

Work Session will begin 15 minutes after the adjournment of the Business Meeting.

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To: Board of Education
From: Marti Voight, Interim Superintendent
Alissa Pier, Interim Executive Director of Facilities, Operations and Transportation
Date: February 20, 2024
Re: 36th Avenue Rehabilitation Project

Based on the presentation provided to the board on February 5, 2024 the Robbinsdale Area School Board needs to vote and approve on one of the three options:

Option One:

Site Improvement Option and finance the assessment cost over 10 years

- **\$91,700 (paid per year, for ten years starting FY26)**
- Note: This represents recommended alterations to the site, including reducing the number of curb cuts, to better align site circulation with the new street configuration

Option Two:

Site Improvement Option and pay the assessment cost in one year (FY26)

- **\$755,000 (paid in one year)**
- Note: This represents recommended alterations to the site, including reducing the number of curb cuts, to better align site circulation with the new street configuration

Option Three:

No Site Improvements and finance the assessment cost (FY26)

- **\$110,000 (paid in one year)**
- Note: This option still includes a required easement across the north end of the property (which will occur in all three options), which would be the only alteration to the school property itself. This easement alteration does not improve circulation into, out of, or around the site.

** Note that these numbers are estimates, provided by the City of Plymouth, and will vary depending on the actual construction costs incurred.

The following pages provide additional information regarding cost calculations, as provided in a presentation to the Board of Education on 02/05/2024 by the City of Plymouth and consulting engineering firm Bolton & Menk. Greater detail on specific site improvement recommendations and anticipated impacts can be found by referencing that slide presentation.

Estimated School District Costs

• Middle School Site Improvements	\$645,000
• 36 th Ave Roadway Special Assessment – Middle School	\$120,000*
• 36 th Ave Roadway Special Assessment – High School	\$70,000*
• Middle School Easement Acquisition	\$(60,000)**
• High School Easement Acquisition	\$(20,000)**
• Total Estimated Cost – School District	\$755,000

- Improvement costs are estimated based on historical contractor pricing. Actual costs determined by lowest responsible bid.
- *Special assessments to be determined based on bids received and City policy
- **Easement acquisition estimates are based on Hennepin County taxable land value of nearby parcels. Actual value and offers subject to appraisals and future process. Easement acquisition is for trail construction along school frontage.

Special Assessments

- **City is offering to finance the site improvements along with the project assessment, as a singular assessment**
 - If this is desired by the School District, an agreement would be drafted for future School Board action
- **Interest rate set by City of Plymouth based on interest rate the City receives on its sale for bonds for the project**
 - In 2024, 15 year term interest rate is 4.53%
 - In 2024, 10 year term interest rate is 4%
 - Estimated annual payments of \$110,000 to \$80,000
- **Payment Timing:**
 - Annual payments would start in 2026 at time of tax payments, or
 - Upfront payment in 2025 if no assessment is used

Estimated Costs – No Site Improvements

• 36 th Ave Roadway Special Assessment – Middle School	\$120,000*
• 36 th Ave Roadway Special Assessment – High School	\$70,000*
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Real People. Real Solutions.



36th Avenue Rehabilitation

Robbinsdale School District Presentation

Presentation By:

Mike Payne, PE, Plymouth City Engineer

Mike Waltman, PE, Bolton & Menk

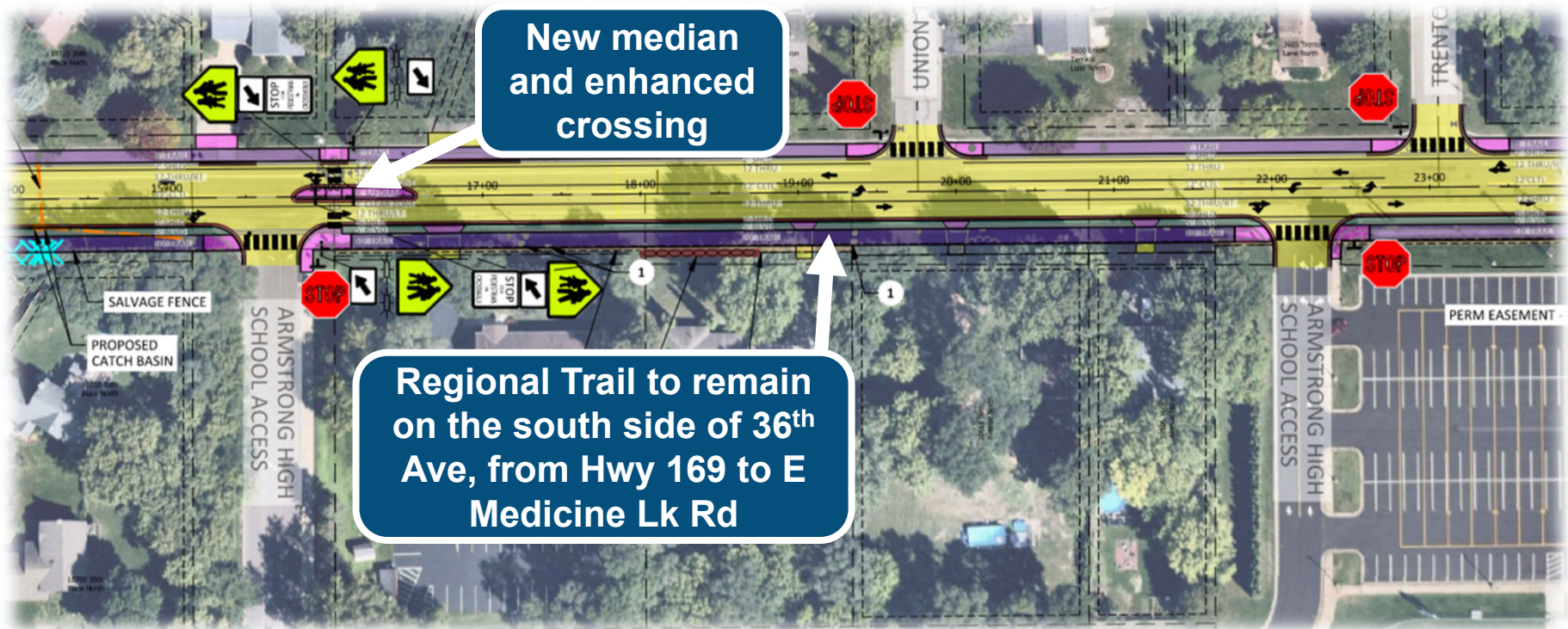
February 5, 2024

36th Ave Improvements (2025)

- Full depth reclamation: Recycling the existing pavement materials in-place to create the new roadway section
- New pavement surfacing throughout project area

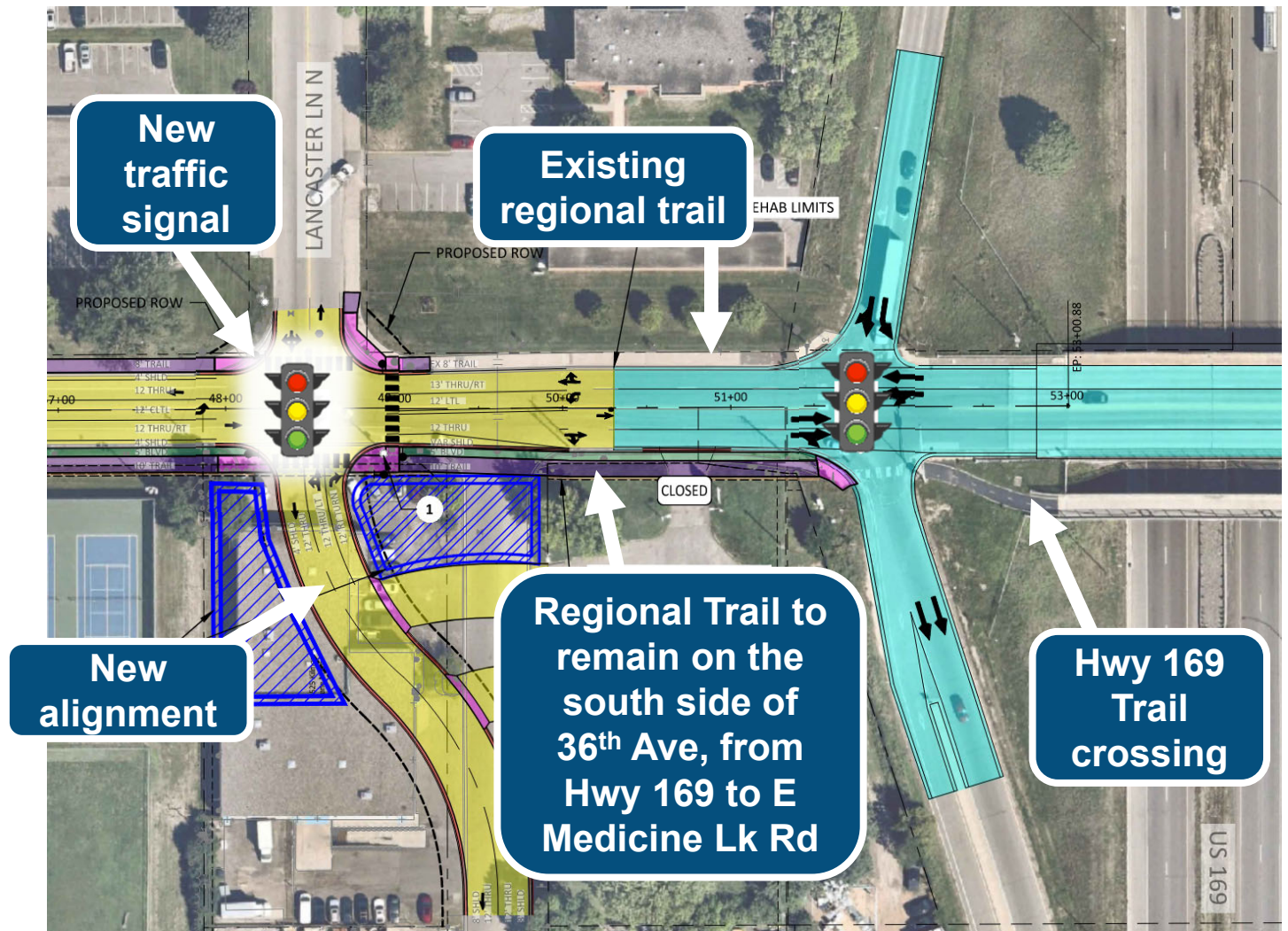


36th Ave / Armstrong HS Area (2025)



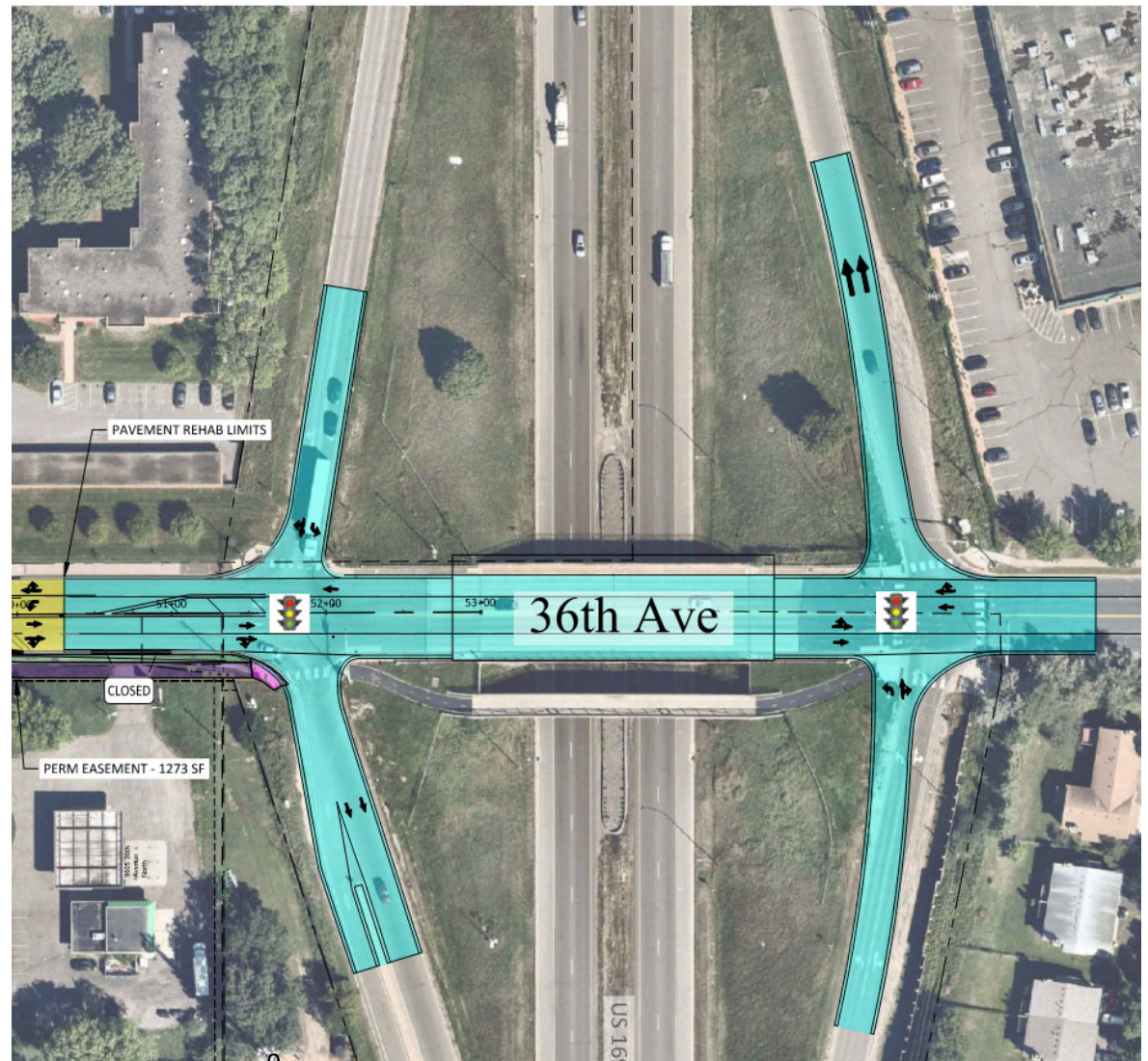
Kilmer/Lancaster Improvements (2025)

- Kilmer Lane shifted west to align with Lancaster Lane
- Traffic signal installed at intersection
- Improve traffic flow and safety



MnDOT: 36th Ave Bridge (2024)

- Closure of 36th Ave at US 169 during construction
- 36th Ave will be detoured to Rockford Rd/42nd Ave and 26th Ave / Med Lake Rd bridges, using Zachary Ln & Winnetka Ave
- Weekend closure of US 169 for bridge removal



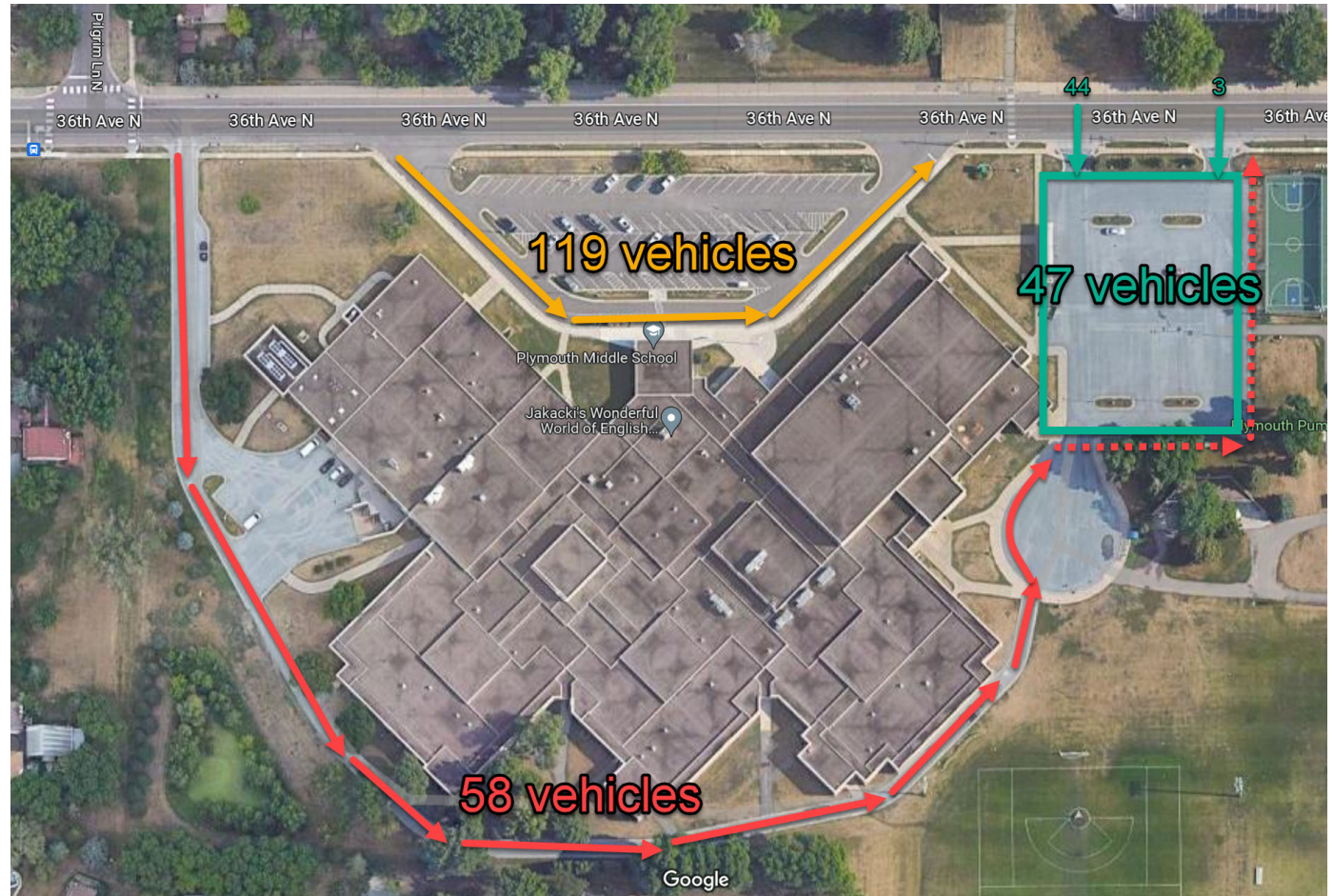
Middle School Site

- Sight line issues during pickup times (parent pickup along 36th)
- Pedestrian safety issues and concerns
- Parents parking along 36th for student pickup
- Vehicle conflict points, multiple decision points for parents/motorist associated with 5 accesses



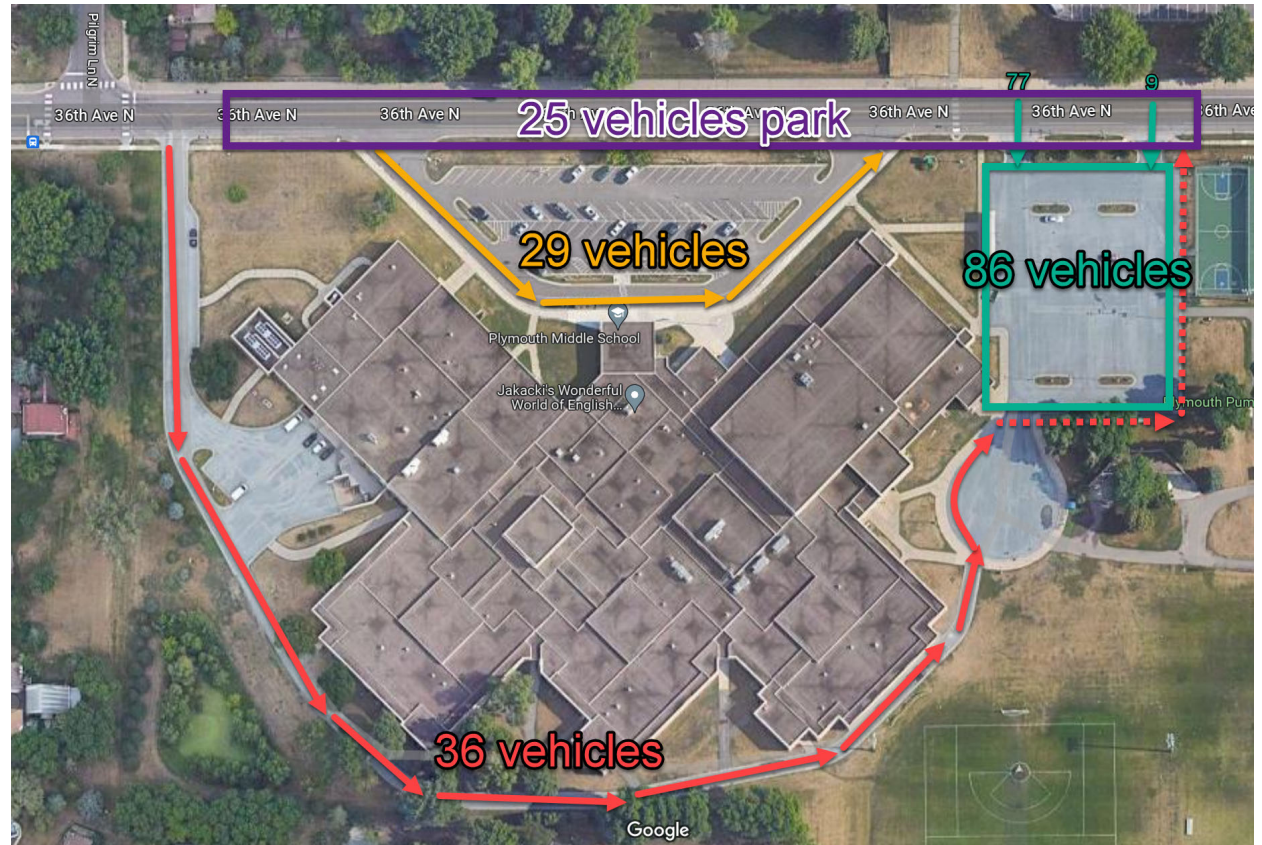
Middle School – Existing Usage (MS AM Peak)

- 224 parents observed dropping students off
- Parents tend to be traveling to the most convenient drop off location.
- 119 in staff/bus lot
- 58 using intended rear access
- 47 in eastern parking lot



Middle School – Existing Usage (PM Peak)

- Spring 2023 observations shown
- 176 parents observed picking up
- 25 pickup along on 36th Ave directly
 - Currently signed as no parking



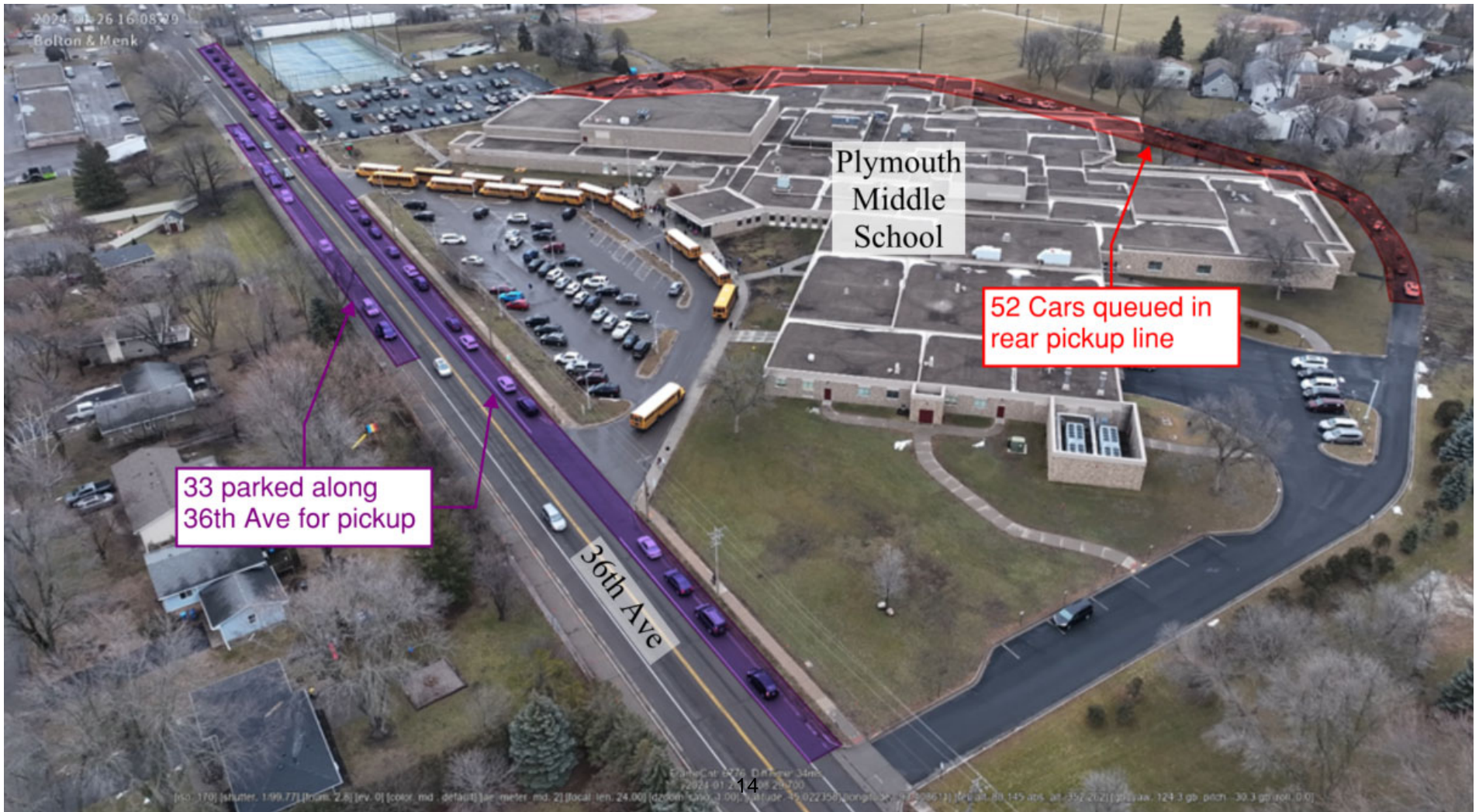
Middle School – Existing Usage (PM Peak)

- 1/26/24 Observations



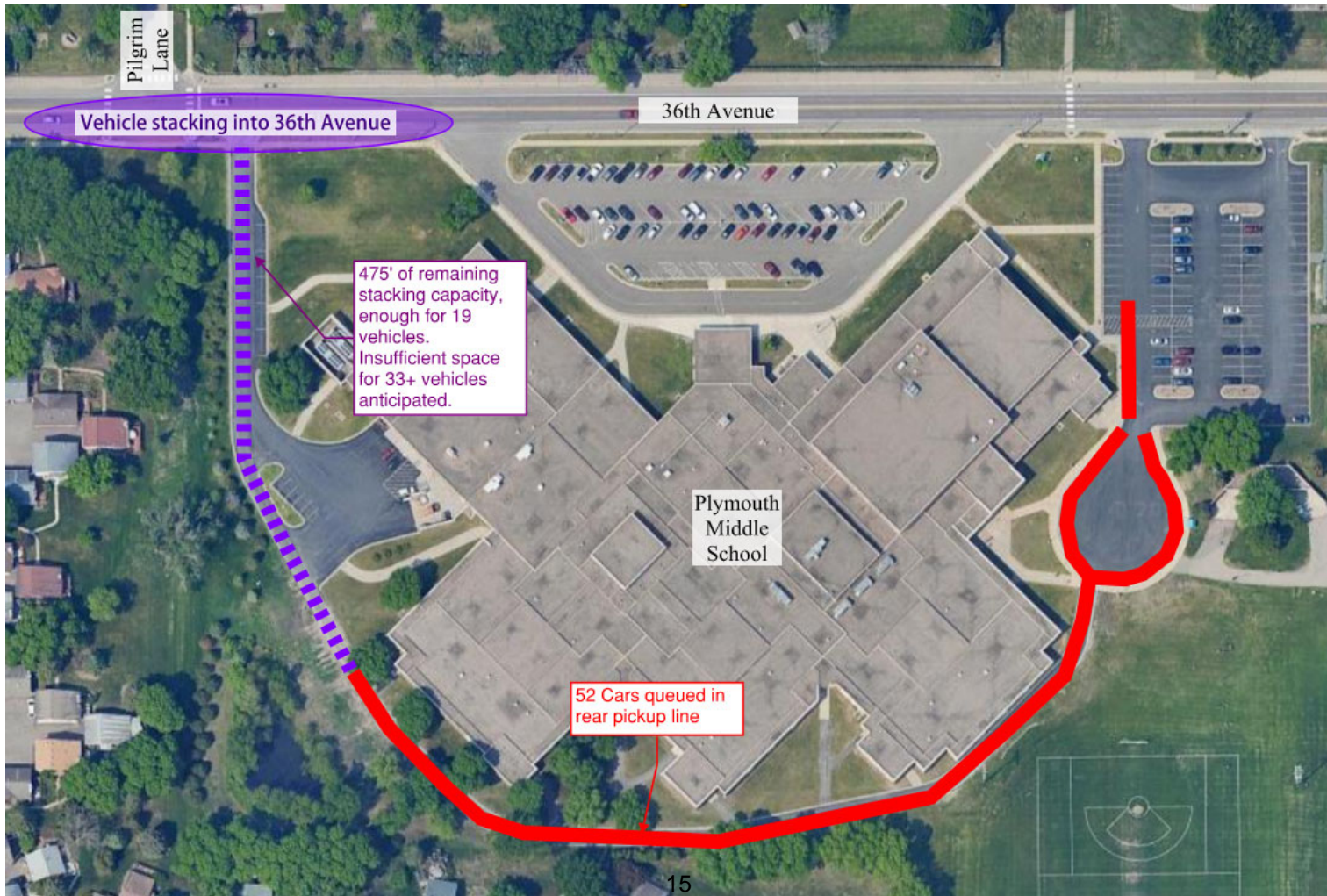
Middle School – Existing Usage (PM Peak)

- 1/26/24 Observations



Middle School – Existing Usage (PM Peak)

- Relocation of on-street (36th) parent pickup to Middle School site



Existing Accesses & Conflict Points

Conventional Intersection: Conflict Points

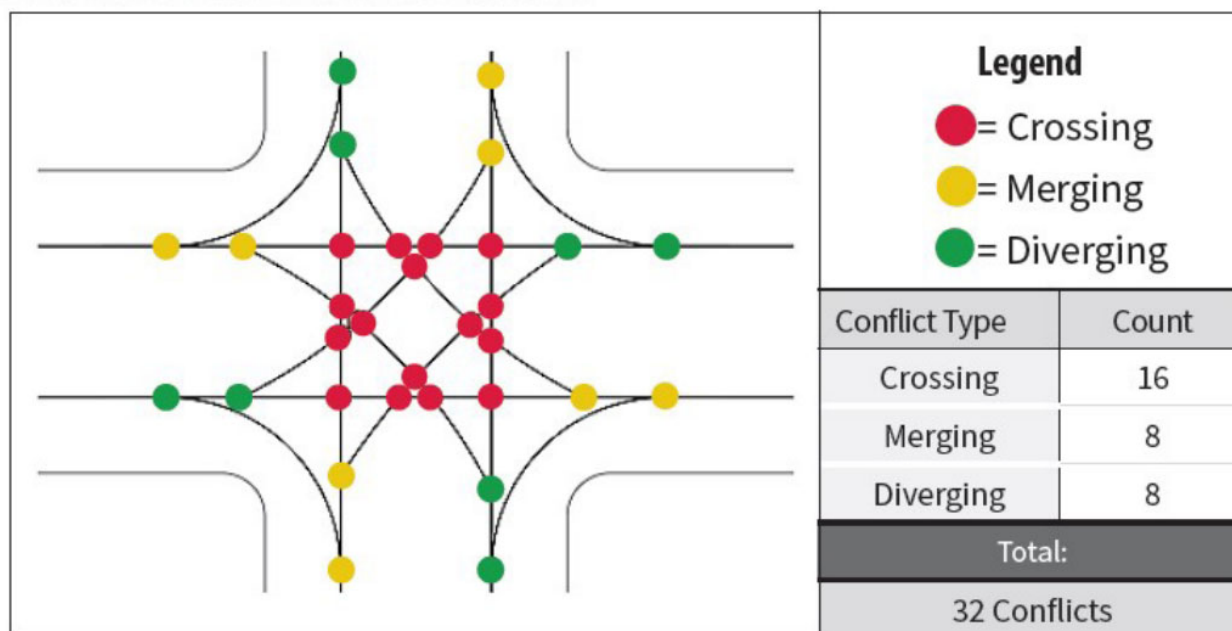


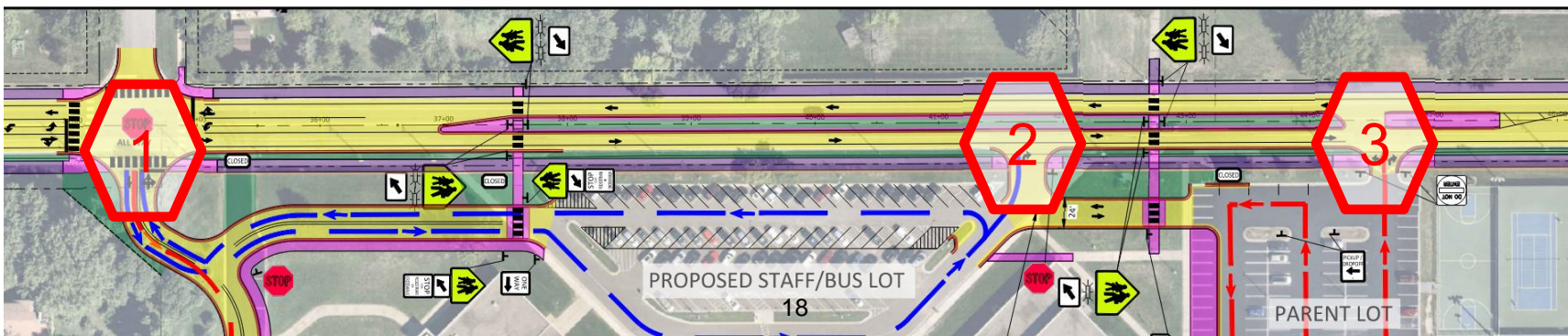
Image source: <https://safety.fhwa.dot.gov/intersection/innovative/uturn/fhwasa18048/>

- More intersection accesses = more conflict points
- More conflict points = more crashes
- Reduction of accesses will yield statistically safer corridor/MS site

Existing Accesses & Conflict Points



- **Existing:** 5 accesses with 44 conflict points
- **W/Site Improvements:** 3 accesses with 37 conflict points + Pedestrian safety improvements



36th Ave Traffic Operations @ MS Site



- WB Max Queue Entering Site:
 - 150' in AM
 - 125' in PM
- Entering MS Site:
 - Existing AM Avg Delay: 7 sec
 - Proposed AM Avg Delay: 15 sec
 - Existing PM Avg Delay: 10 sec
 - Proposed PM Avg Delay: 8 sec
- Leaving MS Site:
 - Existing AM Avg Delay: 4 sec
 - Proposed AM Avg Delay: 3 sec
 - Existing PM Avg Delay: 12 sec
 - Proposed PM Avg Delay: 7 sec

Layout With No Site Improvements

- **If Site Improvements were eliminated:**
 - Middle School (MS) retain 5 accesses, though not all will be 'full access'
 - Reduce number of conflict points at each access with use of medians
 - Western improved MS pedestrian crossing of 36th Avenue omitted
 - 36th Ave shoulders to be removed, those parents displaced to MS site.
 - Queues on MS site, concern about backups into 36th if no site change is made
 - Active management of parent pickup/dropoff traffic operations required
 - Blocking of accesses not intended as entrance
 - Are parents using intended pickup / dropoff locations?
 - Are queues backing up into 36th Ave to cause safety issues there?
 - Potential separate project in the future to react to safety issues

Project Costs & Funding

- **City of Plymouth:**
 - Roadway, local trails and sidewalks, utilities & drainage, signal, pedestrian crossings
 - Estimated: \$4.5M
- **Three Rivers Park District:**
 - Regional trail and associated retaining walls/impacts
 - Estimated: \$1.5M
- **Robbinsdale School District**
 - Site improvements, on school property, at the Plymouth Middle School
- **Abutting Property Owners with Direct Access to 36th Ave**
 - Special assessments up to 40% of roadway costs, for length of street along their property
 - School district abutting property: Plymouth Middle School, Armstrong High School

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Next Steps

- **City is seeking feedback from the School District regarding:**
 - Desire to undertake site improvements
 - Terms of any arrangement the School District would prefer
- **Project Development Process:**
 - Acquisition of easement (Pilgrim Lane intersection, trail needs, etc.) beginning in February 2024
 - Plans and Specifications: February – December, 2024
 - Construction: April – November 2025
 - Major roadwork impacting traffic flow along 36th to be guided to summer while school not in session



To: School Board Members and Interim Superintendent Marti Voight
From: John Groenke, Executive Director of Student Services
Date: February 20, 2024
Re: Resolution: Non Resident Student Enrollment Capacity Limits

2024-2025 Non-Resident Student Enrollment Capacity Limits

Whereas, Minnesota Statute 124D.03 provides that a board of education may, by resolution, limit the enrollment of nonresident pupils in its schools or programs to a number not less than one percent of the total enrollment at each grade level in the district, and

Whereas, Robbinsdale Area Schools enrolls the number of non resident students that meet or exceed one percent of the total enrollment at each grade level in the district,

Now, therefore, it resolved that the superintendent or designee may close a grade, building or program for nonresident students as necessary due to space limitations.

Now, be it further resolved that the superintendent or designee may also limit the nonresident elementary enrollment so that 24-25 class sizes remain within the following range.

Class Size Range	K	1	2	3	4	5
Minimum Class Size	18	19	21	21	23	24
Maximum Class Size	25	26	28	28	30	31



To: School Board and Marti Voight, Interim Superintendent
From: Cheryl Ulik, Director of Research, Evaluation and Assessment
Date: February 20, 2024
Re: Enrollment: In District vs Out of District

The tables below provide a breakdown of district enrollment based on if the student lives in or out of the district. It is based on an enrollment file pulled on January 25, 2024. Since enrollment is constantly changing, the counts and percentages would vary slightly if they were based on a different enrollment date. The tables are split by Elementary (K-5), Middle School (grades 6-8) and High School (grades 9-12). Within each level enrollment counts and percentages are provided by school and several demographic variables.

In District/Out of District by Elementary School

School		In District		Out of District		Count
		%	Count	%	Count	
School	FAIR Pilgrim Lane	81%	326	19%	78	404
	Forest Elementary	87%	397	13%	58	455
	Lakeview Elementary	81%	293	19%	67	360
	Meadow Lake Elementary	93%	468	7%	35	503
	Neill Elementary	85%	304	15%	52	356
	Noble Elementary	75%	215	25%	72	287
	Northport Elementary	90%	417	10%	46	463
	Robbinsdale Spanish Immersion	82%	608	18%	133	741
	Robbinsdale Virtual Academy K-5	63%	5	38%	3	8
	School of Engineering and Arts	85%	380	15%	65	445
	Sonnesyn Elementary	86%	259	14%	43	302
	Zachary Lane Elementary	91%	375	9%	38	413
	Total	85%	4047	15%	690	4737

In District/Out of District by Elementary School and Special Education

Special Ed		In District		Out of District		Count
		%	Count	%	Count	
Special Ed	General Education	85%	3382	15%	584	3966
	Special Education	86%	665	14%	106	771
	Total	85%	4047	15%	690	4737



In District/Out of District by Elementary School and Race/Ethnicity

Federal Race/Ethnicity	American Indian/Native Hawaiian	In District		Out of District		Count
		%	Count	%	Count	
	Asian	86%	24	14%	4	28
	Black/African American	86%	203	14%	32	235
	Hispanic/Latino	83%	1171	17%	244	1415
	Two or More Races	82%	701	18%	157	858
	White	83%	494	17%	101	595
	Total	91%	1454	9%	152	1606
		85%	4047	15%	690	4737

In District/Out of District by Elementary School and EL Status

ELL	English Learner	In District		Out of District		Count
		%	Count	%	Count	
	English Speaker	87%	725	13%	106	831
	Total	85%	3322	15%	584	3906
		85%	4047	15%	690	4737

In District/Out of District by Elementary School and Free/Reduced Lunch Status

Free/Reduced Lunch	Free/Reduced Lunch	In District		Out of District		Count
		%	Count	%	Count	
	Regular Lunch	83%	2387	17%	492	2879
	Total	89%	1660	11%	198	1858
		85%	4047	15%	690	4737

In District/Out of District by Middle School

School Name	FAIR School - Crystal	In District		Out of District		Count
		%	Count	%	Count	
	Plymouth Middle School	80%	303	20%	77	380
	Robbinsdale Middle School	88%	693	12%	91	784
	Robbinsdale Virtual Academy	82%	517	18%	112	629
	Sandburg Middle School	77%	34	23%	10	44
	Total	79%	263	21%	71	334
		83%	1810	17%	361	2171

In District/Out of District by Middle School and Special Education

		In District		Out of District		Count
		%	Count	%	Count	
Special Ed	General Education	83%	1524	17%	309	1833
	Special Education	85%	286	15%	52	338
	Total	83%	1810	17%	361	2171

In District/Out of District by Middle School and Race/Ethnicity

		In District		Out of District		Count
		%	Count	%	Count	
Federal Race/Ethnicity	American Indian/Native Hawaiian	83%	10	17%	2	12
	Asian	84%	110	16%	21	131
	Black/African American	74%	487	26%	171	658
	Hispanic/Latino	84%	338	16%	66	404
	Two or More Races	77%	179	23%	53	232
	White	93%	686	7%	48	734
	Total	83%	1810	17%	361	2171

In District/Out of District by Middle School and EL Status

		In District		Out of District		Count
		%	Count	%	Count	
ELL	English Learner	86%	257	14%	41	298
	English Speaker	83%	1553	17%	320	1873
	Total	83%	1810	17%	361	2171

In District/Out of District by Middle School and Free/Reduced Lunch Status

		In District		Out of District		Count
		%	Count	%	Count	
Free/Reduced Lunch	Free/Reduced Lunch	78%	985	22%	276	1261
	Regular Lunch	91%	825	9%	85	910
	Total	83%	1810	17%	361	2171

In District/Out of District by High School

School Name		In District		Out of District		Count
		%	Count	%	Count	
Robbinsdale Academy		71%	208	29%	83	291
Robbinsdale Armstrong High School		84%	1457	16%	286	1743
Robbinsdale Cooper High School		79%	1115	21%	303	1418
Robbinsdale Transition Center		83%	43	17%	9	52
Robbinsdale Virtual Academy		72%	135	28%	52	187
Total		80%	2958	20%	733	3691

In District/Out of District by High School and Special Education

Special Ed		In District		Out of District		Count
		%	Count	%	Count	
General Education		81%	2532	19%	600	3132
Special Education		76%	426	24%	133	559
Total		80%	2958	20%	733	3691

In District/Out of District by High School and Race/Ethnicity

Federal Race/Ethnicity		In District		Out of District		Count
		%	Count	%	Count	
American Indian/Native Hawaiian		90%	26	10%	3	29
Asian		69%	173	31%	78	251
Black/African American		72%	845	28%	325	1170
Hispanic/Latino		81%	559	19%	129	688
Two or More Races		76%	286	24%	92	378
White		91%	1069	9%	106	1175
Total		80%	2958	20%	733	3691

In District/Out of District by High School and EL Status

ELL		In District		Out of District		Count
		%	Count	%	Count	
English Learner		83%	359	17%	76	435
English Speaker		80%	2599	20%	657	3256
Total		80%	2958	20%	733	3691



In District/Out of District by High School and Free/Reduced Lunch Status

		In District		Out of District		
		%	Count	%	Count	Count
Free/Reduced Lunch	Free/Reduced Lunch	74%	1567	26%	552	2119
	Regular Lunch	88%	1391	12%	181	1572
	Total	80%	2958	20%	733	3691

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of student discipline is to: prevent or minimize harm to the student and others; minimize disruption to the learning and working environments; and ensure that students are held accountable for their actions to the extent their behavior was knowing and intentional, unsafe or dangerous and/or in violation of the Student Conduct Procedure, Board policy, or the law. The purpose of this policy is to articulate the school board's commitment to professional development for employees designed to result in: the use of discipline only when other corrective actions are not effective and/or practicable; equity in student discipline; and the use of non-exclusionary discipline whenever possible.

Effective responses to student misconduct consider the age and cognitive development of the student and include: framing instruction and coaching to the needs of the particular student; building or strengthening relationships; repair of harm; restorative practices designed to restore relationships, and re-engage students in the learning community. Effective discipline is educational, not punitive.

II. GENERAL STATEMENT OF POLICY

Individual responsibility, social/emotional skill development, and mutual respect are essential components of the educational process. District employees must prioritize student growth and learning, and hold students accountable for their actions as a part of the growth and learning process. All students are entitled to learn and develop in a setting which provides clear and equitable expectations for their conduct, and promotes respect of self, others, and property. Such a setting provides options and stresses student self-direction, informed decision-making, self-control, and individual responsibility, in keeping with a student's cognitive, physical, psychological, and developmental capacities.

Student conduct is subject to the Student Conduct Procedure, which: defines and describes the expectations for student conduct; is designed to promote equity; prioritizes student and staff safety, promotes student growth and learning, and seeks to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary

measures. The school board believes that an equitable district-wide student discipline policy is an essential component in the work to realize the school board's commitment to student and staff safety, respect students' and staff rights and responsibilities, and minimizing disruption to the learning and working environment. This discipline policy is adopted, and must be implemented by staff as described in the administrative procedures, in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sSections 121A.40-121A.56.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all employees responsible for adhering to this policy.

- B. Superintendent. The superintendent shall establish procedures to implement this policy.

Legal References:

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

Cross References: Equity Policy

RAS Policy 606: Selection of Textbooks and Instructional Materials

Approved: January 11, 2024

I. PURPOSE

The purpose of this policy is to articulate the school board's role and priorities related to the selection of curricula and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that the professionally-trained employees of the school district have the expertise necessary for the selection of curricula and instructional materials that are evidence-based and meet the needs of all students in the school district.

III. SELECTION PROCESS AND PROCEDURE

The superintendent is directed to develop a procedure for the selection of curricula and other instructional materials by professionally-trained employees. The procedure must include, at a minimum: a) general selection criteria; b) a process for the review and recommendation of curricula and other instructional materials by professionally-trained employees that is coordinated with the school district's curriculum development effort; and c) a means for interested persons to review and request reconsideration of curricula and other instructional materials that were selected.

Cross References: Equity Policy

AP 606: Selection of Curricula and Instructional Materials

Updated: January 22, 2024

I. PURPOSE

The Curriculum and Program Review and Development Process was developed in accordance with Minnesota Statute 102B.11 and provides a comprehensive framework to ensure that teachers use evidence-based instructional best practices and the requisite curricular resources and assessments to provide engaging and culturally relevant learning experiences that enable students to gain skills and meet academic standards for career and college readiness. This process explores both modifications to current practices and curricular resources and potential needs for new curricular resources.

The need for an Instructional or Programmatic Review arises when:

- There is a significant change in standards
- Data indicates that the Continuous Improvement Process is not yielding adequate results
- A program/curriculum has not been reviewed in 5-7 years

II. SELECTION PROCESS AND PROCEDURE

To Guarantee that every student has equitable access to the highest quality education, the district is committed to a continuous Curriculum and Education Program Review and Development Process. The Process shall be research-based and systemic and shall include the collaborative involvement of teachers and administrators, along with input from parents, students, and the community.

III. Stages of the Instructional and Curricular Program Review and Development

Stage	Name	Purpose
Stage 1	Research and Review	To plan and prepare for an upcoming curriculum review by soliciting stakeholder membership, identifying and collecting relevant data, and a shared understanding of the Curriculum Review Process.
Stage 2	Comprehensive Needs Assessment/ Recommendations	To assess the current effectiveness of a specific program area by conducting a comprehensive analysis of achievement data, and identifying areas for improvement and curricular resources needed.
Stage 3	Create Plan	To examine options for a specific program area, plan professional development, and develop an implementation, coaching, and monitoring plan. 3A: purchasing material 3B: modifying curriculum and/or instructional practices

Stage 4	Plan Implementation	To implement a plan for delivering professional learning, organize and distribute materials for implementation, and collect data to evaluate whether revisions are needed. Curriculum and instruction will support this process. 4A: purchasing material 4B: modifying curriculum and/or instructional practices
Stage 5	Monitor/Refine	To establish a standard process for large-scale implementation, have ongoing professional learning, and design a data collection system to ensure implementation fidelity.

IV. Reconsideration of Specific Library or Instructional Materials

The Robbinsdale Area Schools’ school board adopted Policies 606 and 606.1, under which the school board delegated responsibility for selecting and evaluating library and instructional materials to school district staff. This policy establishes procedures for formal reconsideration of specific library or instructional materials.

A Robbinsdale Area Schools’ school district employee, student, or a parent or guardian of a currently enrolled student may request reconsideration of specific library or instructional materials based on appropriateness. Please complete this form to request a formal review of a specific item in the media center’s collection

[Reconsideration of Specific Library or Instructional Materials](#)

3. How were you made aware of the objectionable material?

4. What is your desired resolution?
 - Do not allow my child to read or view it
 - Replace it with an alternative
 - Withdraw it from all students
 - Other _____

5. Is there any additional information you wish to share with the RAS Reconsideration Committee?

Please initial each statement below, and sign the form when done.

_____ I have reviewed Policy 606 or 606.1.

_____ I understand that the Robbinsdale Area Schools is committed to providing a wide range of materials to meet the needs of its diverse community.

_____ I understand that Robbinsdale Area School does not censor materials based on their content or viewpoints.

Signature of complainant

Date

Process for Reconsideration Requests

1. Please submit this form to the Director of Media Services and Technology Integration or the Director of Curriculum & Instruction. *Independent School District 281, Robbinsdale Area Schools, 4148 Winnetka Avenue North, New Hope MN 55427-1288.*
2. She or he informs the superintendent that this form has been received.
3. The RAS Reconsideration Committee will convene to review the reconsideration.
4. The decision from the committee will go as a report to the Superintendent with the recommendation for disposition of the material(s) under reconsideration.
5. A decision from the Superintendent's office will be communicated to you through the Director of Media Services and Technology Integration or the Director of Curriculum & Instruction.

606.1 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to communicate the school board's recognition of the vital role that a wide-ranging and diverse collection of library materials can play in a student's development, growth in literacy, and understanding of the world.

II. GENERAL STATEMENT OF POLICY

The purpose of school libraries and media centers is to ensure that all students have access to learning materials which allow them to explore their interests, enrich their learning, and prepare them to be informed citizens living in a multi-cultural democratic society.

To ensure that library materials fulfill this purpose, the school board delegates to the superintendent the responsibility for developing and administering a procedure for the selection of library materials by professionally-trained school district staff. This procedure must include criteria for the selection of library materials, and processes for parents/guardians to request that the school district take reasonable steps designed to prevent their student from accessing specific material(s), and for reconsideration of certain material(s) in a library/media center's collection.

III. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district's licensed media specialists and certified school librarians in the selection of library materials.
- B. Therefore, while recommendations by other school district employees, students, parents and guardians, and other community members may be considered, professionally-trained school district staff will make the final decision regarding the selection of library materials, in keeping with the process developed by the superintendent.

Cross References: Equity Policy

606.1 AP LIBRARY MATERIALS

Responsibility for Selection

The Media Specialist has primary responsibility for selecting print and non-print resources for inclusion into that campus' media center with input from media center personnel, students, staff, and administration. The campus Principal, ISD 281 Superintendent, and School Board have financial authority to purchase resources.

Requests for new materials will be reviewed by the Media Specialist using numerous review sources and will be purchased promptly if deemed appropriate and meet the purpose of the media centers.

Criteria

The following criteria will be used to determine inclusion in RAS media centers::

- Resources will support and be consistent with the general educational goals of state standards and building curriculum.
- Resources will be chosen to enrich and support the curriculum and personal needs of users.
- Resources will meet high standards of quality.

Procedures for Selection of Resources

In selecting resources, professional personnel will evaluate available resources and needs and consult reputable, professionally prepared aids to selection and other appropriate Sources. Staff will consult professional journals as needed when determining placement in RAS Media Centers.

Reconsideration of Specific Library Collection Material

The Robbinsdale Area Schools' school board adopted Policy 606.5 (Library Materials), under which the school board delegated responsibility for selecting and evaluating library materials to school district staff. This policy establishes procedures for formal reconsideration of specific library collection material.

A Robbinsdale Area Schools' school district employee, student, or a parent or guardian of a currently enrolled school district student may request reconsideration of specific library material based on appropriateness. Please complete this form to request a formal review of a specific item in the media center's collection

[Reconsideration of Specific Library Collection Material](#)

Cross References: Equity Policy

3. How were you made aware of the objectionable material?

4. What is your desired resolution?
 - Do not allow my child to read or view it
 - Replace it with an alternative
 - Withdraw it from all students
 - Other _____

5. Is there any additional information you wish to share with the RAS Reconsideration Committee?

Please initial each statement below, and sign the form when done.

I have reviewed Policy 606 or 606.1.

I understand that the Robbinsdale Area Schools is committed to providing a wide range of materials to meet the needs of its diverse community.

I understand that Robbinsdale Area School does not censor materials based on their content or viewpoints.

Signature of complainant

Date

Process for Reconsideration Requests

1. Please submit this form to the Director of Media Services and Technology Integration or the Director of Curriculum & Instruction. *Independent School District 281, Robbinsdale Area Schools, 4148 Winnetka Avenue North, New Hope MN 55427-1288.*
2. She or he informs the superintendent that this form has been received.
3. The RAS Reconsideration Committee will convene to review the reconsideration.
4. The decision from the committee will go as a report to the Superintendent with the recommendation for disposition of the material(s) under reconsideration.
5. A decision from the Superintendent's office will be communicated to you through the Director of Media Services and Technology Integration or the Director of Curriculum & Instruction.



To: Board of Education Directors
From: Marti Voight, Interim Superintendent
Virginia Verbrugge, Assistant Director of Finance
Re: Executive Director of Finance

The position of Executive Director of Finance has oversight of the district's budget and all business operations. The position is vital to the financial stability and efficiency of the district. The person in this role is often the “face of finance” in reporting to the Board and community.

Why we need this position posted as soon as possible:

1. Accurate and accountable financial oversight and management are critical to the stability of Robbinsdale Area Schools
2. Particularly as enrollment decreases, the person in this position is responsible to create accurate financial forecasts and foresee financial needs in the future
3. The Executive Director of Finance plays a pivotal role in the superintendent’s cabinet, ensuring district leadership receives accurate, timely information to make informed decisions
4. The Executive Director of Finance fulfills vital oversight and compliance responsibilities, including:
 - Management of Long Term Facilities Maintenance state-mandated funding
 - Compliance with federal, State, and local laws, regulations, codes, and/or standards
 - Preparation for and accuracy of annual financial audit, including in-depth analysis of budgeted vs. actual numbers to explain context for variances
5. The Executive Director of Finance oversees and manages operations of the 12-member (11.5 FTE) finance and business office staff

Impact of the current situation:

- Having the Assistant Finance Director doing the Executive Director’s job as well as her own is unsustainable
- A senior accountant recently resigned due to the heavy workload. We are hiring a 1.0 FTE program assistant and reassigned .5 FTE of an HR position to assist in Finance – evidence of insufficient staffing to manage the work.
- The daily presence of a strong Executive Director of Finance is essential to attending to high-level work and department leadership

Why consultants are not feasible

- Rdale has contracted or explored contracting with Clifton, Larson, and Allen; CESO; Robert Half; and Baker Tilly
- These companies cannot provide the high-level executive staff required for this position



To: School Board
From: Marti Voight, Interim Superintendent and Virginia Verbrugge,
Assistant Director of Finance
Date: February , 2024
Re: Rationale for Hire of Executive Director of Finance

Where we are...

With the recent resignation of our Senior Accountant, and the absence of an Executive Director of Finance on staff, our Finance department continues to struggle to keep up with all of the functions of the department. We desperately need help to be able to get caught up and keep things running smoothly, especially since we are now also in the budget and staffing season.

The district is currently contracting with two staff from Student Management Systems. One contractor is focused on developing the FY25 budget, and revising the FY 24 budget and the other contractor is supporting district negotiations.

Where we're going...

This is a cabinet-level position that oversees all financial activities including: budgeting, reporting revenue, and disbursement of funds. This role is also charged with managing risks, and improving financial processes.

The position must ensure that all finances are expended as directed by the District's mission statement, and within the School Board's adopted budget. The Executive Director of Finance reports to the Superintendent and directly oversees the following programs: payroll, purchasing, financial services. The recommendation is to add additional duties depending on the experience of the individual.

Executive Director of Finance is a cabinet level position. The recommendation is to make the pay commensurate with experience and the consideration of newly added roles and responsibilities. This position would be officially evaluated annually, but would meet with the superintendent to set weekly goals and outcomes.

Where we want to go...

Our recommendation is to post the Executive Director of Finance position immediately. As we begin budget and staffing for the FY25 school year, filling this position is imperative.

When posting to fill the Senior Accountant position, the recommendation from the Assistant Director of Finance is to move from a director-level position to a Program Assistant position, to be aligned to the Assistant Director of Finance like the other existing Finance positions - allowing for streamlined efficiencies between positions.