

*School Board Work Session will follow 10 minutes after the adjournment of the Business Meeting.*

1. Financial Advisory Council (FAC) FY23 Report 2  
*John Vento, School Board Director and Treasurer*  
*Lennie Kaufman, FAC Chair*
2. e-Learning Plan for SY 2023-2024 18  
*John Groenke, Executive Director of Student Services*  
*Matt Pletcher, Director of Secondary Curriculum and Multilingual Programs*
3. Resolution Authorizing Payment of Specific Statements in Advance for SY 2023-2024  
*Dr. Greta Evans-Becker, School Board Chair*
4. School Resource Officers (SROs)  
*Marti Voight, Assistant Superintendent*
5. Board Topics  
*Dr. Greta Evans-Becker, School Board Chair*
6. Other
  - A. Sandy Hook Promise Update  
*Marti Voight, Assistant Superintendent*
  - B. Compensatory Update  
*Marti Voight, Assistant Superintendent*

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

**August 7, 2023**

## **AUTHORITY OF THE FINANCIAL ADVISORY COUNCIL**

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

- Providing financial advice and support to the School Board and senior administrators that is consistent with the mission of Robbinsdale Area Schools (RAS)
- Developing and reviewing future budget assumptions
- Providing insights on the overall fiscal condition of District 281
- Reviewing revenue and expenditure assumptions and projections for future budget years
- Making recommendations to the School Board on future budget targets and assumptions (Article II).

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

## **COUNCIL MEETINGS AND MEMBERSHIP**

Per the Bylaws (Article V), the FAC is required to meet at least four times per school year. During Fiscal Year 2022-23 (FY23), the FAC met 4 times: November 15 in 2022 and January 17, March 14, and May 16 in 2023. All of these meetings were held in person at ESC. The community FAC members appointed by the School Board are:

- Lennie Kaufman, Chair
- Greg Kugler, Secretary
- Walter Gray
- April Gulley
- Katherine Lankford
- O. Barry Rogers
- Nicole Sandback

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

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

Additional District 281 staff members attended FAC meetings as needed, and various community members also joined FAC meetings during FY 23.

## **TOPICS REVIEWED BY THE FAC DURING FY 2023**

- Proposed Levy—Taxes Payable 2023.
- Preliminary summary audit results.
- Projected financial results for FY23 and the budget for FY24 by fund, including the modeling of financial information and the assumptions that were used for these projections.
- Longer term financial projections with multiple assumptions.
- Actual and projected changes to the General Fund.
- Timing and use of ESSER (COVID-related) funds.
- Enrollment projections for FY23 and beyond.
- OPEB Fund assumptions, investment mix, and balance.
- Medical and dental plan operation.
- Projected and actual changes to other District 281 fund balances.
- Review of Long-Term debt and the Levy/Referendum process.

## **ISSUES RAISED AND DISCUSSED BY THE FAC**

1. *Use of COVID-related (ESSER) funds:* The District received three tranches of ESSER funds, totaling \$41.1 million (M). The FAC received periodic updates about how much of these funds the District spent and how much remained unspent. The most recent projection had approximately \$7.9M available for fiscal 2024.

We expressed our concerns in multiple meetings about the use of one-time ESSER funds to cover new programs or other expense items that will last well beyond the expiration of these funds. The largest use of this one-time money for ongoing expenses related to compensation. There is also a risk this situation could be exacerbated during the next rounds of contract negotiations. While recognizing the importance of staff retention, we are very concerned that the level of potential increases will lead to larger deficits after the ESSER funds expire on 9/30/2024.

2. *Enrollment projection:* The need to grow District 281 enrollment (or at least to stem the decline) is a major concern and was a topic at every FAC meeting where the budget or financial projections were discussed. Prior projections show enrollment declining every year through FY27. These decreases are on top of a large drop in FY21 and smaller declines in other past years since FY16.

Some enrollment factors are beyond the District's ability to address, and are also faced by other districts, including: declining birth rates and more students enrolling in charter and private schools during the pandemic. A high percentage of households in our District have no school age children, and there's not much undeveloped land for more housing. Nonetheless, according to our auditors in early 2022, our District appeared to be on the higher end of metro districts that are experiencing student losses due to open enrollment. In addition, some nearby districts actively market themselves to parents of potential open enrollees.

A key point that we often raised is the importance of retaining students who live within the boundaries of District 281. It would be helpful to know how the percentage of such students attending District 281 has changed over recent years and how this percentage varies by city within the District. We are hopeful the District will be able to survey parents who opt to send their children out of the District in order to understand and hopefully address their reasons for doing so. We are also hopeful the Pathways initiative will not only reduce out-migration but also make District 281 a "destination school district."

3. *New long-term planning model:* Mr. Dozier continued to use the new model and demonstrated how the various assumptions (salary increases, revenue, etc.) build our projections and how the system can deliver a variety of reports. He showed some of the reports, both text and graphs, that the model can produce, while also providing explanations for various changes by year. The FAC is looking forward to continuing our work with the District's staff to develop and refine a range of realistic assumptions for this model going forward.

This model provides a strong tool for measuring the impact of the various inputs (e.g., salary and benefit changes, revenue streams, enrollment) and allowing the FAC and District staff to project how different ideas for changes might affect future financial results. This should enable us to better recommend to the Board various options which could help deal with future financial challenges.

4. *Audit results:* MMKR has not presented the FY22 audit results to the FAC. We understand why the delay occurred, but the audit was not finalized prior to our final meeting in May. We received updates over the last six months of the fiscal year regarding the 403(B) issue but were not able to review any potential or existing issues with the auditors. We have also not received the amount of the final financial impact from this 403(B) issue. Although not expected to be excessive, we have still not been made aware of the final impact.
5. *FY23-24 General Fund Budget:* Without the final year-end numbers being available to the FAC from the FY22 audit, we are uncertain as to the final unassigned fund balance levels at the end of FY22 or FY23. Based on earlier projections, it is possible that at the end of FY23, our unassigned fund balance may have risen above the School Board's minimum policy level of 6.5%. This would be a welcome development. The use of COVID-related funds was a significant reason why District 281's financial picture improved over the past two years, which resulted in a stronger

unassigned fund balance. **We felt the budget process itself was well done using solid assumptions and the appropriate level of fiscal conservatism.**

We realize District 281 faces a very difficult balancing act of retaining staff, maintaining appropriate student-teacher ratios, keeping and developing programs to attract students, and managing expenses; all within an environment of uncertain revenue sources. We look forward to working with District staff to recommend to the Board ways to better utilize buildings, manage expenses, stabilize enrollment, and help communicate the need for new funding to the communities the District serves.

6. Self-insured medical and dental funds: The medical fund balance improved during COVID due to the use of over \$1M in federal ESSER funds to cover COVID-related claims. However, it still has a negative fund balance and is projected to have a negative fund balance at the end of FY24. Besides ESSER, the medical fund benefited from recent premium increases. Attention should continue to be paid making sure this fund has the resources necessary to meet its obligations. The dental fund balance ended FY23 with a positive balance and is projected under the current premium structure to remain positive at the end of FY24.
7. Child nutrition fund and lunch debt: This fund has been positively affected by the Federal Government paying for student meals during the Pandemic. With the State of Minnesota now taking over the payment for student meals, this fund should remain in solid shape during FY24. Prior to government funding of student meals, a balance arising from nonpayment for meals had grown to a substantial level. The District has written off much of this debt but some remains. By mandate, any nonpayment fund balance write-offs must be done against the General Fund, and not against the Child Nutrition Fund.
8. FAC responsibilities and member education: One key issue is whether the FAC is able to receive information regarding District financial information **prior to** School Board review of that information. This could help the FAC provide meaningful analysis and recommendations to the School Board to be used as part of their decision-making regarding District financial activity.

FAC members stressed the need for building their financial expertise pertaining to education finance topics. One suggestion which the FAC has implemented is an orientation session for new FAC members on the basics of school financing and the various acronyms used in presentations. We also appreciated the detailed and quick responses to our inquiries that we received from Ukee Dozier and the District's finance staff during meetings and throughout the year.

During FY21, FAC members participated in the Administration's pre-cabinet discussions. This was discontinued in FY22. We found these sessions to be quite useful and recommend our participation be resumed in FY24 if that process still exists.

## GENERAL RECOMMENDATIONS

The new budget model and detailed enrollment data provide much-needed information and a better tool for future financial planning and for developing strategies to increase our District's enrollment. We hope to be involved with the further development of assumptions and uses for this valuable tool.

As the new fiscal year begins, we offer the following recommendations to the Board and Administration:

- Continue to build the unassigned fund balance with the goal of creating at least a slight cushion above the 6.5% level of operating expense (the Board's policy).
- Increase the Board's focus on the key revenue drivers within District 281. Funding from the State of Minnesota and money raised through property taxes represent over 90% of District Funding. Enrollment drives state funding. Survey resident parents who open-enroll their children outside of the District to determine and, if possible, address at least some of their reasons for doing so. Our referendum funding (nearly \$30 million per year) is dependent upon our ability to convince District voters we deserve their support. Speaking with one voice in support of the District can help retain voter support. We need to begin the conversations with the voters soon.
- Avoid using one-time funds to cover compensation, new programs, and other expenses that will carry over well beyond the expiration of those funds, unless there is a concrete plan for future funding.
- Focus on overseeing prudent expense management, and should the District's financial condition require it, be prepared to deal with issues including adjusting staffing levels and optimizing the number of buildings we own and their usage.
- Keep the FAC involved in ongoing financial planning and discussions regarding financial issues (**such as Transportation**), by holding more FAC meetings if necessary, resuming our participation in pre-cabinet (or comparable) meetings, and resuming the practice of providing information to the FAC so it can evaluate information and make recommendations **prior to** the review and approval of that information by the School Board.
- With the departure of Ukee Dozier, we recommend the hiring and support of a strong Executive Director of Finance to help lead us through the challenging times ahead.

Once again, we want to recognize the hard work that District teachers, administration, School Board, and other staff have done in these recent difficult and unusual years to adapt to so many changes and uncertainties that has kept our District moving forward. We appreciate the efforts of Ukee Dozier and his finance staff to produce, at our request, detailed financial information and projections. This new information, particularly regarding enrollment, has been very helpful in our discussions and in making recommendations.

# Robbinsdale Area Schools

Annual Report to the School Board  
2022-2023

Financial Advisory Council

# FAC 2022-2023 Membership & Meetings

- ▶ Lennie Kaufman, Chair
  - ▶ Greg Kugler, Secretary
  - ▶ Walter Gray
  - ▶ April Gulley
  - ▶ Katherine Lankford
  - ▶ O. Barry Rogers
  - ▶ Nicole Sandback
  - ▶ John Vento, Board Treasurer
  - ▶ Ukee Dozier, Exec. Dir.-Finance
- ▶ Bylaws require a minimum of four (4) meetings per year; FAC met four (4) times:
    - ▶ 11/15/22; 1/17/23;  
3/14/22; 5/16/22
  - ▶ Other regular attendees: David Engstrom, Karylann Marchand, Virginia Verbrugge

# FAC Duties and Responsibilities

(per **FAC** Bylaws)

- ▶ Provide financial advice and support to the Board and to the Administration
- ▶ Review and evaluate the District's economic conditions
- ▶ Review future revenue/expenditure projections
- ▶ Make recommendations regarding future budget targets and assumptions

# Topics Reviewed by FAC During FY 2023

- Proposed Levy—Taxes Payable 2023
- Projected FY 23 Results, and FY 24 Budget by Funds
- Actual and Projected Changes to the General Fund
- Timing and Use of ESSER (COVID-Related) Dollars
- Enrollment Projections for FY 23 and Beyond
- Expiring Tax Levies
- Medical and Dental Plan Financial Operation
- Projected and Actual Changes to Other District Funds
- Review of L-T Debt and the Levy/Referendum Process

# Issues Raised and Discussed by the FAC

- Use of ESSER Funds
- Declining Enrollment
- New Long-Term Planning Model
- Audit Results
- FY 23-24 General Fund Budget
- Self Insured Medical and Dental Funds
- Child Nutrition Fund and Lunch Debt
- FAC Responsibilities and Member Education

# FAC's Enrollment Comments

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

# Other FAC AREAS OF Concern

- ▶ FY22 Audit Results (including 403(B) Issue)
- ▶ Student Transportation Costs and Future Decisions
- ▶ Expiring Tax Levies

# General Recommendations

- Continue to Build the Unassigned Fund Balance
- Increased Focus on Revenue Drivers
- Don't Use One-Time Funds to Support Ongoing Expenses
- Oversight of Prudent Expense Management
- Keep the FAC Involved in Ongoing Financial Planning and Discussions Regarding Financial Issues
- Attract and Retain Strong Financial Leadership to Continue Building Strong Financial Processes and Operations

# FAC Duties and Performance

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

Robbinsdale Area Schools

QUESTIONS???

Financial Advisory Council



# 2023-2024 RAS e-Learning Plan

Revised July 27, 2023

## Overview

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

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

Subd. 2. **Plan.** A school board may adopt an e-learning day plan after meeting and negotiating with the exclusive representative of the teachers. If a charter school's teachers are not represented by an exclusive representative, the charter school may adopt an e-learning day plan after consulting with its teachers. The plan must include accommodations for students without Internet access at home and for digital device access for families without the technology or an insufficient amount of technology for the number of children in the household. A school's e-learning day plan must provide accessible options for students with disabilities under chapter [125A](#).

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

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

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

Subd. 6. **Other school personnel.** A school district that declares an e-learning day must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

## District e-Learning Communication Plan

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

- Websites, district and school sites, and traditional media
- Social Media:
  - Twitter
  - Instagram
  - Facebook - district and school pages
- Automated Telephone Message
- Automated Text Notifications
- Email notifications

## Early Learning e-learning Plan

Robbinsdale Area Schools' e-Learning Plan is written to provide continued, standards-aligned, educational experiences to students on days with inclement weather. e-Learning Days provide Robbinsdale Area Schools an alternative to extending the school year in the event of such weather events.

Teachers, administrators, and other licensed professionals are expected to be available by email or phone (via voicemail) during regular school hours.

Early Learning licensed staff are expected to prepare plans for an e-learning day based on the guidelines below.

### **Early Intervention and Community site based ECSE services:**

Staff will reach out to families with scheduled visits directly via email to check in and provide appropriate learning activities.

### **Preschool, 2-day ECFE, Family Literacy, and ECSE:**

Any teacher or specialist who would have a class or student contact time on a declared e-Learning Day is expected to provide learning opportunities for students.

- Information regarding instructional activities will be shared through a virtual platform (Seesaw) and emailed to families by 8:30 am.
  - 5 Instructional activities can be online or offline.
  - Special Education staff will email families individually to check in and provide any modified or adapted activities in alignment with the general education teacher's plan.
  - Students and families will be expected to engage in the day's learning activities to the best of their ability.
- Completed offline activities may be given to the teacher upon returning to school.

### **1 day evening and daytime Early Childhood Family Education (ECFE):**

Classes will be canceled in the event of a declared e-learning day. Teachers and/or Parent Educators will email class participants to confirm the cancellation of the class by 8:30 am.

#### Attendance:

- A student can be considered in attendance by:
  - Connecting via a phone call or email with the teacher
  - Parent/caregiver confirming via email or Seesaw that the instructional activities have been received
  - Emailing or submitting a completed instructional activity
- Teachers will call home for any student who does not participate in one of the ways listed above.

#### Accommodations:

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

#### Additional Information Regarding Early Learning e-learning days:

- RAS will not be providing district devices or hotspots to Early Learning families
- The following day, teachers will provide time for students to share, draw, or otherwise express what they did on the e-Learning day.

## **K-5 (Elementary) Plan**

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

#### Communication of Learning Activities:

Learning Pathways will be communicated in the following ways:

- Building grade-level teams will post current Learning Pathway activities for the day on SeeSaw (K-3rd) and Schoology (4th & 5th) by 8:30 a.m. (Tier I schools) and 10:30 a.m. (Tier III schools).
- Learning Pathway activities will be emailed to building administrators to be posted on their social media sites and school web pages.
- Asynchronous instructional videos will be posted for students in grades 4-5 to access by 8:30 a.m.(Tier I schools) and 10:30 a.m. (Tier III schools).
- Teachers in grades K-3 will email Learning Pathway to all families in addition to posting online.

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

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

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

#### Attendance:

- Parents/guardians can respond to the email from the teacher or respond through SeeSaw (or Schoology, if appropriate) that they received the Learning Pathway activities.
  - The teacher will attempt to call home for any student who does not respond via email. The teacher will record the call in the “Contact Log” in Infinite Campus.
  - Attendance should be completed by 10:15 am (Tier 1, 12:15 pm Tier 3).
- Parents/guardians should call the school office if they do not have reliable internet access.
- Adventure Club sites will email appropriate school offices with students who are in attendance.
- All absences will be marked in Infinite Campus as Unexcused. It is the responsibility of the student’s parent/guardian to request that absences are excused as stated in RAS Administrative Procedure [503AP](#).
  - Attendance will be changed from an *unexcused absence* to an *excused absence* within 7 days of the declared e-Learning day by returning the assigned work from the e-Learning day or sending a written note.

#### Accommodations:

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

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

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

## **6-12 (Secondary) Plan**

Learning Activities: Any teacher that would have a class or student contact time on a declared e-Learning Day is expected to provide learning opportunities for students. All secondary classes in Robbinsdale Area Schools will utilize Schoology to post assignment information and lesson resources.

This work may include but is not limited to, online discussions, asynchronous instructional videos, quizzes, web-based and/or print assignments, and readings. This work is also expected to be a continuation of content from the previous day.

#### Communication of Learning Activities:

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

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

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

#### Attendance:

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

#### Accommodations:

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

#### Robbinsdale Academy Programs:

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

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

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

Post-Secondary Enrollment Option (PSEO) Students:

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

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

Teachers will have the following available to students:

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

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

## **Adult Basic Education (ABE)**

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

Communication of Learning Activities:

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

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

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

Attendance:

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

Accommodations:

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

## Robbinsdale Transition Center Plan (RTC)

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

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

### Communication of Learning Activities:

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

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

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

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

### Attendance:

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

### Accommodations:

- Families/Adult Students can request a printed copy of the learning activities upon returning to school.

- All learning activities should be returned to the course teacher within three days of returning to school.

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**Plan monitored and reviewed by:**

Bridget Hall, Director of Curriculum and Instruction

Matt Pletcher, Director of Curriculum and Instruction

John Groenke, Executive Director of Student Services

Marti Voight, Assistant Superintendent

Dr. Sue Holtz, Director of Technology

Toni Boyden, Director of Student Services

Kelley Sabako, Student Systems, and Enrollment Coordinator

Emilie Levinson, Director of Early Learning

Tracy Ogren, Special Education Supervisor

Jen Ouellette-Schramm, Director of Adult Academic Programs

Robbinsdale Area Schools Executive Cabinet