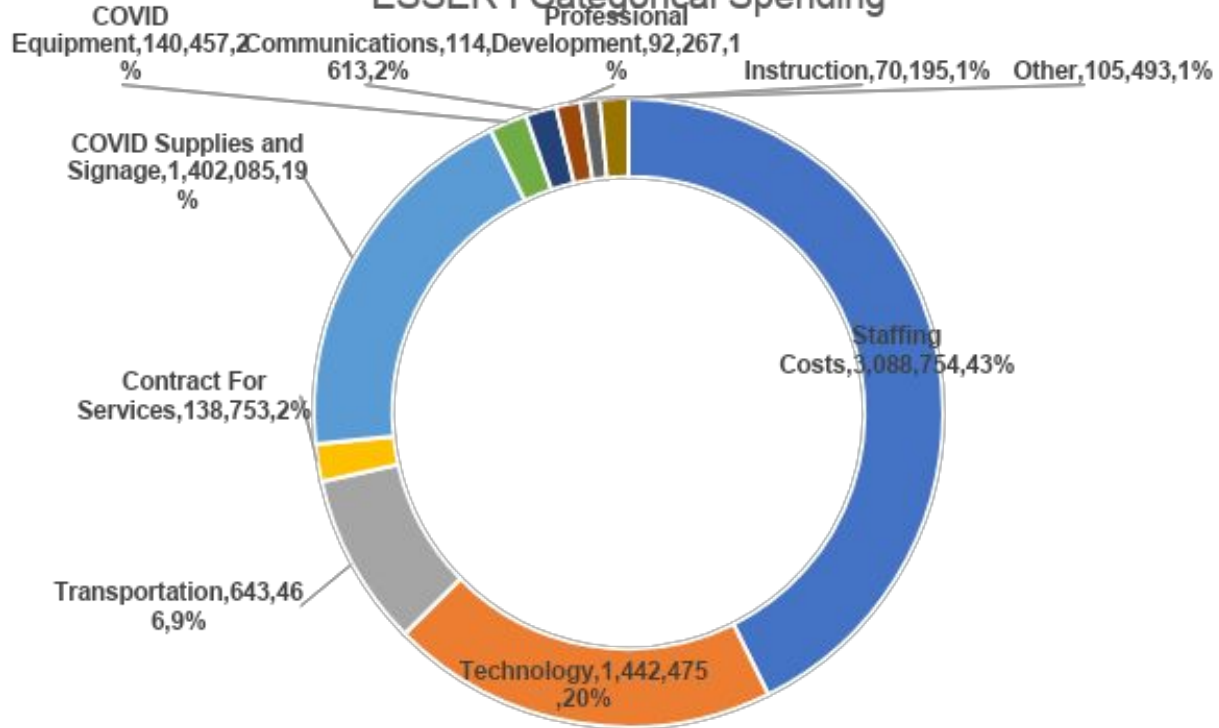
Category (Summarized)	FY21 Expended	FY22 Expended	Total	%
Staffing Costs	3,001,900	86,855	3,088,754	42.7%
Technology	1,422,627	19,848	1,442,475	19.9%
Transportation	643,466	-	643,466	8.9%
Contract For Services	138,753	-	138,753	1.9%
COVID Supplies and Signage	1,402,085	-	1,402,085	19.4%
COVID Equipment	140,457	-	140,457	1.9%
Communications	114,613	-	114,613	1.6%
Professional Development	65,820	26,447	92,267	1.3%
Instruction	62,933	7,262	70,195	1.0%
Building/Other	105,493	-	105,493	1.5%
	<b>7,098,146</b>	<b>140,412</b>	<b>7,238,558</b>	<b>100.0%</b>

## ESSER I Related Expenditures

- Critical Care, Custodial, and Extra Duty staff costs
- Transportation
- Professional Development
- Tech Devices, Licensing and Hot Spots
- Covid related supplies, and signage
- Child Nutrition Equipment for food prep and storage



### ESSER I Categorical Spending



# ESSER II YTD & Budgeted by Category

ESSER II - Coronavirus Response and Relief Supplemental Appropriations Act		
Funding Buckets	Allocation	Expend Date
ESSER II - 90%	8,639,852	Sept 30, 2023
Expand Summer Programming	1,520,338	June 30, 2023
<b>Total Allocation</b>	<b>10,160,190</b>	
<b>Total Expended</b>	<b>10,160,190</b>	
<b>Proj Remaining @ FY23 YE</b>	<b>-</b>	

ESSER II Expended Activity				
Category (Object)	FY22 Expended	FY23 Obligated	Total	%
Salaries and Benefits	5,319,217	1,072,885	6,392,102	62.9%
Purchased Services	2,636,182	14,150	2,650,332	26.1%
Supplies and Materials	505,987	60,000	565,987	5.6%
Capital Expenditures	126,770	425,000	551,770	5.4%
Other Expenditures	-	-	-	0.0%
	<b>8,588,156</b>	<b>1,572,035</b>	<b>10,160,190</b>	<b>100%</b>

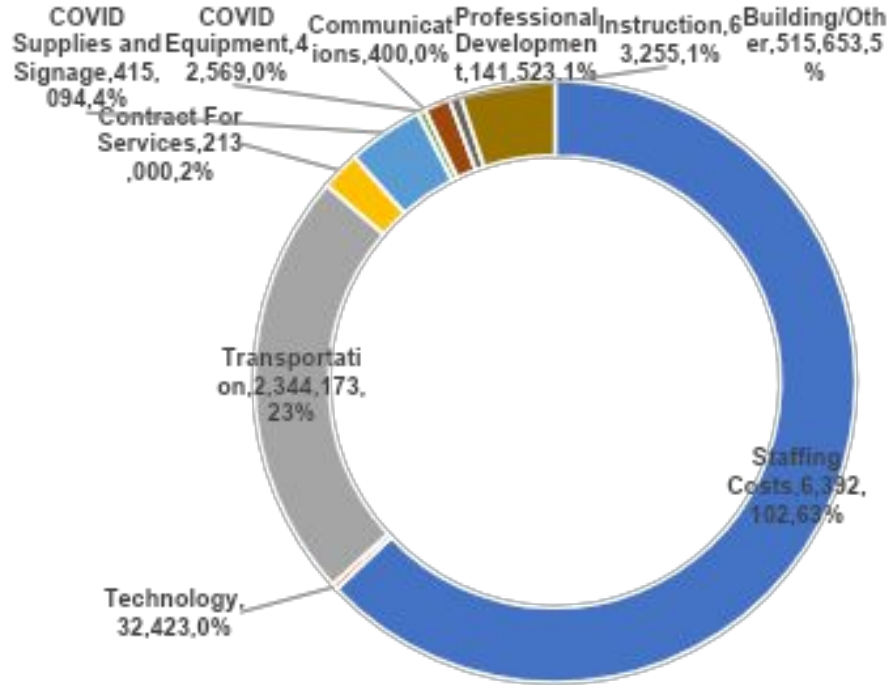
Category (Summarized)	FY22 Expended	FY23 Obligated	Total	%
Staffing Costs	5,319,217	1,072,885	6,392,102	62.9%
Technology	32,423	-	32,423	0.3%
Transportation	2,344,173	-	2,344,173	23.1%
Contract For Services	213,000	-	213,000	2.1%
COVID Supplies and Signage	415,094	-	415,094	4.1%
COVID Equipment	42,569	-	42,569	0.4%
Communications	400	-	400	0.0%
Professional Development	67,373	74,150	141,523	1.4%
Instruction	63,255	-	63,255	0.6%
Building/Other	90,653	425,000	515,653	5.1%
	<b>8,588,156</b>	<b>1,572,035</b>	<b>10,160,190</b>	<b>100.0%</b>

## ESSER II Related Expenditures

- RVA staff
- Mental Health support staff
- Student Support Staff
- Summer Programming and staffing cost
- One-time contributions set aside for contract negotiations.
- Tier III SPED Transportation Cost



# ESSER II Categorical Spending



# ESSER III Accumulated YTD by Category

ESSER III - American Rescue Plan Act (ARP)		
Funding Buckets	Allocation	Expend Date
ESSER III - 90%	15,523,104	Sept 30, 2024
ESSER III Learning Recovery	3,880,776	Sept 30, 2024
Gov Discretionary ARP	569,858	Aug 31, 2022
ARP Adult Basic Education (Grant)	241,271	June 30, 2022
Expand Access to Tutoring	199,975	Aug 31, 2023
Pandemic Enrollment Loss Support	842,828	July 30, 2023
Covid Testing	935,680	July 30, 2023
ARP Individuals with Disabilities	641,702	Sept 30, 2023
ARP Preschool Incentive Ages 3-5	53,923	Sept 30, 2023
ARP Mandatory CEIS	104,344	Sept 30, 2023
ARP Homeless Children and Youth	79,816	Sept 30, 2024
ESSER III 5% - Learning Recovery	644,831	Sept 30, 2024
<b>Total Allocation</b>	<b>23,718,109</b>	
<b>Total Expensed</b>	<b>15,804,578</b>	
<b>Proj Remaining @ FY23 YE</b>	<b>7,913,530</b>	

ESSER III					
Category (Object)	FY21 Expended	FY22 Expended	FY23 Obligated	Total	%
Salaries and Benefits	282,622	1,458,288	12,257,600	13,998,510	88.6%
Purchased Services	16,363	488,971	806,650	1,311,984	8.3%
Supplies and Materials	22,069	173,759	265,000	460,828	2.9%
Capital Expenditures	-	32,866	-	32,866	0.2%
Other Expenditures	-	391	-	391	0.0%
	<b>321,054</b>	<b>2,154,274</b>	<b>13,329,250</b>	<b>15,804,578</b>	<b>100.0%</b>

Category (Summarized)	FY21 Expended	FY22 Expended	FY23 Obligated	Total	%
Staffing Costs	312,348	1,458,288	12,257,600	14,028,236	88.8%
Technology	-	30,964	15,000	45,964	0.3%
Transportation	8,706	1,047	-	9,753	0.1%
Contract For Services	-	68,676	85,000	153,676	1.0%
COVID Supplies and Signage	-	583,270	125,000	708,270	4.5%
COVID Equipment	-	-	-	-	0.0%
Communications	-	-	25,000	25,000	0.2%
Professional Development	-	-	696,650	696,650	4.4%
Instruction	-	10,127	125,000	135,127	0.9%
Building/Other	-	1,902	-	1,902	0.0%
	<b>321,054</b>	<b>2,154,274</b>	<b>13,329,250</b>	<b>15,804,578</b>	<b>100.0%</b>

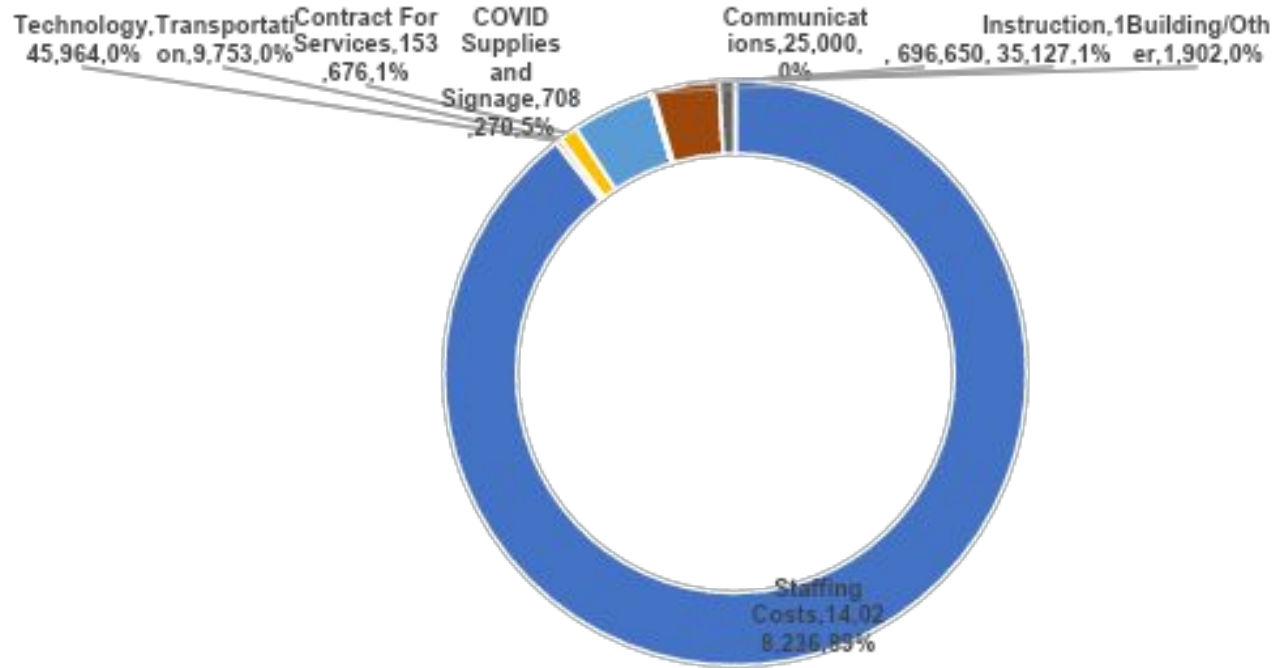
## ESSER III Related Expenditures

- Counseling and guidance labor cost
- Covid Testing Coordinator, related testing supplies, and Filters
- Self insured medical reimbursement for testing claims costs
- FY23 obligated costs primarily related to staffing



ROBBINSDALE  
Area Schools

# ESSER III Categorical Spending



## ESSER Summary

- ❑ At FY22 year end, \$22.8 million of the total allocated \$41.1 million remained unexpended.
- ❑ \$14.9 million of unexpended is obligated to be expended in FY23 with \$7.9 million remaining for FY24
- ❑ Total expended and obligated cost as a % of allocation
  - ❑ Staffing Costs - 57%
  - ❑ Contracted/Purchased Services – 12%
  - ❑ Supplies and Materials – 7%
  - ❑ Capital Expenditures – 4%

# Questions






To: School Board and Superintendent Engstrom  
From: Jeff Connell  
Date: December 5, 2022  
Re: In House Transportation Analysis

On Monday, November 14, 2022 the district leadership's recommendation is to use the Center for Effective School Operations (CESO) to complete an analysis regarding in house transportation. The team determined to use CESO based on the points below:

- Indicated they would perform a detailed analysis as outlined below.
- Local and more readily available.
- Understand the busing market in the area.
- Least expensive

The analysis contained all of the following elements:

1. Data Analysis including: financial data, routing information, policy and procedure documentation, and safety programs.
2. Develop a financial model including the following elements:
  - a. Student Characteristics: number of transported students by type of service (e.g., special needs).
  - b. School Characteristics: the number and location of schools; school bell schedules.
  - c. Bus arrival and departure time windows; number and location of special needs programs.
  - d. Fleet Characteristics: the number, capacity, and type of school buses in service.
  - e. Logistics: the number of active bus routes; bus route miles; bus route time distribution; vehicle capacity utilization; bus run time parameters; bus loading policies; and bus run types (shuttles, dedicated runs, combination runs, transfer runs, etc.)
  - f. Policies and Service Guidelines to follow.
3. Develop a comparison model of inhouse and contracted services in the following areas:
  - a. Staffing
  - b. Fleet
  - c. Fleet Maintenance
  - d. Fuel
  - e. Land and Facilities Needs
  - f. Administrative Costs and Needs



4. Presentation and Answering Questions of the Board at a February, 2023 Board meeting.



# FY22 Audit Update Preliminary Results

Presented by: Ginny Verbrugge

Date: December 5, 2022



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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.

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## Fiscal Year 2022 Preliminary Results

- ❑ General Fund Assigned/Unassigned/Restricted/Reserved Fund Balance Increase of \$1.7 million
- ❑ Food Service Fund Balance Increase \$1.9 million
- ❑ Community Ed Fund Balance Increase \$1.2 million
- ❑ Building Construction Fund Balance Increase \$8.5 million
- ❑ Debt Service / OPEB Debt Service Fund Decrease \$912k
- ❑ Internal Services Fund Balance (Medical/Dental) Decrease \$1.6 million
- ❑ OPEB Trust Fund Balance Decrease \$2.9 million

## General Fund

### General Fund Unassigned Fund Balance

- ❑ Preliminary General Fund Assigned/Unassigned Fund Balance increase of \$750,000. (Lower than Projected)
- ❑ Higher Transportation Cost - Driver Shortage & Route Charge Increase
- ❑ Usage of Federal COVID (ESSER Funds) to offset expenses and Add Additional Staff
- ❑ Increased Sub Costs (Substitute Shortage and Increase Cost of Internal Substitutes)
- ❑ FY23 General Fund overall Original Budget Balance for Projected to exceed revenue by 5 million (Subsequent Years Assigned Budget)

# General Fund Preliminary Balances

ROBBINSDALE AREA SCHOOLS  
PROJECTED FUND BALANCES THROUGH JUNE 30, 2022

FUND DESCRIPTION	6/30/2021 Budget Balance	2021-22 Revenue	2021-22 Expenditures	6/30/2022 Proj Budget Balance
<b>GENERAL FUND</b>				
<b>Unassigned</b>	7,502,117	159,171,877	158,425,109	3,173,686
<b>Assigned for Subsequent Yrs Budget</b>				5,075,199
<b>ESSER</b>				-
<i>OPEB</i>				-
<b>Assigned</b>				
Building Carryover	622,420	142,833	154,769	610,484
LCTCS	589,826	293,354	167,572	715,608
Q Comp	449,762	3,144,975	3,245,955	348,782
Scholarships	454,650	8,799	14,894	448,555
E-Rate	220,529	61,608	61,071	221,066
<b>Non-Spendable-Prepaid</b>				
Inventory	319,309	-	-	335,709
Prepaid	899,307	-	-	1,240,927
<b>Restricted</b>				
Technology Levy	1,480,663	5,344,902	3,498,992	3,326,573
Operating Capital	3,935,052	4,444,688	3,924,449	4,455,291
Operating Capital - Lease	-			
Basic Skills	1,978,870	12,772,720	14,214,607	536,983
Medical Assistance	194,124	477,905	128,399	543,630
Long Term Facilities Maintenance/H&S	23,070	896,877	1,504,896	(584,949)
Safe Schools Levy	336,223	433,970	450,978	319,215
Staff Development	-	-	-	-
Student Activities	90,958	63,124	58,929	95,153
<b>TOTAL GENERAL FUND</b>	<b>19,096,881</b>	<b>187,257,631</b>	<b>185,850,620</b>	<b>20,861,912</b>
<i>Audited: Unassigned FB as a % of expenditures</i>	4.98%			2.00%
<i>Unassigned FB % including Subsequent Yr Budget</i>				5.21%
<i>MDE SOD Calc %</i>				7.68%

# Child Nutrition



## Food Service Fund

- ❑ Fund Balance Increase of \$1.94 million from previous year
- ❑ Federal meal waivers allowed free meals for all students
- ❑ Meals reimbursed under higher Summer Food Service Program covering all meals.
- ❑ Federal Supply Chain Funds of \$179,243
- ❑ Staffing Shortage

## Child Nutrition Preliminary Balances

FUND DESCRIPTION	6/30/2021 Budget Balance	2021-22 Revenue	2021-22 Expenditures	6/30/2022 Proj Budget Balance
<b>SCHOOL NUTRITION</b>				
Unreserved/undesignated	2,091,557	9,571,435	7,628,908	4,034,084
Non-spendable-Inventory	86,354			84,263
<b>TOTAL SCHOOL NUTRITION FUND</b>	<b>2,177,911</b>	<b>9,571,435</b>	<b>7,628,908</b>	<b>4,118,347</b>

# Community Education



## Community Service Fund

- ❑ Fund Balance increase of \$1.2 million from previous year
- ❑ Federal ESSER funds \$120k for Comm Ed
- ❑ Federal funds \$454k for Adventure Club to offset eligible staffing/supply costs
- ❑ Federal funds \$103k for ABE for eligible costs
- ❑ Healthy Fund Balance of \$2.7 million, or 30% of FY22 expenditures

## Community Ed Preliminary Balances

FUND DESCRIPTION		6/30/2021 Budget Balance	2021-22 Revenue	2021-22 Expenditures	6/30/2022 Proj Budget Balance
<b>COMMUNITY SERVICE</b>					
<b>Restricted</b>					
	Community Education	683,018	6,851,695	5,859,399	1,656,164
	ECFE (FIN 325)	400,155	1,136,826	1,082,433	454,548
	School Readiness (FIN 344)	152,794	823,914	753,862	222,846
	Adult Basic Ed (322/324?)	285,294	1,449,683	1,313,878	421,099
	Non-Public (350-353)	14,111	131,662	164,923	0
<b>TOTAL COMMUNITY SERVICE FUND</b>		<b>1,535,373</b>	<b>10,393,780</b>	<b>9,174,495</b>	<b>2,754,658</b>

# Self Insured Medical and Dental



## Medical and Dental

- ❑ Balance fund balance decrease of \$1.6 million from previous year
- ❑ Increase in claims with more appointments put off during COVID
- ❑ \$419,000 Usage of MN COVID-19 Testing Grant to offset related COVID Testing costs

# OPEB Trust

- ❑ Healthy beginning fund balance of \$16.4 million.
- ❑ Market investment performance yielded a \$1.8 million decrease in portfolio value.
- ❑ Draw of \$1.1 million for OPEB eligible expenditures reimbursed back to the General Fund.
- ❑ Total activity resulted in a \$2.9 million decline in OPEB funds.
- ❑ Healthy ending fund balance, sitting at 178% of funds to liability



ROBBINSDALE  
Area Schools

## Internal Service Preliminary Balances

FUND DESCRIPTION	6/30/2021 Budget Balance	2021-22 Revenue	2021-22 Expenditures	6/30/2022 Proj Budget Balance
<b>TOTAL DEBT SERVICE FUND</b>	<b>2,954,299</b>	<b>20,037,217</b>	<b>20,949,752</b>	<b>2,041,764</b>
INTERNAL SERVICE				
OPEB Trust	16,409,167	(1,858,678)	1,102,865	13,447,624
Self Funded Medical/Dental	1,093,991	19,738,551	21,364,902	(532,360)
<b>TOTAL INTERNAL SERVICE</b>	<b>17,503,158</b>	<b>17,879,873</b>	<b>22,467,767</b>	<b>12,915,264</b>

## Debt Service Preliminary Balances

FUND DESCRIPTION	6/30/2021 Budget Balance	2021-22 Revenue	2021-22 Expenditures	6/30/2022 Proj Budget Balance
<b>TOTAL BUILDING CONSTRUCTION</b>	<b>3,299,531</b>	<b>23,489,836</b>	<b>14,912,469</b>	<b>11,876,898</b>
<b>DEBT SERVICE</b>				
Regular	2,605,930	17,447,857	18,385,409	1,668,378
Long Term Facilities Maintenance	-			-
Other Post-Employment Benefits	348,369	2,589,360	2,564,343	373,386
<b>TOTAL DEBT SERVICE FUND</b>	<b>2,954,299</b>	<b>20,037,217</b>	<b>20,949,752</b>	<b>2,041,764</b>

## Building Construction Preliminary Balances

FUND DESCRIPTION	6/30/2021 Budget Balance	2021-22 Revenue	2021-22 Expenditures	6/30/2022 Proj Budget Balance
<b>BUILDING CONSTRUCTION</b>				
LTFM Construction	3,038,037	23,489,836	14,912,469	11,615,404
Capital Projects	-			-
Certificates of Participation	261,494			261,494
<b>TOTAL BUILDING CONSTRUCTION</b>	<b>3,299,531</b>	<b>23,489,836</b>	<b>14,912,469</b>	<b>11,876,898</b>

## Additional Audit Disclosures

- ❑ Liabilities for missed deferred comp contributions will be disclosed in the current audit
- ❑ The district is in the process of contracting actuarial to provide an estimate on total liabilities
- ❑ MMKR has an obligation to disclose this information which may result in an unmodified opinion, meaning that future amendments to financials may be made in order to make financial statements clear and transparent after total liabilities are established.
- ❑ More information will be provided during MMKR's Final Audit Presentation on January 24, 2023

# Questions



## **501 SCHOOL WEAPONS POLICY**

### **I. PURPOSE**

The purpose of this policy is to assure a safe school environment for students, staff and the public.

### **II. GENERAL STATEMENT OF POLICY**

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

### **III. DEFINITIONS**

#### **A. "Weapon"**

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- #### **B. "School Location"**
- includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are

under the jurisdiction of the school district.

- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- D. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

#### IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
  - 1. active licensed peace officers;
  - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
  - 3. persons authorized to carry a pistol under Minnesota Statutes, §section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
  - 4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes, §§ section 624.714 or 624.715 or other firearms in accordance with §Minnesota Statutes, section 97B.045;
    - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or

value.”

b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ Sections 624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center, or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

#### C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

#### D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under **Minesota Statutes, §section** 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk of rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

### **V. CONSEQUENCES FOR STUDENT WEAPON**

## **POSSESSION/USE/DISTRIBUTION**

The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students **willfully** possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
  2. confiscation of the weapon;
  3. immediate notification of police;
  4. parent or guardian notification; and
  5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
- C. ~~The appropriate school official building principal~~ administrator shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a ~~pupil~~ student who brings a firearm to school unlawfully.

### ~~D.~~ Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

## **VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS**

### A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

### B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

## **VII. REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES**

- A. The school district must electronically report to the Commissioner of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.

**Legal References:** Minn. Stat. § 97B.045 (Transportation of Firearms)

Minn. Stat. § 121A.05 (Referral to Police)

**Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)**

**Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)**

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon) Minn. Stat. § 609.605 (Trespass)

Minn. Stat. § 609.66 (Dangerous Weapons)

Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)

Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)

18 U.S.C. § 921 (Definition of Firearm)

*In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)

***In re A.D.*, 883 N.W.2d 251 (Minn. 2016)**

**Cross References:** Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

Policy 506 (Student Discipline)

Policy 525 (Violence Prevention)

**MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)**

## **501 SCHOOL WEAPONS POLICY**

### **I. PURPOSE**

The purpose of this policy is to assure a safe school environment for students, staff and the public.

### **II. GENERAL STATEMENT OF POLICY**

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

### **III. DEFINITIONS**

#### **A. "Weapon"**

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

- B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school

activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- D. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

#### **IV. EXCEPTIONS**

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
  - 1. active licensed peace officers;
  - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
  - 3. persons authorized to carry a pistol under Minnesota Statutes, section 62A.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
  - 4. persons who keep or store in a motor vehicle pistols in accordance with

Minnesota Statutes, section 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes, section 97B.045;

- a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
  - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with sections 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
  6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
  7. a gun or knife show held on school property;
  8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center, or
  9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a Weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful”

carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk of rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

**V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION**

The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
  2. confiscation of the weapon;
  3. immediate notification of police;
  4. parent or guardian notification; and
  5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
- C. The building administrator shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

*Administrative Discretion*

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

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Policy 506 (Student Discipline)  
Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

**Approved:** <https://rdaleorg.finalsite.com/community/committees-volunteer-opportunities>  
**2023 SCHOOL BOARD COMMITTEE ASSIGNMENTS** <https://resources.finalsite.net/images/v1602686865/rdaleorg/oacnubrc2nfmueirgvzz/CommitteeFrameworkChart.pdf>

Note: All committees have some date variables due to holidays and other calendar concerns.

Board Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
<b>Community Connect</b>	2nd Tuesday, 5:30 p.m., every other month			
<b>Finance Advisory Council (FAC)</b>	Quarterly (4-6 meetings/year)			Per bylaws, Treasurer is Council member
<b>OPEB Advisory</b>	Quarterly (3-4 meetings/year)			
<b>Governance Policy Committee</b>				TBD by Board based on district policy review cycle
In District Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
<b>Fine Arts Committee</b>	Quarterly			
<b>Community Ed Advisory (CEAC)</b>	4th Monday, 5:00 p.m.			
<b>Systems Accountability Committee</b>	Monthly			
<b>Government Advisory (GAC)</b>	3rd Tuesday, 7:30 a.m.			One hour - virtual meeting
<b>Interschool Council (ISC)</b>	2nd Wednesday, 9:30 a.m.			
<b>Legislative Action Coalition (LAC)</b>	3rd Tuesday, 5:30 p.m.			
<b>Redesign Family Service Collaborative</b>	3rd Tuesday, 6:30 p.m.			
<b>Special Ed Advisory (SEAC)</b>	Quarterly, Monday, varies			Generally third Monday
<b>Student Advisory to the Board (SABE)</b>	Thursday, varies, 6:00 p.m.			Runs through Community Ed
<b>RFT Teacher of the Year &amp; EA of the Year</b>	TBD, Spring only			
Out-of-District Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
<b>AMSD</b>	1st Friday, 7:30 a.m.			
<b>Brooklyn Bridge Alliance</b>	Quarterly, Wednesday, 3 p.m.			
<b>District 287</b>	2nd & 4th Thursday, evening			2 year term (2020-2022)
<b>Non-Meeting Committee</b>				
<b>MDE TNEC Representative</b>	October			Supt. and Board Chair
<b>MSBA Education</b>				
<b>MSBA Delegate Assembly</b>	December			Application late summer
<b>MSHSL Armstrong</b>				
<b>MSHSL Cooper</b>				
<b>NSBA</b>				

## School Board Committee Assignments

Approved: 12 / 6 / 2021

<https://rdaleorg.finalsite.com/community/committees-volunteer-opportunities>

### 2022 SCHOOL BOARD COMMITTEE ASSIGNMENTS

<https://resources.finalsite.net/images/v1602686865/rdaleorg/oacnubrc2nfmueirgvzz/CommitteeFrameworkChart.pdf>

Note: All committees have some date variables due to holidays and other calendar concerns.

Board Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
<b>Community Connect</b>	2nd Tuesday, 5:30 p.m., every other month	Sharon Brooks Green, Greta Evans-Becker, Sam Sant (Meeting Chair)		
<b>Finance Advisory Council (FAC)</b>	Quarterly (4-6 meetings/year)	John Vento		Per bylaws, Treasurer is Council member
<b>OPEB Advisory</b>	Quarterly (3-4 meetings/year)	Helen Bassett, Michael Herring	David Boone	
<b>Governance Policy Committee</b>		David Boone, Sharon Brooks Green		TBD by Board based on district policy review cycle
In District Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
<b>Fine Arts Committee</b>	Quarterly	John Vento	Helen Bassett	
<b>Community Ed Advisory (CEAC)</b>	4th Monday, 5:00 p.m.	David Boone	Sharon Brooks Green	
<b>Systems Accountability Committee</b>	Monthly	Helen Bassett, Greta Evans-Becker		
<b>Government Advisory (GAC)</b>	3rd Tuesday, 7:30 a.m.	Michael Herring	Sharon Brooks Green	One hour - virtual meeting
<b>Interschool Council (ISC)</b>	2nd Wednesday, 9:30 a.m.	Greta Evans-Becker		
<b>Legislative Action Coalition (LAC)</b>	3rd Tuesday, 5:30 p.m.	David Boone, Sam Sant	Sharon Brooks Green	
<b>Redesign Family Service Collaborative</b>	3rd Tuesday, 6:30 p.m.	John Vento	Sharon Brooks Green	
<b>Special Ed Advisory (SEAC)</b>	Quarterly, Monday, varies	Greta Evans-Becker	David Boone	Generally third Monday
<b>Student Advisory to the Board (SABE)</b>	Thursday, varies, 6:00 p.m.			Runs through Community Ed
<b>RFT Teacher of the Year &amp; EA of the Year</b>	TBD, Spring only	Greta Evans-Becker, John Vento		
Out-of-District Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
<b>AMSD</b>	1st Friday, 7:30 a.m.	Helen Bassett	Michael Herring (tentatively)	
<b>Brooklyn Bridge Alliance</b>	Quarterly, Wednesday, 3 p.m.	Sharon Brooks Green		
<b>District 287</b>	2nd & 4th Thursday, evening	Sam Sant		2 year term (2020-2022)
<b>Non-Meeting Committee</b>				
<b>MDE TNEC Representative</b>	October	Helen Bassett	Greta Evans-Becker	Supt. and Board Chair
<b>MSBA Education</b>		Helen Bassett		
<b>MSBA Delegate Assembly</b>	December	John Vento, David Boone		Application late summer
<b>MSHSL Armstrong</b>		David Boone		
<b>MSHSL Cooper</b>		David Boone		
<b>NSBA</b>		Helen Bassett		