

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

- | | |
|---|----|
| 1. Fiscal Audit Update - 30 minutes | 2 |
| • <i>Ukee Dozier, Executive Director of Finance and Representative from MMKR</i> | |
| 2. Durham Transportation Services - 30 minutes | |
| • <i>Rick Klaus, Durham Transportation Services, Vice President of Operations</i> | |
| 3. LETRS - 45 minutes | 17 |
| • <i>John Groenke, Executive Director of Student Services</i> | |
| • <i>Bridget Hall, Director of Elementary Curriculum and Instruction/Federal Programs</i> | |
| • <i>Matt Pletcher, Director Secondary Curriculum and Instruction/Multilingual Programs</i> | |
| • <i>Mary Jane Adams, Sonnesyn Elementary Principal</i> | |
| • <i>Melissa Jackson, Forest Elementary Principal</i> | |
| • <i>Matt Phelps, Zachary Lane Elementary Principal</i> | |
| • <i>Kari Maryn and Laura Suckerman, Curriculum Specialists</i> | |
| 4. Bounceback - 20 minutes | 45 |
| • <i>John Groenke, Executive Director of Student Services</i> | |
| • <i>Anne Grui, Assistant Director of Student Services</i> | |
| 5. Enrollment Projections - 30 minutes | 59 |
| • <i>Ukee Dozier, Executive Director of Finance</i> | |
| 6. FY23 Budget Update - 20 minutes | 71 |
| • <i>Ukee Dozier, Executive Director of Finance</i> | |
| 7. Board Topics | |
| • <i>Dr. Greta Evans-Becker, School Board Chair</i> | |
| A. Public Comment | |
| B. Resource Equity | |
| C. National School Board Conferences | |
| D. Parking Lot | |
| 8. Other | |



To: School Board & Superintendent Engstrom
From: Ukee Dozier - Executive Director of Finance
Date: 2/6/23
Re: 403B Discovery in relation with FY22 Audit

District Deferred Compensation Liability Claim

Discovery

In the spring of 2022, a district employee brought forth claims of matching deferred compensation discrepancies. This prompted HR and Finance staff to confirm claims. In doing so, it revealed clerical errors that affected multiple employees dating back through multiple years.

Magnitude

As it's been determined, there are multiple employees who have been affected by this error. The total number of employees has not been confirmed but we do know that it stretches back multiple years. Because of the investment impact the district was advised to contract an actuary to quantify the potential gains of the missed contributions.

Next Steps

The district has contracted Hildi to conduct the actuarial report to quantify the total liability. The timeline that was provided on 1/20/23 was 2-3 months.

The district has also contracted an attorney in connection with actuary that specializes in employee benefit claims. The attorney will be working with the IRS to ensure proper forms and data are submitted to relieve the district of future claims within the actuarial report period. Also, a claim has been submitted to our insurance carrier Liberty Mutual under the district E&O insurance. It is currently in claims review.

The district is revising current operations to mitigate clerical errors of this magnitude. This will include identifying and properly training staff responsible for calculation and oversight of deferred comp benefits as well as an annual internal audit review.

Audit

Because of the timing of the discovery, actuarial process and the assumed financial implications, it has been recommended that the annual audit for FY22 be on pause until total deferred liabilities are quantified. If we move forward without this quantified figure the district will be issued a qualified opinion on the audit. This does not bode well for bond ratings at which the district issues year over year for the LTFM 10 year maintenance schedule. Bill Lauer of MMKR will be presenting the FY22 audited financials as is, as well as providing more detail on the liability from an auditing perspective. He will be able to address any questions as they pertain to these two pieces.

INDEPENDENT SCHOOL DISTRICT NO. 281 ROBBINSDALE, MINNESOTA

Preliminary Audit Report
Year Ended June 30, 2022

- **Opinions on Financial Statements**
 - **District Financial Statement Audit**
 - **“Single Audit” of Federal Awards Expenditures**
- **Internal Controls and Compliance**
 - **Financial Statement Audit**
 - **Federal “Single Audit”**
 - **State Laws and Regulations**



AUDIT RESULTS

FINANCIAL STATEMENT AUDIT

- **Opinion on Financial Statements – TBD**
 - **Expected to be an unmodified “clean” opinion once prior period adjustment for unrecorded benefit contribution is determined and recorded**
 - **Implemented GASB Statement 87 – *Leases***
 - **Added \$6.5 million of lease assets and liabilities to the government-wide financial statements**
 - **No restatement of beginning net position or fund balances required**



AUDIT RESULTS

FINANCIAL STATEMENT AUDIT

- **Internal Controls over Financial Reporting**
 - Finding reported for material audit adjustment – unrecorded contract payable liabilities
- **Compliance over Financial Reporting**
 - No findings reported for the current year
- **Compliance with Minnesota Laws and Regulations**
 - Audited financial statements not submitted by December 31 statutory deadline due to undetermined liability issue



AUDIT RESULTS

FEDERAL SINGLE AUDIT

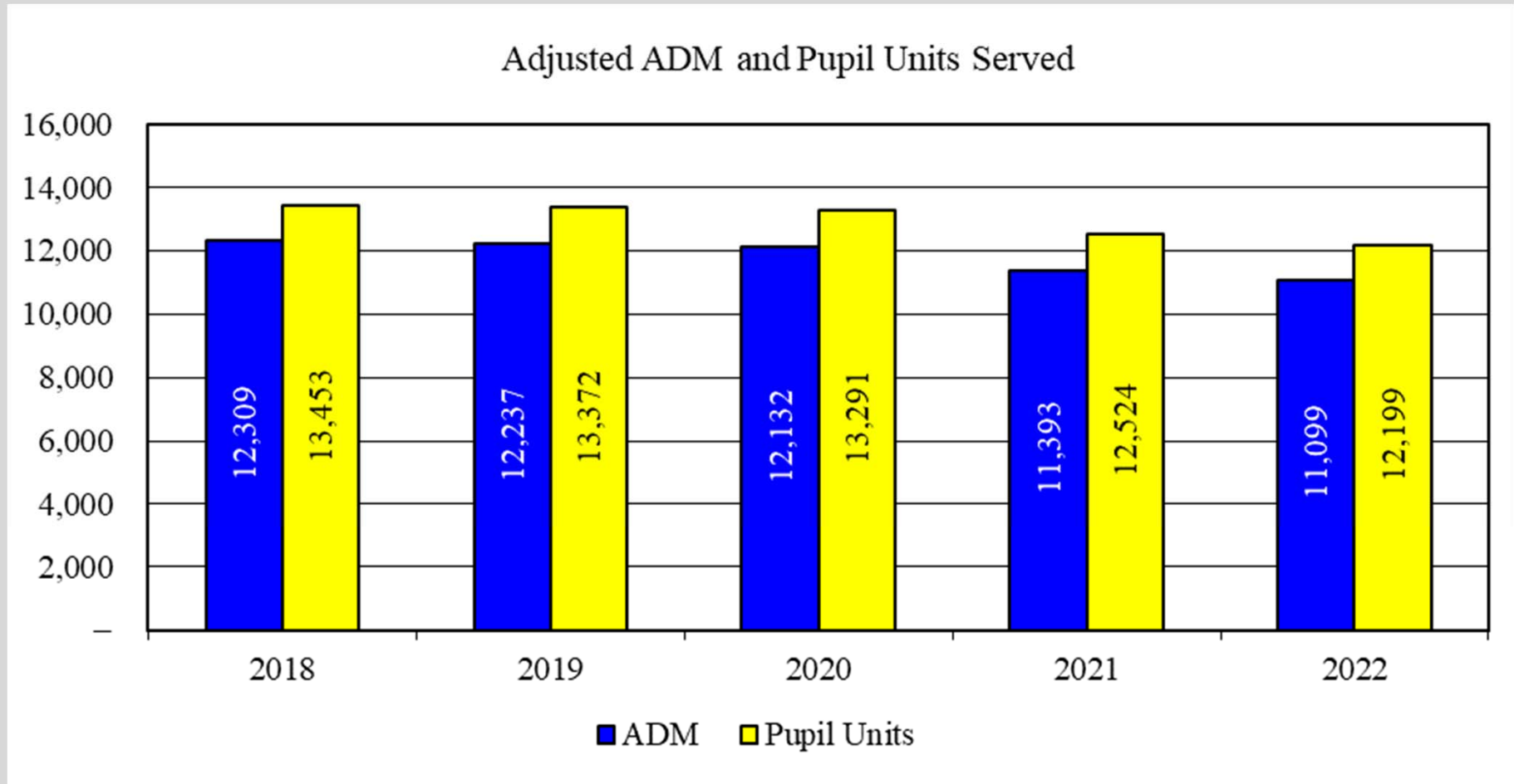
- **Opinion on SEFA**
 - Fairly Stated in Relation to Basic Financial Statements
- **Internal Controls Over Federal Compliance**
 - No findings reported for the current year
- **Noncompliance with Federal Requirements**
 - No findings reported for the current year



AUDIT RESULTS FOLLOW-UP ON 2021 FINDINGS

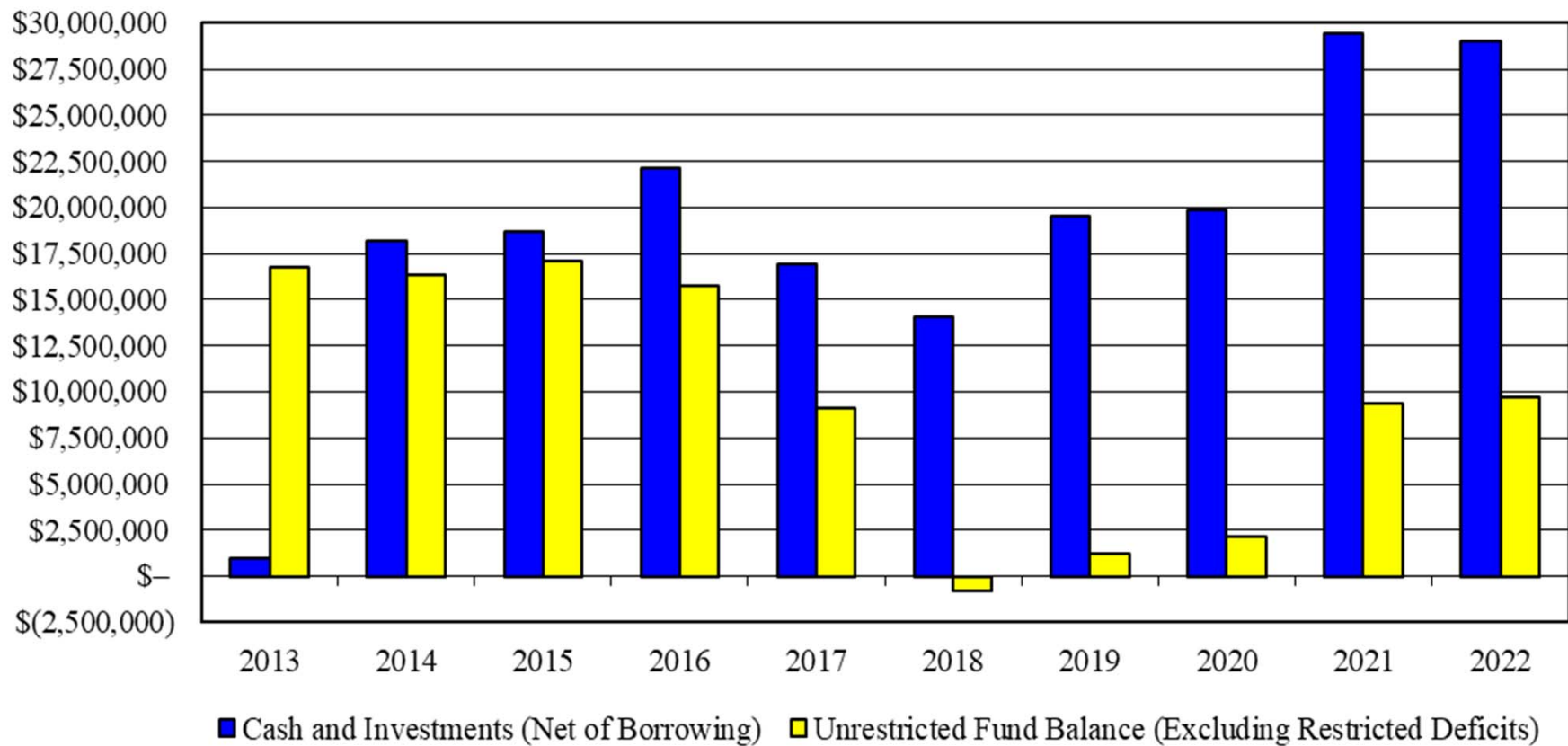
- **Findings Resulting From The District's Fiscal 2021 Audit Corrected in Fiscal 2022:**
 - **Financial Reporting Internal Control Deficiency**
 - Monthly bank reconciliations not being completed in a timely manner due to turnover
 - **Federal Internal Control Deficiency**
 - Expenditures claimed for reimbursement that occurred outside of the period of performance for CSLFRF grant
 - **Minnesota Legal Compliance**
 - Unclaimed property report not filed with state
 - Disbursement claims not paid within 35 days

ADJUSTED ADM AND PUPIL UNITS SERVED



PRELIMINARY GENERAL FUND FINANCIAL POSITION

General Fund Financial Position
 Year Ended June 30,





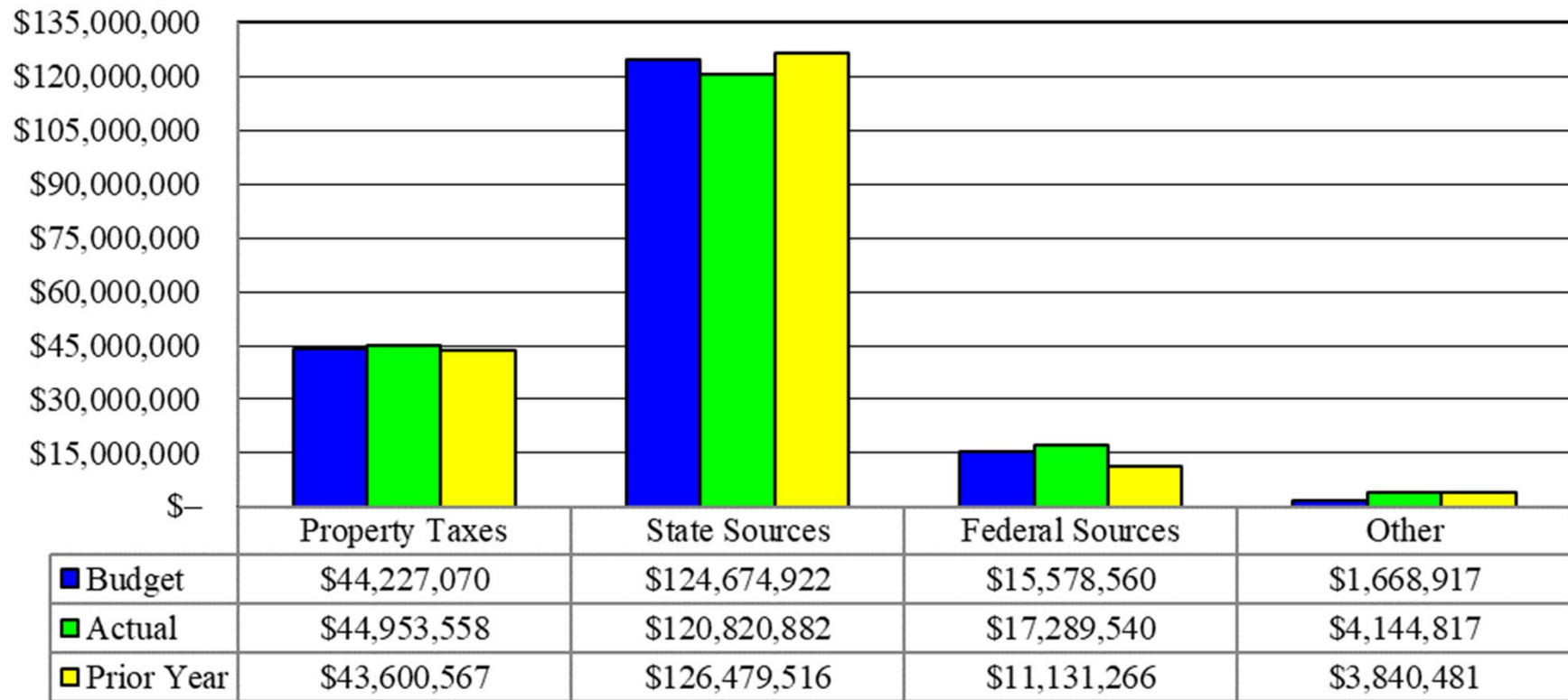
PRELIMINARY GENERAL FUND FINANCIAL POSITION – UFARS BASIS

	June 30,				
	2018	2019	2020	2021	2022
Nonspendable fund balances	\$ 486,096	\$ 264,546	\$ 713,515	\$ 1,218,616	\$ 1,687,909
Restricted fund balances (1)	5,271,636	4,579,465	5,397,172	8,493,612	9,147,685
Unrestricted fund balances					
Assigned	–	1,210,419	1,507,829	1,882,535	6,960,051
Unassigned	(777,819)	–	622,412	7,502,120	2,739,848
Total fund balance	<u>\$ 4,979,913</u>	<u>\$ 6,054,430</u>	<u>\$ 8,240,928</u>	<u>\$ 19,096,883</u>	<u>\$ 20,535,493</u>
Unrestricted fund balances as a percentage of expenditures	<u>(0.4%)</u>	<u>0.7%</u>	<u>1.2%</u>	<u>5.4%</u>	<u>5.2%</u>
Unassigned fund balances as a percentage of expenditures	<u>(0.4%)</u>	<u>–</u>	<u>0.3%</u>	<u>4.3%</u>	<u>1.5%</u>

(1) Includes any deficits in restricted fund balance accounts allowed to accumulate deficits under UFARS, which are part of unassigned fund balance on the accounting principles generally accepted in the United States of America-based financial statements.

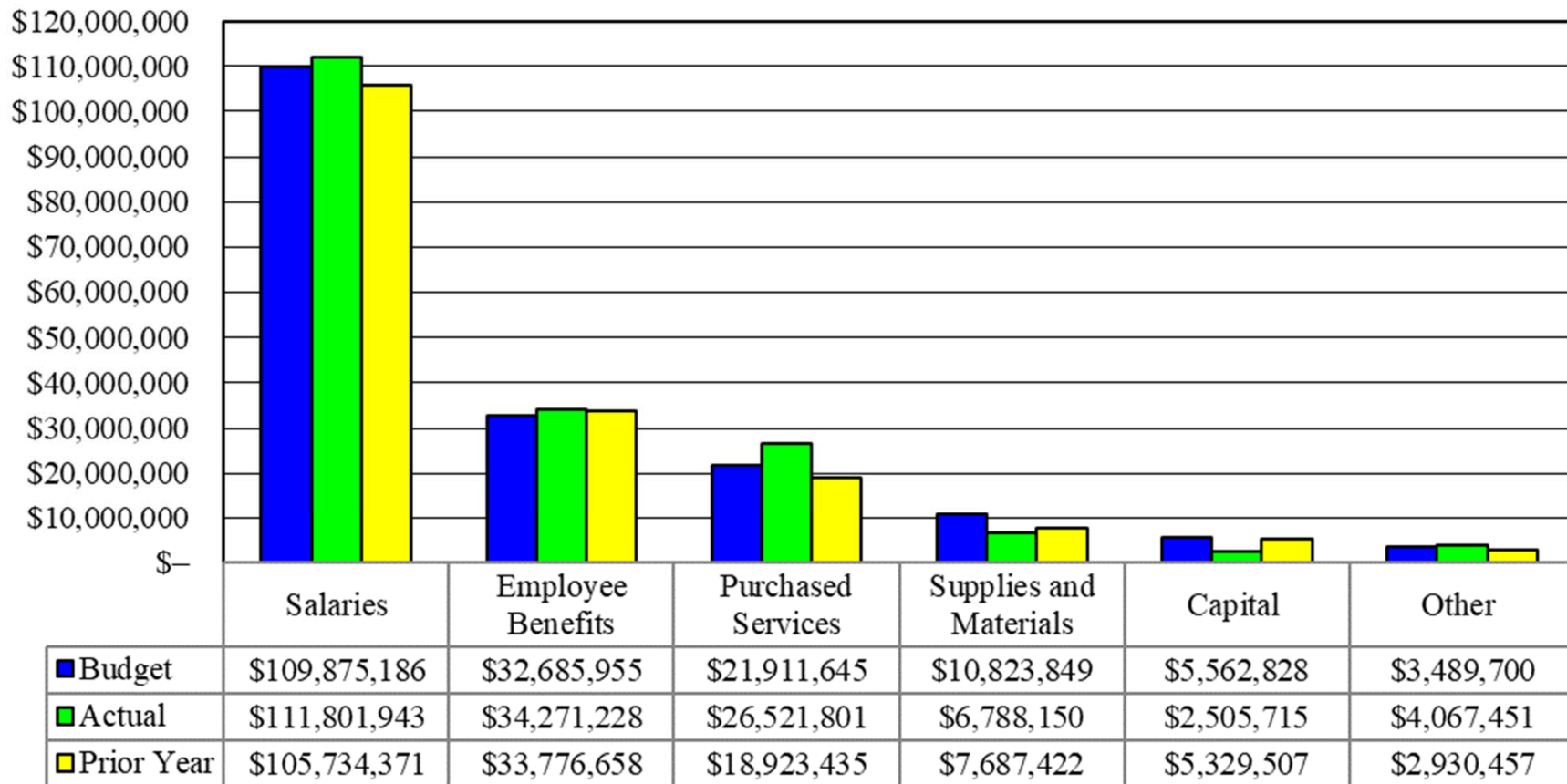
GENERAL FUND REVENUE

General Fund Revenue



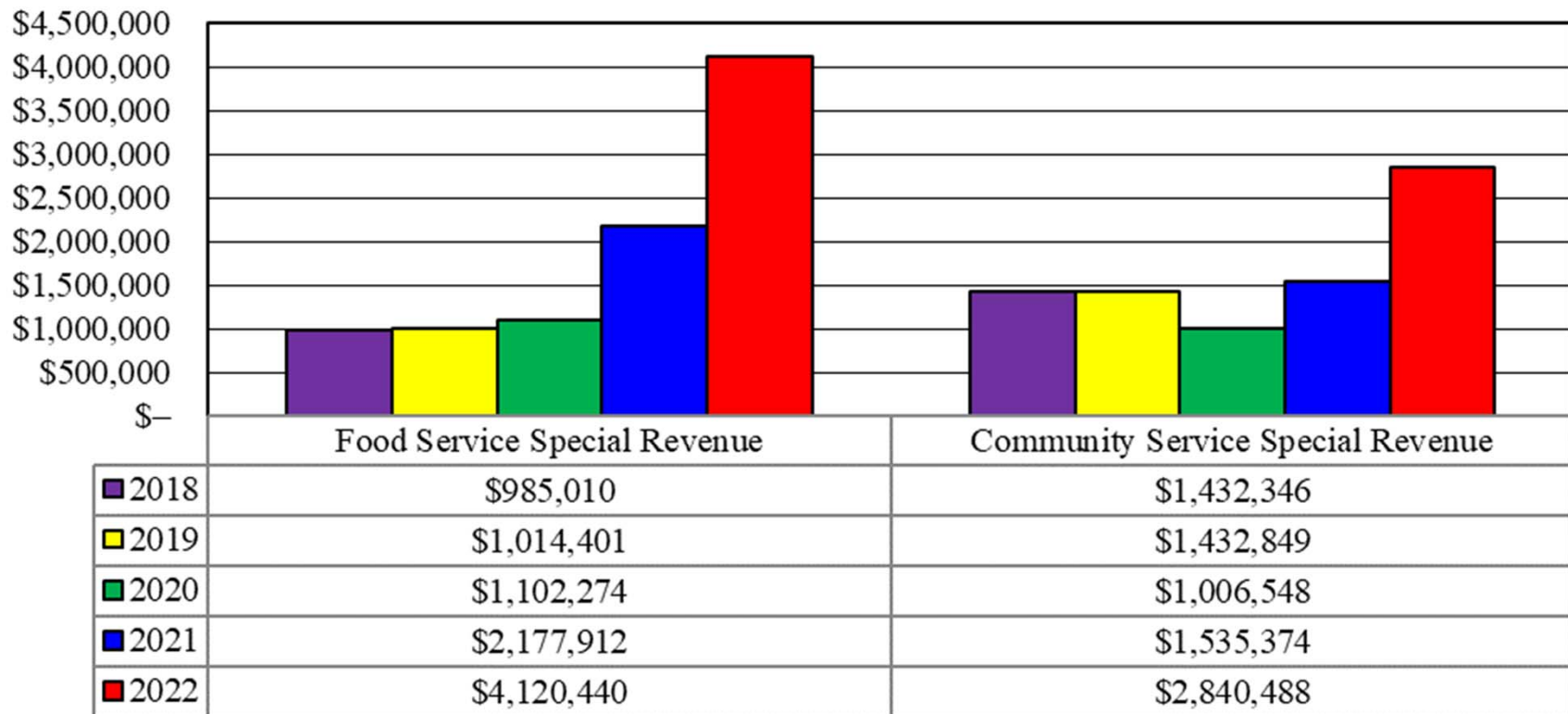
GENERAL FUND EXPENDITURES

General Fund Expenditures



OTHER OPERATING FUNDS FUND BALANCES

Other Operating Funds
 Total Fund Balances



SELF-INSURANCE INTERNAL SERVICE FUNDS

	<u>Self-Insured Dental Benefits</u>	<u>Self-Insured Health Benefits</u>
Change in net position		
Operating revenue – contributions	\$ 1,326,258	\$ 18,410,932
Operating expenses – benefits	<u>1,384,785</u>	<u>19,980,118</u>
Operating income (loss)	(58,527)	(1,569,186)
Nonoperating revenue (expense)	<u>1,405</u>	<u>(44)</u>
Change in net position	(57,122)	(1,569,230)
Net position – Beginning of Year	<u>1,379,125</u>	<u>(285,133)</u>
Net position – End of Year	<u><u>\$ 1,322,003</u></u>	<u><u>\$ (1,854,363)</u></u>



DISTRICT-WIDE STATEMENT OF NET POSITION

	June 30,		Change
	2022	2021	
Net position – governmental activities			
Total fund balances – governmental funds	\$ 41,415,082	\$ 29,063,998	\$ 12,351,084
Total capital assets, net of depreciation/amortization	303,825,003	305,146,648	(1,321,645)
OPEB asset, net of deferments	5,615,407	5,264,541	350,866
Bonds, COPs, financed purchases, and leases	(209,392,887)	(196,321,885)	(13,071,002)
PERA and TRA pensions, net of deferments	(162,105,824)	(171,605,370)	9,499,546
Other adjustments	(6,889,768)	(6,099,049)	(790,719)
	<u>\$ (27,532,987)</u>	<u>\$ (34,551,117)</u>	<u>\$ 7,018,130</u>
Net position			
Net investment in capital assets	\$ 111,931,629	\$ 119,977,952	\$ (8,046,323)
Restricted	17,685,336	13,711,368	3,973,968
Unrestricted	<u>(157,149,952)</u>	<u>(168,240,437)</u>	<u>11,090,485</u>
	<u>\$ (27,532,987)</u>	<u>\$ (34,551,117)</u>	<u>\$ 7,018,130</u>



LETRS Overview

John Groenke, Matt Pletcher, Bridget Hall, Laura Suckerman, Kari Maryn, Melissa Jackson, Matt Phelps, Mary Jane Adams

Curriculum and Instruction/Buildings



ROBBINSDALE
Area Schools

Language Essentials for Teachers of Reading and Spelling “LETRS”



ROBBINSDALE
Area Schools

Strategic Plan



Where does LETRS fit in with the RAS Strategic Plan?



Strategic Plan Framework DRAFT 11.3.22		Themes	Objectives	Initiatives
<p>Priority Outcomes</p> <p>Grounded in Equity</p> <ul style="list-style-type: none"> All students are ready for school Reading proficiency by 3rd grade Academic and social-emotional growth in Improve achievement for students of color and lower-income students Engagement in school and learning Supported by families to learn and achieve Clear path and readiness for career, college, and life <p>Stage 1 2023</p>	<p>Strategic Theme A</p> <p>Academic Achievement</p>	<ol style="list-style-type: none"> Enhance cultural relevance of curriculum for students Enhance an equitable learning system from early childhood to adults Increase responsiveness to individual student needs Deepen preparation for life, college and career 	<ol style="list-style-type: none"> 1a. Implement culturally responsive teaching and culturally relevant instructional resources 2a. Implement a blended learning instructional framework throughout RAS 2b. Transform grading practices to incorporate standards-based grading 2c. Implement a redesigned middle school model district-wide 3a. Establish classroom systems that productively address student behavior 3b. Personalize curriculum in response to student voice and choice 4a. Increase opportunities for applied career experiences 4b. Integrate career exploration within the PK-12 curriculum 4c. Define the essential characteristics of the future graduate in collaboration with our community, and align learning opportunities for all students 	
	<p>Strategic Theme B</p> <p>Student Engagement and Wellness</p>	<ol style="list-style-type: none"> Improve student-staff connection Increase student access to school opportunities, programs, and activities Increase support for student social, emotional, and mental wellness Strengthen practices around student, staff, and school safety 	<ol style="list-style-type: none"> 1a. Implement a system to ensure every student has a positive relationship with at least one adult at school 1b. Identify and implement student voice at the building and district level 2a. Remove barriers to student access and participation 2b. Create programming and activities that are responsive to parent and student interests and needs 3a. Build staff and student skills and develop resources to provide support and strategies that are responsive to individual needs 3b. Create and develop student wellness spaces in each building 4a. Train staff and students on policies regarding protocols on staff and student interactions 	
	<p>Strategic Theme C</p> <p>Collaboration and Partnerships</p>	<ol style="list-style-type: none"> Strengthen mutual communication and responsiveness with all stakeholders Expand equitable inclusion and influence of student, family, staff, and community voice Maximize our partnership and embrace our diverse community 	<ol style="list-style-type: none"> 1a. Inform and engage stakeholders through targeted and responsive communication 1b. Improve communication with multilingual families, communities - at all levels (classroom, school, district) 2a. Establish practices that increase family and community engagement in reviewing school culture and climate, and providing feedback that leads to improved student outcomes 3a. Develop strategic partnerships that meet the needs of students, staff, and families 	
	<p>Strategic Theme D</p> <p>Staff Investment and Impact</p>	<ol style="list-style-type: none"> Enhance hiring and retention to support student success Foster a districtwide culture that is inclusive, supportive, and welcoming Increase consistency and accountability for common practices 	<ol style="list-style-type: none"> 1a. Enhance the diversity, efficiency and effectiveness of hiring 1b. Create retention practices for all staff to reduce turnover and build a stronger workplace culture 2a. Develop and strengthen onboarding and mentorship programs with each employee group 2b. Establish an employee culture that is anti-racist, welcoming, and grounded in mutual respect for each other 3a. Create a robust evaluation system, with documentation, that includes feedback to strengthen performance of each staff member 3b. Create a common and comprehensive vetting process to align, implement, and evaluate district initiatives 	

Themes	Objectives
<p>Strategic Theme A Academic Achievement</p>	<ol style="list-style-type: none"> 1. Enhance cultural relevance of curriculum for students 2. Enhance an equitable learning system from early childhood to adults 3. Increase responsiveness to individual student needs 4. Deepen preparation for life, college and career

Initiatives
<ol style="list-style-type: none"> 1a. Implement culturally responsive teaching and culturally relevant instructional resources 2a. Implement a blended learning instructional framework throughout RAS 2b. Transform grading practices to incorporate standards-based grading 2c. Implement a redesigned middle school model district-wide 3a. Establish classroom systems that productively address student behavior 3b. Personalize curriculum in response to student voice and choice 4a. Increase opportunities for applied career experiences 4b. Integrate career exploration within the PK-12 curriculum 4c. Define the essential characteristics of the future graduate in collaboration with our community, and align learning opportunities for all students

Themes	Objectives
Strategic Theme B Student Engagement and Wellness	<ol style="list-style-type: none">1. Improve student-staff connection2. Increase student access to school opportunities, programs, and activities3. Increase support for student social, emotional, and mental wellness4. Strengthen practices around student, staff, and school safety

- 1a. Implement a system to ensure every student has a positive relationship with at least one adult at school
- 1b. Identify and implement student voice at the building and district level
- 2a. Remove barriers to student access and participation
- 2b. Create programming and activities that are responsive to parent and student interests and needs
- 3a. Build staff and student skills and develop resources to provide support and strategies that are responsive to individual needs
- 3b. Create and develop student wellness spaces in each building
- 4a. Train staff and students on policies regarding protocols on staff and student interactions

How is this different than what we have done in the past?

- Moved too quickly to print, did not focus enough on the sounds of the language
- Reading experts and curricular materials focused on exposure to various forms of text to teach reading skills and not enough focus on phonemic awareness and phonics instruction
- Phonics and phonemic awareness instruction was focused in Kindergarten and 1st grade
- Grades 2-5 mostly focused on comprehension and understanding the text

Shifting in a new direction

Balanced Literacy



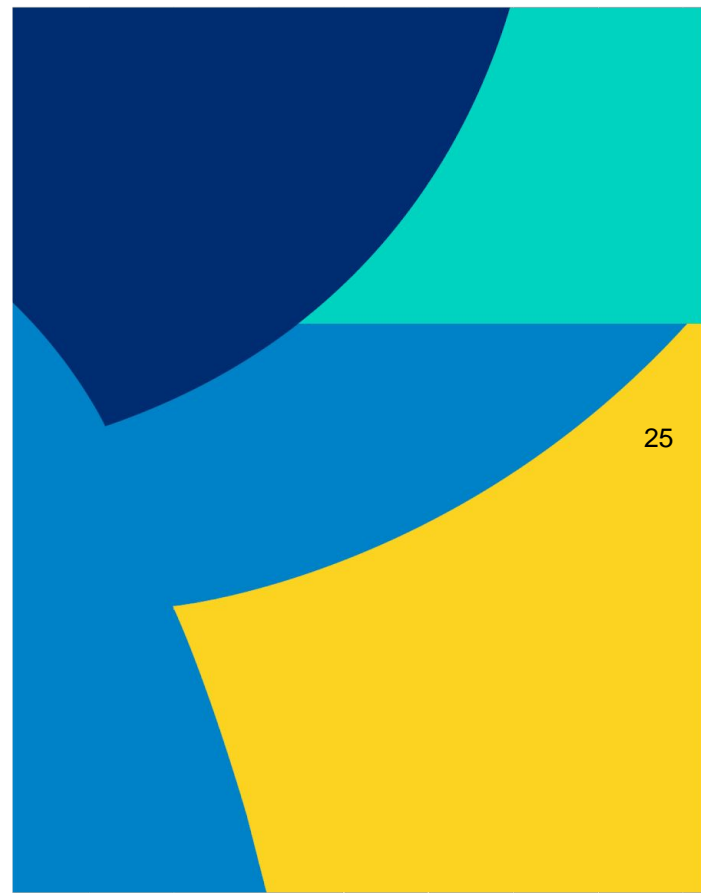
Structured Literacy

- Reading and writing are developed through experience and exposure
- Focuses on shared reading, guided reading, and independent reading with discussions on content
- Phonics, decoding and spelling may be taught but not systematically and often as an extra
- Focuses on meaning of text
- Assumes that students will naturally develop the skills through repeated exposure and practice

- Explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling and syntax
- Focuses on ensuring students understand the sounds of the language before the written symbols
- Emphasizes that meaning from text can not be derived if the reader can not decode the words
- Directly teaches students to crack the code of the English Language



LETRS Training and Implementation Plan



Why LETRS (Language Essentials for Teachers of Reading and Spelling)?

Professional development that provides ALL teachers with an understanding of:

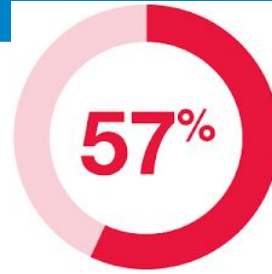
- Scientifically based best practices for instructional routines, activities, and approaches for ALL students
- The relationships among language, reading, and writing
- How to deliver effective instruction through teacher modeling
- How to directly apply LETRS principles and practices to the classroom
- Theory and science behind how reading should be taught
- Not a curriculum, not a set of activities



LETRS in RAS

43%

of RAS elementary staff are trained in Units 1-4 as of August 2022



RAS staff elementary staff are being trained in Units 1-4 during 2022-23 school year

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RAS staff members are trained LETRS facilitators and provide training to RAS staff



to train new RAS teachers before start of school year



Secondary Reading, EL and Sped staff are being trained in Units 1-4 during 2022-23 school year



of Elementary Classroom teachers, EL teachers, teachers of Special Education and Secondary Reading Teachers trained by August 2023

Being a Facilitator

This will allow us at RAS to provide ongoing training and learning opportunities in a cost effective manner.

Each member of our staff that has become a trained facilitator has:

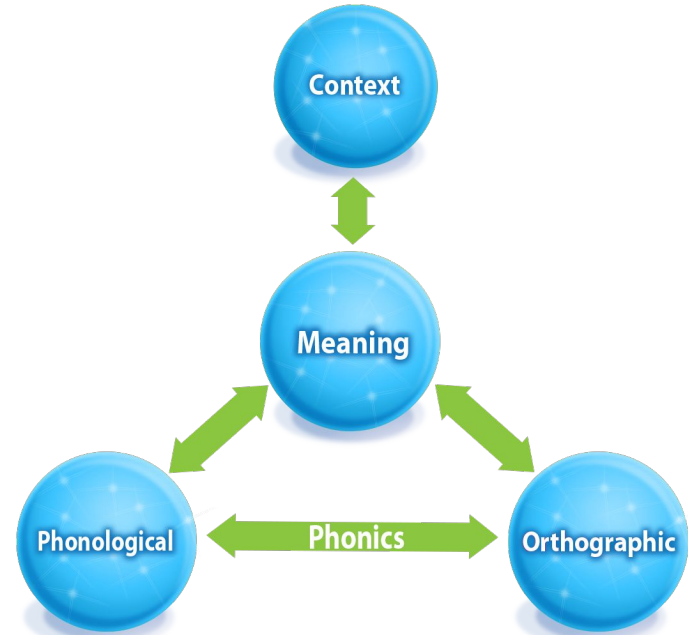
- Completed each unit in person
- Completed each unit online through Lexia and passed all assessments with 90% proficiency
- Attended 4 days of intensive training through Lexia
- Modeled lessons with a Lexia trainer to show proficiency in knowledge
- Must complete 8 hours of professional learning through Lexia each year to continue as a facilitator

We currently have 8 licensed facilitators in RAS and are developing a plan to train more.

When teaching
students to read,
we must start with
SPEECH then move
to **PRINT**.

Unit 1: The Challenge of Learning to Read

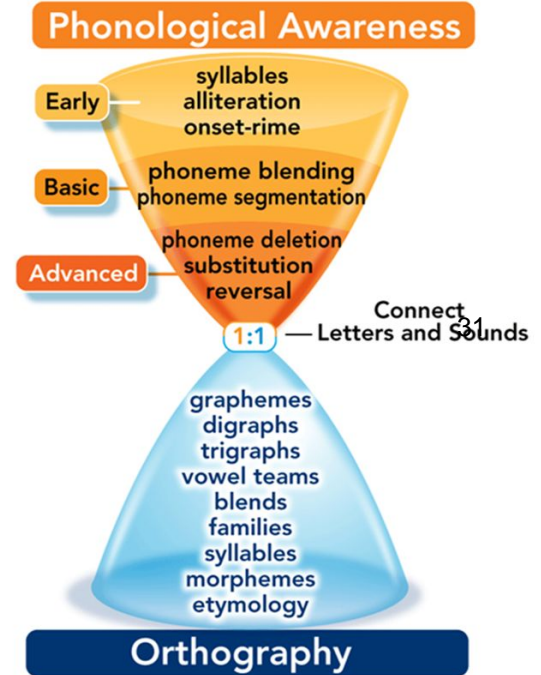
- The connection between language and literacy.
- What the brain does when a person is reading.
- The skills that support proficient reading.
- How children learn to read and spell.



The Four Part Processing Model

Unit 2: The Speech Sounds of English

- Phonology related to reading and spelling
- How phonological skills develop.
- The importance of phonemic awareness.
- What the consonant and vowel phonemes of the English language are and how to pronounce them correctly.
- Discusses difference in dialects, accents and allophonic variations in pronunciation (takes cultural and language differences into consideration)

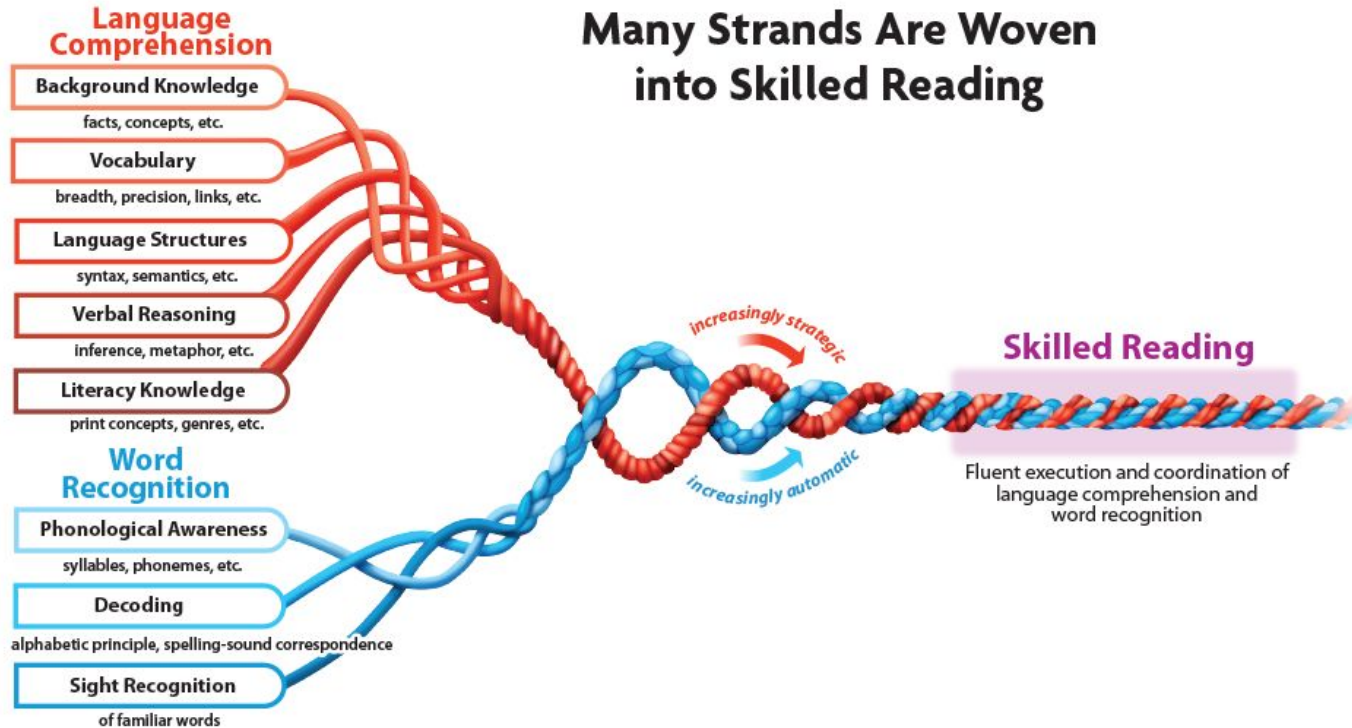


Unit 3: Teaching Beginning Phonics, Word Recognition and Spelling

- The role of the strands of the Reading Rope in word recognition.
- The role of phonics in reading instruction.
- Instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
- Word practice and word meaning routines.
- How to teach spelling using dictation.
- Decodable text and when it is important to use.

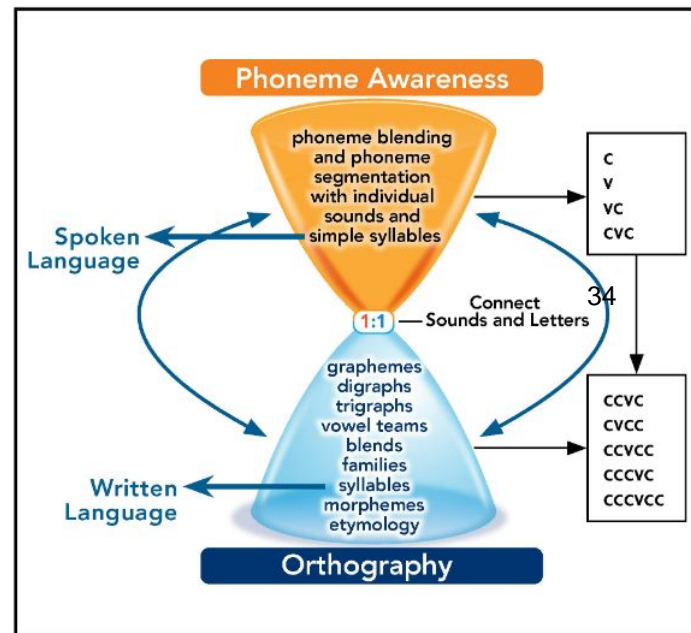
The Reading Rope

Many Strands Are Woven into Skilled Reading



Unit 4: Advanced Decoding, Spelling and Word Recognition

- Advanced word study.
- How six syllable types and how should be taught.
- Distinguish syllables from morphemes.
- Suffix rules.
- Relationship between reading fluency and reading comprehension.
- Building word, sentence, and passage reading fluency.
- Aligning practices with scientific evidence.



(Full-size Hourglass figure appears on p. 103 of Unit 2; courtesy of Carol A. Tolman)

LETRS for Administrators

A resource and professional development course for **building principals, assistant principals and instructional leaders** (instructional coaches, MTSS specialists, teacher leaders) to support the impact of evidence-based early literacy instruction.

- Provides a course to help leaders gain insight to the literacy framework used to **create a strong instructional plan**
- Helps leaders create efficient methods to analyze student data and **establish effective instructional blocks** in literacy
- Helps leaders address the needs of teachers who would benefit from deep training on literacy instruction
- Provides guidance on creating an **observation and coaching form** to use to support teachers in implementing LETRS learning



Implementation Plan

Year	Focus
2022-23	<ul style="list-style-type: none">● LETRS review● Sound Wall Training and Implementation at FOE and MLE● Sound Wall Training● Bridge 2 Read at SOE and LVE● David Kilpatrick Training
2023-2024	<ul style="list-style-type: none">● Principals develop a walk through/ data collection tool to use in classroom observations● Increased number of trained Facilitators to increase in building learning and coaching in Elementary Schools● Implement new phonics lesson plan format with specific learning objectives● Increase use of Bridge 2 Read● MOU 4 Days LETRS training for those new to position

Secondary Literacy

- RAS employs 14 secondary reading teachers
- All secondary reading teachers are receiving LETRS training
 - 5 through MDE grant.
 - The rest through district provided
- Plan for Secondary Literacy Specialists to become LETRS trainers to provide ongoing support
- The Science of Reading informs the instruction students are receiving.



Two different initiatives to support and extend LETRS learning



Sonnesyn & Lakeview

Bridge 2 Read

- Began Professional Learning November 15th and 16th
- Goal focused on Phonics Decoding proficiency
- 2 parts of the lesson:
 - Sound awareness- 5 min
 - Word Study- 30 min
- Use of Bridge 2 Read has been central to PLC work
 - Professional Learning
 - Data Cycles
 - Refining instructional practices using Bridge 2 Read to increase effectiveness

Forest and Meadow Lake

Sound Walls

- Focused on the science of sound walls, their design, and their implementation into your daily phonological awareness and phonics instruction.
- Teachers received an implementation kit with materials to build their own sound wall
- Teachers receive a resource with directions for explicit instruction of each phoneme
- Teachers receive ongoing coaching and training

Sound Walls- The training and materials

- Six-hour fundamentals class is focused on the science of sound walls, their design, and their implementation into your daily phonological awareness and phonics instruction.
- Teachers received an implementation kit with materials to build their own sound wall
- Teachers receive a resource with directions for explicit instruction of each phoneme
- Teachers at Forest and Meadow Lake have received coaching and classroom observations from Sound Wall Specialists



Modeling in a kindergarten classroom at Forest Elementary by a Sound Wall Specialist

Bridge 2 Read: Sound Awareness

5 minute Daily Sound Awareness Lesson

Example w/ compound word

Flashlight



- Encoding: **flash light**
- Substitution: Take away **flash** & replace it with **star**
- Deletion: Take away **flash**, what is left

Bridge 2 Read: Word Study



1. Teach the phonics spelling pattern
2. Practice patterns with words
3. Practice sentences with words with the patterns
4. Partner reading with the text using words with the patterns
5. Dictation: 5 word spelling check of the taught spelling pattern

Example Word Pattern: Silent - e

Students read list of words as whole words.



dim		gripe		
dime		ripe		
slime		rip		41
slim		spit		
grime		spite		
grim		quite		
grip		quit		

Now you are going to read this list of words. Please read the whole word.
Teacher points to the left of each word. When a word is read correctly, teacher says **Yes (word)** after each word.
If students struggle reading the word as a whole word, say **"My turn"** and (touch under each letter and say the sounds, then slide finger under the last letter to blend. **"Your turn"** then students say each sound and blend sounds to say whole word).
Go on to the next list and have students start again.



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Additional Word Study Components

tiger	
	<p>V/CV pattern: The word tiger has one consonant standing between two vowels. We divide the word after the first vowel. Important: If the V/CV division does not make a word, then divide after the consonant (VC/V) as shown on the next slide.</p> 

Recognizing patterns to read unknown words

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Review: Students read "Heart Words"

Teacher points at the Heart Word. Students read the Heart Word chorally aloud.

Teaching high frequency words

- Words with spelling patterns haven't been taught yet
- Words that don't follow a pattern

Principal Lens- What has the effect of LETRS and Science of Reading been at your site?



LETRS and the Science of Reading has provided staff at Forest the knowledge to challenge their current practices. It has also developed a common language to identify what foundational skills need to be developed to intentionally support students to become a better reader.



ZACHARY LANE ELEMENTARY

The baseline for our returning readers has moved up, and their phonemic awareness and phonics skill sets are much more consistent. Teachers are better able to adjust because the foundational skills are more solid and predictable, and the teachers are better equipped to to make modifications to their instruction.



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For our building as a whole, LETRS and the Science of Reading has brought to light the importance of the foundational skills of phonemic awareness and phonics. It has helped us to implement specific instructional practices that are effective. In addition, it has given teachers of older students some of the skills they need to ensure that their students have these foundational skills.

Questions





More Resilient Robbinsdale:

Update on Trauma Informed Practices

Anne Grui, Assistant Director of
Student Services



ROBBINSDALE
Area Schools

OUR UNIFIED DISTRICT VISION

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

Cognitive Behavioral Intervention for Trauma in Schools & Bounce Back





ROBBINSDALE
Area Schools

Collaborative Improvement and Innovation Network-Grant (CoIN)

- Partnership
- Two-years of Collaboration
- Evidenced Based and Data Driven

Focused on School Based
Mental Health across the district
based on building needs
assessment, resource mapping,
and gap analysis





School Health Assessment and Performance Evaluation System

- SHAPE was developed by the National Center for School Mental Health (NCSMH) to increase the quality and sustainability of comprehensive school mental health systems.
- Designed for team completion at the school or district level to document the school mental health system components, assess the comprehensiveness of a School Mental Health system, prioritize quality improvement efforts and track improvement over time.

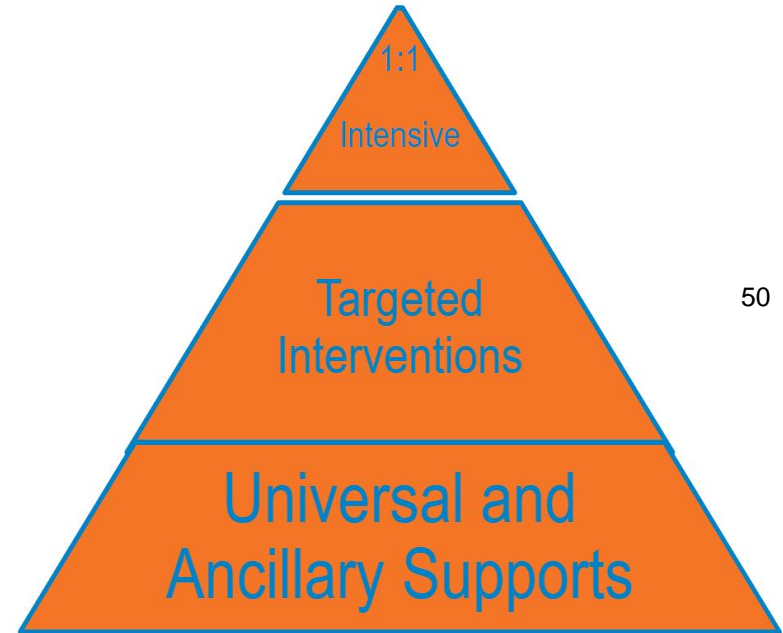
What did we find?

- Diversification of Mental Health Practitioners
- Resource Mapping for Mental Health
- Communication about Mental Health Services available within the district.

Resource Mapping

Resource mapping is an active, ongoing process to identify, visually represent, and share information about internal and external supports and services; it is used to inform effective use of resources.

In school mental health, resources in schools and the surrounding community can be mapped across a multi-tiered system of support.



Priorities

- 1 Trauma Informed Practices
- 2 Social Emotional Learning
- 3 School Based Mental Health

Across the district 21 schools used their voice to advocate for support around these high priority action areas.

Trauma Informed Practices

Identified Needs

- Tier one: Increase in knowledge about trauma and trauma informed practices for school staff.
- Tier two and three: Increase in support and interventions for students who have experienced trauma.



Trauma Informed Practices: Installation Stage

Tier 1: Counselors and School Psychologists will be trained as trainers for Trauma Informed Skills for Educators (TISE)

TISE is designed to teach K-12 teachers about how trauma can affect students and how they can effectively support students after stressful and traumatic experiences.

TISE uses a strength-based and relational lens that highlights students' resilience and promotes school connectedness and belonging

Tier 2 & 3: School Social Workers will be trained in Cognitive Behavior Intervention for Trauma in Schools (CBITS) and Bounce Back

The **CBITS** program is designed for use with groups of students who have experienced significant traumatic experiences and are suffering from related emotional or behavioral problems, particularly symptoms of post-traumatic stress disorder.

Bounce Back is a newer intervention, adapted from CBITS and intended for elementary school children in grades K through 5 who have been exposed to stressful and traumatic events. The focus is to impart skills to help them cope with and recover from their traumatic experiences.

CBITS

Students learn skills in relaxation, challenging upsetting thoughts, and social problem solving, and work on processing memories.

54

CBITS also includes parent and teacher education sessions. It includes 10 weekly group sessions, 1-3 individual sessions, 2 parent education sessions, and 1 teacher education session.

An implementation plan is currently being written and will be brought forward later this month.

Bounce Back

Bounce Back is a group and individual intervention for young students exposed to trauma. It is designed to help students “bounce back” to wellness by reducing symptoms of traumatic stress. Students learn coping skills, how to identify their feelings, relaxation techniques, problem solving strategies, and work on processing in individual and joint sessions with caregivers. 55

An implementation plan is currently being written and will be brought forward later this month.

Student Selection

School Social Workers will work with the school administration, MTSS team, families, and utilize data sources such as SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) to help determine who would be a good fit for the groups.

More Resilient Robbinsdale

More information about the work for a More Resilient Robbinsdale will be shared at a March Board meeting.



**Thank you for your
support as we work
towards a more
resilient Robbinsdale.**

Anne Grui, Assistant Director of Student Services
anne_grui@rdale.org



To: School Board & Superintendent Engstrom
From: Ukee Dozier - Executive Director of Finance
Date: 2/6/23
Re: Enrollment Projections for FY24

Enrollment is projected from a variety of data sources. The data analyzed in these projections consists of live birth rates within the district, Pre School data, historical trends, and basic student migration. Other factors to consider but vary regarding projections are residential development trends, Non-Resident Open Enrollment as well as Non-Public Education options.

Head Count

Headcount is the first metric used to establish a basis for staffing needs for the upcoming fiscal year. The total headcount of enrollment for Fiscal Year 2024 is projected at 10,552. This figure is reflective of the District's K-12 rollover and incorporates student migration in relation to cohort survival. It is exclusive of Early Childhood and Voluntary Pre-K enrollment count. The projected enrollment for Kindergarten, Elementary (Including Kindergarten), Middle School and High School are the following:

- ❖ Kindergarten: **705**
- ❖ Elementary K-5: **4,478**
- ❖ Middle School 6-8: **2,152**
- ❖ High School 9-12: **3,922**

Average Daily Membership

Average Daily Membership, or ADM, is a metric derived from the average daily attendance of the district's total headcount. ADM is the figure used to generate revenue sources. The district's FY24 ADM enrollment projection is 10,458. This figure is derived from Oct 2022 K-12 fall seat count numbers and is based on prior year trends and may vary based on mid-year enrollment changes. It is exclusive of Early Childhood and Voluntary Pre-K enrollment count.

An overview of enrollment projections are provided below for the 23-24 school year along with associated ADM projections. The entire report is attached [HERE](#).

Enrollment and Projected ADM for 23-24

Head Count	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Oct 2022	Variance
FY24 Projection																
Forest	60	57	65	71	72	58	-	-	-	-	-	-	-	383	380	3
Lakeview	45	48	58	58	53	70	-	-	-	-	-	-	-	332	358	(26)
SEA - Olson	66	67	66	74	73	77	-	-	-	-	-	-	-	423	432	(9)
Meadow Lake	80	87	84	74	75	83	-	-	-	-	-	-	-	483	462	21
Neill	45	55	60	58	61	50	-	-	-	-	-	-	-	329	332	(3)
RSIS	131	127	129	126	110	109	-	-	-	-	-	-	-	732	701	31
Noble	32	34	37	40	43	47	-	-	-	-	-	-	-	233	234	(1)
Northport	80	79	80	80	82	65	-	-	-	-	-	-	-	466	442	24
Sonnesyn	50	59	65	45	60	42	-	-	-	-	-	-	-	321	319	2
Zachary Lane	50	57	75	50	84	59	-	-	-	-	-	-	-	375	389	(14)
FAIR Pilgrim	66	60	66	72	70	67	-	-	-	-	-	-	-	401	399	2
FAIR Crystal	-	-	-	-	-	-	142	104	98	-	-	-	-	344	251	93
Plymouth	-	-	-	-	-	-	260	253	276	-	-	-	-	789	842	(53)
Robbinsdale	-	-	-	-	-	-	187	201	220	-	-	-	-	608	645	(37)
Sandburg	-	-	-	-	-	-	113	107	135	-	-	-	-	355	418	(63)
Cooper	-	-	-	-	-	-	-	-	-	433	446	418	340	1,637	1,641	(4)
Armstrong	-	-	-	-	-	-	-	-	-	450	471	485	422	1,828	1,838	(10)
Highview ALC	-	-	-	-	-	-	-	-	-	-	-	20	75	95	202	(107)
RVA Elem	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	(21)
RVA Secondary	-	-	-	-	-	-	-	34	22	29	61	82	130	358	278	80
RTC	-	-	-	-	-	-	-	-	-	-	-	-	60	60	68	(8)
	705	730	785	748	783	727	702	699	751	912	978	1,005	1,027	10,552	10,652	(100)

Head Count	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Oct 2022	722	784	719	794	746	704	682	762	765	960	969	885	1,160	10,652
FY24 Proj	705	730	785	748	783	727	702	699	751	912	978	1,005	1,027	10,552
	(17)	(54)	66	(46)	37	23	20	(63)	(14)	(48)	9	120	(133)	(100)

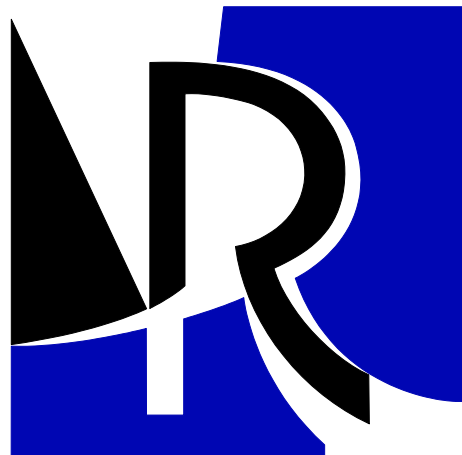
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Oct 2022	728	786	724	803	753	709	698	762	776	959	963	875	1,076	10,613
FY24 Proj	705	716	775	718	804	735	675	713	759	889	951	934	1,085	10,458
Variance	(23)	(71)	51	(86)	50	26	(23)	(49)	(17)	(70)	(13)	60	9	(155)

ROBBINSDALE AREA SCHOOLS

**INDEPENDENT SCHOOL DISTRICT #281
NEW HOPE, MINNESOTA**

Serving the communities of Brooklyn Center, Brooklyn Park, Crystal, Golden Valley,
New Hope, Plymouth and Robbinsdale

FY2023-24 Enrollment Projections



Enrollment Projections

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Middle School Historical Trends..... Page 7

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District Total Enrollment Trends.....Page 9

Enrollment Projection Overview for Fiscal Year 2024

Enrollment is projected from a variety of data sources. The data analyzed in these projections consists of live birth rates within the district, Pre School data, historical trends, and basic student migration. Other factors to consider but vary regarding projections are residential development trends, Non-Resident Open Enrollment as well as Non-Public Education options.

Head Count

Headcount is the first metric used to establish a basis for staffing needs for the upcoming fiscal year. The total head count of enrollment for Fiscal Year 2024 is projected at 10,552, which is a reduction of 100 students from the FY23 fall seat count. This figure is reflective of the District's K-12 rollover and incorporates student migration in relation to cohort survival. It is exclusive of Early Childhood and Voluntary Pre-K enrollment count. The projected enrollment for Kindergarten, Elementary (Including Kindergarten), Middle School and High School are the following:

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Live Birth Data

Year	Hennepin County	Total in District	Kindergarten Enroll 5 yr. Lag	Actual Kindergarten	% Of Total Births
2011	15,880	2,860	2016	918	5.8%
2012	16,281	2,972	2017	865	5.3%
2013	16,539	2,977	2018	845	5.1%
2014	16,693	2,938	2019	862	5.2%
2015	16,739	2,878	2020	895	5.3%
2016	16,377	2,864	2021	731	4.5%
2017	16,241	2,791	2022	793	4.9%
2018	15,744	2,724	2023	722	4.6%
2019	15,306	2,738	2024	705	4.6%
2020	14,714	2,522	2025	690	4.7%

***Estimate based on 3-year Average**

School Enrollment Projection by School and Grade

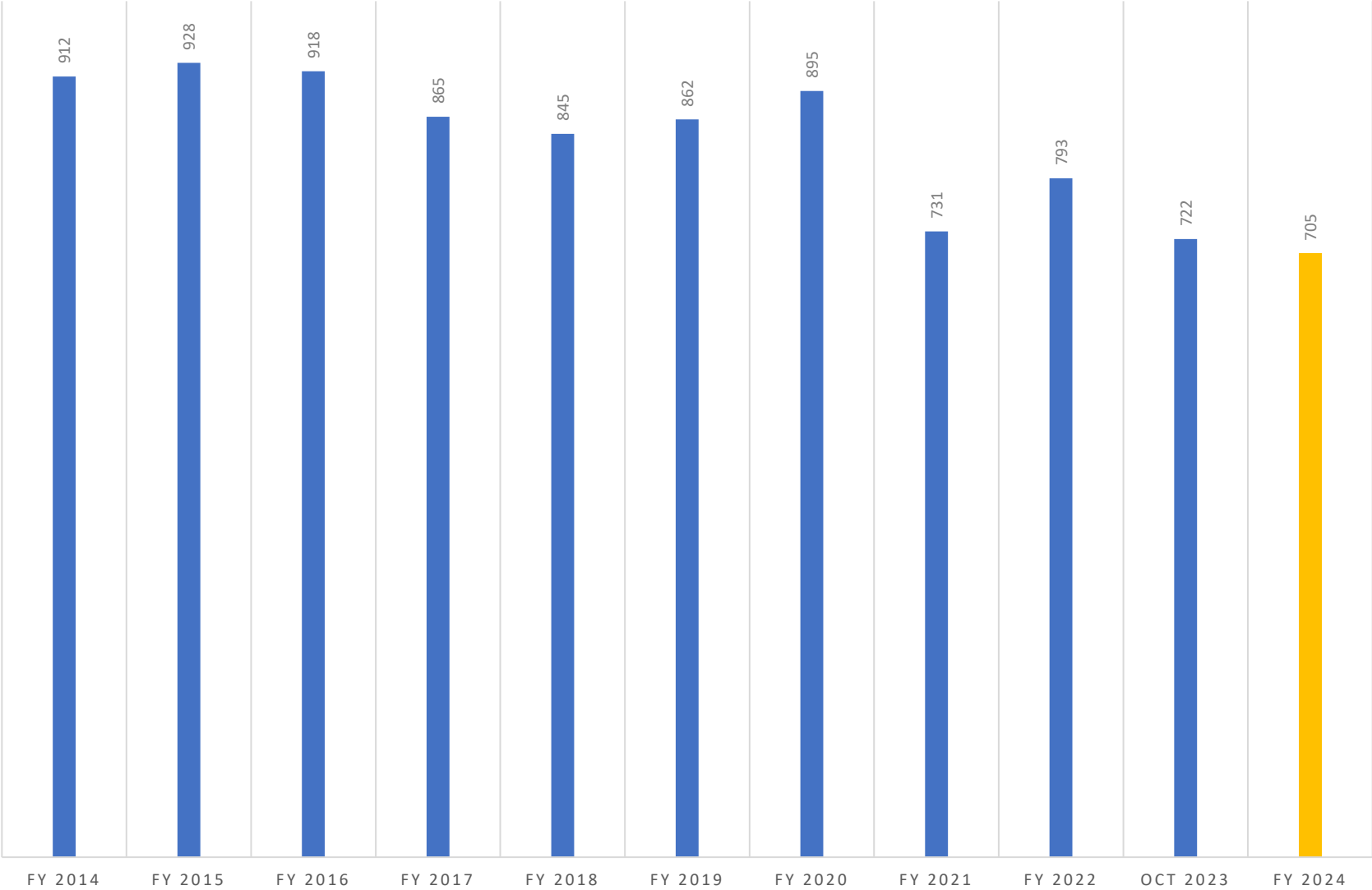
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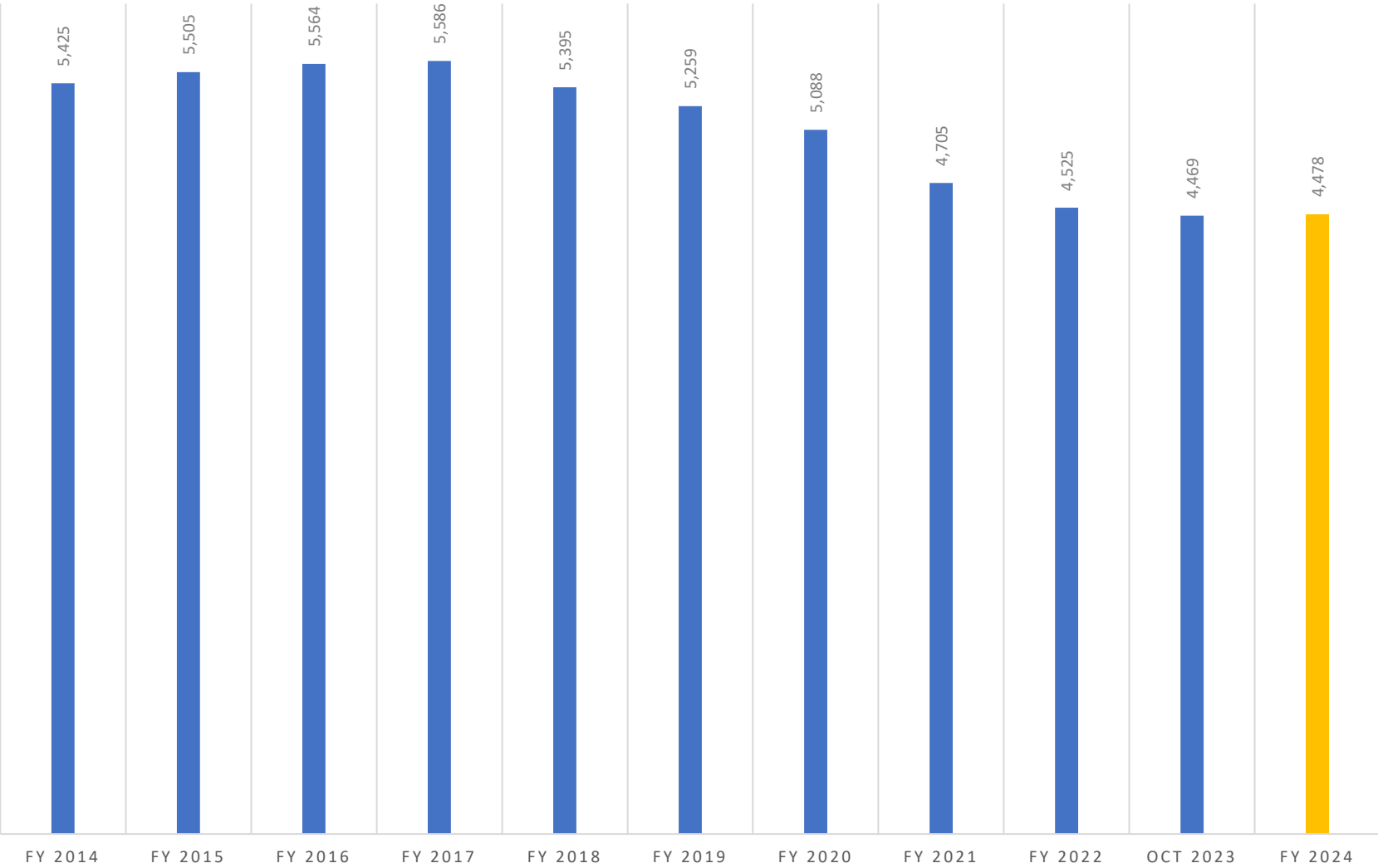
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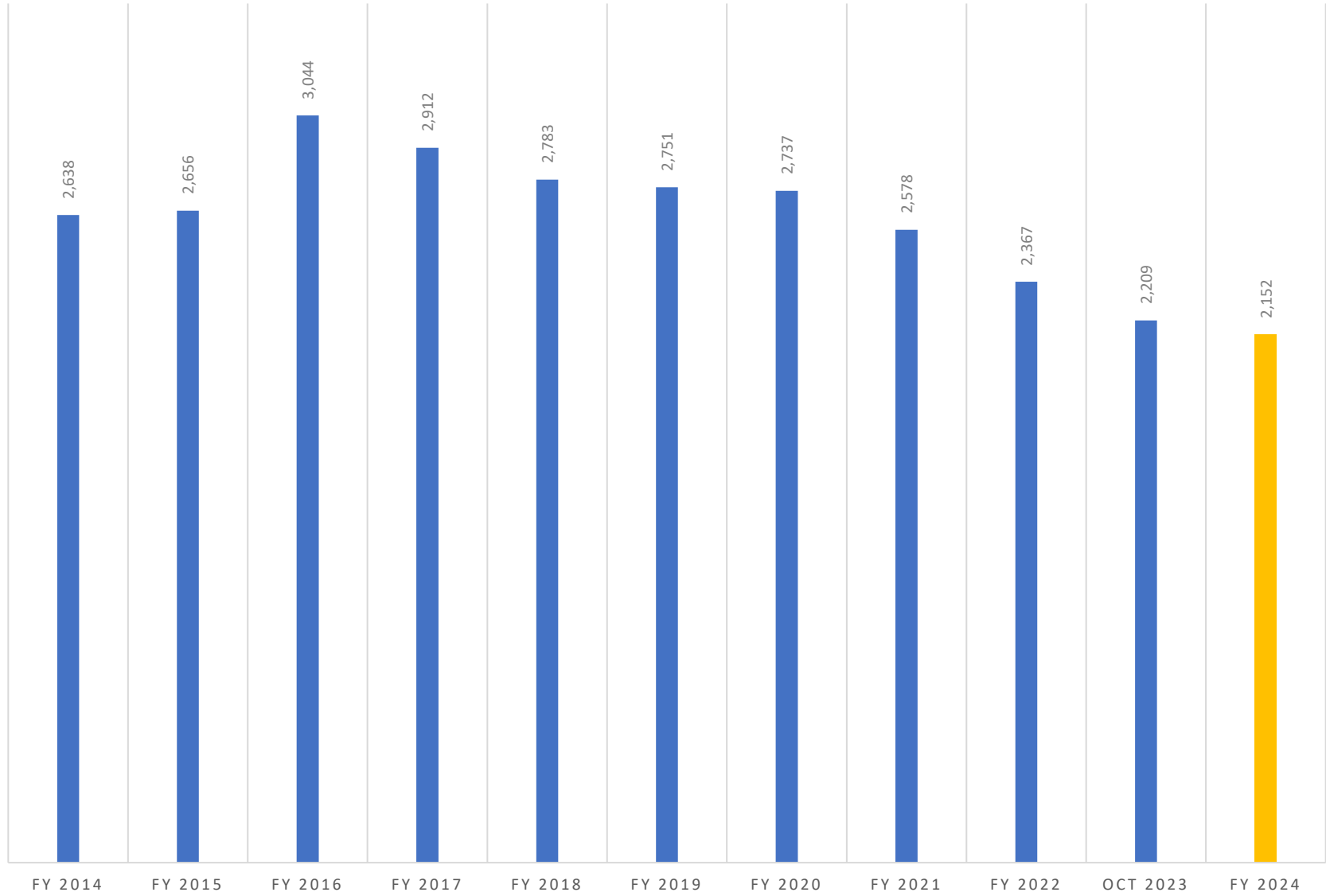
KINDERGARTEN



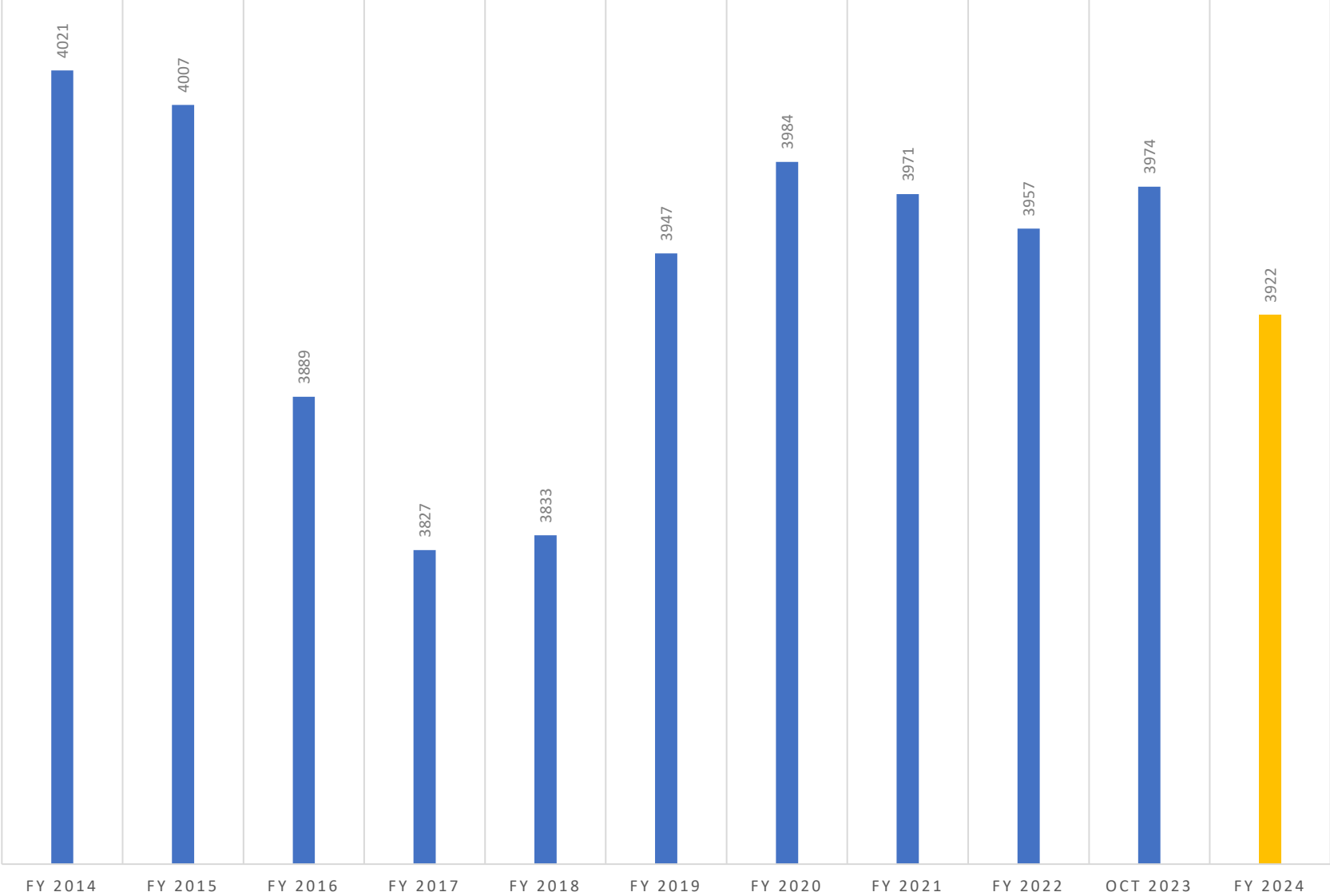
ELEMENTARY K-5



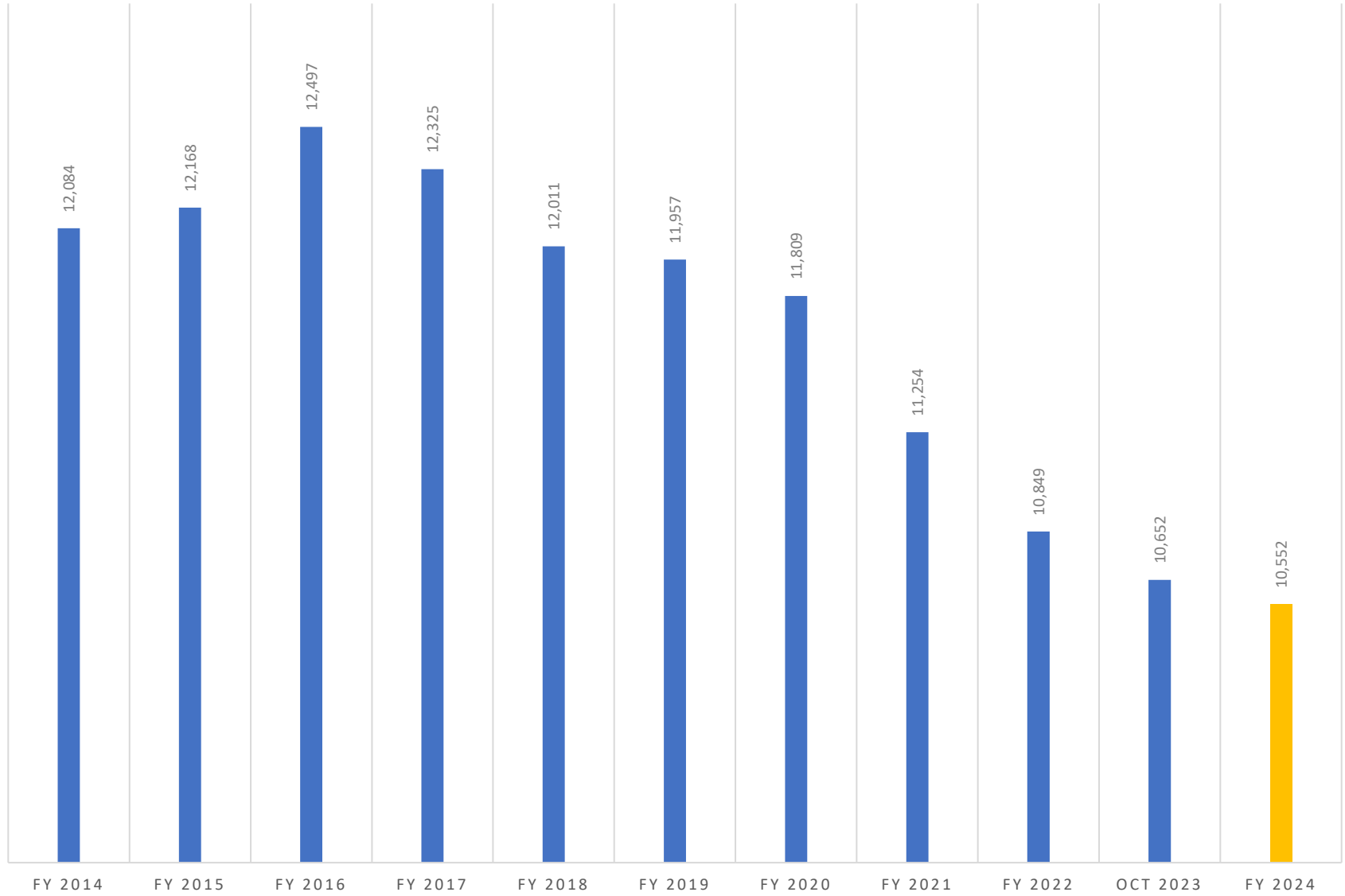
MIDDLE SCHOOL 6-8



HIGH SCHOOL 9-12



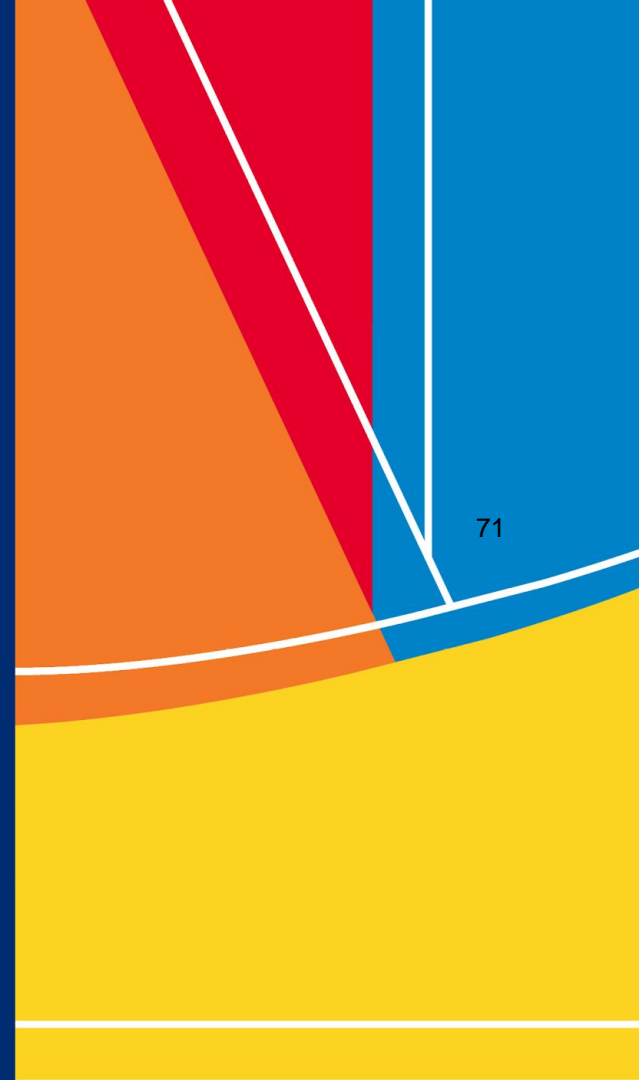
TOTAL ENROLLMENT





Budget Update

Ukee Dozier
February 6, 2023



OUR UNIFIED DISTRICT VISION

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

Presentation Purpose

The purpose of tonight's presentation is to:

- ❑ Provide a brief update on the Budget Timeline
- ❑ Update the BOE on the General Funds current budget standings before mid-year revisions for All Funds
- ❑ Future Budgetary Considerations in preparation for FY24 Budget

Budget Phases

Four phase process in Budget creation

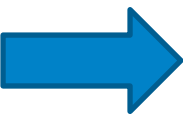
- ❑ **Data Gathering**
 - ❑ August thru December
- ❑ **Preparation**
 - ❑ January thru February
- ❑ **Presentation and Approvals (Including Mid Year)**
 - ❑ March thru June
- ❑ **Budget Implementation**
 - ❑ June and Beyond

Budget Timeline

Phase	Date	Who	Outcome	Documents
Data Gathering		GreyShading FAC	BlueShading - Board (Bold = School Board Budget Related Action)	
	August 1, 2022	Board Work Session	(1) FAC Presentation	(G) Spring 22 FAC Report
	August 15, 2022	Board Regular Meeting		
	August 23, 2022	Cabinet	(1) Preliminary Pay 2023 Levy	
	September 7, 2022	Business Meeting	(1) Preliminary Pay 2023 Levy (Non Action)	
	September 19, 2022	Board Regular Meeting	(1) Approve Preliminary Pay 2023 Levy (2) Renewal of Workers	(B) Levy Summary & Powerpoint
	September 20, 2022	FAC #1	(1) Welcome/Orientation (2) Enrollment to date (3) Levy Update	(A) Budget Timeline (B) Levy Summary
	October 3, 2022	Business Meeting	(1) Award Sale of GO LTFM Bond, Series 2022A	
	October 3, 2022	Board Work Session	(1) Understanding Budget Timeline	(A) Budget Timeline (D) Enrollment
	October 17, 2022	Board Regular Meeting		
	October 24, 2022	Cabinet	(1) ESSER Update (2) Staff Ratio/Reduction Analysis/Standard of Service	
	October 31, 2022	Budget Managers	Begin FY23 Mid Year Budget Review	
	October 31, 2022	Budget Managers	Preliminary direction for FY24 budget prep (Potential Reductions)	
	November 7, 2022	Board Work Session	(1) ESSER Update (2) Enrollment Update	(A) Budget Timeline
	November 15, 2022	FAC #2	(1) Welcome and Intro (2) Budget Timeline (3) Levy Update (4) Enrollment Update	(A) Budget Timeline (B) Levy Summary (D) Enrollment
	November 21, 2022	Business Meeting		(A) Budget Timeline
	November 21, 2022	CTF		
	December 5, 2022	Business Meeting	(1) Levy Update (Truth in Taxation) (2) Levy Pay 2023 (Non Action)	(B) Levy Summary
	December 5, 2022	Board Work Session	(1) Preliminary Audit Report (2) Finance/ESSER Update	(B) Levy Summary
	December 12, 2022	CTF	FY24 Budget Assumptions Review	
December 19, 2022	Board Regular Meeting	(1) Approve Final Pay 2023 Levy (2) Approval of Staff Ratio	(B) Levy Summary (F) Audit Report	
Preparation	January 9, 2023	Board Work Session	Review FY24 Preliminary Enrollment Projections (2) Finance Update with Preliminary FY23 Revised Budget (3) FY24 Budget Assumptions	(D) Enrollment Projections (E) Fund Balance Summary
	January 16, 2023	CTF	Propose budget/compensatory and staffing allocations for	
	January 17, 2023	FAC #3	(1) Preliminary Audit Report (2) ESSER Update (3) FY24 Enrollment	(E) Fund Balance Summary (K) 5 Year
	January 23, 2023	CTF	Finalize budget/compensatory and staffing allocations for	
	Jan 25-Feb 4, 2023	Budget Managers	Begin Staffing Meetings for FY24 Budget	
	January 24, 2023	Board Regular Meeting	(1) Final Audit Report (2) Non Resident Enrollment Capacity Limits	(F) Audit Report
	February 6, 2023	Budget Managers	Capital and Debt Service budgets due	
	February 6, 2023	Board Work Session	Review FY24 Preliminary Enrollment Projections (2) Current Year Finance Update	
	February 6, 2023	Business Meeting	(1) Approval of resolution for non resident student enrollment capacity limits	
	February 21, 2023			
	February 24, 2023	Budget Managers	All FY24 department and school budgets requests due to Business	
	March 6, 2023	Board Work Session	(1) FY23 Preliminary Revised Budget (2) FY24 Budget Assumptions	(E) Fund Balance Summary
	March 14, 2023	FAC #4	(1) FY23 Preliminary Revised Budget (2) FY24 Budget Assumptions (3) Long Term Debt (4) Long Term Planning	(A) Budget Timeline
	March 20, 2023			
Approval	April 4, 2023	Business Meeting	(1) FY23 Preliminary Revised Budget - Non Action?	(E) Fund Balance Summary
	April 17, 2023	Board Regular Meeting	(1) Approve FY23 Mid year Revised budget	(F) Fund Balance Summary
	May 1, 2023	Board Work Session	Preliminary FY24 Budget Assumptions and proposal	(E) Fund Balance Summary
	May 16, 2023	FAC #5	(1) FY24 Budget Process Update (2) Prepare FAC Board Presentation	(A) Budget Timeline (H) Spring 2023 FAC
	May 15, 2023	Board Regular Meeting		
	June 5, 2023	Board Work Session	(1) FAC Presentation (2) Review Final FY24 Budgets for all funds (Non	(E) Fund Balance Summary (H) FY23 FAC
	June 19, 2023	Board Regular Meeting	(1) Approve Final FY24 Budget for all funds (2) IFM 10 Year Plan (3)	(I) FY24 Budget Book



Budget Timeline



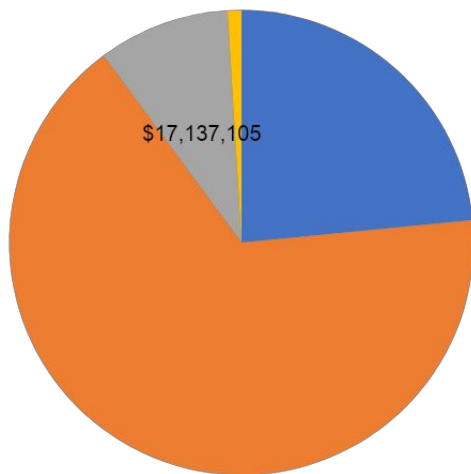
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Budget Update

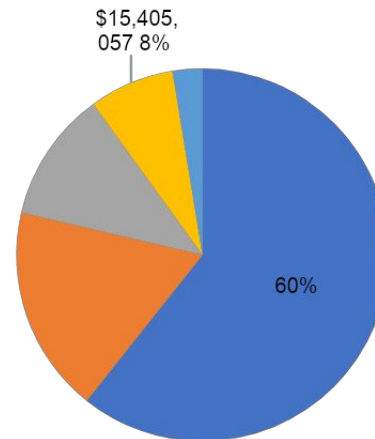
General Fund Budget

Budgeted Revenues	Budgeted Expenditures
\$185,694,354	\$190,770,269

General Fund Revenue by source



General fund expenditure by object





FY23 General Fund Assumption Parameters

Revenues	
Formula %	2%
Formula \$	\$6,863
PY Diff	\$135 PP

Expenditures	
Labor	2%
Non-Labor	5.1%

Enrollment ADM	
Prior Year	11,098
Budgeted	10,763
PY Diff	-335

79

*Enrollment ADM – Fall Seat Cnt	
Budgeted	10,763
Fall Seat Count Proj	10,871
PY Diff	+108

Preliminary Adjustment

Revenue

- Gen Ed - 660k
- SPED - 1.5m
- Deseg Trans - (1.6m)
- Foster Trans - (264k)
- County Apprt – 687k
- Fees/Admission - 655k
- Flex Benefits Pass Thru - 1.5m

Total Revenue Adjustment: \$3.1 m

Expenditures

- Labor - (2.74m)
- Deseg Trans – (723k)
- Flex Benefits Pass Thru – 1.5m
- SPED Non-Labor – (1.6m)
- Capital – (143k)
- Other – 376k

Total Expenditure Adjustment: (\$3.3 m)

FY23 General Fund Preliminary Balance Adjustment

	Revenues	Expenditures	Difference
FY23 Budgeted	\$185,694,354	\$190,770,269	(\$5,075,915)
Preliminary Adj	\$3,100,000	(\$3,300,000)	\$6,400,000
Prelim Adj Budget	\$188,794,354	\$187,470,269	\$1,324,085

Future Budgetary Considerations

2023 Legislative Session

Governors Proposals

- Funding Formula for new biennium and beyond
- Special Ed Cross Subsidy
- EL Cross Subsidy
- Universal Meals (Fund 2)
- VPK

Legislative Timeline

- February 28th – Feb Budget and Economic Forecast
- March 10th – First Committee deadline
- March 24th – Second Committee deadline
- April 4th – Third Committee deadline
- May 22nd – Session Adjournment

Next Steps

- ❑ **Mid Year Revisions – All Funds**
 - ❑ BOE approval on April 17, 2023
- ❑ **Create FY24 Original Budget**
 - ❑ Preliminary Original Budget Presentation for BOE on May 1, 2023
Work Session
 - ❑ To BOE for Approval on June 19, 2023

Questions

