



Robbinsdale Area Schools School Board Meeting Agenda

Monday, September 12, 2011 at 5:30 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

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| 1. Unaudited Financial Report for Period Ended June 30, 2010 | 2 |
| Presenter: Jeff Priess | |
| Time: 5:30 - 5:50 p.m. | |
| 2. Budget Adjustments 2012-2013 | 6 |
| Presenter: Superintendent Sicoli and Jeff Priess | |
| Time: 5:50 - 6:50 p.m. | |
| A. Budget Committee Reports | |
| 1. Operations Committee Final Report | 14 |
| 2. Enrollment Committee Report | 67 |
| 3. School Programs Budget Reduction Committee Report | 95 |
| 4. Alternative Programs Budget Reduction Committee | 146 |
| 5. Revenue Enhancement Committee Report | 159 |
| 6. Online Learning Committee | 168 |
| 3. Break | |
| Time: 6:50 - 7:00 p.m. | |
| 4. Staff Evaluation Process | 184 |
| Presenter: Stephanie Crosby/Lori Simon/Al Ickler | |
| Time: 7:00 - 7:30 p.m. | |
| 5. Community Conversation | 185 |
| Presenter: Helen Bassett/Mark Bomchill/Patsy Green | |
| Time: 7:30 - 8:30 p.m. | |
| 6. Adjourn | |
| Presenter: Chair Van Heel | |
| Time: 8:30 p.m. | |



TO: Members of the School Board
FROM: Jeff Priess, Executive Director of Business Services
DATE: September 12, 2011
RE: Unaudited Financial Reports

DISCUSSION:

We have prepared an unaudited Statement of Revenues, Expenditures and Change in Fund Balance for our General, Food Service and Community Service Funds. Significant year-end accruals have been finalized and these reports will approximate in presentation and results the final numbers you will see in the audited statements. These statements indicate a high correlation between budget and actual amounts and provide for favorable fund balance results. Our auditing firm will complete their work during the month of October.

QUESTIONS:

For questions please contact Jeff Priess at 763-504-8037 or jeff_priess@rdale.org

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

ROBBINSDALE AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 281
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2011
PRELIMINARY

REVENUES	<u>Budget</u>	<u>Actual</u>	<u>Over (Under) Final Budget</u>
Local Sources:			
Property Taxes	\$35,918,887	\$37,253,232	\$1,334,345
Earnings on Investments	50,000	42,760	(7,240)
Other	4,384,154	4,777,116	392,962
State Sources	83,075,655	82,138,097	(937,558)
Federal Sources	8,300,108	7,450,648	(849,460)
Total Revenues	<u>131,728,804</u>	<u>131,661,852</u>	<u>-66,952</u>
 EXPENDITURES			
Current:			
Administration	4,826,198	4,887,264	(61,066)
District Support Services	3,943,222	3,537,180	406,042
Elementary and Secondary Regular Instruction	60,626,825	61,586,810	(959,985)
Vocational Education Instruction	3,111,854	2,996,954	114,900
Special Education Instruction	22,490,360	22,119,929	370,431
Instructional support Services	6,703,221	6,676,680	26,541
Pupil Support Services	11,247,266	12,747,045	(1,499,779)
Sites and Buildings	14,807,073	12,400,399	2,406,674
Fiscal and Other Fixed Cost Programs	583,781	471,927	111,854
Capital Outlay			
Debt Service:			
Principal			
Interest and Fiscal Charges			
Total Expenditures	<u>128,339,800</u>	<u>127,424,190</u>	<u>915,610</u>
 Excess (Deficiency) of Revenues Over (Under) Expenditures	 3,389,004	 4,237,662	
 OTHER FINANCING SOURCES (USES)			
Sale of Equipment Proceeds			
Sale of Real Property Proceeds			
Insurance Recovery Proceeds			
Transfers Out			
Total Other Financing Sources (Uses)	0	0	
 Net Change in Fund Balance			
 FUND BALANCE			
Beginning of Year	8,680,313		
End of Year	<u>\$12,069,317</u>	<u>\$12,917,975</u>	

ROBBINSDALE AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 281
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
FOOD SERVICE
YEAR ENDED JUNE 30, 2011
PRELIMINARY

REVENUES	<u>Budget</u>	<u>Actual</u>	Over (Under) Final <u>Budget</u>
Local Sources:			
Earnings on Investments	\$0	\$0	\$0
Other-Primarily Meal Sales	2,504,395	2,508,784	4,389
State Sources	233,251	236,099	2,848
Federal Sources	3,151,168	3,150,332	(836)
Total Revenues	<u><u>5,888,814</u></u>	<u><u>5,895,215</u></u>	<u><u>6,401</u></u>
 EXPENDITURES			
Current:			
Food Service	5,890,604	5,742,467	148,137
Capital Outlay	80,000	47,572	32,428
Debt Service	0	36,903	(36,903)
Total Expenditures	<u><u>5,970,604</u></u>	<u><u>5,826,942</u></u>	<u><u>143,662</u></u>
 Excess (Deficiency) of Revenues Over (Under) Expenditures	 -81,790	 68,273	
 OTHER FINANCING SOURCES (USES)			
Sale of Equipment Proceeds			
 Total Other Financing Sources (Uses)	 0	 0	
 Net Change in Fund Balance			
 FUND BALANCE			
Beginning of Year	<u>1,392,968</u>		
End of Year	<u><u>\$1,311,178</u></u>	<u><u>\$1,461,241</u></u>	

**ROBBINSDALE AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 281
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
COMMUNITY SERVICE
YEAR ENDED JUNE 30, 2011
PRELIMINARY**

REVENUES	<u>Budget</u>	<u>Actual</u>	Over (Under) Final <u>Budget</u>
Local Sources:			
Property Taxes	\$1,473,831	\$1,556,061	\$82,230
Earnings on Investments	3,000	0	(3,000)
Other	3,735,580	3,616,324	(119,256)
State Sources	2,191,174	2,099,268	(91,906)
Federal Sources	243,635	243,538	(97)
Total Revenues	<u>7,647,220</u>	<u>7,515,191</u>	<u>-132,029</u>
 EXPENDITURES			
Current:			
Community Service	7,736,356	7,752,777	(16,421)
Capital Outlay	127,593	110,033	17,560
Total Expenditures	<u>7,863,949</u>	<u>7,862,810</u>	<u>1,139</u>
 Excess (Deficiency) of Revenues Over (Under) Expenditures	 -216,729	 -347,619	
 OTHER FINANCING SOURCES (USES)			
Transfers Out			
Total Other Financing Sources (Uses)	0	0	
 Net Change in Fund Balance			
 FUND BALANCE			
Beginning of Year	1,486,909		
End of Year	<u>\$1,270,180</u>	<u>\$1,139,290</u>	



TO: Members of the School Board

FROM: Aldo Sicoli, Superintendent

DATE: September 5, 2011

RE: Budget Adjustments for 2012-2013

DISCUSSION:

The budget planning committees began their work in the spring of 2010. The committees identified alternatives to be considered over several years as the Robbinsdale Area Schools, like other school districts, will likely be faced with ongoing fiscal challenges. The work of the budget planning committees focused not only on identifying alternatives, but also described the financial impact and educational ramifications associated with those alternatives. Since the work of the committees is completed and we have a better idea of revenues received from the state of Minnesota in this biennium, it is an appropriate time to discuss budget adjustments for the 2012-2013 school year, recognizing that these discussions will likely continue over the next several months since there are many alternatives and some of the ramifications are complex. The accompanying documents include additional ideas for budget adjustments that have been identified by district administration, as well as those delineated by the budget planning committees. Some decisions need to be made earlier than in past years in order to provide enough time to effectively implement potential changes. Although it is prudent to make decisions in the context of all the alternatives, doing so will not prevent the School Board from making further decisions regarding the 2012-2013 budget as more information becomes available.

The budget planning committee reports, which have been presented at past School Board Work Sessions, are attached, as well as an overview of the district's financial projections for 2012-2013 and a spreadsheet that shows the financial impact of the alternatives and is color coded to indicate which options have been implemented, which ones are recommended by administration for implementation, which possibilities are under continuing study, and which alternatives are not recommended by district administration. I want to thank the School Board, community members, and Robbinsdale Area Schools staff for the tremendous amount of time and effort they have expended over the last 18 months to obtain information that will allow the School Board to make informed decisions that benefit our students.

Operations Committee:

Charge-Review the current procedures of district warehouse and publication functions - recommend ways that these functions can be more efficiently operated.

Printing and postage costs:

Option 1 - Reduce materials and postage costs-	20,000
Option 2 - Option 1 + (1.0 FTE)	70,000
Option 3 - Option 1 + 2 and (3.0 FTE)	17,000
Option 4 - Option 1 + 2+3 and (4.5 FTE)	350,000

Warehouse/Delivery Costs

Option 1 - Reduce the amount and quantity of supplies in the warehouse to bare minimum	125,000
Option 2 - Eliminate all purchase and storage of new furniture items in the warehouse-future orders directly to site	20,000
Option 3 - Require more delivery to sites-eliminate items to stock in the warehouse-expand use of P Cards and decentralize	62,500
Option 4 - Functions defined as modifiable or able to be eliminated (Warehouse Evaluation) should be pursued and implemented	??
Option 5 - Increase the use of shared curriculum materials amongst the schools-	??
Option 6 - Reduce from three to one the leased facilities for storage and warehouse functions	26,136
Option 7 - Sell or dispose of equipment stored by the Buildings and Grounds department that is no longer in use-	42,204

Transportation Services

Explore the potential for contracting District transportation services	1,047,000
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Revenue Increase Expenditure Reduction

Enrollment Policy Committee:
Charge-Research potential policy changes to the district's enrollment policies and identify the fiscal implications and educational ramifications of each potential policy change-

Revenue Increase
 Expenditure Reduction

Remove the resident priority from the transfer policy	Projected ADM are net of attrition	20 ADM	118,000	
Remove the date-certain closure of secondary transfers from annual resolution	Projected ADM are net of attrition	10 ADM	67,000	
Allow more non-residents to enroll in RSIS	Projected ADM are net of attrition	2 ADM	12,000	
non resident slots equal percentage of non residents in district	Projected ADM are net of attrition	6 ADM	36,000	
eliminate residential preference				

Enrollment Magnets/Partnerships Committee:

Charge-Determine ways to enhance revenue to the school district by increasing enrollment or slowing the trend of declining enrollment by examining -
RSI entrance policy for non-resident students
Creation of magnet or specialty schools and or programs
Partnerships with the cities served by the school district and with other entities

STEAM Magnet-1/3 of enrolling students are non-resident				
Revenue			1,256,787	
Expense			-2,172,918	
Expansion of Spanish Immersion to both Middle Schools-				36,000
RSIS Expansion beginning year one with kindergarten at current site, 50% of expansion reserved for non-resident--1st year at Olson				
Revenue			466,092	
Expense			-1,032,829	

Implemented
 Not recommending
 Recommending
 Under Consideration

School Programs Budget Reduction Committee-Administrative and Other Non-teaching Positions*Charge-Examine options that may lead to reduced district expenses for:*

		Revenue Increase	Expenditure Reduction
<i>School Administrative and other non-teaching positions</i>			
<i>K-12 band and orchestra programs</i>			
<i>Six period day in the middle school</i>			
<i>Paired school model for elementary school</i>			
School Administrative and other non-teaching positions			
Reduce High School assistant principal positions by 2	2 FTE		240,000
Assign duties of activities director to one of three assist principal positions	2 FTE		180,000
Adjust assistant principal work weeks 45-43-40	14 weeks		31,000
Eliminate all HS/MS assistant principals and replace with administrative interns			320,000
Regular Ed			
Eliminate IB/MYP and Pre AP/AP coordinators and assign functions to the building administrator	3.1 FTE		217,000
Eliminate existing Teaching and Learning Specialists and assign functions to building administrator	3.0 FTE		210,000
Eliminate additional revenue allocated to RSI for expansion of students and administrative support	.5 FTE		35,000
Eliminate elementary instructional assistant (IA) positions	5.0 FTE		350,000
Eliminate allocation of Gifted Program categorical aid	2.0 FTE		140,000
Reduce the ratio of compensatory revenue allocated to school sites			4,000,000
Special Ed			
Eliminate one or both Assistant Director positions	2.0 FTE		240,000
Eliminate one or more Program Coordinator positions	6.0 FTE		420,000
Eliminate one or more Due Process facilitator positions (1.0 FTE Reduced)	5.0 FTE		350,000
K-12 band and orchestra programs			
Limit student choice to one music offering in the middle school	1.2 FTE middle of range		93,000
Modify current elementary music -begin orchestra at grade 5	.40 FTE		31,000
Eliminate elementary band and orchestra -offer lessons through C Ed.	4.0 FTE		280,000
Eliminate the current music program for grade 4 and 5 -use MS model to elect band/choir/orchestra	??		??
Eliminate elementary band and orchestra	4.0 FTE		280,000
Reduce expenses related to music programs and eliminate events-			10,000
Fall Music Festival			3,000
Fall Strings and Spring Festival			6,000
Middle School Musical			
Six period day in the middle school			
Option A -Change to a 6 period schedule	12.0 FTE		883,280
Option B -Continue 7-period day and assign all teachers to 6 periods per day	18.5 FTE		1,300,000
Option C -Continue 7-period day and assign core teachers to 6 sections for one semester -Arts 6 all year			845,000
Option D-Continue 7-period day and assign all teachers to 6 sections for one semester			650,000
Option E-Continue 7-period day and assign core teachers to 5 sections all year and Arts all year			390,000
Option F-Continue 7-period day and assign core teachers to 5 sections all year and Arts 6 for one semester			195,000
Option H-Continue 7-period day and find reductions non-instructional staff positions			443,000
Option L-7 period day at RMS and 6 period day at PMS			425,880
Paired school model for elementary school	8.0 FTE		560,000

Implemented

Not recommending

Recommending

Under Consideration

Alternative Programs Budget Reduction Committee-
Charge-Examine district programming including TASC, Highview, Care and Treatment, Extended day/year, other ALC programs and special education, and recommend reduced expenditures-

	Revenue Increase	Expenditure Reduction
Area Learning Centers		
Option 1 - Program costs should not exceed the actual realized revenue from ALC enrollment		4,000
Option 2 - Explore cost saving opportunities, including program elimination, within district managed daytime ALC programs		
TASC		325,564
Highview		225,756
Adult Academics		54,811
Option 3 - Shift the curriculum for CHS and AHS Independent Study from learning packets to the Compass curriculum		92,500
Shift to Compass with ISD#287 management and no loss of non-member districts		200,760
Shift to Compass with District management and no non-district participation		108,260
Option 4 - Consider adopting fiscal management for all ALC programs-		
Care and Treatment Programs		
Option 1 - Explore legislative options to educate students from states other than MN enrolled in Hazelden and Phoenix		30,000
Integration, Desegregation and Equity Programs		
Option 1 - Reduce the number of participants from Bldg Equity Teams that attend the PEG training program		40,560
Option 2 - Eliminate the district involvement with WMEP training initiative through PEG for Bldg Equity Teams		55,770
Option 3 - Request that WMEP substantially reduce the district's membership fee		??
Option 4 - End the district's association with WMEP		270,000
Special Education Programs		
Option 1 - Reduce district's contract with 287 by hiring Deaf/Hard of Hearing teachers	1-3-FTE	140,000
Option 2 - Reduce district's contract with 287 by hiring our own interpreters		6,500
Option 3 - Reduce district's contract with 287 by providing in-house services for higher functioning students with emotional disorders		232,562
Option 4 - Reduce district's contract with 287 by providing an in-house version of Vocational Training Services (VET)		68,185

Implemented

Not recommending

Recommending

Under Consideration

Revenue Enhancement Committee-

Change-Examine potential revenue sources (non-enrollment related) to the district which could increase revenues without undue negative programmatic/service impact.

Advertising

Fees

Community Giving

Income Generating Projects

Online Learning Committee-

Change-Explore the possibility of becoming an online learning provider with the intent of providing revenue enhancing and value added services.

Key finding: Although the current revenue stream available for online learning leaves little opportunity to generate more revenue than expense in the short term, we are convinced that the district should continue to support online learning as a strategic investment necessary for continued educational excellence. Offering high-quality instruction using 21st century tools for delivery will attract and retain students in the future.

Initiatives:

Northern Star Online Collaborative- NSO Membership promotes the availability of online coursework developed by members; seeks to improve the effectiveness of online classes; and trains teachers to develop and use online courses. No membership fee.

Hybrid Course Development- Develop hybrid high school courses, combining online and face-to-face instruction. Up to five new courses planned for development in 2012-13.

Expand Compass Odyssey as an online learning supplemental resource in regular education classrooms for advanced coursework. License for elementary expansion of compass for math excellence.

Add staff for Development, Management and Technical Support of Online Programming

Revenue Increase

Expenditure Reduction

-15,000.00

-100,000.00

-80,000.00

Other Potential Budget Adjustments (2012-13):

Schools for Energy Efficiency (SEE Program) 2.2 million @ 5%	110,000.00
Add time to Middle School day (additional MS FTE) (70 mins)	-374,500.00
Add Middle School Tier 2 Support	-197,700.00
District-wide Tech Education Improvements	-100,000.00
Restore prior year (FY12) reduction in curriculum resources	-200,000.00

Implemented
 Not recommending
 Recommending
 Under Consideration

**Robbinsdale Area Schools
Operations Committee**

Charge to the Committee

The Operations Committee will review the current procedures of district warehouse and publications functions, review the best practices of other school districts and recommend ways that these functions can be operated more efficiently with intended outcome of reducing the district's expenses in school year 2011-12 and beyond.

Committee Membership

Barb Van Heel, School Board
Lonnie Smith, Executive Director of Business Services
Jeff Dehler, Community Relations Program Director
Jim Gerber, Facilities Program Director
Marla Johnson, Purchasing Program Director
Rick Roberge, Print Production Program Director

District Goals to which the charge is aligned

Priority 5, Maximize resources and demonstrate financial accountability. Goal B, evaluate existing systems to ensure maximum efficiency, effectiveness and cost-benefit.

PUBLICATIONS

Work of the Committee

The committee reviewed information comparing the Robbinsdale publications program with that of nine other metro districts. The information included staffing, operations, overall costs and costs per student. Also reviewed was the cost per student for postage. Additional information was reviewed regarding school news letters produced in our district.

The committee reviewed the detail of the 2008-09 and 2009-10 charge backs by building and departments. Also reviewed was a summary of the examples of the variety of responsibilities the department encompasses including design work, the mail room, production of materials, staffing the switchboard and electronic file creation.

The committee reviewed information gathered internally from an online survey of employees and focus groups with employees that use publications services or produce publications and/or large mailings. It also reviewed printing and postage expenses and publications department services in other districts.

Comparisons with other districts

The committee collected information from nine metro area districts ranging in size from small to large districts. An attempt was made to learn both about centralized publications departments as well as about districtwide postage costs and the cost of producing all curricular and communications materials.

Centralized publications departments range widely in size and scope. Some districts do not have a centralized publications department; all publications are produced at the school level and the schools are responsible for mailings. Others have a copier center or a print shop, usually with one staff member who operates the equipment and/or assists with obtaining quotes from outsourced vendors on design, print and mail services. Others, including Robbinsdale, offer a wide variety of services, including printing, copying, design and mailing.

Only the Robbinsdale district oversees the district's switchboard and provides partial coverage and break relief.

Cost comparisons were broken down to cost per student because of the large range of district sizes. Because of past practice and the range of service provided, the Robbinsdale district's cost per student is greater than the other districts in the study, even though the department was reduced by 1.0 FTE this year. Districtwide postage and paper expenses also appear to be on the high end of the range, compared with other districts.

Operations Budget Committee Survey

Survey Methodology and Goal

An on-line survey of district leadership, including Cabinet, Principals, Program Directors, Program Assistants, Administrative Assistants and other leadership was conducted between September 20 and September 30, 2010. The survey was intended to gather suggestions from users of the district's publications office, warehouse and intra-district delivery system on ways to reduce printing, paper, postage, storage and delivery expense. There were 63 respondents.

Results

A small percentage of respondents report printing and postage expenses of more than \$10,000 annually. Nearly three-quarters of respondents' expenses are less than \$5,000 annually.

A large majority of respondents would either no longer print or mail some publications, or would find alternative communications methods if they were required to reduce costs.

If Publications Department services were reduced, 54 percent of respondents would still print and or mail projects, which means they would need to complete projects at buildings, or outsource.

How to Reduce Printing and Postage Costs

Ideas on how to reduce printing and postage costs focused mainly on the use of electronic communication and education of staff on waste reduction (reducing number of emails and other documents printed). Some respondents reported reduction of postage already. Innovative ideas included use of pdf forms that can be filled out electronically, mailing postcards instead of first-class letters and having students supply notebooks for homework instead of providing workbooks/worksheets.

Operations Budget Committee Focus Groups Comments

Two focus groups were held with Jeff Dehler and Lonnie Smith. One group was thirteen staff and the second was six staff. The individuals represented building staff, principals, teaching and learning, activities, office staff, support staff and district administrators.

The participants in the focus groups provided valuable information on the types of publications that are currently produced, including those which are required. These include Federal Title 1 communication, MCA and AYP communication and applications and information for those qualifying for free and/or reduced price lunch.

The result of the focus groups mirrored the results of the survey with many questions and comments. We wanted to know, if we changed the present way of doing business, how would we be able continue to provide the same or better level of service currently in place for staff, parents and the community?

Educational Ramifications

Employees only mentioned one common theme with regard to the potential educational ramifications of reducing print and postage costs. The concern was that families may not receive information, either because they may not be able to access electronic communication, because electronic communications are more likely to be missed than printed materials, or because we simply don't have updated email addresses for families. Community education programs feel some printing and postage is a necessity for marketing purposes. One respondent mentioned curricular items that are printed each year, including writing journals, dictionaries, cursive writing, A-Z books and other publications that are essential. Employees said the service provided by the Publications Department is excellent, and respondents are concerned about potential service reductions. Several respondents said students would be negatively impacted by increased costs if the publications department services were reduced and schools outsourced printing to more expensive vendors.

Financial Ramifications

The survey said that savings in the areas of printing and postage are likely to be minimal. A small percentage of survey respondents report printing and postage expenses of more than \$10,000 annually. Nearly three-quarters of respondents' expenses are less than \$5,000 annually. If budgets were reduced, a large majority of respondents would either no longer print or mail some publications, or would find alternative communications methods if they were required to reduce costs. However, if Publications Department services were reduced, 54 percent of respondents would still print and or mail projects, which means they would need to complete projects at buildings, or outsource the

projects. Mailings to families with preschool children have been increased recently, which has resulted in better attendance and enrollment at K registration nights. A reduction could result in last minute enrollment, or even lower enrollment. Others expressed concern that, with reduced copy budgets, employees will print materials to local printers which is more expensive. It was suggested that an education plan for employees could change behavior to reduce printing expense.

Options for consideration:

Option 1:

Reduce materials and postage costs. Each building and the Education Service Center could complete a comprehensive inventory of publications and mailings, evaluate their necessity and find alternate ways to provide information. Provide training to employees on reducing printing costs.

Savings: \$20,000

Option 2:

Reduce materials and postage costs as in Option 1, and reduce one (1.0) full-time equivalent position in the Publications Department. Service would be reduced as follows: Switchboard evening and break coverage would be provided by another department, publications design functions would be absorbed by buildings and/or outsourced.

Savings: \$70,000

Option 3:

Reduce materials and postage costs as in Option 1, and reduce three (3.0) full-time equivalent positions in the Publications Department. Service provided would include coordination of outsourcing projects, copy center and mailroom.

Savings: \$170,000*

Option 4:

Reduce materials and postage costs as in Option 1, and reduce four and a half (4.5) full-time equivalent positions in the Publications Department. This eliminates the department and redistributes functions to the buildings.

Savings: \$350,000*

* Additional costs would be added to building budgets for staff and/or equipment needs to cover copying and outsourcing of publications completed now in-house.

WAREHOUSING/DELIVERY

Work of the Committee

The committee reviewed information comparing seven districts in the metro area and how they handle warehousing. The information included owned or leased facilities, number of employees and their salaries and benefits, number of items in inventory and value of inventory, if they have central receiving, surplus storage and/or recycling services. The committee also received information from four districts not having warehousing as a function. The committee also received a breakdown of the staffing and duty time allocation for the current Robbinsdale warehouse.

An evaluation of the various functions and responsibilities of the warehouse department was completed in May of 2010. The categories reviewed were central receiving and delivery, laundry delivery, media services delivery, print shop services, curriculum materials services, recycling and hazardous waste disposal, interschool mail delivery, storage and management of surplus furniture and miscellaneous pick up and delivery.

The evaluation of use of leased space for storage of surplus district material and equipment was completed in October of 2010. The goal of the research was to determine if the current three leased spaces could be combined into a single space which would reduce the district's leased costs. The research focused on spaces within or close to the district boundaries. It also focused on a smaller space that could be utilized through improved inventory management and elimination of unnecessary storage of outdated and no longer needed items with the result that a smaller space would cost less. As a result of this research and in the course of discussion with the current landlord, a reduction of \$500 per month was offered if we retain our current leased space.

One of the largest uses of the warehouse and its delivery service is the handling of 8 ½ by 11 white copy paper. The district orders this paper by semi load and then distributes cases to the various building sites. In November, information was gathered comparing the amount of paper used by site over the past 5 years.

Operations Budget Committee Survey

Survey Methodology and Goal

An on-line survey of district leadership, including Cabinet, Principals, Program Directors, Program Assistants, Administrative Assistants and other leadership was conducted between September 20 and September 30, 2010. The survey was intended to gather suggestions from users of the district's publications office, warehouse and intra-district delivery system on ways to reduce printing, paper, postage, storage and delivery expense. There were 63 respondents.

Results

A fairly even range of warehouse use, from never to monthly, was reported by respondents.

Of those that use warehouse services, respondents are more likely to access the warehouse monthly.

If the district reduced warehouse space and asked buildings to store materials, 13 respondents could store materials for a year, while 10 have no available space, indicating a significant imbalance between available space in different district facilities.

Similar to warehouse use, respondents reported a fairly even range of use of intradistrict delivery service, from daily to occasionally, though there may have been some confusion between interschool mail and delivery of furniture, curricular materials, etc.

How to Reduce Warehouse/Delivery Costs

Respondents most often mentioned throwing more unnecessary or damaged things away instead of storing them and using surplus facilities to store things instead of leasing warehouse space. Some reported already shifting their practices by ordering office supplies directly from the vendor. This is encouraged by the district purchasing department as the most efficient practice.

Educational Ramifications

Interschool mail is seen as critical for delivery of receipts, invoices, checks, educational materials, student records and state testing materials. Many reported not being familiar with the delivery or warehouse service, and therefore unable to responsibly recommend changes.

Options for Consideration

Option 1:

Reduce the amount and quantity of supplies in the warehouse to the bare minimum keeping only those items that are required for control and supply purposes that cannot be ordered directly and delivered directly to each site.

Savings: Estimated in inventory \$100,000 - \$150,000 (one-time savings)

Option 2:

Eliminate all purchase and storage of new furniture items in the warehouse and require all future orders to be placed directly with a vendor and require delivery directly to the site ordering.

Savings: \$20,000 (one-time savings)

Option 3:

Require more delivery directly to buildings to reduce greatly or eliminate the ordering of items to stock in the warehouse, move to a smaller facility with less storage of furniture and equipment, utilize electronic time cards, produce and communicate more information electronically, expand the use of P-cards and de-centralize as much as possible the warehouse function. Review the current staff with an eye toward consolidating and reducing positions through revised job descriptions including staff in the warehouse and district office.

Savings: \$25,000 – \$100,000

Option 4:

Functions defined as modifiable or able to be eliminated as noted in the Warehouse Evaluation information attached should be pursued and implemented with whatever cost savings can be obtained.

Savings: Whatever can be obtained.

Option 5

Increase the use of shared curriculum materials amongst the schools. Currently we saved \$ 60,000 through the scheduling and sharing of math kits among the schools. Continue to use the warehouse for the resupply of the science kits as up to 50% of the costs of the consumables has been saved.

Savings: Whatever can be obtained.

Option 6:

Reduce from three to one the leased facilities for storage and warehouse functions. The current space maintained for surplus equipment can be eliminated by developing a district policy to allow administrative decisions to be made for sale or disposal of district items declared surplus. This would eliminate the need to retain surplus items for long periods of time in order to conduct annual sales with an accumulation of items. It also allows for disposal of items no longer having value or chance of being repurposed for district use. Any items remaining that are deemed appropriate to retain will have to fit within the space of the one remaining warehouse.

Savings: Eliminating this leased space will save \$26,136 annually (Lease levy).

Option 7:

Sell or dispose of equipment stored by the Buildings and Grounds department that is no longer in use or that has no potential need for use in the future. Any items deemed absolutely necessary to maintain will have to fit within the space of the one remaining warehouse.

Savings: Eliminating this leased space will save \$42,204 annually (Lease levy).

Operations Committee Report Summary

Each school district is unique in how it performs the two areas of service studied by the Operations Committee. These are district functions that have evolved over time in each district through periods of growth and, often, periods of contraction. They are essentially products of themselves.

As Robbinsdale Area Schools considers changes to how these functions are performed, the options should be carefully considered so that services are not changed too quickly or to an extent that is detrimental to the organization.

The functions currently provided will continue to need to be provided in some way. The district should continuously evaluate these functions so that when new technology, such as high-speed copiers, or business practices, such as just-in-time delivery, become cost-efficient, they are implemented to provide the best service to our students and our community.

Attachments

- Operations Budget Committee Survey Report
- Focus Group Summary
- Publications Department Comparisons
- Warehouse Department Comparisons Report
- Warehouse Department Comparisons Summary
- Information Gathered from School Districts with no Warehouse
- Warehouse Evaluation
- Paper Use by Site
- Warehouse Staffing Information
- Warehouse Lease Comparison Information

ROBBINSDALE AREA SCHOOLS
Purchasing Department

October 8, 2010

TO: Lonnie Smith

FROM: Marla Johnson
Jim Gerber

SUBJECT: SURPLUS WAREHOUSE STATUS REPORT

Lonnie:

Per your request, we respectfully submit this report, summarizing our research regarding potential changes in surplus storage that could result in more efficient use of space, a possible reduction of space needs through improved inventory management, securing the use of a smaller, more efficient space that would better meet our combined needs, research current market costs and compare with current lease costs, with the goal of saving the district money as a potential outcome.

Both purchasing/warehouse and buildings and grounds departments have invested time reviewing materials in the current leased spaces to identify and dispose of items that are not of use to the district. The review is in process, but not complete.

On August 24th, we viewed six available warehouse spaces located within or close to district boundaries. The six sites viewed are not viable potential lease sites for the district. Four of the sites were not appropriate spaces for our needs, and two were not efficient logistically for our staff. Lease costs associated with all sites are competitive with or exceed the rates we are currently paying.

On October 4th, we met with our current landlord to view a space available for lease in a building in which we are currently a tenant. The intent was to determine if the available space could more efficiently serve our needs by leasing one combined space and reducing the overall square feet required for our needs. This available space would be an additional \$.70/sq.ft. above our current rate.

Our current landlord offered to reduce our monthly rent by \$500 per month if we will stay in our current spaces.

A brief synopsis of current leased spaces and the potential spaces toured is attached.

Recommendation

Buildings and Grounds has reviewed materials stored at 3510 Winnetka and taken the following action:

- 1) Items identified to be of no potential use to the district were disposed of
- 2) Items identified for potential use to the district within the next two years were retained

The third and final process will be to review each of the items kept in surplus to make a specific determination for the intended use of the items:

- 1) Identify specific site(s) the item will be retained for
- 2) Identify specific time frame the item will be used by

These actions will thoughtfully consider each item in surplus and identify the potential cost avoidance benefit to the district by retaining them. This process has not begun.

The warehouse has reviewed surplus inventory stored at Hwy. 169 N, and has taken the following action:

- 1) Items that are obsolete and have little or no use to the district were identified and taken to Sandburg for the surplus auction conducted in June 2010.
- 2) Items deemed to be of no use to the district, or of no potential sale value, were disposed of.

The purchasing/warehouse department intends to pursue the following processes to complete evaluation of surplus storage:

- 1) Author a district policy for acceptance by the School Board which will allow sale or disposal of district surplus assets on an ongoing basis. This would eliminate the need to retain surplus items for long periods of time in order to organize and conduct annual sales or auctions to allow for disposal of surplus items that have little or no chance of being repurposed for district use.
- 2) Develop a program with the assistance of our technology department that would allow us to electronically advertise surplus items to district sites that are available for repurposing. Pictures of items available for use would be advertised on our district website. The items will be advertised as available for a specified time period, and then offered for sale to the general public via an online auction service. Development of this program would save significant labor for warehouse employees and staff members who meet on request to view items in surplus storage.

These actions would allow warehouse/purchasing staff to control the amount of surplus items kept in storage, and decide, based on experience, what items to retain for repurposing, and

identify a specific time frame to keep the items on hand. It will allow us to quickly and efficiently dispose of items that are of little or no value to the district.

Buildings and grounds, and purchasing/warehouse departments have determined that there is significant potential cost avoidance to the district by completing the tasks outlined above. These tasks require a significant investment of departmental time to complete, as they must be completed outside of regular duties critical to smooth operation of the schools.

Therefore, we recommend that both departments remain in existing leased spaces for the balance of the 2010-11 fiscal year, taking advantage of the landlord's offer to reduce rent by \$500/month. We will realize an immediate annual savings of \$4,500 for the remaining 9 months of the 2010-11 school year, and avoid significant costs and labor associated with relocating major operations.

We will utilize the 2010-11 school year to complete the tasks as outlined so that we may make careful and thoughtful decisions regarding surplus storage needs for future years.

WAREHOUSE LEASE COMPARISON INFORMATION
Friday, October 08, 2010

Warehouse property toured	Sq.ft	Est. gross monthly lease rate	Plus utilities, est. \$1.25/sq.ft.	Est. total annual lease cost	Est. cost per sq.ft.	Comments
4730-4740 Quebec Ave	6 - 8,000	\$2,500	\$729	\$38,748.00	\$5.54	Angled walls, short ceilings, unloading, dock leveler, geometrics issues. 16' ceiling height. Not a viable space
9900 S. Shore Drive	7,523	\$4,000	\$784	\$57,408.00	\$7.63	Location is out of the district.
9900 S. Shore Drive	6,900	\$4,000	\$719	\$56,628.00	\$8.21	Undesirable location. 23' ceiling height
3300 Winpark	5,426	\$2,858	\$565	\$41,076.00	\$7.57	Dock/unloading issues. A built-in wall would prohibit unloading long materials. capability. Uncertain of air handling/exhaust/ventilation ability
3320 Winpark	7,605	\$4,005	\$792	\$57,564.00	\$7.57	
2711 Nevada	,6000	Year 1: \$2,835	\$625	\$41,520.00	\$6.92	Unsecured storage area. 20' ceilings
		Year 2: \$2,891	\$625	\$42,192.00	\$7.03	
		Year 3: \$2,950	\$625	\$42,900.00	\$7.15	

Existing warehouse space:

3510 Winnetka	6,000	\$3,517	Included	\$42,204.00	\$7.03
5100 Hwy. 169 N	4,000	\$2,178	Included	\$26,136.00	\$6.53
Total:	10,000	\$5,695	Included	\$68,340.00	\$6.83

Existing Landlord option to reduce space by combining warehouse needs in an available space at 5100 Hwy. 169 N:

Rent would increase by approximately \$.70 per square foot.

Proposed Existing Landlord option to remain in occupied spaces for the remainder of 2010-11:

\$500 reduction of monthly lease:	\$5,195	Included	\$62,340	\$6.23
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**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>CENTRAL DELIVERY Delivery site for incoming common carrier shipments</p> <p>Approximately 89 common carrier deliveries annually. <i>This figure does not include local shipments and deliveries.</i></p> <p>Only 5 sites with docks or regulation docks: AHS; CHS; ESC; FOREST; PMS</p> <p>Additional cost for liftgate truck deliveries: Minimum charge: \$131.50 plus \$6.50 per CWT</p>	Daily	No	No	Yes Specify that lift gate trucks are required for delivery.	Additional expense: Building custodian must be available to accept shipment and assist with unloading truck. Delays in unloading trucks on a timely basis may lead to demurrage charges. Security concern? Truck drivers walking through buildings to find someone to help unload. Is the building equipped with the proper unloading equipment?	\$8,416.00
<p>CENTRAL RECEIVING Inspect materials received, and provide receiving information so accounts payable may process payment</p>	Daily	No	Yes Ship materials direct to sites. Shift burden of inspection and receiving to sites.	No	Possible delays in getting receiving documents on a timely basis. Functions such as order discrepancies, shortages, freight damage claims, and product returns to vendor are currently handled by warehouse personnel. Someone in the schools would need to accept that responsibility.	Undetermined

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**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>DELIVER LAUNDRY</p> <p>Laundry is hauled daily between schools and the laundry located in the RMS building.</p> <p>Laundry is processed for the following departments Secondary athletic programs (wash and mend) Kitchens/child nutrition Nurses Custodial items Schools lost and found</p>	Daily	Yes	<p>No</p> <p>Laundry containers are typically large, bulky, and heavy.</p> <p>Pick up schedule must be routine, predictable, and dependable.</p>	<p>Yes</p> <p>Investigate alternative delivery schedule to reduce frequency of hauling</p> <p>Investigate cost to outsource laundry service.</p>	<p>Reduction in level of service district users have come to expect.</p> <p>Possible increase in cost to outsource laundry service.</p>	Undetermined
<p>DELIVER MEDIA SERVICES MATERIAL</p> <p>Pick up and deliver items sent in for repair</p> <p>Pick up and deliver items checked out for temporary use</p> <p>Receive large incoming shipments destined for Media Services at the warehouse. Deliver to Media Services for check in.</p> <p>Deliver new materials received in Media Services to destination site.</p> <p>Pick up and deliver items on reserve at the local county library.</p>	Daily	Yes	<p>No</p> <p>Pick up schedule must be routine, predictable, and dependable.</p> <p>Some items are cumbersome and heavy. Some school palletize items if quantity warrants.</p>	<p>Yes</p> <p>Investigate alternative delivery schedule to reduce frequency of delivery.</p> <p>Investigate cost to purchase weekly courier service for deliveries.</p>	<p>Reduction in level of service district users have come to expect.</p> <p>Possible increase in cost to purchase courier services.</p>	Undetermined

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**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>PRINT SHOP SERVICE</p> <p>Deliver bulk mailings to Minneapolis Post Office. Pick up mailing supplies if needed and return to Publications.</p> <p>Deliver printed materials out to sites from Print Shop.</p>	<p>4-6 X/mo</p>	<p>Yes Post Office will not pick up bulk mailings</p> <p>No</p>	<p>Yes</p> <p>Print shop personnel can make deliveries. Sometimes requires a vehicle at least the size of a van.</p> <p>Utilize a courier service to haul bulk mailings to post office. Would require a minimum of 2 hours time because of the Post Office process. Yes - Partially</p> <p>Small print jobs can be picked up by end users.</p>	<p>No</p>	<p>Possible liability by allowing individuals to haul items in personal vehicles. Possible individual injury associated with moving/lifting heavy, bulky items. Personnel loss of time on the job. Possible increase in paying mileage for delivery of materials in privately owned vehicle.</p> <p>Possible additional expense to utilize courier service.</p> <p>Increase in mileage paid to pick up print jobs. Loss of time on the job spent driving to pick up print job.</p>	<p>Undetermined</p> <p>Undetermined</p>

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**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>SCIENCE CONSUMABLES</p> <p>Keep all science kit consumables on warehouse inventory.</p> <p>Warehouse assumes responsibility for maintaining inventory and replenishing inventory as needed.</p> <p>Schools order what is needed for science kits by placing a warehouse requisition in Skyward.</p>	<p>Undetermined. Project will begin July 1, 2010</p>	<p>Yes</p>	<p>Yes</p> <p>Warehouse has worked with Stephanie Skelly to assume responsibilities for inventorying, packing and shipping science consumable supplies. Previously, science was assigned a room in which to maintain consumables. Science budget paid for part time employees to manage consumable inventory, and replenish inventory as necessary, and prepare items for delivery to sites. Inventory management can be returned to T&L. Stephanie would require space dedicated at ESC for managing consumables.</p>	<p>Yes</p> <p>Investigate possibility of school science teachers being responsible for replenishing inventory.</p>	<p>Additional annual expense casual salaries to manage consumable inventory.</p> <p>Stephanie reports that the warehouse assuming responsibility for consumables, and assisting with other curriculum areas, will save approximately 30 days of her time that she will now be able to dedicate to managing additional curriculum areas assigned to her as a result of staff reductions in the curriculum area.</p>	<p>\$5,000 - \$6,000 annually</p>

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**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>MATH Warehouse manages math lego kits.</p> <p>A lesser volume of Lego kits were ordered to be shared between elementary sites.</p> <p>Warehouse keeps the Lego kits in the warehouse, and delivers them to various sites on a rotating schedule</p> <p>Warehouse maintains approximately 6 pallets (1 pallet per grade level) of misc. elementary math curriculum. All items are in warehouse inventory. Schools can view math item inventory, and place a requisition in Skyward for their needs</p>	3Xyear	Yes	<p>Yes</p> <p>Storage space is scarce. The items must be kept in a secure location. The kits are very expensive to purchase. The district was able to order less sets by sharing rather than ordering sets for each site. The district was able to save \$30,000 by sharing kits.</p>	<p>Yes</p> <p>Given budget availability, additional kits could be purchased so each building owned their own set.</p> <p>Storage space could be dedicated for Math curriculum items. Investigate the possibility of Media Services assuming responsibility for math curriculum if space permits, and can be managed with new textbook management software recently purchased.</p>	<p>Overburden of T&L specialist for routine tasks that can be handled systematically through the warehouse.</p>	<p>\$30,000 one time cost savings to rotate from warehouse.</p>
<p>B & G UNIFORMS Manage district buildings & grounds uniform program. Issue and collect order forms to eligible B&G employees for apparel. Order, inventory, and ship apparel to employees. Monitor B&G uniform point system. Handle apparel returns and exchanges.</p>	1Xyear	No	<p>Yes</p> <p>Buildings & Grounds could maintain the program themselves.</p>	<p>No</p> <p>The uniforms are handled mostly on an annual basis. There would be no way to modify the program that would be of benefit to the district.</p>		<p>Undetermined</p>

**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>RECYCLING AND HAZARDOUS WASTE DISPOSAL</p> <p>The warehouse collects recyclable waste materials (computers, electrical items, batteries, ballasts, tv's, etc.) from all sites, and delivers them to Asset Recovery for recycling.</p> <p>Approximately 9 times per year, the warehouse collects recyclable waste materials from all sites, and delivers them to Asset Recovery for recycling. In 2009-10, the warehouse made 46 pickups from district buildings to remove recyclable waste.</p>	9Xyear	Yes	<p>Yes</p> <p>Pickups could be organized as time permits. Buildings & grounds may be able to assume responsibility.</p>	<p>Yes</p> <p>Asset Recovery charges \$86 per pick up per site. Schools may be able to store items for recycling, and organize a one or two x per year pick up, and pay the pick up fee.</p>	<p>Storage space in the buildings is tight. It may prove a hardship to hold and store recyclable items for infrequent pickups.</p> <p>Additional expense to utilize Asset Recovery pick up services.</p>	<p>\$1,462.00 (17 buildings X 1 pickup per site per year)</p>
<p>Warehouse collects hazardous waste materials (paints, chemicals, mercury, etc.). Hazardous waste vendor makes one stop to the warehouse versus stopping at each site</p>	1-2Xyear	Yes	<p>Yes</p> <p>Pickups could be organized as time permits. Buildings & grounds may be able to assume responsibility.</p>	<p>Yes</p> <p>Each site can order individual pickups of hazardous waste.</p>		<p>Minimum district trip charge: \$90. Additional mile charge to each site: \$4.50 per mile.</p>

**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
MISCELLANEOUS LOCAL PICK UPS						
Warehouse picks up set supplies for secondary plays from places such as Home Depot. The materials require at least a pick up or van size vehicle. School drama heads were renting trucks to deliver materials to their schools.	Unknown New this year. 3 pick ups so far	No	Yes	No	Additional expense to rent a truck. Additional liability to load and transfer large and heavy items.	Truck rental: \$25 per hour
Warehouse picks up local orders too large for individual vehicles.		No	Can arrange for the order to be shipped in some cases. Can require that all orders too large for individual pick up must be ordered through purchasing so delivery arrangements can be made.			
Warehouse picks up donated materials and equipment from local vendors.		No				
Warehouse picks up obsolete books from each site 3-4 times per year as needed, and delivers to Books for Africa in St. Paul.						

**OPERATIONS COMMITTEE
WAREHOUSE EVALUATION**

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>MANAGE SURPLUS FURNITURE & EQUIPMENT</p> <p>Warehouse surplus storage acts as a clearing house for used furniture.</p> <p>Warehouse picks up surplus furniture from sites as requested.</p> <p>Warehouse makes surplus items available to all district sites and programs, and delivers items as requested.</p> <p>To date in 2009-10, the warehouse has delivered approximately:</p> <ul style="list-style-type: none"> 30 file cabinets 12 teacher desks 3 teacher's chairs 31 bookcases 3 refrigerators 4 microwaves 298 student chairs 48 tables 17 student desks 63 carts Plus miscellaneous items 	2Xweek	No	No Function requires the ability to manage inventory, meet interested district parties to view surplus, and schedule truck delivery on a timely basis.	<p>Yes</p> <p>Utilize the intranet to advertise available surplus items. Sell or dispose of asset versus storing for future use.</p> <p>Secure storage space that is owned by the district, eliminating the need to lease a facility.</p>	<p>Surplus furniture availability allows program and school needs to be filled without purchasing new. The loss of surplus storage will increase the need to purchase new furniture to meet program needs.</p> <p>Eliminating surplus storage will save annual lease cost.</p>	<p>Purchase value of items shipped from surplus in 2009-10: approximately \$34,500.00</p> <p>Eliminate lease of Mello Smello site: (\$12,000)</p>

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OPERATIONS COMMITTEE

WAREHOUSE FUNCTION	FREQUENCY	IS THE FUNCTION REQUIRED?	WAREHOUSE EVALUATION CAN THE FUNCTION BE SHIFTED ELSEWHERE?	CAN THE FUNCTION BE MODIFIED?	IMPACT TO THE DISTRICT	COST IMPACT
<p>INTERSCHOOL MAIL DELIVERY Interschool mail pickup and delivery.</p> <p>Interschool mail truck route includes approximately 29 stops per day.</p> <p>Interschool mail truck delivers small packages, i.e., warehouse orders, print shop orders, media services items, etc., along with mail.</p>	Daily	Yes	No	<p>Yes</p> <p>Decrease level of service to every other day mail delivery.</p> <p>In 2008-09, the mail driver position was cut to half time. Due to the myriad of inconveniences and issues with delayed mail delivery, the position was reinstated to full time beginning 2009-10 school year.</p>	<p>Untimely delivery of time sensitive items such as time cards.</p>	Undetermined.

OPERATIONS COMMITTEE
 INFORMATION GATHERED FROM SCHOOL DISTRICTS WITH NO WAREHOUSE

SCHOOL DISTRICT	WHERE ARE PO'S RECEIVED?	ARE THERE SCHOOLS WITHOUT REGULATION DOCKS?	DO YOU PAY MORE FOR DELIVERIES TO THOSE SITES?	INTER SCHOOL MAIL TRUCK? DELIVERY TRUCK?	CENTRAL LAUNDRY SERVICE?	CENTRAL MEDIA SERVICES?	PRINT SHOP?	HAZARDOUS WASTE AND RECYCLED MATERIALS	DISTRICT STORAGE FOR CURRICULUM ?
Chaska	At schools	Yes	No	Yes	No. Each high school is equipped with washer/dryer. Maintain their own athletic uniforms.	No	Yes. Deliveries made by ISM	Handled by B&G. picked up and combined at one site	No
St. Paul	At schools	Yes	Yes	Yes	No	No	Yes	Handled by safety dept. Picked up and combined at one site	
Eden Prairie	At schools	No		Yes. Two trucks - one truck runs 2 shifts - day and evening.	No	No	Yes. Deliveries made by ISM		
Minneapolis	At schools	Yes	Uncertain	Yes	No	Yes	No	Handled by health & safety dept. Picked up and combined at one site.	
Minnetonka	Waiting or info								

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WAREHOUSE OPERATIONS COMMITTEE

WAREHOUSE STAFFING INFORMATION: The warehouse employs three full time individuals.

The positions are:

- 1) Warehouse Supervisor
- 2) Delivery Driver
- 3) Inter School Mail Delivery Driver

Warehouse Staff Duty Time Allocation

Warehouse Supervisor		Delivery Driver		Inter School Mail Driver	
Duty	# hours/day	Duty	#hours/day	Duty	#hours/day
Receive incoming shipments including UPS, Speedee, Fed X, local vendors	3	Fill orders, assist with receiving	2	Mail delivery, post office	6.5
Fill warehouse orders	1.5	Deliver laundry, whse orders, PO's	3.5	Fill warehouse orders, clean	1.5
Load delivery and mail trucks	0.75	TMA's, surplus storage, media services, BFA, recycle, bulk mail, etc.	2.5		
Receive PO's in Skyward, returns to vendors, TMA management, phone work & emails, inventory management	2.25				
Surplus storage/move TMA's	0.5				

ROBBINSDALE AREA SCHOOLS

OPERATIONS COMMITTEE

Meeting 5/4/10

School districts surveyed:

Anoka Hennepin

Burnsville

Elk River

Minneapolis

Osseo

South Washington County

Wayzata

Five out of the seven districts have warehouses, or 71%. In addition, Burnsville maintains a 10,000 sq.ft. central receiving facility that houses an amount of supplies, but does not maintain a formal inventory.

Four district warehouses provide central receiving.

The five districts with warehouses, and one with central receiving facility own their facilities.

Marla Johnson

ANOKA HENNEPIN

Yes, have a warehouse.

Approx. 4,000 items – health, office, and school supplies, custodial cleaning, paper, maintenance parts.

of employees: 7

Central receiving: Yes

Recycling handled by warehouse.

BURNSVILLE

Warehouse: No.

Central receiving: yes. Receive and distribute incoming goods.

No receiving docks in some schools.

Keep a few items at facility: paper towels, a few cleaning/custodial supplies. Have a freezer.

Warehouse eliminated in the 1990's.

Approx. 10,000 sq.ft. facility is central receiving facility.

2 full time employees, \$112,000

ELK RIVER

Have a warehouse.

Approx. # items: 2,700, inventory value: \$230,000, stock paper, food service, cleaning, H&S, nurses, custodial, etc.

Part of District Service Center

of employees: 2 ½ - 1 full time in warehouse, one full time driver, one part time driver. Also a curriculum inventory person, during school months – doesn't report to warehouse.

Surplus furniture – yes. Keep some in warehouse. Put pictures of items on intranet. If items aren't taken, they are sold on PublicSurplus.com Surplus items are on inventory.

Central receiving: not much – only large shipments; technology, curriculum, clay orders, etc.

District recycling handled by warehouse.

MINNEAPOLIS

Warehouse was eliminated approximately 1 – 2 years ago. Eliminated entire warehouse (9 people) and print shop. Warehouse charged 19% overhead, and still provided items at a cheaper rate than could be gotten on the open market. Also eliminated print shop, which operated on a break even

Provided central receiving. Problems with no central receiving: timely receiving documents, knowledge of who to contact, issues with shortages, freight damage, people signing for things they know nothing about, people reluctant to sign for things, and don't check what they've signed for.

How are shipments without docks handled: Have to arrange for custodial help to go to that building to assist with unloading. Can't identify cost, but it is painful and difficult to do.

Did they see increase in costs? Yes, mostly in paper.

OSSEO

Have a warehouse, approx. 120' x 240' plus mezzanine areas for storage of seasonal items, surplus equipment, AV, and repair type items. Items include: instructional items, stationary, computer & printer accessories, office supplies, art, clay, early childhood kindergarten items, musical instruments, games, calculators, Av aids, PE, food service, and custodial.

Surplus furniture – keep in warehouse.

of employees: 6.5 FTE's, budget: \$377,904.

Warehouse is attached to ESC own the building.

Central receiving: Yes

District recycling handled by warehouse.

SOUTH WASHINGTON COUNTY

Have a warehouse.

Approximately 7-10,000 sq.ft.

Inventory value approximate \$200,000

Typically stock B&G items and paper. Not food service.

Surplus furniture: typically not an issue, as they are growing, and have very little to no surplus.

of employees: 3 supervisor, freight driver, and inter school mail driver

Building: part of 50,000 sq.ft. district service center

Central receiving: Yes

WAYZATA

Yes – primarily food service, some paper items when they can buy at a reduced rate, printed brochures, and temporary storage of some items. Copy paper, ice melt.

of employees: 1 whse clerk, 2 delivery drivers. Plus office space for B&G, wood shop, large vehicle parking, etc., approx. \$150,000

Surplus furniture – no storage of surplus. The sites rent pods to store excess furniture all year waiting for annual garage sale, organized by Pat, held in the arena.

Always have to order trucks with lift gates.

Order furniture assembled – costs extra.

SCHOOL DISTRICT WAREHOUSE SURVEY MAY 3, 2010

SCHOOL DISTRICT	Warehouse?	Building Specifics	# of employees	Annual salaries & benefits	# of items in inventory	SCHOOL DISTRICT	Inventory value	Central Receiving?	Surplus storage?	Recycling Services (fl. Lamps, computers, hazardous waste, etc.)
Anoka Hennepin	Yes	Part of a building including staff development center, purchasing, buildings & grounds, etc.	7 - includes warehouse workers and truck drivers		4,000	Anoka Hennepin		Yes	Minimal	Yes
Burnsville	No (central receiving)	Has a 10,000 sq.ft. central receiving facility. Keeps small stores of items such as paper towels, cleaning supplies. Has a food service freezer.	2 - central receiving and truck driver	\$112,000	No items officially on inventory	Burnsville		Yes	Some	No
Elk River	Yes	Attached to district service center	2 1/2 - 1 full time warehouse work, 1 1/2 drivers		2,700	Elk River	\$230,000	Minimal	Yes	Yes
Minneapolis	No					Minneapolis				
Osseo	Yes	Attached to ESC.	6.5 - warehouse and truck drivers	\$377,904		Osseo		Yes	Yes	Yes
S. Wash. County	Yes	Part of district's 50,000 sq.ft. district service center.	3 - supervisor, freight driver, inter school mail			S. Wash. County	\$200,000	Yes	Very little due to growth	
Wayzata	Yes	Own building. Includes office space for B&G, wood shop, large vehicle storage, etc.	3 - 1 warehouse worker, 2 truck drivers	\$150,000		Wayzata		Yes	No Rent pods for annual storage of surplus pending annual garage sale	
Robbinsdale	Yes	Lease warehouse facility. 1/2 warehouse, 1/2 B&G	3 - 1 warehouse supervisor, one freight driver, one inter school mail driver	\$121,004	1,800	Robbinsdale	\$189,500	Yes	Yes. In a separate, leased facility	Yes

Warehouse – Delivery:

1. Housing Science kits at warehouse may save the district \$30,000(?) because:
 - a. Larger quantities can be purchased at discounts from Walmart and Target rather than Foss, etc., when there is a warehouse to store items.
 - b. Materials can be such as Lego kits can be stored to share w/ all schools instead of each school purchasing materials
 - c. Schools don't have room to store materials that are used once or twice a year
2. Employee time to research items
3. Standard based kits – shared order from warehouse
4. Paper stored at warehouse in controlled environment – storage at schools could be problematic because storage conditions are non-existent or unsuitable (damp paper?)
5. Concern about quality of stored furniture – we shouldn't keep it if we won't use it.
6. NO storage space in buildings
7. Science, curriculum, athletic equipment – packing slips
8. Scantron – ordered directly from vendor – not warehousing this item
9. School specialties, office supplies ordered directly from vendor
10. Delivery of some things is essential
 - a. Laundry
 - b. Mail service
11. Reading curriculum – shipped to Warehouse and Olson
12. Delivery of materials to central Warehouse has been effective because staff are not always available at schools to take delivery on materials - Staff availability is limited by:
 - a. Hours
 - b. Non-school days
 - c. Summer
 - d. Secondary – early
 - e. Elementary – Adventure Club open until 6
13. However, some thought a process could be created for receiving at schools

Board Agenda Handouts have decreased:

1. Size a district – services needed – streamline and reduce costs
2. Costs that result because of change – testing –8,000 x 3 times a year and labor – shipping and delivery costs
3. Skill sets of staff in publications, etc.
4. Volunteers
 - a. Pack folders
 - b. Confidential
5. Print shop – quality, timeliness, and prioritize



ROBBINSDALE AREA SCHOOLS

4148 Winnetka Avenue North New Hope MN 55427

Jeff Dehler Communications Director
Jeff_dehler@rdale.org 763-504-8029

MEMORANDUM

Date: October 5, 2010

To: Lonnie Smith

From: Jeff Dehler

Subject: Operations Budget Committee Survey

A summary of the Operations Budget Committee Survey is below. Attached are reports from the multiple choice questions and each response to the open ended questions.

SURVEY METHODOLOGY AND GOAL

An on-line survey of district leadership, including Cabinet, Principals, Program Directors, Program Assistants, Administrative Assistants and other leadership was conducted between September 20 and September 30, 2010. The survey was intended to gather suggestions from users of the district's publications office, warehouse and intra-district delivery system on ways to reduce printing, paper, postage, storage and delivery expense. There were 63 respondents.

RESULTS - PUBLICATIONS

A small percentage of respondents report printing and postage expenses of more than \$10,000 annually. Nearly three-quarters of respondents' expenses are less than \$5,000 annually.

A large majority of respondents would either no longer print or mail some publications, or would find alternative communications methods if they were required to reduce costs.

If Publications Department services were reduced, 54 percent of respondents would still print and or mail projects, which means they would need to complete projects at buildings, or outsource.

HOW TO REDUCE PRINTING AND POSTAGE COSTS

Ideas on how to reduce printing and postage costs focused mainly on the use of electronic communication and education of staff on waste reduction (reducing number of emails and other documents printed). Some respondents reported reduction of postage already. Innovative ideas included use of pdf forms that can be filled out electronically, mailing postcards instead of first-class letters and having students supply notebooks for homework instead of providing workbooks/worksheets.

EDUCATIONAL RAMIFICATIONS

Respondents only mentioned one common theme with regard to the potential educational ramifications of reducing print and postage costs. The concern was that families may not receive information, either because they may not be able to access electronic communication, because electronic communications are more likely to be missed than printed materials, or because we simply don't have updated email addresses for families. Community education programs feel some printing and postage is a necessity for marketing purposes. One respondent mentioned curricular items that are printed each year, including writing journals, dictionaries, cursive writing, A-Z books and other publications that are essential. Several respondents said students would be negatively impacted by increased costs if the publications department services were reduced and schools outsourced printing to more expensive vendors.

RESULTS – WAREHOUSE/DELIVERY

A fairly even range of warehouse use, from never to monthly, was reported by respondents.

Of those that use warehouse services, respondents are more likely to access the warehouse monthly.

If the district reduced warehouse space and asked buildings to store materials, 13 respondents could store materials for a year, while 10 have no available space, indicating a significant imbalance between available space in different district facilities.

Similar to warehouse use, respondents reported a fairly even range of use of intradistrict delivery service, from daily to occasionally, though there may have been some confusion between interschool mail and delivery of furniture, curricular materials, etc.

HOW TO REDUCE WAREHOUSE/DELIVERY COSTS

Respondents most often mentioned throwing more unnecessary or damaged things away instead of storing them and using surplus facilities to store things instead of leasing warehouse space. Some reported already shifting their practices by ordering office supplies directly from the vendor.

EDUCATIONAL RAMIFICATIONS

Interschool mail is seen as critical for delivery of receipts, invoices, checks, educational materials, student records and state testing materials. Many reported not being familiar with the service, and therefore unable to responsibly recommend changes.

RECOMMENDATIONS FOR FURTHER RESEARCH

Focus groups would help to identify specific publications that could be eliminated or disseminated in alternate ways. Teachers were recommended to be invited to focus groups, in addition to leadership. Evaluation of costs of just-in-time ordering as opposed to leasing warehouse space was recommended.

Operations Budget Committee Survey






Respondents: 64 displayed, 64 total

Status: Open



Launched Date: 09/17/2010

Closed Date: N/A

1. How much do you spend on printing and postage each year?

		Response Total	Response Percent
Less than \$2,500		17	42%
\$2,500 to \$5,000		11	28%
\$5,000 to \$10,000		6	15%
\$10,000 to \$15,000		2	5%
More than \$15,000		4	10%
Total Respondents		40	
(skipped this question)			24



2. If you had to reduce your costs in this area, would there be things you would no longer do?

		Response Total	Response Percent
Yes		26	65%
No		14	35%
Total Respondents		40	
(skipped this question)			24

3. Would you find alternative ways to complete tasks?

		Response Total	Response Percent
Yes		30	77%
No		9	23%
Total Respondents		39	
(skipped this question)			25

4. If services were reduced in the district Publications Department, would you choose not to have some projects printed/mailed?

		Response Total	Response Percent
Yes		17	45%
No		21	55%
		Total Respondents	38
		(skipped this question)	26







5. How might you reduce your printing and postage costs?

		Total Respondents	36
		(skipped this question)	28







6. If you reduced your printing and postage costs, or if services were reduced in the district Publications Department, what would the educational ramifications be (any negative or positive impact on student learning)?

		Total Respondents	35
		(skipped this question)	29







7. How often do you access the warehouse for stored items such as construction materials or furniture?

		Response Total	Response Percent
Monthly		7	18%
Once a quarter		4	10%
Twice a year		6	15%
Once a year		5	13%
Occasionally		13	33%
Other, please specify		9	23%
		Total Respondents	39
		(skipped this question)	25






8. How often do you access the warehouse for stored materials like paper or office supplies?

		Response Total	Response Percent
Monthly		17	42%
Once a quarter		10	25%
Twice a year		2	5%
Once a year		2	5%
Occasionally		7	18%
Other, please specify		5	12%
Total Respondents		40	
(skipped this question)			24

9. If the district reduced storage space, I could store enough materials to last me:

		Response Total	Response Percent
A year		13	33%
A quarter		9	23%
A month		4	10%
A week		1	3%
I have no space		10	26%
Other, please specify		4	10%
Total Respondents		39	
(skipped this question)			25

10. How often do you need delivery services (furniture, curricular materials, etc.)

		Response Total	Response Percent
Monthly		4	10%
Once a quarter		6	15%
Twice a year		7	18%
Once a year		4	10%
Occasionally		8	21%
Other, please specify		11	28%
Total Respondents		39	
(skipped this question)			25

11. Do you have suggestions on how to reduce costs in this area?

Total Respondents	21
(skipped this question)	43

12. If warehouse space and delivery services were reduced, what would the educational ramifications be (any negative or positive impact on student learning)?

	Total Respondents	29
	(skipped this question)	35

Focus Group for Budget Committee – 10/19/10 from 11-Noon

Participants:

- Arlene Peszynski
- Bruce Beidelman
- Kari Peterson
- Patti Weldon
- Cheryl videen
- Barb Ruess
- Kristin Johnson
- Pam Schultz
- Anne Mathena
- Stephanie Skelly
- John Oelfke
- Judy Lund
- Connie Grumdahl

Printing and Postage:

- Postage – reduce
- Transportation – 1 annual expense: Mailing bus postcards in late August. Option: electronic communication.
 - o Timing = issue – cost?
 - o Other districts doing both (online and mailed card)
 - o Concern: # of families with no computer access?
 - o Parent portal access – confirm with Technology
- Kindergarten open house/elementary school uses Wednesday backpacks and website updates
- Secondary – mailing direct to parents – students tend to not deliver information to parents
 - o Middle school conferences = not communicating
 - o Communicating with parents is challenging because phone numbers and email addresses are constantly changing
 - o Set communications expectations with middle schools
- High school – limited mailings and more online communication
- Reducing mailings could hurt the district: Mailings to families with preschool children have been increased, which has resulted in better attendance and enrollment at K registration nights.
- SES Choice – Tutoring Services – Title I
- Some mailings are mandated by the state: Testing = increased mailings
 - o Required:
 - MCA Results 3-11
 - AYP
 - School Choice – Title I

Inventory of Copy and Printing projects:

1. Newsletters (color)
2. Envelopes – testing and surveys
3. Registration guide for HS
4. Activities calendar for HS
 - a. Too large to be copied at school
 - b. Color options
5. Math masters, family guides
6. Common assessments

7. Carbon documents/forms
8. Parent handbooks – one for each elementary school
9. Programs/flyers
10. Fine arts handbooks
11. IB/AP marketing
12. Envelope stuffing rather than school staff labels/folding
13. Confidential school mailings
14. Back to school packet – mail
15. Reduce printing budgets
 - a. Educational impact
 - b. Cost per copy
16. Scantron process –computer vs. paper
17. Printing on consumable paper
18. Individual white boards
19. Smartboard impacts
20. Lower grades – printed material while upper grades get electronic material
21. Testing – computer
22. Computer support
23. Transportation – trip forms, roster
24. Recycle

Copy – In-house:

1. Tests
2. Instructional worksheets, music
3. Transcripts
4. Rosters
5. Programs – home games
6. Employee benefits – all online except retirees
7. Subs d/n have email access

Suggestions:

- Cost to manage online and paper
- Cost to print paper off a printer or copier
- Change people's behavior – printing only what is necessary

Focus Group for Budget Committee – 10/19/10 from 4:30-5:30

Participants:

- Steve Urbanski
- Janette Gove
- David Dahl
- Kim Hiel
- Adele Lilie
- Al Ickler

Publications:

Inventory of publications produced

- School newsletters
- PTA/PTO
- Parent/Student handbook
- Food service brochures
- Grade level achievement brochures – T&L
- Bus safety brochure
- Course guides for HS
- Graduation programs (- many)
- HS Activity Guide
- Curriculum – spiral bound handwriting, math, etc. that is directly related to classroom
- NCLB (required) and Title I
- Comm Ed program pamphlets
- Seven Dreams booklets, flyers, etc.

Implications for reduced printing/postage budget:

1. Cost:
 - a. Employees may print on local printers at building
 - i. Paper cost
 - ii. Toner cost
 - b. Set expectations for printer use
2. Education
 - a. How to reach those w/o electronic access?
 - i. Students
 - ii. Parents
 - iii. EAs
 - iv. Food service
 - b. Policy change
 - c. Internet access
 - d. Education of employees on accessing computers
 - i. When to go
 - ii. Schedule time

Alternatives:

- Electronic newsletters
- PTA pays
- Add staff at schools
- Online forms
 - o Staff development
 - o Student contact updates
 - o Registration
- Reduce curricular copying
- Report cards – high schools only mail year-end report card
- Elementary – backpack report cards (already done)
- Implications:
 - o Access to computers
 - o Other priorities
 - o Takes \$\$ away from classroom

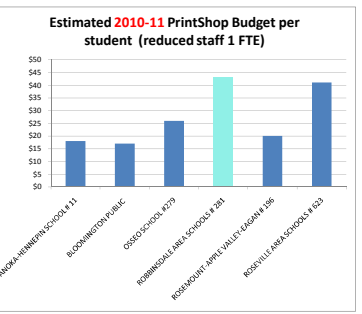
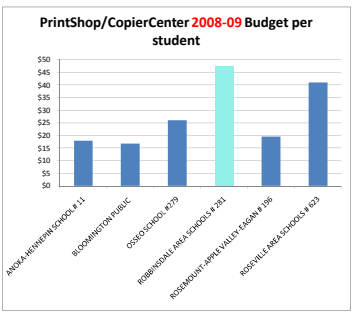
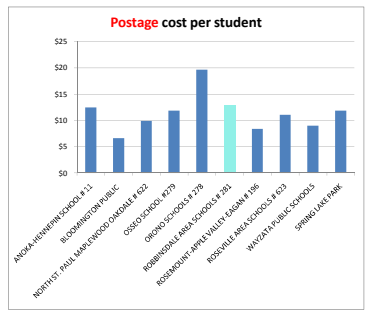
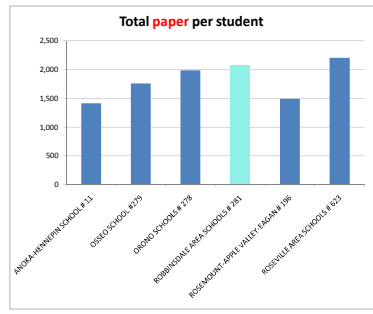
Snail mail:

- Required:
 - o Free/Reduced Apps – child nutrition
 - o Notice of expiration for Free/Reduced
 - o Letter they have expired – free/reduced
 - o Title I
- Send postcards instead of letters?

Warehouse:

- Order paper = copy and construction
- Use warehouse to get rid of 'old' stuff
- Food service, custodians, and nurse order safety equipment (costly if not purchased in bulk)
- Delivery to building (what if building = closed?)
- Delivery service alternate days was tough – need daily mail (no safety concerns w/ outside delivery people)

2008-2009 Budget Year	ANOKA-HENNEPIN SCHOOL # 11	BLOOMINGTON PUBLIC	NORTH ST. PAUL MAPLEWOOD OAKDALE # 622	OSSEO SCHOOL #279	ORONO SCHOOLS # 278	ROBBINSDALE AREA SCHOOLS # 281	ROSEMOUNT-APPLE VALLEY-EAGAN # 196	ROSEVILLE AREA SCHOOLS # 623	WAYZATA PUBLIC SCHOOLS	SPRING LAKE PARK	
ADDRESS	2727 North Ferry Street Anoka MN 55303	4571 West 102nd Street Bloomington 55437	2520 East 12th Avenue North St. Paul 55109	11200 93rd Avenue N. Maple Grove	685 Old Crystal Bay Rd N. Long Lake 55356	4144 Wrenetta Avenue N New Hope 55427	14445 Diamond Path West Rosemount 55068	15010 County Road B West Roseville 55113	4955 Penny Lane N. Plymouth 55446	Westwood Middle School	
Phone #	763-506-1343	952-806-8778	651-749-7624	763-391-7172	952-449-8306	763-504-8061	651-423-7718	651-604-3561	763-745-5070	763-783-5604	
CONTACT	SUE GEISLER - sue.geisler@anoka.k12.mn.us	Patti Marrin -	Jeff Reif - jreif@isd622.org	Tracy Reish - treish@district279.org	Neil Lawson - nlawson@orono.k12.mn.us	Rick Roberge - rick_roberge@rdale.org	Barb Nelson - barb.nelson@dist196.org	Ryan Taylor - ryan.taylor@isd623.org	Pat Harris - pat.harris@wayzata.k12.mn.us	Lori Gram - lgram@district16.org	
# Students	39,100	10,113	10,300	20,510	2,728	11,766	31,300	6,458	10,279	4,729	
# High School	5	2	2	3	1	2	4	1			
# Middle	7	3	3	4	1	2	6	1			
# Elementary	28	10	9	17	2	9	18	7			
# other Learning centers	6	3	4	9		8	4	1			
Print Shop / Copier center	Print Shop	Print Shop	Print Shop	Print Shop	Print Shop	Print Shop	Print Shop	Copier Center		Copier Center	
Shop# Annual Budget 2008-09	\$700,000	\$170,000	\$81,600	\$535,000	\$555,000	\$555,000	\$612,000	\$265,000		\$50,000	
Shop# Annual Budget 2010-11	\$700,000	\$170,000	\$81,600	\$535,000	\$555,000	\$556,000	\$612,000	\$265,000		\$50,000	
Dept. Employees	8	3	1	3	3	5.5	6.5	3		2	
Supervisor (1)	Graphic designers (2)	Supervisor (1)	Press Operator (1)	Supervisor (1)	Graphic Designer (1)	Supervisor (1)	Supervisor (1)	Supervisor (1)		Operators (2)	
Press Operators (3)	Press Operators (3)	Press Operator (1)		Press Operator (1)	Press Operator (1)	Press Operator (1)	Press Operator (1)	Press Operator (1)		Operators (2)	
Bindery (1)	Bindery (1)				Mail Specialist (1)	Mail Specialist (1)	Bindery (1.5)	Bindery (1.5)			
Records Keeper (1)	Records Keeper (1)				Interschool mail/switch board relief (1)	Interschool mail/switch board relief (1)	Mail room (2)	Mail room (2)			
Press - Equipment	DPM 2340 Ryobi 2800 W/T-Head 9810 W/T-Head 9810 (2) Harris 125 Diddi Apollo small web press Challenge cutter Folder W/right angle Horizon collator 3 hole drill Stitcher/Staple scorer-perforator GBC Strapper	No electronic to plate (3) AB Dick Duplicators Collator Display maker Sign Engvr Large Paper cutter - with air bed Able to print window clings Folder W/right angle Stitcher/Staple GBC Label applying machine Strapper	No electronic to plate (3) Printing Presses Collator Sign Engvr Laminator 3 Hole punch Paper cutter GBC	DPM (2) Ryobi Presses T-51 Collator Poster Printer Laminator 3 Hole punch Paper cutter folder - small Stitcher/Staple Label applying machine GBC Strapper	DPM (2) Ryobi Presses T-51 Collator Mail piece printer Laminator 3 Hole punch Paper cutter folder - small Stitcher/Staple GBC Strapper	DPM (2) AB Dick Duplicators T-51 Collator Mail piece printer Laminator 3 Hole punch Paper cutter folder - small Stitcher/Staple GBC Strapper	DPM (1) Two color Ryobe Press Collator Display maker Laminator 3 Hole punch Paper cutter folder - small Stitcher/Staple GBC Shredder		Paper cutter folder - small Spiral Binder		
Copier capabilities	(2) High speed B/W copiers (1) Color copier	(1) High speed B/W copier (1) Color copier	(1) High speed B/W copier NO Color copier	(1) High speed B/W copier (1) Color copier	(1) High speed B/W copier (1) Color copier	(1) High speed B/W copier (1) Color copier	(1) High speed B/W copier (1) Color copier	(3) High speed B/W copiers (1) Color copier		(2) High speed B/W copier No color copiers	
Mailing Machine	Located at ESC Hanson Blvd location	Located at ESC		Looking into purchasing one Has United Business Co. pick-up daily					Located at ESC		
Annual Press Impressions	4,500,000	N.A.	3,000,000	3,000,000	4,000,000	4,000,000	4,500,000	0			
Annual B/W Copier Clicks	2,600,000	N.A.	1,500,000	1,000,000	2,800,000	2,800,000	1,550,000	13,000,000		N.A.	
Annual Color Copier Clicks	100,000	N.A.	n.a. commercial vendor	350,000	275,000	275,000	56,300	15,000		N.A.	
Press Labor / hour	35.00	27.00	40.00	40.00	27.00	27.00	0.00	0.00			
Graphic Design Labor	20.00	n.a.	40.00	40.00	27.00	27.00	42.20	0.00			
Bindery Labor	35.00	25.00	40.00	40.00	22.80	22.80	36.00	.30 tape binding .60 spiral binding			
Charge for B/W s.s.copies	0.02	0.07	0.04	0.15	0.022	0.022	0.045	0.03		N.A.	
Charge for B/W d.s.copies	0.04	0.11	0.08	0.20	0.036	0.036	0.090	0.06		N.A.	
Charge for Color s.s. copies	0.25	0.49	0.16	0.15	0.15	0.15	0.30	0.20			
Charge for Color d.s. copies	0.50	0.98	0.98	0.20	0.30	0.30	0.60	0.40			
District-wide copier paper white 8.5"x11"	50,400,000	N.A.	18,621,000	34,030,000	4,925,000	21,315,000	44,000,000	12,600,000	4,200,000	N.A.	
Print Shop white 11"x17"	2,000,000	8,000,000	500,000	900,000		1,802,500	1,600,000			N.A.	
NCR	\$70,000	100,000	380,000	380,000		320,000	430,000	100,000			
Pastel Colors	1,060,000	20,000	150,000	270,000	500,000	172,000	410,000	950,000	600,000		
Bright colors	625,000	100,000	65,000	65,000		131,000	62,000	375,000			
Cover stocks	250,650	100,000	47,000	47,000		99,000	93,000	106,000			
Other specialty	50,000	2,000,000	50,000	120,000		284,000	50,000	75,000			
Envelopes	458,000	150,000	15,000	215,000	5,425,000	394,000	25,000	22,500			
Paper totals	55,413,650	10,020,000	19,771,000	36,027,000	5,425,000	24,517,500	46,670,000	14,222,500	4,800,000	N.A.	
Annual postage cost	\$488,109	\$67,100	\$101,980	\$243,157	\$53,643	\$150,614	\$263,413	\$71,575	\$92,283	\$56,000	
Postage cost per student	\$12	\$7	\$10	\$12	\$20	\$13	\$8	\$11	\$9	\$12	
PrintShop/Copier-Center 2008-09 Budget per student	\$18	\$17	\$8	\$26	\$47	\$20	\$20	\$41	\$11	\$11	
Estimated 2010-11 PrintShop Budget per student	\$18	\$17	\$8	\$26	\$43	\$43	\$20	\$41	\$11	\$11	
Total paper per student	1,417	991	1,920	1,757	1,989	2,084	1,491	2,202	467	N.A.	



To: Kristin Johnson, Robbinsdale Public Schools

From: John Thomas, Transportation Coordinator
Eastern Carver County Schools

Date: July 15, 2011

Re: Analysis of CESO Report on Contracted Transportation Services

I have reviewed the report The Center for Efficient School Operations (CESO) submitted to you, in regards to the possibility of conversion of your current in-house transportation system to a contracted service system. The following is my observations and input, in the same format as CESO's report so that information from both reports may be integrated.

Estimated Cost of Contracted Services:

Using CESO's data, I was asked to do a contract comparison to other districts in the metro area that are contracting their transportation services. I chose 4 school districts to compare. CESO recommends a 4 hour minimum for the daily rate, so based my comparison on that assumption. However, two districts do not have a 4 hour daily rate, so I have noted that in the comparison. The District I used in the comparison were selected using the following criteria:

- The Contractor is a well established company
- The Contractor has a solid reputation for quality service
- The Contractor is, and would be willing, to service a large district like Robbinsdale
- The School Districts are similar in size and contract specifications

The School District's and Contractor's I have used for the comparison are:

District: Eastern Carver County Schools
Contractor: Student Transportation of America dba: Positive Connections, Inc. (STA)

- School District owns the bus garage
- 10 year replacement schedule on the fleet
- Buses equipped with GPS, Digital Camera systems,
- Bus company is beginning its 7th year of service to school district.
- **NOTE: Route rate is a base of 5 hours**

District: Hopkins School District
 Contractor: Minnetonka Transportation, Inc (MTI)

- School District owns the bus garage
- 10 year replacement schedule
- Buses equipped with camera system
- Bus company is beginning its 5th year of service to school district.

District: Minnetonka School District
 Contractor: First Student, Inc.

- School District owns the bus garage
- 15 year replacement schedule
- Buses equipped with GPS and camera systems
- Bus company has been a long time provider for district

District: Osseo School District
 Contractor: First Student, Inc.

- School District DOES NOT own the bus garage
- 10 year replacement schedule
- Buses equipped with GPS and Digital Camera systems
- Bus company is beginning its 5th year of service to the school district.
- **NOTE: Route rate is based on 4.5 hours.**
- **NOTE: This school district is larger than the others and does not own it's own facility. However, many Districts like to use MSHSL Conference schools as a comparison, so I included them to satisfy that possibility.**

Here is the Rate Comparison:

		CESO	STA (5 Hour Rate)	MTI	FS - Minnetonka	FS - Osseo (4.5 hour rate)
Reg. Rate		\$243.00	\$259.00	\$238.00	\$237.00	\$244.00
Reg. Routes	74					
School Days	170	\$3,056,200.00	\$3,258,220.00	\$2,994,040.00	\$2,981,460.00	\$3,069,520.00
SpEd Rate		\$243.00	\$235.00	\$226.00	\$213.00	\$235.00
SpEd Routes	17					
School Days	170	\$702,270.00	\$679,150.00	\$653,140.00	\$615,570.00	\$679,150.00
Mid-day Rate		\$55.00	\$51.00	\$75.00	\$69.00	\$63.00
Mid-day Routes	25					
Mid-day Days	170	\$233,750.00	\$216,750.00	\$318,750.00	\$293,250.00	\$267,750.00
Total Expend.		\$3,992,220.00	\$4,154,120.00	\$3,965,930.00	\$3,890,280.00	\$4,016,420.00

Field Trips:

I agree with CESO's determination that field trip rates are difficult to estimate. Bus companies tend to reduce their rates to their contracted districts. Below are the contracted rates for the companies involved in the comparison:

- STA - \$73.00 for 2 hours minimum (\$36.50/hour)
- MTI - \$110.00 for 3 hours minimum (\$36.67/hour)
- FS Mtka - \$89.00 for 2 hours minimum (\$44.50/hour)
- FS Osseo - \$80.00 for 2 hours minimum (\$40.00/hour)

Revenue for leasing the Transportation Facility:

This is one area where I am in disagreement with CESO. As is presented in the above comparison, similar districts that own their own facility and provide it to their contractor at triple net are realizing rates closer to \$240.00 per day. I believe the rate of \$232.00 is too low.

I recommend that you include your facility in the contract agreement as a triple net lease. A triple-net lease requires the company to take over management and operation of the facility as part of the contract and must maintain the facility to your current standards. Any major repairs or remodels must be discussed and agreed upon prior to happening. You, as the district, would step in if there's a major repair such as a roof or fuel tanks.

Every cost that is incurred to service the contract will be calculated into the daily rate per bus, so to charge your contractor a lease payment for the facility just results in a higher daily rate. In addition, charging a lease for the facility gives the contractor the choice to possibly find an alternative facility to use. This would be detrimental to your district, since your facility would be unused, and you would still be paying the overhead for an empty building.

Buses:

Considering that you have already had the value of the fleet appraised by Telin Group, it is only fair to conclude that CESO's analysis is correct.

One thing to keep in mind, the purchase of your fleet could be a significant part of making the decision of what bus company you decide to contract with. Most bus companies will offer daily rates that are similar and competitive. However, if a bus company is given the opportunity to purchase your existing fleet, they could value the fleet high or low, depending on their need for the fleet, and how much they want your contract.

Here's an example: Two companies bid on your contract, and each of them offer's a daily rate of about \$240.00 per day. However, Company A is a large company that has a solid bottom line, and they really want your contract, so they offer \$3 million for your fleet that's valued at \$2.4 million. Company B may have a surplus of buses not being used currently because they recently lost a contract, so they offer \$2.4 million, or maybe even less. They may want your newer buses, but not your older buses. Now you have a \$600,000 capital gain to consider.

Staffing:

If the District were to contract for transportation services, it is imperative to retain control and management of the routing and field trip coordination. There should always be district oversight so that efficiencies can be recognized and quality levels are maintained. CESO's recommendation of continuing District staffing includes a Safety Coordinator. I believe this is not necessary. The bus company must hire and train all of their drivers and monitors, maintain the proper files, and follow additional State and Federal laws that pertain to student transportation. The company will have its own safety staff. The contract should you develop should list your requirements and expectations in detail, and indicate that the School District has full access to all training, files and reports from the bus company.

Therefore, I believe an additional \$50,000 can be recognized in district staffing. In addition, you should consider that someone in your staff will need to maintain the field trip reservations. This duty can be included in the Regular Education Router or the Department Secretary.

TIMELINE:

CESO's timeline for conversion is standard. It's important to give yourself plenty of time to work through the process, and to give the bus company plenty of time to prepare for the new school year. The contract should be awarded by March or April at the latest. As a District, be prepared for employee resistance. You may see drivers leave in protest or because they found another job, especially towards the end of the school year. I recommend that during contract negotiations, consider developing a plan with the incoming contractor to possibly provide drivers or take over routes early if you begin to experience a driver shortage.

Summary:

Overall, I believe CESO has provided a very good report on the possibility of conversion at Robbinsdale School District. The two areas that I recommend for consideration are:

- Daily Route rate: I believe you will recognize a daily route rate of \$240.00 with a triple-net lease of your facility. If you choose to charge a lease for the facility, your rates will probably be closer to \$250.00 per day. Mid-day routes may be closer to \$50.00 per day.
- Staffing: You do not need to have a Safety Coordinator on your district staff, so you could recognize an additional \$50,000 in savings.

To reference CESO's Potential Savings calculation:

		ESTIMATED ANNUAL COST	ESTIMATED ANNUAL SAVINGS
Existing non-contracted service: To/From school	=	\$4,825,000	
Estimated contracted service: To and From school (Triple-Net lease of facility)	=	\$3,925,300	
			\$899,700
Estimated additional cost for field trip service (CESO's calculation)	=	\$52,000	(\$52,000)
<u>Office Staff Savings</u>	=		<u>\$200,000</u>
Total savings for conversion to contracted service			\$1,047,700

Keep in Mind:

Each School District designs their contract to meet their own needs. There are many factors that could impact your requirements in your contract. Potential bidders will take all of your requirements into consideration when developing their offer. Some of your requirements may be considered easy to fulfill without a financial impact, while other specifications may be a significant financial impact. Keep in mind that every specification you require will have a cost and a profit associated to it by the contractor. However, don't reduce your level of quality and customer service just to save money. A transportation conversion that doesn't go well could be a public relations nightmare for many years past the change.

Here is an example of some contract specifications that could impact your daily rate:

- Fuel clause. When does it go into effect and what is the percentage of share
- Maximum age of your fleet.
- Required equipment on the buses
- Passenger capacity of your buses, including buses serving special needs students.
- Potential penalties for service issues

The industry is seeing a lot of competition for contracts right now. However, there are companies that are not bidding in good faith. I highly recommend that you be very diligent in your search for a transportation provider. Do background checks, utilize your networks to get real opinions of their service record, and don't hesitate to ask tough questions. Student Transportation is a competitive market, but the price of transportation has a tight range. If you see a bid that is significantly different from other contractors, you need to find out **why** it's so much different, and **what** are they doing differently to get that result. For example, if you're shopping to buy a new car, and someone offers to sell you a 2011 BMW for \$10,000, the first thing you're going to ask is "why is it significantly lower in

price?" and then you'll probably ask "What's wrong with it?" These are the same questions that need to be asked when soliciting bidders for your student transportation.

My Experience:

I began driving a school bus as a substitute for my hometown school district in Western New York in 1989. That began my career in the student transportation industry. I moved to Minnesota in 1992 to pursue my graduate degree at St. Thomas University. I became a bus driver for Ryder Student Transportation in St. Paul as I continued my education, but quickly moved up the ladder of management. In 1993 I became Assistant Manager of the Arden Hills garage, and in 1995 I was named the first Manager of the Stillwater location. In 2001, I was named the Transportation Coordinator for Chaska Area Schools, now known as Eastern Carver County Schools.

I am very active in both local and national organizations. On the state level, I attend and participate in a number of committee's including State Issues, Special Education, Legislative. I represented Minnesota in the 2010 National Congress on Student Transportation, which is the governing body to school bus specification standards and procedures. As a member of Minnesota Association of Pupil Transportation I have been the Conference Chair for two years, and was recently named the 2010 Transportation Administrator of the Year. In 2008 I headed up the State Committee that designed the Model Transportation Contract for the Department of Education, and is now a standard in the state. Throughout my years of service, I have developed a large network of colleagues on both the district and contractor side of the table, and I believe I am well respected among the industry.

I am committed to student transportation, both on a safety level and a financial level. Students are our future, and it's important to me that they are transported to and from school as safely and efficiently as possible.

Thank you for giving me the opportunity to offer my observations and suggestions during your process. I am more than willing to discuss further anything that was mentioned in this report, or assist you in any way in the future. I wish you the best of luck during this process.



The Center for Efficient School Operations

“Partnering with School Districts to help keep educational dollars in the classroom.”

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White Bear Lake, Minnesota 55110
Phone: (651) 605-5107
Fax: (651) 429-8869
Email: info@ceso.us

To: Kristin Johnson, Robbinsdale Public Schools
From: Chuck Corliss
Date: March 7, 2011
Re: Likely cost for Contracted Transportation Services

The Center for Efficient School Operations has been asked to review the current Robbinsdale Schools Transportation system, and to try to estimate what the approximate cost would be of contracting for all transportation services within the district. The following is a report of expected costs of contracting all transportation services provided by the district.

This report is separated into four areas:

1. The first section of this report deals with the likely cost of Transportation Services from a contract service provider.
2. The second section discusses the recommended staffing levels for the department if the district were to outsource transportation services.
3. The third section of this report details the recommended implementation timelines for the conversion to contracted services.
4. Report Summary.

1. Estimated Cost of Contracted Services:

The estimated cost of contracted services needs to be examined from both an expenditure and revenue perspective. On the expenditure side, the report will examine the expected costs of transportation service to and from school, and for Field/Activity trips as well. On the revenue side, the report will examine the potential revenue gained from leasing the District’s current facility, and the revenue from selling and/or leasing the District’s current school bus fleet.

Transportation Service:

Currently the district has 74 Regular Education routes and 17 Special Education routes operating for 170 regular school days. The current average number of miles for the regular routes is 62 miles per day and the current average number of miles for the special education routes is 79 miles per day. Both types of routes average under 4-hours of live time daily. To pursue contracted service for these routes, the District would develop a RFP that asks for rates based on up to 4-hours of live time per route per day. The RFP would also seek rates for 25 mid day routes at an average of 2.0 hours of live time per route.

Based on these parameters and contracts that have been bid lately in the metro area, the District should expect to pay \$243.00 per route per day for contracted transportation services to and from school. This would equate to approximately \$41,300 per route per year. For mid-day route service, the District should expect to see a cost of \$55.00 per day or approximately \$9,300 per year. These cost projections assume that the contracting entity would lease the District's transportation facility at annual rates outlined later in this report. Based on these estimated costs, the District should expect the following to be the total cost for transportation services to and from school:

SERVICE	NUMBER ROUTES	ESTIMATED ANNUAL COST	TOTAL
REG ROUTES	74	\$41,300	\$3,056,200
SPED ROUTES	17	\$41,300	\$702,100
MID DAY ROUTES	25	\$9,300	\$232,500
TOTAL			

Total expenditure for service for to and from transportation = \$3,990,800 per year.

It is very difficult to estimate the field trip costs due to changing variables including:

- Mix of district-operated filed trips vs. contractor-operated field trips.
- Driver pay rates at regular time vs. overtime.

In this context, the District should expect that most contractors will attempt to realize a 10% to 20% profit on field/activity trips. For the purposes of this study, the District's actual costs for district and contractor operated trips during the last year will be used plus an additional 20% for district operated trips to adjust for anticipated additional contractor profit margin. The District should expect the following costs for contracted service of all field/activity trips:

FIELD TRIP COSTS		SY2010	ADDED 20% MARGIN	PROJECTED SY 2010
DISTRICT OPERATED TRIPS	=	\$260,712	\$52,142	\$312,854
CONTRACT OPERATED TRIPS	=	\$287,740		\$287,740
TOTAL ALL OPERATED TRIPS	=	\$548,452		\$600,594

Total added cost for 100% contracted athletic/field trips = \$52,142 per year.

Revenue from leasing the Transportation Facility:

If the District were to contract for services, the District should project that an ongoing amount of \$225,000 annually could be provided to the school district as a lease payment for contractor use of the District's transportation facility. This would include contractor payment of all overhead costs. Alternatively, if the District would choose to lease the facility for \$1, the District could expect a lower daily route cost of \$232.00 per day which would equate to an adjusted annual to and from school transportation expenditure of \$3,820,000. Contractor would pay estimated facility overhead costs of approximately \$50,000 annually in either scenario.

Facility lease would provide ongoing revenue source of \$225,000 annually.

Buses:

The potential revenue from school buses can be looked at in three areas: The lease of the buses, the sale of the buses, and the cost avoidance of not purchasing future buses.

Lease of vehicles:

If contracted services are being considered, the district would pursue a lease of its' current fleet of buses to the contractor for two years. If for some reason the district were to want to change back to a district owned fleet, this decision could be made during the second year of the contract. If the district decided to continue with contracted services, it could sell the fleet after the first two years of the contract.

If the value of the District's current fleet is estimated to be \$2,400,000, the District should expect to receive \$400,000 per year for two years if it decided to lease the fleet to the contracting entity.

Sale of vehicles:

After the second year, the District should expect to sell the fleet for approximately \$2,000,000.

Cost avoidance of not purchasing future buses:

If the district were to no longer own school buses, it could anticipate an average Capital Outlay savings of \$500,000 per year from no longer needing to purchase new vehicles.

Summary:

This would provide a revenue source of \$400,000 for each of the first 2 years.

This would also provide a one-time capital payment to the district of approximately \$2,000,000 after the second year of the contact (when the buses are sold).

There would also be an ongoing Capital Outlay savings of \$500,000 per year.

2. Staffing levels for a contracted district:

If the district were to contract for transportation services, it should consider maintaining the following positions in the Transportation Department:

- Director
- Regular Education Router
- Special Education Router
- Safety Coordinator
- Department Secretary

With this staffing structure, the District could realize a reduction of 3.0 FTE positions within the department.

This would provide an ongoing expenditure reduction of approximately \$150,000 annually.

3. Timelines:

The District could consider the following implementation timeline if it were to convert to a contracted services transportation department. This timeline could be followed in any school year for implementation of contracted service for fall of the subsequent year:

- September/October - District develops and publishes RFP for conversion to contracted transportation service.
- November – District receives and evaluates transportation proposals from qualified contract service providers.
- December thru February – District negotiates with contractor(s) and executes agreement to convert to contracted service for the next school year.
- March thru June– Service contractor(s) commence with preparations to assume operations including hiring, staffing, training, vehicle maintenance, etc.
- July – Service contractor begins operations in the District transportation facility.

4. Report Summary:

It appears that there would be a potential savings if the Robbinsdale School District were to convert to operating 100% of its' transportation service by contracted services. The following is a summary of the information listed above.

Current District Transportation Costs:

In order to provide a valid comparison, current "Non-contracted" service costs that would be eliminated by converting to contracted services needs to be established.

The current "Non-Contracted" expenditures within the transportation department equal approximately \$4,825,000 annually. Based on the information listed above, the District should expect the following to be the cost difference if the district were to change to contracted services:

Potential Savings: Operations - Contacted Service – Scenario A

	ESTIMATED ANNUAL COST	ESTIMATED ANNUAL SAVINGS
Existing non-contracted service: To/From school	= \$4,825,000	
Estimated contracted service: To and From school (Assumes facility lease cost of \$225,000)	= \$3,990,800	
		\$834,200
Estimated additional cost for field trip service (20% up charge on current district operated trips)	= \$52,000	(\$52,000)
Office Staff Savings	=	\$150,000
Building Lease Revenue	=	\$225,000
<hr/>		
Total savings for conversion to contracted service	=	\$1,157,200

TOTAL ANNUAL SAVINGS = \$1,157,200*

Potential Savings: Operations - Contacted Service – Scenario B

		ESTIMATED ANNUAL COST	ESTIMATED ANNUAL SAVINGS
Existing non-contracted service: To/From school	=	\$4,825,000	
Estimated contracted service: To and From school (Assumes facility lease cost of \$1)	=	\$3,820,000	
			\$1,005,000
Estimated additional cost for field trip service (20% up charge on current district operated trips)	=	\$52,000	(\$52,000)
Office Staff Savings	=		\$150,000
Building Lease Revenue	=		\$0
<hr/>			
Total savings for conversion to contracted service	=		\$1,103,000
<u>TOTAL ANNUAL SAVINGS</u>		=	<u>\$1,103,000*</u>

Potential Savings: Capital

Bus Lease Revenue (2 years)	=	\$400,000
Sale of buses	=	\$2,000,000
Bus purchase savings	=	(\$500,000)*

(* Ongoing Capital Outlay Savings)

As a reminder, this cost would only cover the costs currently being covered by the School District fleet. The current contracted costs would remain unchanged.

Total Savings Over 5 Years-Scenario A:

	OPERATIONS	CAPITAL	TOTAL
Year 1	\$1,157,200	\$900,000	\$2,057,200
		(Operations + Bus Lease + Capital Outlay)	
Year 2	\$1,157,200	\$900,000	\$2,057,200
		(Operations + Bus Lease + Capital Outlay)	
Year 3	\$1,157,200	\$2,500,000	\$3,676,200
		(Operations + Bus sale + Capital Outlay)	
Year 4	\$1,157,200	\$500,000	\$1,657,200
		(Operations and Capital Outlay)	
Year 5	\$1,157,200	\$500,000	\$1,657,200
		(Operations and Capital Outlay)	
Estimated total 5 year savings:			=\$11,105,000

Total Savings Over 5 Years-Scenario B:

	OPERATIONS	CAPITAL	TOTAL
Year 1	\$1,103,000	\$900,000	\$2,003,000
		(Operations + Bus Lease + Capital Outlay)	
Year 2	\$1,103,000	\$900,000	\$2,003,000
		(Operations + Bus Lease + Capital Outlay)	
Year 3	\$1,103,000	\$2,500,000	\$3,603,000
		(Operations + Bus sale + Capital Outlay)	
Year 4	\$1,103,000	\$500,000	\$1,603,000
		(Operations and Capital Outlay)	
Year 5	\$1,103,000	\$500,000	\$1,603,000
		(Operations and Capital Outlay)	
Estimated total 5 year savings :			=\$10,815,000

**Robbinsdale Area Schools
Enrollment Policy Sub-committee**

Charge to the Sub-committee

The Enrollment Policy Sub-committee was formed to research potential policy changes to the district's enrollment policies and identify the fiscal implications and educational ramifications of each potential policy change.

Membership

Helen Bassett, School Board Director
Dennis Beekman, Executive Director of Technology (facilitator)
Jane Byrne, Principal RSIS
Scott Croonquist, Parent & Executive Director of AMSD
Mike Favor, Principal Cooper High School
Patsy Green, School Board Director
Aldo Sicoli, Superintendent
Kenneth Turner, Integration and Equity Program Director

Meeting Dates

Friday, April 23 2010
Tuesday, May 18 2010
Tuesday, June 29 2010
Thursday, July 15 2010
Friday, September 17 2010

Work of the Committee

The committee reviewed

- Our current policies regarding school transfers (Appendix E) and the RSIS entrance policy (Appendix F);
- Data related to resident students enrolled in schools other than District 281;
- Data related to the RSIS Kindergarten lottery;
- Other districts' open enrollment and transfer policies;
- Other districts' / schools' magnet school entrance policies;

Findings

We determined that the enrollment policy changes most likely to impact the district financially would be:

- Removing the resident priority from the transfer policy;
- Removing the date-certain closure of secondary transfers from the annual resolution to limit non-resident enrollment; and
- Allow for more non-residents to enroll in RSIS.

The members of the enrollment policy sub-committee believe that the educational ramifications related to each of the potential policy changes are minimal. The more important ramification would be the potential to increase revenue through enrollment policy change. The

additional revenue would lessen potential cuts to classrooms or educational programs affecting the educational experiences of students.

Each of the potential enrollment policy changes certainly has fiscal implications. Below is a summary of each.

1. **Remove the resident priority from the transfer policy**
 - a. Has the potential to serve more non-resident students. Data analysis (appendix A) shows potential net gain of more than 20 students (ADM) annually, estimated General Education Revenue value of \$118,000. Compensatory revenue would follow students if they qualify per state statute.
 - b. May have additional resident students leave the district. Data analysis (appendix A) shows that the attrition rate for residents if their transfer request is not approved is 33%. This rate is factored into the net value in 1.a.

2. **Remove the date-certain closure of secondary transfers from the annual resolution.**
 - a. Has potential to serve more non-resident students. We could fill more seats at the high schools where attrition is greater. Data analysis (appendix B) shows potential gain of about 10 students (ADM) annually, estimated General Education Revenue value of \$67,000. Compensatory revenue would follow students if they qualify per state statute.

3. **Allow for more non-residents to enroll in RSIS. (Assume no expansion of the program)**
 - a. Will serve more non-resident students. These students will likely stay K-12.
 - b. Approximately 52% of the residents who do not get in the lottery will not enroll in another district elementary school (appendix C).
 - c. If the policy was modified to reserve non-resident slots equal to the percentage of non-residents enrolled in district schools, it would have the potential to enroll 4 more non-resident students (appendix D). The net district effect would be a gain of approximately 2 ADM annually, estimated General Education Revenue value of \$12,000 annually.
 - d. If the policy was modified to eliminate residential preference, it would have the potential to enroll 13 more non-resident students (appendix D). The net district effect would be a gain of approximately 6 ADM annually, estimated General Education Revenue value of \$36,000 annually.

In addition to the potential policy changes that could impact revenue, the sub-committee also identified two inconsistencies which exist between the current RSIS Entrance Policy and the district transfer policy.

1. **Sibling Preference** – The RSIS Entrance Policy grants sibling preference. This preference has existed in policy for many years and was originally instituted because of research supporting the need for immersion students to continue speaking Spanish outside of the school day. Siblings helping siblings in the target language was one way to support this need. In contrast, the transfer policy is silent regarding sibling preference. Although there is no financial benefit to considering this change to policy, sibling preference would be more family-friendly and may lead to a more cohesive school community.

2. **Employee Preference** – The RSIS Entrance Policy grants enrollment to children of RSIS teaching staff. The rationale is that qualified Spanish-speaking immersion teachers are difficult to employ and this benefit would help attract qualified applicants. RSI teachers agreed that they would not take any open slots, but rather their lottery seats would be over and above the established board ratio. There is no similar benefit to any other Robbinsdale employee.

Q: What is the fiscal implication to removing resident priority from the transfer policy?

A: Removing the resident priority from the policy would result in enrolling more total students in the school district.

The following example takes the enrollment options and enrollment data from 2008-2009 and analyzes the enrollment impact if residents did not have transfer priority to illustrate the fiscal impact.

2008-2009			
Application Type	Not Approved	Never Attended	Transfer Attrition Rate
K1: Grade K - Resident Transfer	3	1	33%
K3: Grade K - Non-Resident (Open Enrollment)	2	2	100%
E1: Grades 1-5 - Resident Transfer	16	5	31%
E2: Grades 1-5 - Currently Enrolled / Open Enrolled Request	3	2	67%
E3: Grades 1-5 - Non-Resident (Open Enrollment)	20	16	80%
M1: Grades 6-8 - Resident Transfer	9	3	33%
M2: Grades 6-8 - Currently Enrolled / Open Enrolled Request	1	1	100%
M3: Grades 6-8 - Non-Resident (Open Enrollment)	1	0	0%
H1: Grades 9-12 - Resident Transfer	28	9	32%
H2: Grades 9-12 - Currently Enrolled / Open Enrolled Request	1	1	100%
H3: Grades 9-12 - Non-Resident (Open Enrollment)	8	8	100%
	92	48	

2008-2009				
	OE Applications Approved	Resident Applications Denied	Resident Denied Attrition	Net Students <i>(OE Approved - (Res Denied * Attrition))</i>
Grade K	2	2	33%	1.3
Elementary	20	20	31%	13.8
Middle School	1	1	33%	0.7
High School	8	8	32%	5.4
				21.2

Mid-Year Secondary Open Enroll Students

School Year	ADM
2002-2003	20.11
2003-2004	22.28
2004-2005	9.11
2005-2006	12.48
2006-2007	13.54
2007-2008	11.67
2008-2009	10.67

Effective 2004-2005 school year, the district closed mid-year secondary transfers. The data reflects continuously enrolled students who moved out of district but stayed enrolled in school. There are also some student mid-year transfers approved under administrative special circumstances.

The decision to close mid-year secondary transfers did affect overall district enrollment as defined by ADM. Depending on the school year, the effect ranged from 6.57 – 13.17 ADM.

Students Not Selected in RSIS Kindergarten Lottery
2006 - 2011

The number of student applications for RSIS Kindergarten.

Category	2006-07	2007-08	2008-09	2009-2010	2010-2011
Siblings / Selected from Lottery	110	110	110	132	132
Total Not Selected	126	100	155	171	109
• Accepted Later Opening	10	22	17	48	
• Declined Later Opening	4	8	14	26	
• Remained on Waiting List	29	17	29	24	
• Chose Not to Remain on List	83	53	95	73	

Where are the students who were not selected via lottery currently attending school?

Category	2006-07	2007-08	2008-09	2009-2010	2010-2011
RSIS - Accepted Later Opening	10	22	17	48	
Another District 281 School	46	25	45	34	
Enrolled in another MN Public School	6	12	16	11	
Charter School		2	2	4	
Non-Public School	6	3	16	9	
Unknown – resident student	36	31	36	30	
Unknown – non-resident student	22	10	23	35	

What percentage of students who were not selected via lottery into RSIS currently attends a District 281 school or program?

Category	2006-07	2007-08	2008-09	2009-2010	2010-2011
Percent of students retained in District 281 schools / programs	44%	47%	40%	48%	

Notes

- The vast majority of the category “Unknown – resident student” are families that have since moved out of the district. At the time of lottery they were district residents but have since likely moved and do not attend Robbinsdale Area Schools. Therefore we do not have record of their enrollment.
- The “Unknown – non-resident student” category represents non-resident applications to the RSIS lottery. These students remained non-residents and since they are not enrolled in Robbinsdale Area Schools, we do not have record of their enrollment.

Q: What is the fiscal implication of reserving RSIS Kindergarten slots equal to the percentage of non-residents enrolled in all district schools?

A: The net district effect would be a gain of approximately 2 students (ADM) annually.

KG Lottery Slots	132
Average Siblings	53
Average Remaining Slots for lottery	79
2009-10 District Non-Resident %	9%
Total Seats Reserved for Non-Resident Students	7
Seats already reserved for Choice Is Yours Students	3
Net additional Non-Res Students	4
2009-10 Resident Attrition Rate – Percentage of resident students who do not attend a district school if they are not selected in the lottery	52%
Net Additional District Students (ADM)	1.92

Q: What is the fiscal implication of removing resident priority from the RSIS Kindergarten lottery?

A: The net district effect would be a gain of approximately 6 students (ADM) annually.

Average Number of RSIS Kindergarten Applications	251
Additional Non-Resident Applications	28
Number of Potential Applications	279
Resident Applications – (Based on Average)	223
Non-Resident Applications – (Assumption: Marketing has potential to double current non-resident applications)	56
Lottery Slots	132
Average Siblings	53
Average Remaining Slots	79
Likely Residents Selected in Lottery	63
Likely Non-Residents Selected in Lottery	16
Seats already reserved for Non-Resident Choice Is Yours Students	3
Net additional Non-Resident Students	13
Resident Attrition Rate	52%
Net Additional District Students (ADM)	6.24

ENROLLMENT OF NON-RESIDENT STUDENTS

I. PURPOSE

Robbinsdale Area Schools participates in the Enrollment Options Program established by Minn. Stat. §125D.03 as set forth in this policy. In administering these procedures the district superintendent may delegate any of the duties except as noted.

II. ACCEPTANCE PROCEDURES

A. **Application.** The student and parent or guardian must complete and submit an Application for Enrollment Options Program developed by the Minnesota Department of Education.

B. **Eligibility.** Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by school board resolution and provided that:

1. Space is available for the applicant under non-resident enrollment capacity limits established by school resolution or other directive; and
2. In considering the capacity of a grade level, the school district may only limit the enrollment of non-resident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a non-resident school district in accordance with Minn. Stat. §124D.03.
3. The applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

C. **Standards that may be used for rejection of application.** In addition to the provisions of Paragraph IIA, the school district may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

D. **Standards that may not be used for rejection of application.** The school district may not use the following standards in determining whether to accept or reject an application for open enrollment;

1. Previous academic achievement of a student;
2. Athletic or extracurricular ability of a student;
3. Disabling conditions of a student;
4. A student's proficiency in the English language;
5. The student's district of residence; or
6. Previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Part III of this policy.

E. **Enrollment Priority Order.** School transfer and open enrollment applicants are approved in priority order, and in the order the application is received:

1. The first priority is to enroll resident students in their attendance area school;
2. The second priority is to allow resident students to transfer to their school of choice;
3. The third priority is to allow currently enrolled non-resident students to transfer to their school of choice;
4. The fourth priority is to enroll students who reside outside the district boundaries.

III. EXCLUSION PROCEDURES

A. **Exclusion for cause**

1. **Administrator's initial determination.** If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. **Superintendent's review.** The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant. If the superintendent determines that the applicant should be excluded, he or she will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

B. **Termination of enrollment**

1. The school district may terminate the enrollment of a non-resident student enrolled under an enrollment options program pursuant to Minn. Stat. §124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has

been referred to juvenile court. A “habitual truant” is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school; or for one or more class periods on seven school days if the child is in middle school, junior high school or high school; or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minn. Stat. §120A.22, Subd. 8.

2. The school district may also terminate the enrollment of a non-resident student over 16 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. §120A.22, Subd. 8.
3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student’s parents a written notice of the school district’s belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent. The superintendent will make the final determination as to the residency status of the student.

Legal References: Minn. Stat. §120A.22, Subd. 3(e) (Residency Determined)
Minn. Stat. §120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. §121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. §124D.03 (Enrollment Options Program)
Minn. Stat. §124D.08 (School Board Approval to Enroll in Non-resident District)
Minn. Stat. §124D.68 (High School Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. §206C.007, Subd. 19 (Habitual Truant Defined)
Op. Minn. Att’y Gen. No. 169-f (August 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005
WL 3111963 (Minn. App. 2005) (unpublished)

Cross References MSBA/MASA Model Policy 506 (Student Discipline)
MABA/MASA Model Policy 517 (Student Recruiting)
MSBA Service Manual, Chapter 5, Various Educational Programs

Adopted August 19, 1985

Amended June 16, 1986

Amended: January 20, 2010

Robbinsdale Area Schools School Board Resolution February 17, 2010

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 nonresident students that meet or exceed one percent of the total enrollment at each grade level in the district, and

Whereas, district secondary schools are staffed at the beginning of the school year to meet the needs of the enrolled students, and

Whereas, the enrolled students who attend school from the beginning of the school year experience higher levels of success,

Now, therefore be it resolved that the School Board of Robbinsdale Area Schools will limit the enrollment of nonresident secondary students to those who submit open enrollment applications on or before the last day of the first week of school in September.

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

Now, be it further resolved that the superintendent or designee may also limit nonresident elementary enrollment so that 2010-2011 class sizes remain within the following ranges:

2010-11	K	1	2	3	4	5
Student to Teacher Ratio	25	26	28	28	29	30
Minimum	18	19	21	21	22	23
Maximum	25	26	28	28	29	30
Average Class Size	21.5	22.5	24.5	24.5	25.5	26.5

Admissions Procedure: Robbinsdale Spanish Immersion School for grades K-5

General Assumptions

- Robbinsdale Area Schools will provide a fair and open process for enrolling students in the Robbinsdale Spanish Immersion School (RSIS).
- The number of kindergarten students admitted each year is determined by the superintendent.
- To qualify as an applicant, families must complete and submit an application before the annual deadline.
- Admission is determined through a lottery procedure when more students apply than the number of available openings.
- The lottery continues until all student names are drawn. Students not selected for open spaces are placed on a randomly drawn wait list (see lottery procedures below). The lottery event is open to the public.
- Families of students admitted to RSIS are notified by mail and must accept by a pre-determined date.
- The timeline, application deadline and admissions procedure are published each year.
- The administration of the lottery and admissions procedures is the responsibility of the RSIS principal.
- Once enrolled, students admitted through The Choice is Yours program are afforded all privileges of this policy for as long as they remain in the K-5 program and the middle school immersion program (see provision for Minnesota Choice is Yours program below).

Special Provisions

PROVISION FOR SIBLING PREFERENCE

Applicants with siblings currently enrolled in RSIS and/or the middle school immersion program are enrolled automatically providing the completed application is submitted by the annual application deadline.

PROVISION FOR SIBLINGS IN THE SAME GRADE

In the event that siblings from the same grade apply, only one name is entered into the lottery and if drawn, each of those students is admitted.

TERMINATION OF THE SIBLING PREFERENCE PROVISION

The sibling preference provision is terminated when the family moves out of the district boundaries or when the family of children enrolled through the Minnesota Choice is Yours Program moves outside of the qualifying sections of Minneapolis. Children enrolled before the move may remain in the program.

PROVISION FOR GRADE 5 RSIS STUDENTS

Students enrolled in grade 5 at RSIS are automatically enrolled in the middle school immersion program. Grade 5 RSIS students who leave the immersion program are automatically enrolled in their neighborhood middle school unless an Intra-District Transfer has been approved or the student has been accepted to a Special Program (IBMYP or Pre-AP).

PROVISION FOR CHILDREN OF IMMERSION CLASSROOM TEACHERS

Licensed classroom teachers from RSIS and from the middle school immersion program who demonstrate proficiency in the Spanish language, and who complete and submit an application before the annual application deadline, may have their kindergarten child enrolled automatically. Students admitted under this provision do not displace other students admitted through the lottery process or students from the wait list. Children in grades 1-5 are admitted as seats become available providing they have been consecutively enrolled in a Spanish immersion program elsewhere. This provision will be reviewed every three years.

Admissions Procedure: Robbinsdale Spanish Immersion School for grades K-5

PROVISION TO IMPROVE ACCESSIBILITY FOR DISTRICT STUDENTS

The information night for RSIS is held shortly after the other district schools' kindergarten registration night. An RSIS application form, including an application for the Educational Benefits/Meals*, is available to all families attending the kindergarten registration night, as well as to all families attending the RSIS information night.

- The RSIS application form is also included in Kindergarten Information and Registration, a district publication provided to all families during the pre-school screening process.
- The RSIS kindergarten lottery is held shortly after the RSIS information night. This provision will be reviewed every three years.

*Form submitted to qualify for free/reduced tuition slots

PROVISION TO ENCOURAGE A MORE DIVERSE STUDENT BODY

The number of kindergarten openings at RSIS reserved for students who qualify for the federal lunch subsidy is equal to the number of students included in one section of RSIS kindergarten for the upcoming school year.

- One-half of these openings are reserved for qualified applicants who reside in the attendance area of Northport and Meadow Lake Elementary Schools* and who qualify for the federal lunch subsidy. Names of applicants not selected under this provision are placed into the general lottery.
- The number of scholarships awarded for full-day kindergarten at RSIS will be equal to one-half the number of students included in one section of RSIS kindergarten for the upcoming school year. This provision will be reviewed every three years.

*Northport and Meadow Lake Elementary Schools meet the statutory description of racially identifiable schools and are thus named in the district desegregation/integration plan.

PROVISION FOR MINNESOTA CHOICE IS YOURS PROGRAM

Two openings for the kindergarten program are reserved for applicants qualifying for the Minnesota Choice is Yours program. Students admitted under this provision do not displace other students admitted through the lottery process. The openings are eliminated if they do not fill before the second week of school in the fall. This provision will be reviewed every three years.

LOTTERY PROCEDURES

All qualifying applicants eligible for automatic enrollment are subtracted from the total number of openings (this does not include students admitted through provisions for Choice is Yours and Children of Licensed Staff). The names of remaining qualified applicants are drawn until all openings are filled.

If names remain after all openings are filled, a wait list is created by continuing the lottery selection process until all applicant names have been drawn, recording the names in the order in which they were drawn. Non-resident applicants are randomly drawn and recorded last on the wait list, after resident students.

PROCEDURES FOR FILLING AN OPENING FROM THE WAIT LIST

An opening* that occurs through November 30 of the kindergarten year is filled according to the wait list order.

Admissions Procedure: Robbinsdale Spanish Immersion School for grades K-5

An opening that occurs after November 30 and through the end of the kindergarten year is filled according to wait list order providing the student has been enrolled in another Spanish immersion program.

Kindergarten applicants outside of the cohort wait list are added to the bottom of the list providing the student has been enrolled in another Spanish immersion school.

At the end of the kindergarten school year the wait list is discontinued except for students continuously enrolled in another Spanish immersion school. Students who have been continuously enrolled in another Spanish immersion school retain their original wait list order.

An opening in grades 1-5 is filled providing the family can show evidence the child was continuously enrolled in a total Spanish immersion school.

*An opening occurs when a classroom section falls below the official Target Average Class Size for that grade level and for that particular school year.

Policy adopted by the school board: February 21, 1995

Revised: April 14, 1997
August 24, 1999
February 19, 2002
September 22, 2009

**BUDGET PLANNING
ENROLLMENT COMMITTEE**

**Magnets/Partnerships
Sub-Committee**

School Year 2010-11

Report includes:

- Charge to the Committee
- Models for Potential Magnet Schools
- Supporting Information and Documentation

**Robbinsdale Area Schools
Magnets/Partnerships Sub-Committee Report**

Charge Statement

As one of the budget steering committees formed to plan for future financial stability and educational excellence, the Magnets/Partnerships Sub-committee, a sub-group of the Enrollment Committee, was charged to:

Determine ways to enhance revenue to the school district by increasing enrollment or slowing the trend of declining enrollment by examining the following:

- *The Robbinsdale Spanish Immersion school's entrance policy for non-resident students*
- *Creation of magnet or specialty schools and/or programs*
- *Partnerships with the cities served by the school district and with other entities*

Membership

Helen Bassett, School Board Member
 Dennis Beekman, Executive Director of Technology
 Mark Bomchill, School Board Member
 Jane Byrne, Robbinsdale Spanish Immersion School (RSIS) Principal
 Scott Croonquist, Executive Director of AMSD and Parent
 Peter Eckhoff, Robbinsdale Federation of Teachers
 Chris Gibbs, Parent
 Patsy Green, School Board Member
 Al Ickler, Executive Director of Community Education
 Randy Moberg, Zachary Lane Elementary Principal
 Aldo Sicoli, Superintendent
 Lori Simon, Executive Director of Educational Services

Meeting Dates

Wednesday, May 5, 2010
 Thursday, May 27, 2010
 Thursday, June 24, 2010
 Wednesday, June 30, 2010
 Friday, July 30, 2010
 Wednesday, August 11, 2010
 Wednesday, August 18, 2010
 Wednesday, August 25, 2010
 Wednesday, September 8, 2010
 Wednesday, September 15, 2010
 Wednesday, September 22, 2010
 Wednesday, September 29, 2010
 Wednesday, October 6, 2010
 Wednesday, October 13, 2010
 Wednesday, October 27, 2010
 Thursday, December 2, 2010

Work of the Sub-committee

The sub-committee:

- Reviewed school district enrollment trend data
- Reviewed Robbinsdale Spanish Immersion School (RSIS) lottery trend data
- Explored a partnership with the city of Golden Valley
- Sent and reviewed survey data of families who go elsewhere to school
- Developed a list of magnet school concepts to explore
- Reviewed presentations/information related to potential magnet schools
- Reviewed a facilities analysis of Olson and Pilgrim Lane Elementary Schools
- Reviewed financial considerations to determine financial viability of an RSIS expansion or STEM
- Developed and reviewed survey data related to Expansion of RSIS and opening a STEM magnet
- Developed Scenarios for RSIS expansion and for a STEM magnet school
- Discussed other avenues for gaining public feedback

Enrollment Trend Data

The sub-committee reviewed information detailed in the supplemental Enrollment Report outlining enrollment trends for resident students attending Robbinsdale Area Schools (RAS), RSIS enrollment and lottery trends, and resident students attending other schools than the RAS. Overall, District enrollment previous to the current school year has been decreasing.

RSIS Lottery Trends

Analysis of the RSIS lottery trend data indicates that the total number of students not selected through the RSIS kindergarten lottery grew from 126 students in 2006-2007 to 171 students in 2009-2010. 109 students were not selected for the current school year. In addition, trends over a four-year period indicate that on average, 45% of the students not selected in the lottery leave the RAS.

Partnership Exploration with Golden Valley

A partnership with Golden Valley was explored regarding the possibility of sharing space at the former Olson Elementary site. However, due to financial constraints, a partnership is not feasible at this time. Partnerships will be explored further as part of magnet school development. In addition, the committee recognizes there is great potential for savings with other partnerships and will explore those possibilities.

Survey of Resident Families Attending other Schools/Districts

A survey was conducted of resident families currently enrolled in schools or districts other than the RAS with the purpose of gaining more information about particular school programs families left the RAS to enroll in. The survey was sent to 2414 households with 611 households responding, and asked three questions:

1. Why did they enroll their child/children in a school other than in the Robbinsdale Area Schools?
2. Would they ever consider enrolling their student in the Robbinsdale Area Schools?
3. If so, what would be the primary reason?

While the information gained from the survey is useful to the RAS District overall; the information was wide-ranging, and did not inform the sub-committee of any particular school program trends families were seeking. Few families indicate that they enrolled in their current school for a particular educational focus or magnet program.

Magnet School Concepts Reviewed

Science, Technology, Engineering, and Mathematics (STEM) Magnet School

Arts Magnet School

Popular Language Immersion Programs/RSIS Expansion

Leadership Academy Magnet School

Service-Learning Magnet School

STEM Magnet School

STEM information was presented to the sub-committee for consideration at two meetings. During the first presentation, background information on STEM schools and programs was provided, as well as information regarding current STEM initiatives being implemented at all of the elementary schools in the RAS. During the second presentation, further information on ways in which a STEM magnet school might differ from the current STEM implementation at the elementary schools was presented and discussed. STEM magnet schools often choose one or two areas within STEM to be the primary focus of their school. Additional STEM magnet school information is being gathered and will be presented to the sub-committee in December, 2010.

Arts Magnet School

Information on a popular arts magnet school in the Saint Paul Public Schools was presented to the sub-committee for consideration. The Arts Plus magnet school model is a nationally recognized arts program model that revolves around the theory that educating through arts infusion is a highly effective way to help students find academic success. Student learning is supported through music, drama, dance, and the visual arts in both their regular classroom and specialist classroom environments; with the vision that by infusing arts into the curriculum, the opportunities for academic success for all students is enhanced. While there is strong support for the arts in the RAS, the sub-committee deleted an arts magnet school from its list for further consideration, due to the popularity of the FAIR schools and the District's partnership with WMEP.

Popular Language Immersion Programs/RSIS Expansion

Information on popular language immersion programs in the state/region. Growing in popularity are Chinese Immersion Schools. While there appears to be growing interest in Chinese Immersion schools, the research has indicated that finding licensed Chinese teachers is difficult. This information, combined with the data that on average, 132 students apply to but are not selected for

the RSIS lottery – nearly half of which leave the District – informed the sub-committee’s decision to further study the expansion of RSIS, as it is a successful, well-developed program in popular demand.

Leadership Academy Magnet School

The sub-committee was presented information on a leadership academy concept that combined the use of International Baccalaureate (IB), Advancement Via Individual Determination (AVID), service-learning, and an after-school Mathematics Engineering and Science Activities (MESA) program in a K-8 magnet school where teachers would loop with their classes for two school years. This magnet school concept was dropped from further consideration due to a lack of information on successful leadership magnets and program development, and little data to support families would be interested in a leadership magnet school.

Service-Learning Magnet School

Information on service-learning and a service-learning magnet school was presented. Service-learning is a teaching approach that actively engages students in meaningful and relevant service projects that are integrated across the curriculum and with state standards. Service-learning engages students in their communities through youth-voice and relevant community needs identified through a community needs assessment. The sub-committee decided not to proceed with the development of a service-learning magnet school, but determined that it should be considered for further discussion as part of a STEM magnet school model.

Olson and Pilgrim Lane Elementary Schools Facilities Analysis

An analysis of the Olson and Pilgrim Lane Elementary facilities was conducted and the findings were presented to the sub-committee. Overall, the Olson Elementary building is in very good condition and would be ready for occupancy almost immediately. Minor upgrades needed would include floor repair around the freezer/cooler area, and a small amount of new classroom lighting. Two major upgrades that would be needed eventually include installation of an elevator and of a new playground area. The Pilgrim Lane building would need substantial improvements before it could be occupied again. Areas requiring immediate attention include air conditioning, extensive classroom flooring, extensive classroom lighting upgrades, new kitchen equipment, and major capital investment in a classroom ventilation system (See Appendix A, additional information to come).

Financial Considerations of a RSIS Expansion or STEM Magnet School

Several financial considerations were explored and analyzed in depth by the sub-committee. Areas researched and discussed included a facilities analysis of the Olson and Pilgrim Lane facilities; several transportation costs scenarios related to both a RSIS expansion beginning year one at current RSIS site or year one at Olson, as well as a STEM magnet school at Olson; new magnet program development costs; annual expenses including staffing and supplies, and anticipated revenue sources. Using this information, a spreadsheet was developed for analyzing the financial feasibility of opening another elementary magnet school in the RAS.

Magnet Survey

A survey was conducted of five family groups to identify the level of interest in expanding RSIS or opening a STEM magnet school. Groups identified for the survey include:

1. Resident and non-resident families not selected in the 2010 RSIS kindergarten lottery
2. Families with students in District 281 grades K-3 including RSIS and excluding group 1.
3. Resident students not enrolled in District 281 grades K-3
4. Families of resident pre-school aged children ages 3-5.
5. Non-resident employees with children ages 2-8 not in District 281 schools.

The survey was sent to 4975 households with 1089 households responding. In addition, 83 District staff members responded to the online survey.

The findings of this survey indicate that there is support for opening a STEM magnet school, particularly with families who reside on the west side of the school district. Many of the families who indicated they would enroll their student in a STEM school have students in a District 281 school. There appears to be less interest in STEM from resident families who attend school other than in District 281 and from non-resident families compared to their interest in the expansion of the RSIS program.

The findings also indicate support for the expansion of RSIS. Families not selected in the 2010 RSIS lottery were the group most interested in the expansion of the RSIS program. However, more families with District 281 students in K-3 not enrolled in District 281 schools were more interested in RSIS expansion than applying to a STEM magnet school.

Overall, while school choice appears to be valued by families of preschool-aged children, a specific educational focus such as a magnet is not a major factor influencing their preference.

RSIS Expansion and STEM Magnet School Scenarios

Based upon the financial considerations spreadsheet, several RSIS expansion and STEM magnet school models were developed to further analyze financial viability. All of the models were premised on a fiscal analysis of the following:

- No increase in state revenue for four years, and a \$100 increase in the Pupil Formula beginning year 5
- Estimated integration revenue
- Staffing costs for all employee groups
- Materials
- Technology
- Utilities
- Professional development/curriculum writing costs
- Promotional expenses
- Transportation expenses
- Start-up costs at Olson

Based on this analysis, the following models have been forwarded for consideration:

1. RSIS Expansion beginning year one with kindergarten at current site, with 50% of expansion seats (33 out of 198 total) reserved for students open-enrolling.

		<u>Annual Net Gain (Loss)</u>	<u>Cumulative Net Gain (Loss)</u>
Year 1	2011-2012	\$ 29,451	\$ 29,451
Year 2	2012-2013	\$ (383,005)	\$ (353,554)
Year 3	2013-2014	\$ 700	\$ (352,854)
Year 4	2014-2015	\$ 13,894	\$ (338,960)
Year 5	2015-2016	\$ 73,959	\$ (265,202)
Year 6	2016-2017	\$ 214,598	\$ (50,604)
Year 7	2017-2018	\$ 449,362	\$ 398,758
Year 8	2018-2019	\$ 665,089	\$ 1,063,847
Year 9	2019-2020	\$ 904,313	\$ 1,968,160
Year 10	2020-2021	\$ 1,150,503	\$ 3,118,663
Year 11	2021-2022	\$ 1,405,660	\$ 4,524,323
Year 12	2022-2023	\$ 1,665,562	\$ 6,189,885
Year 13	2023-2024	\$ 1,949,293	\$ 8,139,178

Educational Ramifications: RSIS is a well-known and respected program that is in demand by families. Expanding the program provides more students with access to this rigorous, academic program. Beginning year 7, the program should be expanded sufficiently to support Spanish Immersion in both middle schools.

Fiscal Implications: The annual net loss in the second year takes six years to recover. The cumulative net gain over time appears to be substantial, but is predicated upon retaining students as they matriculate through the school system. An additional savings of \$93,100 per year is included as a result of decreased busing due to Spanish Immersion programming at both middle schools.

- RSIS Expansion beginning year one at Olson with kindergarten and first grade, and with 50% of seats at each grade level (33 out of 198 seats per grade level, with both sites combined) reserved for students open-enrolling.

		<u>Annual Net Gain (Loss)</u>	<u>Cumulative Net Gain (Loss)</u>
Year 1	2012-2013	\$ (401,333)	\$ (401,333)
Year 2	2013-2014	\$ 13,667	\$ (415,000)
Year 3	2014-2015	\$ 8,553	\$ (406,447)
Year 4	2015-2016	\$ 98,366	\$ (308,081)
Year 5	2016-2017	\$ 171,336	\$ (136,745)
Year 6	2017-2018	\$ 354,461	\$ 217,715
Year 7	2018-2019	\$ 677,092	\$ 894,808
Year 8	2019-2020	\$ 913,877	\$ 1,808,685
Year 9	2020-2021	\$ 1,157,742	\$ 2,966,427
Year 10	2021-2022	\$ 1,408,802	\$ 4,375,229

Year 11	2022-2023	\$ 1,666,591	\$ 6,041,821
Year 12	2023-2024	\$ 1,930,966	\$ 7,972,787

Educational Ramifications: RSIS is a well-known and respected program that is in demand by families. Expanding the program provides more students with access to this rigorous, academic program. Additionally, this model provides more opportunity for families to gain access to this program for their students as it is open to kindergarten and first grade enrollment year one. Beginning year 7, the program should be expanded sufficiently to support Spanish Immersion in both middle schools.

Fiscal Implications: The annual net loss in the first year is slightly larger than in Model 1, and takes five years to recover. The cumulative net gain over time appears to be slightly less than in Model 1, and is predicated upon retaining students as they matriculate through the school system. An additional savings of \$93,100 per year is included as a result of decreased busing due to Spanish Immersion programming at both middle schools.

3. RSIS Expansion beginning year one at Olson with kindergarten and first grade, and with 1/3 of seats at each grade level (22 out of 198 seats per grade level, with both sites combined) reserved for students open-enrolling.

		<u>Annual Net Gain (Loss)</u>	<u>Cumulative Net Gain (Loss)</u>
Year 1	2012-2013	\$ (454,427)	\$ (454,427)
Year 2	2013-2014	\$ (101,041)	\$ (555,468)
Year 3	2014-2015	\$ (113,101)	\$ (668,569)
Year 4	2015-2016	\$ (55,876)	\$ (724,445)
Year 5	2016-2017	\$ (19,141)	\$ (743,586)
Year 6	2017-2018	\$ 141,634	\$ (601,953)
Year 7	2018-2019	\$ 433,440	\$ (168,513)
Year 8	2019-2020	\$ 638,463	\$ 469,950
Year 9	2020-2021	\$ 849,649	\$ 1,319,599
Year 10	2021-2022	\$ 1,067,132	\$ 2,386,731
Year 11	2022-2023	\$ 1,290,468	\$ 3,677,199
Year 12	2023-2024	\$ 1,519,530	\$ 5,196,729

Educational Ramifications: RSIS is a well-known and respected program that is in demand by families. Expanding the program provides more students with access to this rigorous, academic program. Additionally, this model provides more opportunity for families to gain access to this program for their students as it is open to kindergarten and first grade enrollment year one. Beginning year 7, the program should be expanded sufficiently to support Spanish Immersion in both middle schools.

Fiscal Implications: The annual net loss in the first year is somewhat larger than in Models 1 and 2, and takes more time, at seven year to recover. The cumulative net gain over time appears to be substantially less than in Models 1 and 2, and is predicated upon retaining students as they matriculate through the school system. An additional savings of \$93,100 per year is included as a result of decreased busing due to Spanish Immersion programming at both middle schools.

4. Combination Alternative of RSIS expansion at Olson as well as expansion of Spanish Immersion and/or Dual Spanish Immersion program at selected sites (school within a school).

Educational Ramifications: RSIS is a well-known and respected program that is in demand by families. Expanding the program provides more students with access to this rigorous, academic program. This model provides potential for all resident families who apply to Spanish Immersion to gain access to this program for their students. Additionally, a potential Dual Spanish Immersion program offers increased educational opportunities for both native English speaking students and native Spanish speaking students. If this model included the Spanish Immersion school within a school option at additional school sites, one potential area of concern may be that it may be difficult to find enough licensed, Spanish-speaking teachers. Another potential concern with this option is that it could displace other teachers.

Fiscal Implications: Similar to Models 1 and 2, depending on whether expansion at Olson begins year one or year two. Also, further analysis is needed to determine potential increased revenue for new open-enrolled students and families who may return to district.

5. STEM Magnet School at Olson with 50% of seats reserved for students open-enrolling and with 4th and 5th grade sections full beginning year 2 and year 3 respectively.

		<u>Annual Net Gain (Loss)</u>	<u>Cumulative Net Gain (Loss)</u>
Year 1	2012-2013	\$ (410,595)	\$ (410,595)
Year 2	2013-2014	\$ 37,829	\$ (372,766)
Year 3	2014-2015	\$ 234,104	\$ (138,662)
Year 4	2015-2016	\$ 388,757	\$ 250,094
Year 5	2016-2017	\$ 625,572	\$ 875,667
Year 6	2017-2018	\$ 875,782	\$ 1,751,448
Year 7	2018-2019	\$ 1,118,495	\$ 2,869,943
Year 8	2019-2020	\$ 1,368,558	\$ 4,238,501
Year 9	2020-2021	\$ 1,472,736	\$ 5,711,236
Year 10	2021-2022	\$ 1,578,632	\$ 7,289,869
Year 11	2022-2023	\$ 1,604,846	\$ 8,894,715
Year 12	2023-2024	\$ 1,630,116	\$ 10,524,831

Educational Ramifications: STEM is a very rigorous academic program that prepares students with foundation skills for careers in science, technology, engineering, and mathematics. There is strong support for STEM schools at the state and federal levels.

Fiscal Implications: The annual net loss in the first year is slightly larger than in Models 1 and 2, but takes less time, only 3 years to recover. The cumulative net gain over time appears to be substantially more than the previous scenarios, but is predicated upon retaining students as they matriculate through the school system. In addition, depending on the STEM focus area(s), some additional expenses may occur as a result of increased technology or professional development needs. Grant opportunities may offset start-up costs with opening a STEM magnet school, and will be explored further pending next steps.

6. STEM Magnet School at Olson with 1/3 of seats reserved for students open-enrolling and with 4th and 5th grade sections full beginning year 2 and year 3 respectively.

		<u>Annual Net Gain (Loss)</u>	<u>Cumulative Net Gain (Loss)</u>
Year 1	2012-2013	\$ (530,137)	\$ (530,137)
Year 2	2013-2014	\$ (106,455)	\$ (636,591)
Year 3	2014-2015	\$ (10,582)	\$ (647,173)
Year 4	2015-2016	\$ 158,505	\$ (488,688)
Year 5	2016-2017	\$ 364,955	\$ (123,713)
Year 6	2017-2018	\$ 583,844	\$ 460,130
Year 7	2018-2019	\$ 794,300	\$ 1,254,430
Year 8	2019-2020	\$ 1,011,189	\$ 2,265,619
Year 9	2020-2021	\$ 1,095,186	\$ 3,360,805
Year 10	2021-2022	\$ 1,180,481	\$ 4,541,286
Year 11	2022-2023	\$ 1,200,030	\$ 5,741,317
Year 12	2023-2024	\$ 1,218,680	\$ 6,959,997

Educational Ramifications: Same as in Model 5.

Fiscal Implications: The annual net loss for this model is the largest in the first year of all the models. The cumulative net gain over time appears to be similar to Model 5, but is predicated upon retaining students as they matriculate through the school system. In addition, depending on the STEM focus area(s), some additional expenses may occur as a result of increased technology or professional development needs. Grant opportunities may offset start-up costs with opening a STEM magnet school, and will be explored further pending next steps.

Next Steps

To be determined pending outcome of December 13, 2010 School Board work session.

Appendix A

8/18/2010

FACILITY FEATURE OVERVIEW

FACILITY FEATURE	OLSON SCHOOL	PILGRIM LANE SCHOOL
Site Area (Acres)	9.21	11.5
Parking Stall Count	90	110
Playfield	1 Baseball Field 1 Multipurpose Field	1 Baseball Field 1 Multipurpose Field
Playground Equipment Area	City Park Playground Age: 0-5	Age: 5-12
Parking Lot Pavement	Reconstruct within 5 years	Reconstruct within 8 year
Building (Sq. Ft.)	44,000	57,000
Music Room	1	1
Kindergarten Classrooms	2	2
Other Classroom count (All)	18	24
Class Room Floor Area (Average Sq. Ft.)	730	840
Cafeteria	1	1
Gymnasium	1	1
Multipurpose Room	0	1
Student Lockers		N/A
Classroom Air Conditioning	All rooms with cooling and humidity control	Window Air conditioning at ____ rooms
Classroom Heating Units	Radiation	Radiation
Classroom Ventilation	Rooftop Units Replaced in 2007	Original Room Unit Ventilator Equipment
Building Heating Plant	Original steam boiler & piping system	Original steam boiler & piping system

Classroom Wall Writing Surfaces	Mix of chalk and whiteboards	Chalkboards
Classroom Technology		
Classroom Flooring	Approximately 10 years remaining service life	End of useful life range
Classroom IAQ	No noticeable odors except for temporary educational curriculum sorting	
Classroom Lighting	T-8 (10 Years old)	T-12 (Original)
Roofing	Midlife	Midlife
Elevator	<ul style="list-style-type: none"> • Two story - no existing elevator • Program for an elevator to help address accessibility needs • East exterior building entry - grade slope not ADA compliant 	N.A.

8/18/2010

FACILITY CONDITION ISSUES

SYSTEM	OLSON SCHOOL (DOLLARS)	PILGRIM LANE SCHOOL (DOLLARS)
Elevator	210,000	N.A.
Classroom Flooring	N.A.	280,000
Classroom Lighting	10,000	200,000
Site Playground Equipment Area	If Contact Age Appropriate System 90,000	Compliant: 7200 Sq Ft Multi Station
Kitchen Equipment		
<ul style="list-style-type: none"> • Freezer / Cooler Floor Repair 	10,000	
<ul style="list-style-type: none"> • Deteriorated Food Preparation Tables and Kitchen Food Heating & Prep Stations 	N.A.	50,000
<ul style="list-style-type: none"> • Kitchen Flooring 	N.A.	40,000
<ul style="list-style-type: none"> • Kitchen Ceiling – Replacement Required 	N.A.	8,500
Site Parking Lot Pavement Repairs / Reconstruction <ul style="list-style-type: none"> • Similar Needs for Olson & Pilgrim Lane • Olson’s will occur 4 years earlier 		
Classroom Ventilation / Humidly Control	No current Issues	• Major Capital

		Reinvestment • Depends on Scope
Other Facility Items:		
ADA Compliance – Restroom Layouts	Improve	Improve

Legend:

- N.A. – Not Applicable
- TBD – To Be Determined

School Programs Budget Reduction Committee

Administrative and Other Non-teaching Positions

Charge to the Committee

Examine options that may lead to reduced district expenses in school year 2011-12 and beyond for:

1. Six-period day in the middle school,
2. School administrative and other non-teaching positions,
3. the paired school model for elementary schools, and
4. K-12 band and orchestra programs.

Membership

Middle School Principal, Tom Henderlite

High school principal, David Dahl

Elementary School Principal, Jim Calhoun

Elementary School Principal, Patrick Smith

Family and Consumer Science Teacher, Mary Byron

Elementary Music Teacher, Denise Dooher

High School Orchestra Teacher, Sarah Chelgren

Middle School Band Teacher, Lyn Enoksen

Teaching and Learning Specialist for English/Language Arts, Social Studies and Fine Arts, Paul Preimsberger

Director of Curriculum, Instruction and Education Standards, Steve Urbanski

Executive Director of Teaching and Learning, Gayle Walkowiak

School Board member, Tom Walsh

Meeting Schedule

Tuesday, April 6, 2010

Monday, May 24, 2010

Friday, June 11, 2010

Friday, June 18, 2010

Tuesday, August 3, 2010

Tuesday, September 14, 2010

Wednesday, September 29, 2010

Monday, October 25, 2010

The Study Process

- Reviewed the number of licensed, non-teaching, regular education positions for school year 2010-11
- Reviewed the number of licensed, non-teaching, special education positions for school year 2010-11
- Reviewed the number of licensed administrative positions for school year 2010-11 and
- Examined the funding source for each position
- Considered budget reduction options for each position
- Considered education ramifications for each budget reduction option

ROBBINSDALE AREA SCHOOLS
SCHOOL PROGRAMS BUDGET REDUCTION COMMITTEE

LICENSED NON-TEACHING (TOSA) AND SCHOOL ADMINISTRATIVE STAFF

Scope of the Study

This study examined the non-teaching TOSA (teacher-on-special-assignment) and administrative FTE (Full-time Teacher Equivalent) that has been allocated for school year 2010-11. Members of the licensed staff whose duties do not include classroom instruction are typically referred to as TOSAs, Program Coordinators or Teaching and Learning Specialists. The building administrative staff includes head principals and assistant principals.

Source Materials

Information about TOSA/Coordinator and administrative FTE for school year 2010-11 was provided by the Division of Business Services and the Division of Human Resources. This report does not include any additional TOSA positions hiring for second semester that may result from the Federal Smaller Learning Communities Grant awarded in October 2010.

Findings

It is estimated that 83.7 FTE will be spent on building administration and building and district level program coordination during school year 2010-11.

Revenue Sources

The revenue for these positions comes from 6 sources including:

General Fund

The General Fund includes revenue appropriated to schools from the state legislature and is the primary funding source for school administration, classroom teachers and TOSA positions.

Granting Agencies

As of September 2010, grants to the district for school year 2010-11 included Cargill Corporation, Federal Entitlement grants and the ARRA Federal Stimulus grant carry-over from 2009-10.

Integration Revenue

Integration Revenue amounts to about 2 million dollars annually and supports programs and personnel planned by the Program Director for Integration and Equity and approved by the Community Collaboration Council.

FTE Allocation (Full-time Equivalent)

School principals receive an annual allocation of FTE or Full-Time Equivalent positions from the district's general fund. The amount of the allocation is based on the projected enrollment for the upcoming school year and the annual average class size/teacher ratio. Once the established class size averages are met, the building principal may allocate any remaining FTE for building-level program coordination or administrative support.

Compensatory Funds

Compensatory funds are provided by the state legislature to districts with high concentrations of poverty. Each year the district allocates roughly 4 million dollars of its nearly 7 million in compensatory dollars to the schools.

Special Education Revenue

Roughly 1,850 students receive special education services representing about 13-14% of the student population. The annual special education budget is about 15.3 million. Included in the total are roughly 1.7 million dollars from the state legislature and another 2.3 million from the federal government. The department employs one director, 2 assistant directors, 6 program coordinators, 5 due process facilitators, and approximately 200 licensed staff and 150 Education Assistants. Roughly 14% of the total special education budget is allocated for administration, program coordination and oversight of due process requirements.

Table of Administrative and TOSA Positions for 2010-11

Title	FTE	Funding Source	Funded Positions
Head Principals and Assistant Principals	23 FTE	General Fund	9 FTE Elementary Head Principals 2 FTE Middle School Head Principals 2 FTE Middle School Assistant Principals 2 FTE High School Head Principals 6 FTE High School Assistant Principals 2 FTE High School Activities Directors
Program Coordination	9.6 FTE	General Fund	5 FTE Elementary Instructional Assistants 1 FTE Administrative Intern for RMS 0.9 FTE for IB (grades 11-12) coordination 0.6 FTE for MYP (grades 9-10) coordination 1 FTE for MYP (grades 6-8) coordination 0.5 Instructional Assistant at RSI for program expansion 0.5 for Pre-AP coordination at PMS 0.1 for Pre-AP/AP coordination at AHS (gifted fund)
Gifted Education	2 FTE	General Fund	2.0 FTE for direct service to gifted students and cluster staff
Curriculum, Instruction, Assessment and Professional Development	3 FTE	General Fund	1 FTE for elementary reading/literacy, social studies and coordination of full-day and half-day kindergarten 1 FTE for K-12 mathematics, science, STEM and health education 0.5 FTE for secondary English, social studies, reading and leadership for Instructional Coaches and Data Coaches 0.5 FTE for global languages, ELL, Spanish Immersion, counseling
Special Education Administration/Coordination	14 FTE	Federal Special Education Budget	1 FTE for Director of Special Education 2 FTE for Assistant Directors – Elementary and Secondary 6 FTE for Program Coordination (licensed teachers) 5 FTE for Due Process Facilitators (licensed teachers)
Program Coordination from Granting Agencies	21.1 FT	Grantees include: • Cargill Foundation • Federal Stimulus • Integration Revenue • Federal Grant	10.9 FTE for program coordinators from Integration Revenue 5.9 FTE for elementary Instructional Coaches, ARRA Stimulus 3.0 FTE for secondary Data Coaches, ARRA Stimulus 0.8 FTE for AVID from Cargill Corporation 0.5 FTE Instructional Coach for ELL from federal grant
Administrative Interns and Program Coordination	4 FTE	Building FTE Allocation	2 FTE for Administrative Intern for RMS 2 FTE for Administrative Intern for PMS
Building-level Program Coordination	7 FTE	Compensatory Fund (building allocation)	2 FTE for PBIS coordination at CHS 2 FTE for part-time PBIS coordination at FO, LV, NE, NO 0.5 FTE to expand PYP coordination at Lakeview 0.5 Assistant Principal for Northport Elementary School 0.5 Assistant Principal for Meadow Lake Elementary School 1 FTE to expand IA to full-time at FO and SO 0.5 FTE to expand social worker at RSI
Total FTE	83.7		

Comparison of Administrator to Student and Administrator to Staff Ratio for 2010-11

	#Students	Adm. to Student	Licensed	Non-licensed	Adm. to Staff
Armstrong High School	2047	512:1	122	62	184/4 = 46
Cooper High School	1826	457:1	122	73	195/4=49:1
Plymouth Middle School	1267	634:1	96	48	144/2 = 72:1
Robbinsdale Middle School	1429	715:1	109	64	173/2 = 86:1
Forest Elementary	657	657:1	48	23	71:1
Lakeview Elementary	409	409:1	36	22	58:1
Meadow Lake Elementary	648	324:1	61	31	92/2*=46:1
Neill Elementary	579	579:1	46	32	78:1
Noble Elementary	404	404:1	36	25	61:1
Northport Elementary	590	295:1	57	27	84/2* = 42:1
Robbinsdale Spanish Immersion	693	693:1	43	18	61:1
Sonnesyn Elementary	607	607:1	54	33	87:1
Zachary Lane Elementary	595	595:1	39	21	60:1

The average licensed administrator to student ratio is:

- High school 485/1
- Middle school 675/1
- Northport/Meadow Lake 310/1
- Other 7 Elementary schools 563/1

*While the district supports 0.5 FTE for a non-licensed Instructional Assistant TOSA for each elementary building, Meadow Lake and Northport Elementary Schools replace this position with a licensed assistant principal by combining the IA TOSA allocation with building compensatory dollars. The elementary assistant principals are included in calculating the administrative ratio for these schools.

OPTIONS AND IMPLICATIONS FOR ADMINISTRATIVE POSITIONS

Option	Educational Implications
<p>1. Reduce High School assistant principal (AP) positions by 2, leaving one head principal and 2 assistant principals rather than one head and 3 assistants.</p> <p>Estimated savings in salaries and benefits is 2 FTE or \$240,000.</p> <p>This amount was determined by noting the salary/benefits for 2 secondary assistant principal positions near the mid-point of the salary schedule.</p>	<ul style="list-style-type: none"> • The head principal could elect to hire one administrative intern from either the building FTE or from the building compensatory fund to compensate for the loss of the 3rd assistant principal. An administrative Intern is typically a TOSA who hold a current administrative license • Since an administrative intern typically serves from 2-5 years before seeking a head principal job, more teachers would have an opportunity to experience high school administrative leadership. • The district’s experience with the secondary administrative intern is very positive • While an administrative intern is not able to conduct the final teacher evaluation or to discipline licensed staff, this individual can conduct peer observations, consult on formal observations, and can supervise and evaluate the work of non-licensed staff. • Eliminating one AP position at each high school would increase the staff supervisory load for the head principal and the remaining two assistant principals. • The current administrator to staff ratio at Cooper High School is 4 licensed administrators to 195 staff (122 licensed staff and 73 non-licensed staff) resulting in a ratio of 49:1. With one fewer AP the ratio would increase to 65:1. For Armstrong, the administrator to staff ratio would increase from 46: 1 to 61:1. • Eliminating one AP position at each high school may result in an increase in student behavior issues. • While the school could choose to use either building FTE or compensatory dollars to hire an administrative intern to compensate for the loss of the AP, other essential needs for which these funds are typically used would go unmet. • The stability of the central leadership team might be compromised if the administrative intern leaves sooner than the anticipated 2-4 years. • Fewer administrative staff would be available for the duties that need to be accomplished during June and August. • It is preferable to have an AP attending after-school athletic events and activities in the event of a disruption. Having fewer than 3 APs at the high school level would increase the after-school and night-time load for the head and remaining assistant principals. • Reduces the opportunity for APs to share district-level duties (i.e., supervise summer school) that are becoming more necessary as central office personnel are reduced.

<p>2. Assign the duties of the activities director at each high school to one of the three assistant principal positions.</p> <p>This occurs through the elimination of two positions at each high school, the activities director and one assistant principal, and is followed by posting one new position at each high school that is a combination assistant principal/activities director.</p> <p>Estimated savings salaries and benefits is \$180,000.</p> <p>This amount was determined by combining the salary/benefits of the activities director at each high school.</p>	<ul style="list-style-type: none"> • The anticipated enrollment decline in the high schools will reduce the number of students in each building and may thus reduce the need for 3 assistant principals if predictions hold. Rather than reduce the number of assistant principal positions accordingly, it may be preferable to keep 3 AP positions by simply rolling the duties of the AD into one of those positions. • An AP who takes on the duties of the AD may have more opportunities to interact with students. • Eliminating the activities director and assigning those duties to one of the 3 remaining AP positions would increase the work load for other members of the administrative team. • The activities director position is recognized as one that is demanding and multi-faceted, encompassing: <ul style="list-style-type: none"> ▪ budget planning and monitoring ▪ complex event scheduling ▪ knowledgeable application of High School League rules ▪ supporting and providing consultation for booster groups ▪ supervising support staff including equipment inventory personnel, administrative support, coaches and assistant coaches <p>Combining all of these specialized duties with the day-to-day tasks of an AP would be problematic.</p> <ul style="list-style-type: none"> • The work load of a combined AP/AD position may increase the potential for “high-profile” mistakes, especially related to MN High School League competitive events. • Fewer administrative staff may reduce the likelihood that administrative procedures are consistently applied across the district, and periodically examined for efficacy, need and reasonableness.
<p>3. Among the 6 high school assistant principals, adjust the number of work weeks so that one works 45 weeks, another works 43 weeks and the third works 40 weeks, thus saving the cost of 14 collective weeks of service (currently all secondary APs work 45 weeks).</p> <p>In this option, no change would be made to the middle school since there is only one assistant principal.</p> <p>Estimated savings is \$31,000</p>	<ul style="list-style-type: none"> • Building principals could extend weeks of service using building discretionary funds. • Some duties currently performed by 45 week assistant principals may not be accomplished or would fall to the remaining administrative staff

4. Eliminate all middle and high school assistant principals and replace with administrative interns.

Estimated savings in salaries and benefits could amount to \$320,000.

This amount was determined by calculating the difference between the salary/benefits for a teacher near the top of the salary schedule and the salary/benefits for a mid-level assistant principal.

- The head principal could elect to increase the status of one or more of the administrative interns to AP simply by allocating dollars from the building funds.
- Since an administrative intern typically serves from 2-5 years before seeking a head principal job, many more teachers would have an opportunity to experience an administrative leadership role.
- Eliminating all AP positions would fairly dramatically increase the work load for the head principal and the district could thus have difficulty attracting strong head principal candidates.
- If the head principal chose to use either building FTE or compensatory dollars to “buy-back” the AP position, other essential needs for which these funds are typically used would go unmet.
- The stability of the school’s central leadership team might be compromised if the administrative intern leaves early.
- The head principal would not be able to leave the building very often and thus not likely available for meetings outside the school that unavoidably occur during the school day.
- An administrative intern is not able to conduct the final teacher evaluation or to discipline licensed staff; their only contribution for supervision and evaluation of licensed staff would be to conduct peer observations (administrative interns who have completed licensure may supervise and evaluate non-licensed staff.)
- Too few administrative staff would be available for the myriad of duties that need to be accomplished during June and August.
- Eliminates the opportunity for the district to have an internal training program for the head principal position; conversely, the district would become a training ground for other districts seeking AP and head principal positions.
- The opportunity for the head principal to serve as the building “instructional leader” would be substantively compromised.

OPTIONS AND IMPLICATIONS FOR REGULAR EDUCATION TOSA POSITIONS

Option	Educational Implications
<p>1. Eliminate IB/MYP and Pre-AP/AP coordinators and assign functions to the building administrator.</p> <p>Estimated Savings is 3.1 FTE or \$217,000</p>	<ul style="list-style-type: none"> • An IB coordinator is a requirement of the program in order to ensure that the International Baccalaureate rules, regulations and processes are followed • Pre-AP/AP coordination, while not required, includes vertical articulation, teacher training, preparing for AP audits and managing the AP testing process • Adding IB and Pre-AP/AP coordination to the responsibilities of building administrator would require adjustment to the current duties of principal, assistant principal or IA • The expansion of MYP and Pre-AP to a whole- school model would be compromised and delayed if added to AP/IA duties
<p>2. Eliminate the 3 existing Teaching and Learning Specialists and assign functions to the building administrator.</p> <p>Estimated Savings is 3FTE or \$210,000</p> <p>Note: The 3 Teaching and Learning Specialists include:</p> <p>1.0 Elementary reading/literacy and language arts, social studies, and full and half-day kindergarten</p> <p>1.0 Elementary and secondary mathematics, science, STEM, and health education</p> <p>0.5 Secondary English and language arts, social studies, reading, Instructional Coaches and Data Coaches</p> <p>0.5 Global Languages, Spanish Immersion, English Language Learners Program, academic counseling</p> <p>The T&L Specialists lead process in assigned subject areas for:</p> <ul style="list-style-type: none"> • Alignment of Standards to all aspects of teaching and learning in district classrooms • Strategic planning and implementation • Best practice instruction • Development of formative classroom assessment including common assessments and data sharing • Professional development and RAS Professional Development Academy • The state-mandated curriculum review cycle • Materials acquisition and inventory 	<ul style="list-style-type: none"> • Current research, as well as state law exists to support a cohesive, district-wide, Pre-K-12 curriculum that is aligned to state standards and state tests. • The standards are continuously changing; not having staff readily available for the necessary adaptations to curriculum and instruction may leave the district at risk of compliance. • Implementation of the District Improvement Plan (DIP), a mandate for “districts in need of improvement,” would be compromised. • Implementation of Response to Intervention (RtI), including strategic planning, materials adoption and problem solving would fall solely to the individual building administrator • Once the ARRA Stimulus fund expires (end of 2010-11), any specialized support at the building level will be gone; without T&L specialists, building administrators will be the only personnel to help teachers implement these reforms • The Professional Development Academy as it exists today could not be sustained • Grant writing from the division of T&L would be restricted • The demands on the building principal to monitor standards implementation, curriculum mapping, alignment, and best practice instruction in the content areas would increase • With the budget cuts implemented for 2010-11, personnel for Teaching and Learning has already been downsized by 4 FTE • Classroom teachers will lack a central source for questions or concerns specific to their subject area • The district would need to find an alternative to completing the state mandated curriculum review cycle. Any other model would incur personnel costs or would relegate the duties to the head and assistant principals • Creates an unreasonable workload for Executive Director of T&L

<p>3. Eliminate any additional revenue allocated to RSI for the expansion of students and administrative support.</p> <p>Estimated savings is 0.5 FTE or \$35,000</p> <p>Note: The total added costs of the RSI program include: district-wide transportation; the acquisition of two reading series (Spanish and English); and an additional 0.5 Instructional Assistant to assist with the annual expansion plan and to support administrative functions as the enrollment reaches capacity of 800 students.</p>	<ul style="list-style-type: none"> • RIS is a successful district magnet program that retains enrollment of many district families • Without support for the head principal, the demands of the job become unreasonable and student safety may be compromised • The IA helps support two curricular areas; Spanish and English • Other elementary schools in the district with a specialty focus (PYP at LV, Kid Zone at NP and School-Wide Gifted at ML employ a part-time or full-time program coordinator) • It is generally accepted that managing a school of 800 students requires additional support for the head principal.
<p>4. Eliminate elementary instructional assistant (IA) positions.</p> <p>Estimated savings is 5FTE or \$350,000</p>	<ul style="list-style-type: none"> • Instructional assistants support core functions of the school, including communication to staff, students, and families • IAs serve as the building’s testing coordinator, a function that would otherwise be relegated to the head principal • Since the reorganization, most of the elementary schools are larger, enrolling 500 – 600 or more students; schools of this size typically employ at least half-time administrative support • Elimination of the IA position would remove all support for recent mandated program such as PBIS (Positive Behavior Interventions and Supports), RTI (Response to Intervention), implementation of the new reading series and more • The 0.5 IA position partially addresses the lack of parity between the elementary and the secondary schools for administrative support • Elimination of the 0.5 IA position creates an unreasonable workload for elementary principals
<p>5. Eliminate the allocation to the district’s elementary Gifted Program and expend the state categorical dollars in a way that supplements existing activities as allowable</p> <p>Estimated Savings is 2 FTE or \$140,000</p> <p>Note: The categorical support supports 2 specialists who provide direct service to identified students in grades 3-5 and consultation to administration and staff. The specialists also provide staff development for teachers with clusters of gifted students. Roughly 10% of each elementary school’s students are served through the pull-out gifted program.</p>	<ul style="list-style-type: none"> • A gifted program is mandated by the legislature and thus the only option for budget reduction in this area is to supplant the general fund as allowable • The categorical dollars currently support the high school Honors Mentor Program as well as elementary programs such as Fermi Math, Math Masters, Destination Imagination and others. The gifted specialists currently manage/monitor these supplementary services • With no gifted staff, existing elementary administration would be required to manage any responsibilities associated with a new model for gifted education • Having an elementary gifted program provides marketing power when recruiting and retaining district families and attracting open-enrolled families

<p>6. Reduce the ratio of compensatory revenue allocated to the school sites.</p> <p>Estimated savings is up to \$4 mil</p>	<ul style="list-style-type: none"> • Currently the district uses about 1/3 of the compensatory revenue to support programs such as English Learners, Kindergarten Prep, and full-day Kindergarten and class size reduction. The remainder is allocated to the schools and is used primarily for class size reduction, basic skills and special projects • Due to several consecutive years of budget reductions, the buildings are using their compensatory allocation to support core building functions such as class size reduction and basic school management; reducing the allocation to buildings would compromise the drive for individual problem solving and excellence at each school • Removes the opportunity for buildings to tailor programs to their unique needs
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OPTIONS AND IMPLICATIONS FOR SPECIAL EDUCATION TOSA POSITIONS

Option	Educational Implications
<p>1. Eliminate one or both Assistant Director positions.</p> <p>Estimated Saving is 2 FTE or \$240,000</p> <p>Note: the assistant directors, one for elementary and one for secondary, generally provide consultation and support to building administrators. The elementary assistant director also has responsibilities for ECSE (Early Childhood Special Education). ECSE includes approximately 20 staff</p>	<ul style="list-style-type: none"> • The current management model represents a staff reduction; in the past, 3 supervisor positions were used for the same purpose • Absent the assistant director positions, principals may not have necessary consultative support in a timely manner • Unaddressed complaints or delays in addressing complaints in special education can prove costly; having 2 assistant directors protects the district from potential liability • Diminishes the quality and quantity of response to parental concerns • Creates an unreasonable workload for the director of special education
<p>2. Eliminate one or more Program Coordinator positions</p> <p>Estimated Savings is 6 FTE or \$420,000</p> <p>Note: among the 6 TOSA positions providing support, 4 are coordinators and 2 are “resource staff.” In general, the coordinators and resource staff provide consultation and support to special education teachers at the buildings, monitor programs, determine curricular and other materials acquisition and inventory, and provide and plan for professional development requirements</p>	<ul style="list-style-type: none"> • Program coordinators have recently been reduced by 2; further reductions at this time would require serious reorganization and reduction of services • Coordinators spend much of their time in the buildings consulting with and providing support to special education teachers and other staff; reducing their numbers would place unreasonable demands on the assistant directors • Professional development for special education staff, much of which is externally mandated, would be compromised • Curricular and materials acquisition would fall to T&L who may not have the expertise in special education nor be able to take on duties beyond what the current model demands • The district may face increased exposure

3. Eliminate one or more Due Process facilitator positions.

Estimated Savings is up to 5 FTE or a high of \$350,000

Note: The district currently employs 3 due process facilitators for the secondary schools and 2 for the elementary schools. Due process facilitators are TOSAs who:

- Assist teachers with due process paperwork
- Serve as district representative on the IEP team
- Mentor new staff
- Help the IEP team consider options as issues arise
- Help teachers remain apprised of changes in IEP regulations
- Participate in MDE monitoring visits
- Help protect the district from potential liability

Note: In addition to the 5 due process facilitators, the district employs 11.0 FTE due process educational assistants (EAs). This includes 0.5 at each elementary and Winnetka; 1.0 at PMS, RMS, AHS; and 1.5 at CHS and Cavanagh.

OPTION 1

Reduce due process facilitators from the current 5 down to 3 by creating a rotation cycle where each school would be visited by a small team of due process facilitators about 1-2 times each month.

This model assumes that the team:

- Provides consultation and support for the IEP process at each school but does not necessarily attend every IEP team meeting
- Visits cluster buildings somewhat more frequently
- Helps special education teachers at the building know how to be prepared for the weekly visit
- Reports any abnormalities to the building principal and appropriate program coordinator

OPTION 2

Eliminate the existing 5 due process facilitators and assign the highest level duties to the respective program coordinators.

This model would require redesign of the current program coordinators' work schedule

Note: Due process facilitators were reduced by 2.9 in 2009-10 and by 1.9 in 2010-11. The 2010-11 reduction was primarily a result of the school closings.

BUDGET REDUCTION PLANNING SCHOOL PROGRAMS Middle School 6-period Day

Charge to the Committee

Examine options for a six-period day in the middle school that may lead to reduced district expenses in school year 2011-12 and beyond

Membership

Tom Henderlite and Bruce Beidelman, Middle School Principal
Daryl Miller, Academic Support Program Director
Michelle Bethke-Kalliher, Assistant Director of Special Education
Steve Urbanski, Director of Curriculum, Instruction and Educational Standards
Paul Preimsberger, Teaching and Learning Specialist, English/Language Arts, Social Studies and Fine Arts
Doug Jensen, Teaching and Learning Specialist, secondary math and science and physical education
Gayle Walkowiak, Executive Director for Teaching and Learning
Tom Walsh, School Board member
Peter Eckhoff, RFT President
14 middle school classroom teachers including: Leah Dussault, Visual Arts; Sandy Brown, Music; Colleen Wiberg, Physical Education; Mike Recker, Social Studies; Al Lysne, Tech. Ed; Kristin Stapleton, Math; Paula Engle, Global Language; Kristen Bighia and Amy Wilsman, English; Jay Hancock, Science; Afton Wendorf, FACS; Shirley Backman, Business Ed.; Brian Kise, Health; Jeffrey Redman, Theater.

Meeting Schedule

Tuesday, April 20	Tuesday, May 25
Tuesday, June 15	Tuesday, June 22
Wednesday, August 25	Thursday, September 23

The Study Process

The committee reviewed several documents and background materials including:

- Minnesota Department of Education middle school course requirements
- International Baccalaureate Middle Years Program requirements
- Current literature on characteristics of exemplary middle schools
- Literature from The College Board regarding college preparation for middle schools
- Recent middle school study findings from surrounding districts, including a comprehensive study that included 19 area middle school programs and considered similarities and differences to district middle school program offerings
- Various middle school schedules from surrounding districts that employ the 6-period day

In addition, the committee:

- Considered middle school enrollment projections for the next several years
- Solicited comments from district middle school staff regarding each option
- Visited with principals from several surrounding 6-period day middle schools
- Created several sample schedule options for a 6-period day
- Considered 8 options as an alternative to the middle school 6-period day
- Articulated the cost savings as well as the educational implications for each option

PROJECTED COST SAVINGS OF THE 6-PERIOD DAY

Potential Estimated Cost Savings

- PMS ratio-based staff for 2010-11 = 50.70 FTE X average teacher salary of \$70,000 = \$3,549,000.
- RMS ratio-based staff for 2010-11 = 55.30 FTE X average teacher salary of \$70,000 = \$3,871,000.
- The total estimate for middle school staffing for 2010-11 is \$7,420,000.
- Currently, middle school staff members are assigned to 5 of 7 periods. The assumption in a 6 period day is that teachers would teach 5 of 6 periods. It is estimated that a 6-period day would reduce FTE expenses by roughly 12% for an annual savings of approximately \$883,280.
- The annual \$883,280 savings derived from a 6-Period Day is equivalent to adding 5 students to each middle school classroom for an average class size of 33.5 students in each of the core classes. This is compared to average class sizes of 28.5 in 2010-11.

Length of class periods

Data from the “Comparative Study” (see appendix) show that the length of a class period in districts with a 6-period day ranges from 50 to 55 minutes. The length of a class period in a 7-period day ranges from 45 to 50 minutes. The length of a class period depends on a number of factors, including whether the school includes programs such as Student/Teacher Advisory. The length of a class period at PMS and RMS currently ranges from 47-49 minutes.

Enrollment at each middle school on January 1, 2010 and projected January enrollment for 2011

Actual January 2010	Total	6	7	8	Avg Core Class Size
Plymouth	1250	421	406	423	26.1
Robbinsdale	1454	449	537	468	26.0

Projected January 2011	Total	6	7	8	Avg Core Class Size
Plymouth	1228	428	404	396	28.5
Robbinsdale	1339	388	437	514	28.5

International Baccalaureate

The International Baccalaureate Middle Years Program (MYP) requires that students experience “concurrent enrollment” in each of 8 subject area. This means that courses currently offered for one quarter each year will need to be offered at least every-other-day each year (often referred to as an A/B schedule).

OPTIONS A – F: THE 6 MOST VIABLE OPTIONS

Option A	Option B	Option C
<p>Change to a 6-period schedule beginning with 2011-12</p>	<p>Continue the 7-period day and assign all teachers to 6 of 7 sections per day throughout the entire year</p>	<p>Continue the 7-period day and assign Core teachers to 6 of 7 sections one semester and 5 of 7 the other semester and Allied Arts teachers to 6 of 7 sections per day all year</p>
<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> • saves up to \$883,280 • increases instructional time by 7-10 minutes each day in every course • eliminates current model for study halls • reduces 1 passing time between classes each day • agrees with current teacher’s contract for 5 hours/10 minutes • eliminates possibility to use study hall time for re-teaching/intervention • opportunities for common planning time during the school day are reduced • reduces opportunities in Allied Arts • difficult to meet MYP requirements (RMS only) •••difficult to meet AVID requirements • global languages, fine arts and career and technical opportunities may be reduced for students with other academic needs 	<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> • saves up to \$1,300,000 • allows the 7-period day to continue • eliminates current model for study halls • eliminates possibility to use study hall time for re-teaching/intervention • opportunities for common planning time during the school day are reduced • could leave teachers with up to 180 students each day; more than that for courses such as choir and PE • requires more time for parent-teacher conferences, IEP team meetings, etc. • requires an agreement with Robbinsdale Federation of Teachers since the number of teaching minutes may exceed negotiated amount of 5 hours and 10 minutes • increases the likelihood that teachers would have more than one prep 	<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> • saves up to \$845,000 • allows the 7-period day to continue • eliminates current model for study halls • eliminates possibility to use study hall time for re-teaching/intervention • opportunities for common planning time during the school day are reduced • could leave teachers with up to 180 students each day; more than that for courses such as choir and PE • requires more time for parent-teacher conferences, IEP team meetings, etc. • requires an agreement with Robbinsdale Federation of Teachers since the number of teaching minutes for Allied Arts staff may exceed the negotiated amount of 5 hours and 10 minutes ••increases the likelihood that teachers would have more than one prep • may result in students having one teacher first semester and another second semester -- may lead to morale issues between Core and Allied Arts staff

Note:

- ❖ All cost saving figures are approximate
- ❖ Cost saving approximations may be reduced somewhat by the scheduling process, licensure issues and staffing for lunchroom supervision
- ❖ Fine arts includes band, orchestra, choir, visual art and theater; global languages includes Spanish and French; and Career and Technical Education includes business education, technology education (or tech. ed.) and family and consumer science (FACS)

OPTIONS A – F: THE 6 MOST VIABLE OPTIONS

Option D	Option E	Option F
<p>Continue the 7-period day and assign all teachers 6 of 7 sections one semester and 5 of 7 sections the other semester</p>	<p>Continue the 7-period day and assign Core teachers 5 of 7 sections per day all year and Allied Arts 6 of 7 sections per day all year</p>	<p>Continue the 7-period day and assign Core teachers 5 of 7 sections all year and Allied Arts teachers to 6 of 7 sections per day one semester and 5 of 7 sections the other semester</p>
<p><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> • saves up to \$650,000 • allows the 7-period day to continue • may serve as a bridge, protecting the 7-period day as long as possible • compatible with current teacher’s contract for 5 hours and 10 minutes • eliminates current model for study halls • reduces possibility to use study hall time for re-teaching/intervention • opportunities for common planning time during the school day are reduced • could leave teachers with up to 180 students each day/ more than that for courses such as choir and PE • requires more time for parent-teacher conferences, IEP team meetings, etc. • increases likelihood that teachers would have more than one prep • may result in students having one teacher for first semester and another teacher for second semester 	<p><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> • saves up to \$390,000 • allows the 7-period day to continue • eliminates current model for study halls • reduces possibility to use study hall time for re-teaching/intervention • opportunities for common planning time during the school day are reduced • could leave Allied Arts teachers with up to 180 students each day; more than that for courses such as choir and PE • requires more time for parent-teacher conferences, IEP team meetings, etc., especially for Allied Arts staff • requires an agreement from Robbinsdale Federation of Teachers since the number of teaching minutes for Allied Arts staff may exceed negotiated amount 5 hours and 10 minutes • increases the likelihood that Allied Arts teachers would have more than one prep -- may lead to morale issues between Core and Allied Arts staff 	<p><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> • saves up to \$195,000 • allows the 7-period day to continue • compatible with current teacher’s contract for 5 hours and 10 minutes • eliminates the current model for study halls • reduces the possibility to use study hall time for re-teaching/intervention • opportunities for common planning time during the school day are reduced • could leave Allied Arts teachers with up to 180 students each day; more than that for courses such as choir and PE • requires more time for parent-teacher conferences, IEP team meetings, etc., especially for Allied Arts staff • increases the likelihood that Allied Arts teachers will have more than one prep -- may lead to morale issues between Core and Allied Arts staff

Note:

- ❖ All cost saving figures are approximate
- ❖ Cost saving approximations may be reduced somewhat by the scheduling process, licensure issues and staffing for lunchroom supervision
- ❖ Fine arts includes band, orchestra, choir, visual art and theater; global languages includes Spanish and French; and Career and Technical Education includes business education, technology education (or tech. ed.) and family and consumer science (FACS)

OPTIONS G – L: ALSO CONSIDERED

Option G Continue the 7-period day and achieve spending reductions at schools and programs other than MS	Option H Continue 7-period day schedule and find reductions in middle school non-instructional staff positions	Option I Continue with the 7-period day schedule but change to trimesters
<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> allows the 7-period day to continue the elementary and high school programs would bear the entire burden of saving the 7-period day in the middle school 	<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> save up to \$443,000 <p>The non-instructional staff positions at the middle schools include: 0.5 Pre-AP coordinator at PMS (\$35,000) 1.0 MYP coordinator at RMS (\$70,000) 0.4 social worker (\$28,000) 6.0 counselors (\$420,000) 2.0 AP (\$240,000)</p> <ul style="list-style-type: none"> excluding counselors, APs, and social workers would jeopardize the support system for students program coordination is required for MYP; Pre-AP coordination is equally valued 	<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> would not create any savings would require additional funding to transition to trimesters

Option J Adopt a 4-day school week	Option K Adopt a block schedule with semester courses	Option L Continue with the 7-period day at RMS and change to a 6-period day for PMS for school year 2011-12
<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> May save transportation costs It follows that the entire district would adopt this option so the savings to transportation could also include elementary and high schools elementary schools could continue with a 5 day week, or elementary schools could adopt the 4-day week and reserve the 5th day (or half-day) for students qualifying for Targeted Services Severely reduces instructional time <p>Note: Blended online learning, where all students work completely online for part of each week, and attend classes for part of each week, may be possible once blended online courses are commonly offered.</p>	<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> typically more costly than the 7-period day 	<p style="text-align: center;"><u>IMPLICATIONS</u></p> <ul style="list-style-type: none"> saves up to \$775,880 6-period day at PMS saves \$425,880 <p>For RMS:</p> <ul style="list-style-type: none"> Option B saves \$700,000 Option C saves \$455,000 Option D saves \$350,000 Option E saves \$210,000 Option saves \$105,000 for PMS, see also implications listed for Option A for RMS, see also implications listed for Options B-F allows RMS to comply with MYP regulations establishes differences between the two schools

Note:

- ❖ All cost saving figures are approximate
- ❖ Cost saving approximations may be reduced somewhat by the scheduling process, licensure issues and staffing for lunchroom supervision
- ❖ Fine arts includes band, orchestra, choir, visual art and theater; global languages includes Spanish and French; and Career and Technical Education includes business education, technology education (or tech. ed.) and family and consumer science (FACS)

Summary of Visits to 6 Period Middle Schools

By Tom Henderlite

I visited three area middle schools with 6 period day schedules and had conversations with staff who worked in schools with 6 period days. A summary of the visits includes:

1. The schools included Minnetonka East, Central MS in Eden Prairie and Richfield MS.
2. If there was more than one middle school in the district, the schools worked together and submitted the same plan for all schools.
3. At the school level, representatives from each department reviewed program options and offered suggestions to the principal. The principal made the final decisions for the program.
4. If a district makes a decision to move to a 6 period day, it needs to inform the middle schools no later than mid-November in order to make adjustments in staffing for the following year.
5. Since there are no study halls or open 5th period for Allied Arts staff, there are not enough staff available for lunchroom supervision. Schools need to hire EA's or pay teachers for giving up about half of their prep time to have enough supervisors for lunches.
6. CORE and Allied Arts can still be offered in the grade pattern we are familiar with for 7 periods. For example-grade 6 would be 1 & 2, grade 7 would be 3 & 4 etc.
7. You can have teams with a 6 period day. Sometimes the teams are determined by what courses students choose. For example, one team may be based on the language or music choices the students make. Team meetings take place before or after school.
8. Most Allied Arts are a set rotation of a limited number of choices. The choices must be offered in a way that can be scheduled. The classes should provide the opportunity to make as many staff full time as possible.
9. The length of the school day and class periods may have to be adjusted to accommodate contracts and a reasonable length for a school day.
10. There was very little protesting from parents or students about the change.
11. At each school, they offered math, science, English and social studies for the year. All of them offered music every other day all year. Basically, schools made decisions to fill the remaining 1 ½ periods.
12. Being a part of programs like IB or AVID make the decisions even more difficult due to their requirements.

9/23/10

Solicitation of Comments MS Six Period Day

October 2010

1. I look at this issue from two points of view. As a teacher I would be willing to work six periods of a seven period day if I knew that it would save the allied arts program. However, what assurance do we have that once we are teaching six periods in a day that the allied programs wouldn't be cut the following year?

As a parent I can tell you that I believe the allied programs are just as important if not more important than the core classes. In these classes students learn life skills that they will need and use in their everyday life. I can also tell you that my wife and I have discussed open enrolling our children in the Robbinsdale School District because of their wide variety of allied classes.

2. In the past three years, we have accepted \$1.1 million from the state of Minnesota and another \$0.2+ million from Cargill Corporation as seed money to expand the AVID program in both high schools and into both middle schools. With AVID's requirement that the course be offered as a full-year elective within the regular school day, how can the district now consider NOT meeting these requirements? How committed is this district to fulfilling their promises? Leading with Option A (the 6-period day) suggests intent to renege.
3. I'm disappointed in the proposals put forth regarding the 6-period day at the Middle School level. All of the proposals pit teachers and departments against one another, and it's frustrating to me to not be given specifics on how any of these proposals would actually look. How, exactly, would a 6-period day affect the allieds? Would students have to choose between music and other allieds? Would they rotate, which would make our concerts, festivals, and competitions impossible to continue as they currently stand? Robbinsdale loves to tout the artistic achievements of our students, but these achievements are becoming more and more difficult and will soon be impossible to maintain, creating a huge loss in the educational quality of our schools and reducing the amount of positive press given to Robbinsdale schools in a time with increasing struggles and negativity.
4. I hope that the discussion will continue to look for alternative means to saving money that don't include slashing arts programming, pitting teachers against one another, and reducing curricular options available to our students. Thanks for the opportunity to voice our concerns.

Highlights of the 2009 Middle School Comparison Study Compiled by staff at Mahtomedi Middle School 19 Area Middle Schools Included in the Study

Including Comparisons to Robbinsdale Area Schools Where Applicable

Mahtomedi Middle School conducted a metro-wide study in 2009 that consisted of 19 area middle schools. The final report was presented to their school board in preparation for a decision about the 6-period day option. The findings of their study are provided below. While Robbinsdale Area Schools was not included in the Mahtomedi study, comments have been added where applicable to describe program offerings at Robbinsdale and Plymouth Middle Schools.

Middle School Structure and Schedule Patterns

Grade configurations for middle schools are most often organized around “middle school” patterns of 6-8 rather than 7-9 “junior high” patterns. Fifteen of the districts in the Comparison Study used a 6-8 grade configuration for their middle schools. Two districts used a 7-8 pattern, one district used a 7-9 pattern, and one district used a 6-9 pattern. In many middle level schools students and teachers are organized around team structures to create smaller learning communities within a grade level. Advisories, led by teachers in the team, are usually included in the schedule. Key elements such as interdisciplinary teaming and subject-area team common planning time during the school day, ongoing professional development, and differentiated instruction are usually included in the middle school structure.

Length of Student Day

School start times and length of student day are usually dictated by transportation schedules. In the Comparison Study, start times ranged from 7:40 a.m. to 9:15 a.m. with the majority of middle schools starting between 7:45 a.m. and 8:00 a.m. Dismissal times vary from 2:13 p.m. to 3:55 p.m. with the majority of schools ending their student day between 2:30 p.m. and 2:45 p.m. There is also variation in length of student school days ranging from 6 hours, 30 minutes to 6 hours, 57 minutes. Middle schools that offer an 8-period or 4/4-period day require additional time in their student day to implement the schedule, e.g. Edina – 6 hrs. 55 minutes; Hopkins – 6 hrs. 50 minutes and Rosemount/Apple Valley/Eagan – 6 hrs. 57 minutes

Number of Class Periods in Student Day

Three of the districts in the Comparison Study (Edina, Hopkins, and Apple Valley/Rosemount/Eagan) offer 8-periods or 4/4 modified blocks. Twelve of the districts offer some type of 7-period schedule. Four districts have a 6-period day.

Not surprisingly, the evidence from the Comparison Study shows that schools with more periods in their school day have more elective opportunities. The schools in the study break down roughly as follows: approximately 21% have a 6-period day; 63% have a 7-period day; and the remaining 16% have an 8-period or 4/4 period day. All of the school administrators who were interviewed mentioned the dilemmas associated with balancing the need for a broad range of experiences for middle school students, along with the realities of the resources and time to present those options. Simply put, the schools with a broad range of options for students require more staffing and greater financial resources to maintain those programs.

Length of Class Periods

The length of a class period is dictated by the overall length of the school day, the number of periods in the day, and passing times. The three districts that offer 4/4 modified blocks or 8-period days have 86-88 minute blocks (A/B schedule) or 42 minute periods. Eleven of the 12 districts with middle schools on a 7-period schedule offer class periods that range from 44-50 minutes. One offers a daily schedule in which one class is “dropped” each day, resulting in 55 minutes. The four districts with 6-period day schedules have classed that range from 50-55 minutes.

Teaching Assignments

In the middle schools that offer 8-period or 4/4 modified blocks, teachers teach 6 of 8 periods. In the middle schools that offer a 7-period day, teachers teach 5 of 7 with the exception of Orono Middle School where the sixth and seventh grade teachers teach 4 of 7. In middle schools that offer 6-period schedules, teachers teach 5 of 6.

Teaming and Common Planning Time

In the Comparison Study “interdisciplinary” teaming refers to the organizational structure of teams that includes teachers from different disciplines. “Common planning time” is a key component for teachers on a team. Research from The National Center for Public Education and Social Policy shows that as the amount of common planning time increases, the quality of team interactions and the frequency of desired instructional practices increases (Erb & Stevenson, 1999, pp.47-48). Each of the 19 middle schools in the study reported having interdisciplinary teams in place. The middle schools in 14 of the districts provide common planning time during the student day in addition to individual preparatory periods. As a result of budgetary and scheduling constraints, the middle schools in the four districts with the 6-period day and the one district with the 7-period drop schedule have been forced to move the concept of “common planning time” outside of the student day. Administrators from schools with this type of teaming report fewer opportunities for teaching teams to integrate curriculum across subject areas; less time to coordinate student assignments and assessments; fewer chances to address behavioral issues that affect student learning; fewer occasions to offer team recognition to successful students; reduced time to meet with parents as a team; and less opportunity to offer co-curricular and tutorial support to students before and after school (as a result of additional meetings during those times). Schools in these districts have attempted to have subject area teachers at the same grade level share individual preparatory periods.

Advisory

As with teaming, advisories are considered a key component of middle level programming. Designed to provide an opportunity for a connection between a “caring adult” and students in a non-graded setting, advisory periods can offer social skills training, organizational activities, structured study, and socialization (NASSP, 2006). Every middle school in the Comparison Study offers some type of advisory period. Advisory periods were included in the daily student schedule and were usually placed at the beginning of the school day or attached to the lunch period and ranged from 10 to 25 minutes. The majority of the schools in the Comparison Study use advisory time to foster personal development and social relationships; review school policies; provide structured activities; relay information on co-curricular activities; and provide some structured study time. A few schools devote several advisory periods per week to purchased developmental/social skills curriculum.

Alignment with High School

None of the middle schools in the Comparison Study reported intentionally aligning with the high schools in their district.

Student Activities

Information on student activities was collected anecdotally for the Comparison Study from interview with school administrators. Although the data is not quantifiable, evidence suggests that high-achieving middle schools pay particular attention to how the co- and extra-curricular programs reinforce the goals of the school in promoting student learning. Middle school athletic programs vary widely by community and school district. In some communities, for example, the school district does not sponsor a wide array of athletics in the middle school years, relying instead on local sports associations. Other districts offer complete, traditional middle level athletic programs.

Almost all middle schools in the Comparison Study had opportunities for students to participate in co- and extra-curricular music groups and drama, community service clubs, student council, newspaper, yearbook, art clubs, and intramural athletic programs. Generally designed around a philosophy of inclusion and common interests, these programs encourage as many students as possible to participate.

Middle Level School Curricular Practices

Most middle level schools organize curriculum around three basic components, the core or basic curriculum, the exploratory curriculum, and the elective curriculum. In many middle level schools in this study, exploratory and elective curriculum is used to describe all learning experiences not part of the core curriculum. In others, a distinction is made between the areas that the middle school has defined as essential that all students should be “exposed” to versus the areas that will be offered to only those who “elect” to take a course based on their personal interest, aptitude, or readiness. For example, the curriculum covered in sixth grade education may be deemed critical for all students to be exposed to while the curriculum covered in eighth grade drama may be critical only to those with genuine interest in that area. Another example might be that the curriculum covered in sixth and seventh grade technology education is deemed critical for all students while the eighth grade curriculum may be critical only students who want to pursue tech. ed. more intensively.

Core Curriculum

Content and skills that are considered essential for all students generally include math, English, science, and social studies. Core curriculum is closely tied to state standards and shaped by federal No Child Left Behind legislation. Students are typically enrolled in these courses the entire time they are in middle school.

Mathematics

Every middle school (19 of 19) in the Comparison Study requires a full year of mathematics at each grade level. In addition, grouping by ability and achievement is a feature of the middle schools in all 19 districts, with all schools dividing students into at least two different levels of math at each grade level.

In Robbinsdale Area Schools mathematics is required at each grade level. At PMS, students take either regular math or Accelerated Math, a district math program for students whose test scores indicate very strong ability in mathematics. Students recommended for Accelerated Math generally enter at grade 6 and experience a fast-paced and rigorous curriculum. Most of these students complete Algebra I by the end of grade 8 and begin Geometry or Algebra II at grade 9. At RMS, students take either regular math, MYP math or Accelerated math.

English/Language Arts

All 19 school districts in the study require a full year of study in English/language arts at each grade level in their middle schools. Approximately half of them offer an accelerated level of coursework, especially

at the eighth grade level. Approximately one-half of the schools in the study require additional coursework in Reading at the sixth and/or seventh grade levels.

In Robbinsdale Area School students are required to take 3 full years of English/language arts with additional coursework in reading at grade 6 as well as at grade 7 and 8 for students with lower test results.

Science

Sixteen of the 19 districts offer a full year of science in every grade level. With the implementation of the MCA-II science assessment in 2008, middle level science curriculum and instruction is receiving increased scrutiny. New state standards are due to be released soon. The majority of middle schools require a full year of science at each grade level and heterogeneous grouping of students. Three districts require two and a half years of science at the present time but they are reviewing options to implement three full years of science instruction. Differentiation strategies rather than ability grouping are most commonly employed, with only three districts reporting ability grouping.

In Robbinsdale Area Schools students take 3 full years of science. Students may elect Pre-AP at PMS or apply for enrollment in MYP at RMS. Science instruction within these options is faster-paced and may expose student to more depth in the subject matter.

Social Studies

Fifteen of the 19 school districts offer a full year of social studies. Although social studies doesn't receive the same level of national and state scrutiny as math, language arts and science, all middle schools view it as core curriculum. Four of the districts included in the study require less than a full year of social studies during one of the middle school years. Grouping by ability is less frequently used as a method of meeting student instructional needs with only four schools reporting ability grouping. The content of the social studies curriculum is often tied to interdisciplinary units and middle level research studies support the use of differentiated instruction, rather than ability grouping, to broaden the range of peers with whom students will interact throughout their day.

In Robbinsdale Area Schools students take 3 full years of social studies. Students may elect Pre-AP at PMS or apply for enrollment in MYP at RMS. Social studies instruction within these options is faster-paced and may expose student to more depth in the subject matter.

Exploratory/Elective Curriculum

All middle schools included in the Comparison Study required curriculum outside of the core curriculum, often referred to as exploratory, which has been included in the areas middle schools have defined as essential for students' intellectual and physical growth. Physical education/health, art, music (band, choir, orchestra, general music), technology education, family consumer science, and world languages are often included in this category. As noted earlier, the study shows that the schools with more periods in their school day have more elective opportunities. Some schools have computer education courses as exploratory while the majority has embedded the technology standards in their core classes. The most common model for implementation of exploratory classes in sixth and seventh grade is offering them on a quarter/trimester and/or A/B basis. Elective courses, which allow students to take a course based on their personal interest, aptitude or readiness, are usually offered at the eighth grade level. They generally offer more in-depth or specialized study of a subject that has been previously included in the exploratory curriculum. Additionally, new offerings such as drama or digital arts may be included.

Physical Education and Health Education

PE and health education are the exploratory subjects most often included in the middle school curriculums. All of the schools in the Comparison Study require coursework in both of these areas. Delivery models range from full year courses that meet every day with students receiving health education as part of their physical education classes, to 6-week exploratory classes in physical education and health. The most common formats include offering a full year of PE with health embedded in the class; or offering physical education on an every-other-day basis for a full school year opposite another course with health being taught as a separate subject for a quarter or semester. Health classes are usually taught by teachers licensed in the subject, but several schools in the Comparative Study incorporate health units into other curricular areas, such as science.

The areas of physical education and health are prominently featured in middle level research and are considered important programming features for quality middle schools. Physical education is especially important in early adolescence when young people are increasingly concerned with body image, physical development, and attractiveness (Turning Points 2000, p. 184). Recess is no longer a component of students' school day and a wide variety of physical activities provides opportunities for students to gain strength and coordination while finding physical activity they enjoy. At an age when young adolescents often begin experimenting with a range of risky behaviors, health education strives to provide students with the information they need to make informed choices. Research on the effectiveness of health education shows students' gains in health knowledge and skills last into adulthood.

In Robbinsdale Area Schools students take 2 quarters of health, typically one quarter in grade 7 and one quarter in grade 8 at PMS. AVID students at PMS may experience fewer weeks of health. At RMS, the goal is to have students take 2 quarters of health sometime during grades 6, 7 or 8.

Music Education

Educational research has long defined the importance of music study at the middle school level, both from an academic sense and for social/emotional growth. Links between music training and overall school achievement have been well established, especially in areas such as math, science, and world languages that rely heavily on abstract reasoning skills. The social/emotional benefits of involvement in performing music groups are also well documented in terms of increased self-esteem, creativity, and enjoyment of school (Shaw 1997). While virtually every high performing middle school in the Comparison Study had strong performing groups in Band, Choir, and frequently, Orchestra, there is a good deal of variety in how schools approach requiring music for all students. Requiring music for all students is a programming feature found in virtually all middle schools at the sixth-grade level. At the seventh and eighth-grade levels, however, the programming landscape changes considerably. Approximately half of the schools in the Comparison Study do not require General Music for students who are not in performing groups at the 7th grade level, and only 4 of the 19 schools have a general music requirement at Grade 8.

In Robbinsdale Area Schools students choose between music (band, orchestra or choir) or study hall. Music is offered every other day, typically opposite physical education. General music is not offered. Instrumental music students at either school are allowed to also elect choir with the understanding that they will alternate between instrumental and choir instruction every other day. Few middle schools allow students to register for two music choices.

Art Education

The amount and type of programming offered in art education is remarkably consistent among the schools in the Comparison Study. In almost all cases, art is a requirement at grades 6 and 7 and is an elective offering at Grade 8. Quality art programs consist of giving students a good introduction to different art forms, and of involving students in the creation of works of art to promote both skill development and appreciation of various art forms. Considerable research suggests that as students leave elementary school, there is an increasing reliance on written and spoken language. Art courses provide students whose learning style is more oriented to visual and tactile learning an opportunity to flourish. Howard Garner's research on multiple forms of intelligence does much to support the continuance of a strong visual arts program at the middle school level.

In Robbinsdale Area Schools students are randomly scheduled into 4 quarter of Allied Arts each year due to the added courses offerings in Microsoft Office, Drama and AVID. The full array of Allied Arts includes Visual Art, Drama, FACS, Microsoft Office, Tech. Ed., and AVID

Family and Consumer Science (FACS) and Technology Education

FACS and tech. ed. are also present in almost all middle schools' curriculum requirements, as well as elective offerings. More than two-thirds of the schools in the Comparison Study have these subjects at the sixth and/or seventh grade levels, with middle level research routinely reporting how students who have struggled to achieve in other academic areas have found success in these areas, and have used that success to build positive self-esteem, which can have a positive overall effect on a student's ability to achieve in all subject areas.

In Robbinsdale Area Schools students are randomly scheduled into 4 quarter of Allied Arts each year due to the added courses offerings in Microsoft Office, Drama and AVID. The full array of Allied Arts includes Visual Art, Drama, FACS, Microsoft Office, Tech. Ed., and AVID

World Language

The data on world language programming in middle schools showed the greatest degree of variation, ranging from no world language offerings or requirements at any grade level (3 districts) to advanced language study for students whose elementary experiences included immersion study or K-5 required world language exposure (4 districts). The most common model included some type of exploratory experience in grade 6 and/or 7 with elective offerings in grade 8. There was also considerable variation in the specific languages taught. Every comparison middle school that offered world language taught Spanish. In addition, Chinese Mandarin, French, German, and Latin were included in some districts' exploratory or elective curriculums.

In Robbinsdale Area Schools students at RMS have a full year of Language B (Spanish or French) every year unless their needs for added instruction in reading are more compelling. Also, some students receiving services in special education or the ELL program may not be enrolled in Language B. Students at PMS are enrolled in one semester of Global Language (Spanish or French) every year, typically opposite reading instruction.

Additional Exploratory/Elective Courses

There are other exploratory and/or elective courses in a small number of other middle schools that are worthy of mention. A few schools offer Computer Education courses while the majority of schools have embedded technology standards across the required curriculums at each grade level. Several middle schools also offer electives in drama, primarily at the 8th grade level.

In Robbinsdale Area Schools students are randomly scheduled into 4 quarter of Allied Arts each year due to the added courses offerings in Microsoft Office, Drama and AVID. The full array of Allied Arts includes Visual Art, Drama, FACS, Microsoft Office, Tech. Ed., and AVID

Study Hall

Study halls were included in the Comparison Study. Widely viewed by best practice research as a less than desirable choice for most middle school students, very few districts offer them as part of their mainstream programming.

In Robbinsdale Area Schools students elect either music instruction or study hall. Music and study are typically scheduled every-other-day with physical education.

Expected Schedule Changes for 2009-2010

Surveyed middle schools were asked to respond about potential changes in scheduling for the 2009-10 school year. Only one district, South Washington County Schools, is planning a significant change in schedule for its middle schools. They will be moving from a 6-period to a 7-period schedule. Several districts are adding additional curricular offerings within their current schedule, especially in the areas of world language and STEM classes. Several districts with 7- or 8-period schedules are expanding their use of modified block schedules.

Study Update

Since the time the Comparative School Study was released, at least three other districts have either shifted to a 6-period day, including Bloomington Public Schools and Prior Lake Public Schools, or are planning the shift for 2011-12. Bloomington and Prior Lake adopted the 6-period day for the high school as well. Spring Lake Park is planning to adopt the 6-period day for middle and high school beginning in school year 2011-12.

Features of Various Scheduling Options

Features of Middle Schools with 4/4 or 8-period schedules (3 districts including Edina, Hopkins and Rosemount/Apple Valley/Eagan)

- Schools utilize block or modified block schedules – 4/4 or 8-period day
- The configuration maximizes exploratory and elective offerings
- Teachers teach 3 of 4 or 6 of 8 periods
- Interdisciplinary teams are in place
- Common planning time for interdisciplinary teams is built into student day
- Grade level subject area teams have common planning time within the student day
- Schedules include Advisory time
- Teachers are available for students before and after student day
- These schools have at least 300 students per grade level

Features of Middle Schools with 7-period schedules (12 districts including Bloomington, Centennial, Forest Lake, Mahtomedi, Moundsview, North St. Paul/Maplewood/Oakdale, Orono, Prior Lake, Rochester, Roseville, South Washington County, and Wayzata)

- Districts utilize a 7-period or modified block schedule
- This configuration allows for a wide range of exploratory and elective offerings
- Student days range from 6 hours and 28 minutes to 6 hours and 60 minutes
- Teachers teach 4 or 5 of 7 periods
- Interdisciplinary teams are in place
- Common planning time for interdisciplinary teams is built into the student day
- Grade level subject area teams have common planning time within the student day
- Class sizes are maintained
- Schedules include Advisory time
- Teachers are available for students before and after the student day
- This configuration is optimal for schools with populations between 250 and 300 students per grade level

Features of Middle Schools with 6-Period Schedules (4 districts including White Bear Lake, Stillwater, Minnetonka, and Eden Prairie)

- Students have a 6-period course schedule
- This configuration minimizes the range of exploratory and elective offerings; students have 33% fewer exploratory/elective options at each grade level than with a 7-period schedule (One district uses a “0” period to expand course offerings)
- Student days range from 6 hours and 23 minutes to 6 hours and 45 minutes
- Teachers teach 5 of 6 periods
- Interdisciplinary teams are in place
- Common planning time for interdisciplinary teams is not built into the student day

- Some schools have common planning time for grade level subject areas
- Class sizes are maintained
- Schedules include Advisory time
- Students have less access to teachers before and after school because meetings are shifted to those times

CHART OF COURSE OFFERINGS BY GRADE LEVEL IN DISTRICT MIDDLE SCHOOLS

Note:

- Not all students have all of the quarterly Allied Arts courses each year. They are randomly scheduled into 4 quarters of Allied Arts each year
- AVID is everyday in place of Allied Arts
- At PMS, Drama is offered only as scheduling allows

	English	Math	Science	Social Studies	Reading	PE	Health	Music Offerings	Art*	Drama*	FACS*	World Languages	Computer*	Tech Ed.*	Study Hall (if no music)
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PLYMOUTH MIDDLE SCHOOL

Grade 6							x	Every Other	quarter	x	quarter	semester	quarter	quarter	Every Other
Grade 7					By need, everyday		quarter	Every Other	quarter	x	quarter	semester	quarter	quarter	Every Other
Grade 8					By need, everyday		quarter	Every Other	quarter	x	quarter		quarter	quarter	Every Other

ROBBINSDALE MIDDLE SCHOOL

Grade 6							Students have 2 quarters sometime during grades 6-8		quarter	quarter	quarter		quarter	quarter	Every Other
Grade 7					By need, everyday				quarter	quarter	quarter		quarter	quarter	Every Other
Grade 8					By need, everyday				quarter	quarter	quarter		quarter	quarter	Every Other

Time Equivalent

	Every Day
	Semester
x	Not Offered

National Middle School Association

Characteristics of Exemplary Schools for Young Adolescents

- Curriculum that is relevant, challenging, integrative, and exploratory
- Instruction that connects directly to curriculum, assessment, and the students themselves
- Assessment that allows students to demonstrate their knowledge and skills and allows educators to make improvements in curriculum and instruction to promote learning
- Relationships between and among adults and students that advance both academic and affective student development, quality teaching, and a supportive school environment
- Educators who value working with young adolescents and are specifically prepared to do so
- Courageous and collaborative leadership characterized by a shared vision that guides decisions and high expectations for all
- Health and wellness policies and programs that ensure young adolescents have the structures and supports they need to thrive
- Family and community partnerships that facilitate communication and provide multiple avenues for involvement

www.nmsa.org

School Programs Budget Reduction Committee Paired Elementary Schools

Charge to the Committee

Examine options that may lead to reduced district expenses in school year 2011-12 and beyond for:

1. Six-period day in the middle school
2. Administrative and other non-teaching positions in schools,
3. the paired school model for elementary schools, and
4. K-12 band and orchestra programs

Membership

Middle School Principal, Tom Henderlite

High school principal, David Dahl

Elementary School Principal, Jim Calhoun

Elementary School Principal, Patrick Smith

Family and Consumer Science Teacher, Mary Byron

Elementary Music Teacher, Denise Dooher

High School Orchestra Teacher, Sarah Chelgren

Middle School Band Teacher, Lyn Enoksen

Teaching and Learning Specialist for English/Language Arts, Social Studies and Fine Arts, Paul Preimsberger

Director of Curriculum, Instruction and Education Standards, Steve Urbanski

Executive Director of Teaching and Learning, Gayle Walkowiak

School Board member, Tom Walsh

Meeting Schedule

Tuesday, April 6, 2010

Monday, May 24, 2010

Friday, June 11, 2010

Friday, June 18, 2010

Tuesday, August 3, 2010

Tuesday, September 14, 2010

Wednesday, September 29, 2010

Monday, October 25, 2010

The Study Process for Paired Elementary Schools

- Conducted a literature review on the topic of School Configuration
- Conducted a cost-benefit analysis
- Solicited comments from current elementary staff and administration
- Reviewed the records from a previous district study of Paired Schools
- Reviewed public comment from December 17, 2007 to February 10, 2010

**ROBBINSDALE AREA SCHOOLS
SCHOOL PROGRAMS BUDGET REDUCTION COMMITTEE**

PAIRED ELEMENTARY SCHOOLS

DEFINITION OF THE PAIRED SCHOOL MODEL

A paired school model would enlarge an existing elementary attendance boundary so that it encompasses two buildings, one that would be designated as the primary site (i.e., kindergarten through grade 2), and the other that would be designated as the intermediate site (i.e., grades 3-5). Using this example, the entire cohort of grade 2 students would transition to the intermediate building for grade 3. Each building would contain a full administrative and support staff, similar to what currently exists in the elementary schools. The leadership from each paired school would work collaboratively to create a seamless experience between the two buildings for students and families. Each school pairing would likely remain within the alignment so that all of the students in the intermediate building would matriculate to the same middle and high school building.

Example: Sonnesyn and Zachary, and Neill and Noble, might exist as pairs, with all students eventually attending PMS and AHS as is now the case. Similar pairings might include Forest and Meadow Lake, and Northport and Lakeview. In a paired model students from these buildings would follow the current alignment and also attend RMS and CHS. Robbinsdale Spanish Immersion would stand alone and not likely be paired, given their magnet school status as a full immersion school.

The primary purpose for adopting a paired school model is the cost savings. The savings result from the economy of scale made possible by additional grade level sections (i.e., 6 sections of grade 1 located in a single building is more cost-effective than 3 sections of grade 1 in a single building).

PROJECTED COST SAVINGS OF A PAIRED SCHOOL MODEL

- A study was conducted to determine an estimated cost savings if a paired school model was implemented for school year 2011-12. The study was based on the 2010-11 enrollment and class size averages.
- Without increasing the board staffing ratio for 2011-12, a paired school model would reduce staffing by 8 - 11 FTE for an estimated cost savings of \$560,000 to \$770,000 (calculated at \$70,000/FTE).
- Given this particular scenario, the average class size at every grade level would increase by 1.5 students. The increase to the average class sizes occurs because the number of students in each class moves closer to the adopted student to teacher staffing ratio.
- The range between the smallest and the largest class size would also be reduced, thus narrowing the potential difference between an actual class size and the district average class size.
- While transportation costs/savings have not yet been calculated for a paired school model in 2011-12, a 2007 study of paired schools (with 11 elementary buildings) anticipated transportation savings between \$350 and \$450,000. (Note: this was prior to adoption of the “3-tiered” transportation model currently in use.)

POTENTIAL EXPENSES IN A PAIRED SCHOOL MODEL

- Some one-time capital costs may be incurred in order to prepare additional kindergarten rooms in the designated kindergarten-primary buildings.
- It was the general opinion of the committee that some families would leave the district if the paired schools model was implemented.

2007 SUMMARY OF THE PAIRED SCHOOL MODEL AS CONSIDERED FOR SCHOOL YEAR 2008-09

- A paired elementary school model was discussed in December 2007 in preparation for a 5 million budget reduction goal for school year 2008-09.
- The stated purpose for considering paired elementary schools was to avoid large class size increases that would otherwise result given the failed levy referendum in November 2007.
- Two school closing scenarios were included the option of pairing schools.
- It was found that pairing elementary schools could save up to \$615,212.
- One-time capital costs of approximately \$506,700 were deemed necessary to prepare the designated primary schools for kindergarten students.
- Transportation savings were estimated between \$350 and \$450,000.
- During the Public Hearing on December 18, 2007, and through public phone-in and online comment through January 20, 2008, public opinion was more negative than positive.
- The district log contains 5 comments that were mostly positive about paired schools with the most typical response noting that paired school would be preferable to increasing class sizes in the elementary schools.
- The district log contains 16 comments from individuals opposing the paired elementary school concept.
- Discussion of paired schools and elementary class size increases was put on hold when school board members determined that it was first necessary to create a comprehensive Strategic Plan.
- A successful levy referendum in October 2008 eliminated the need to increase elementary class sizes and the paired school option was no longer considered.
- One comment was made in support of paired elementary schools during the Public Hearing that was held on February 10, 2010, in preparation for budget reductions for school year 2010-11.

RESEARCH ON SCHOOL CONFIGURATION

While research that specifically addressed paired elementary schools was not found, experts seem to agree that more frequent transitions between school buildings have a negative impact on learning. Students who attend schools with shorter grade spans, because of the number of transitions they make, spend more time getting acquainted with physical infrastructure and navigating through the changes in teacher/administrative personnel than students who attend schools with a longer grade spans.

Selected research sources and quoted findings in reference to grade configuration in general include:

Seller, W. (2004). Configuring schools: A review of the literature. OISE/UT Northwestern Centre. Findings: "A review of the literature emphasizes the complex nature of grade configurations and concludes that:

- There is not a single grade span configuration that will serve all purposes.
- There is not an agreed on "best model."
- Current practice is in a state of flux.

Wren, S.D. (2003). The effect of grade span configuration and school-to-school transition on student achievement (ERIC ED479332).

Findings: "The more grade levels a school services, the better students perform and the more school transitions a student makes, the worse the student performs."

Coldarci, T. & Hancock, J. (2002) Grade-span configuration. Journal of Research in Rural Education, 17, (3), 189-192.

Findings: "The configuration of grades itself does not influence student outcomes as much as school environment and school-to-school transitions."

Gregg, K. (2002), Fall). Elementary school grade span configuration: new evidence on student achievement, achievement equity, and cost efficiency. Retrieved from <http://www.eastlongmeadow.org/Schools/elem1.pdf>

Findings: "Transitioning negatively affects student outcomes."

Paglin, C. and J. Fager (1997). Grade configuration: Who goes where? Office of Educational Improvement and Research, Washington, D. C.

Findings: "No particular sequence of grade spans is perfect or in itself guarantees student achievement and social adjustment."

SEPTEMBER 2010 POLL OF ELEMENTARY SCHOOL PRINCIPALS AND STAFF

In mid-September all elementary school principals and staff were asked to comment on the paired school model, offering their perspective on the possible advantages and disadvantages of this particular type of school configuration. Their comments include:

1. I had taught in [a neighboring] district way back when they had paired schools. One pro is that there are several teachers at the same grade level in the building so many ideas are readily shared and teachers would not have to serve on multiple committees as is the case in smaller schools. Also, they had busing for the schools separately, so the younger kids were not learning bad things from the older ones.
There were (in my opinion) more cons. Grade level meetings were very difficult because there were too many voices and opinions.
2. I'm sure you've heard already, but parents really have a hard time when kids could possibly be in 3-4 different schools if they have middle and high schoolers too. Due to the busing by schools, kids in the same family had different schedules, too. That may not be something our district would do differently if this actually comes to be.

Sometimes there was almost a "gang" type of mentality because there were so many kids of the same age together in the same building.....the upper elementary felt more like junior high.

Those are the main things. I hope it may be considered. [The neighboring district] eventually went to having more elementary schools and not a primary and intermediate. The families liked that better. BUT, it was a growing (Email ended abruptly)

3. I really don't have any strong thoughts either way. The positive is that it saves on FTEs. The negatives are 1) won't have older kids to role model for younger 2) Parents will have to deal with going to two separate schools, if have more than one child. This is a major. 3) There will be much more issues of behavior with grades 3-5, probably needing additional administration.
4. I love the community and friendships we have built in our school here at [district school] and I can't imagine half our school leaving and going elsewhere. I need all grade levels input when we have building meetings about our children. I need to hear where they came from and what I need to do to better prepare them for where they are going. I think it is important to share with all elementary staff so we get a broader view on things and not just our little grade. I also enjoy when we pair up with an upper grade for an art project or reading project. It's gratifying to watch how the older ones treat the little ones remembering when they were that young. I can't tell you how many times we exchange information and ideas with different grade levels which better our own instruction. I feel like they are a resource (first hand) for us and vice versa.

I can't imagine not having my little ones that are now in 5th grade not coming by and visiting anymore in the morning and sharing some highlight of 5th grade. I love seeing them grow and mature and come back to visit. I'd miss them.

Well, just thought I'd share my feelings.

5. In response to opinions regarding the option to pair elementary schools, I would have to say, first of all, thank you for asking staff for their opinions. Second, it is not a format I am familiar with or have experienced, thus my opinion is not completely well informed. However, some of my thoughts include:

-Whatever decision is ultimately made, please let it be a LONG-term solution. We, as a district, and as a school have experienced so many disruptions due to moving, rearranging school buildings, remodeling, etc., that one more move just must be the last. It is so stressful, time consuming, and often, disheartening to have schools and programs go through these upheavals.

-If pairing schools has been shown to effectively save money, long term, and impact (positively) achievement, I would not have grounds to complain. So, if ultimately it is the option, I would request information/research be made available to staff. I simply do not have the time, now, to research it on my own.

-I think that as an immersion school, it would make cross grade level planning much more difficult. There are so many scope-sequence issues to deal with since we have an added language, and many times we truly need to have meeting representation from each grade level in order to make effective programmatic decisions. I have seen over the years how lacking we are in really creating a coherent link with our middle school immersion program. They're out there on their own, basically. And high school...well, I don't even know what happens there, and I've been an immersion teacher for 18 years. So, I think that for truly upholding a coherent, effective IMMERSION experience, we are best served being in one building.

-I think that if a second immersion program is started, however, that school and ours could be "sister schools," remain K-5, and yet collaborate and share bussing, resources, etc., as the other

elementary schools would be doing. That way, we won't be perceived (hopefully) as once again getting special treatment, but instead, will be living the model but in a slightly different format.

In the end, I would adapt to any arrangement and find the positives and make it work. I hope, as I mentioned, that whatever is decided is truly the most long-range decision possible. We need to find some stability!

Thank you for asking for our input.

6. I would be most interested in talking to you about paired schools. I spent 18 years in Mpls. working in a paired school-Waite Park (4-6) which was paired with North Star (k-3). I'll try to get in contact with you. Hope all is going well—
7. did this in the mid 70s to assist with the desegregation of schools. As I remember, the school I was at (Willard) became a k-2 setting, Cleveland became a 3-4 setting and Brennen became a 5-6 setting or, was it Willard and Cleveland became k-2 settings and Brennen became a 4-6 setting:-)

Benefits:

Children who are in different stages of their lives are not, as constantly, influenced by the negative behavior of older students... (Negative behaviors of K-2 children seemed to become much different when separated from older children.)

Materials, i.e., crayons, pencils, are limited to those grade levels and can be monitored more closely; thereby saving some money.

Negatives:

In cases where younger students have a positive influence from older students, that influence would not be there, anymore.

Busing might cost more because of routes being duplicated at different times of the morning and afternoon. Mixing students on a bus with students 2-3, 3-4, and/or 5-6 may cause other problems. Now, the problems are handled at the school they all attend.

Parents may have two, three, or more schools to attend conferences, meetings, etc.

School community is lost unless a broader two or three school community can be forged.

This is all I can come up with at this time. If anything else comes to mind, I'll let you know.

8. Some elementary schools do a wonderful job of cross-age "buddy" groups, with older students pairing up with younger students to build relationships, teach, and build community. That would be lost with paired schools. It wouldn't impact us here at [district school] because we don't use that, but it would impact a number of elementary buildings. I see that as a negative.

On the plus side, it would spread resource teachers (Title I, spec. ed., basic skills teachers) over a smaller spectrum that would increase their productivity, I believe.

9. Paired schools is an option that has been considered for many years as a cost saving means. I know of several districts that have used this model. In my opinion there would be the following plus:

Much easier to regulate the FTE's for grade levels. Hopefully this could help manage class size which is one of the most important issues for both teachers and families. Class size most definitely has educational ramifications for students.

In my opinion there would be the following minuses:

1. **And this is a huge one....**throwing everyone (staff **and** families) into another major transition. We are just barely beginning to be settled after the closing of schools/boundary changes. In doing this I feel it takes probably at least three years to actually rebuild a sense of community. If people don't feel a sense of community it becomes much easier to feel detached from their school and a decision to open enroll elsewhere or go to a private school doesn't seem like such a big deal. If families feel a closeness to their school, they are less likely to make a decision to leave. "They are changing things all the time anyway, we might as well make a change to..... (fill in the blank with the name of a school) now." I am sure there are studies out there that talk about the educational ramifications of students feeling connected to their school/teachers, etc. The fact that our equity initiative "BY NAME-BY NEED" speaks to this very fact. Kids need to feel a sense of belonging and community to be able to "risk" learning new things. In addition, every time you change the make-up of a teaching team, the same type of experience occurs. It takes time to have a level of trust to be able to support each other in this demanding job. Just melding parts of two school staffs together alone would be a huge transition. So in my opinion this could have huge educational ramifications.

2. I am not sure that this would necessarily be in the realm of educational ramifications, but by putting kids at two different locations for families makes adventure club drop off, volunteering, etc. a little more challenging for families. If this makes it harder for them to academically support their child because of added family stress, then it is possible it could have educational ramifications.

There are probably others I will think of later, but for now these come to mind. Thanks for asking.

Appendix A

RECORD OF PREVIOUS DISTRICT EFFORTS RELATED TO PAIRED ELEMENTARY SCHOOLS

Budget Reduction Plan for 2008-09

The following entry is from the district archives: School Board Work Session, Unofficial Summary from December 15, 2007

“The board discussed the school closing scenarios A-G, tentatively endorsing Scenario G. The administration’s recommendation to close Northport Elementary School and pair all remaining elementary schools, other than Lakeview and RSIS, provides the greatest cost savings and maintains current board class size ratios. The board decided to separate the school closing decision from the paired schools decision and discuss each on its own merits rather than as a package.

The board generally supported the paired schools model in order to satisfy the communities desire for more efficiency and to keep class sizes low, with the caveat that the board would seek further comment and community input, and if implemented, that a plan would be created to develop a sense of community between paired schools.”

The list of budget reduction recommendations for 2008-09 included:

Administration and General Operations	1.7 mil	
Athletics and Activities	\$800,000	
Secondary Education	\$1.1 mil	
Elementary Education	\$1.2 mill	(increase ratio OR pair schools)
One Elementary School Closing	\$600,000	

The following entry is from the district archives: Presentation to the School Board, Updated December 18, 2007 (for deliberation on budget reductions for 2008-09).

Scenario Analysis

Northport Elementary School’s original construction does not lend itself well to renovation. Therefore, Scenarios, B, C, which close Lakeview or Pilgrim Lane are not preferred. Scenarios D, E, F were removed from consideration since the projected student enrollment for a K-6 model remains too high. Scenarios A and G remain for consideration.

Cost savings for Scenario A:

Close Northport elementary School and redraw elementary boundaries to accommodate students in grades kindergarten through 5.

Transportation:	\$450,000	
Increase ratio:	472,000	
School closing:	\$562,229	
Additional cost:	\$26,700	Net projected savings = <u>1,052,529</u>

Cost savings for Scenario G:

Close Northport Elementary School and redraw elementary boundaries. Reconfigure K-2 and 3-5 (pair). Maintain K-5 at LV and RSI.

Transportation: \$350,000

Pair Schools: \$615,212

School closing: \$562,729

Additional cost: \$506,700

Net projected savings = **1,021,241** with no increased ratio

The board voted 6 against and 1 for Scenario G with the understanding that the administration would immediately create a new Strategic Plan that would help inform future budget decisions.

Appendix B

PUBLIC COMMENT

Tuesday, December 18, 2007

Robbinsdale Area Learning Center Auditorium

The following entry is from the district archives regarding the Public Hearing held on Tuesday, December 18, 2007, in the Robbinsdale Area Learning Center Auditorium (for deliberation on budget reductions for 2008-09).

1. Realizes the board is mandated to take action—we wouldn't be in this situation if the referendum had passed. Pairing was recommended by the superintendent during the first reorganization and it was opposed then—it's opposed now. This move is over-reacting to the referendum and will regret pairing in hindsight. Maintain the status quo—pairing may still increase class size—we don't want pairing.
2. Has a student at Zachary Lane—pairing would be difficult—with the redrawing of boundaries his daughter would go to Sonnesyn next year, then to Sunny Hollow the year after—three schools in three years—don't turn her into a ping-pong ball.
3. Parent of 6th grader; opposes pairing—consider other changes that are not permanent—don't consider making dramatic changes that we can't undo. I want to urge the board to consider that pairing is controversial and difficult to reverse. Why affect more families than necessary?
4. Nervous about pairings—younger children not having patrols to safely cross the streets; having to go between schools for conferences and programs will be hard. Having older siblings at schools is a safety blanket for some of our younger students.
5. Funding is still uncertain; please do not pair the schools. The difference between scenario A and G does not warrant a drastic, permanent change.
6. I understand the financial savings with paired schools, i.e., more uniform class sizes across the board. But is there an academic benefit?
7. We need outside of the box thinkers; totally, really, think about pairing. Pairing is a future cop-out. Instead, we should stand together and fight form more funding.

Phone and e-mail log
December 18, 2007 – January 20, 2008

The following entry is from the district archives and represents comments logged from phone and e-mails to the district web page from December 18, 2007 through January 20, 2008 (for deliberation on budget reductions for 2008-09).

Positive comments about school pairing

1. Pairing schools makes sense. I know the board and Mr. Mack have been looking at this option for years. You know the benefits. This idea is not in reaction to the referendum not passing, go with your head on this one.
2. Paired schools would have an appeal. Especially if marketed well. If I had a child going into Kindergarten I would like the idea that the big 4th and 5th graders are not in the same building. As far as neighborhood schools go, what is the difference if all the kids in my neighborhood ride the bus together and go to the same school that is 2 miles from my house or 8 miles from my house? If all the kids in my neighborhood are going to the same school it doesn't matter where the building is, it's still a neighborhood school. If I were coming from outside the district I would look at this and say, "oh how innovative." The only concern about paired schools that I have is dividing parents between schools. Elementary schools depend on volunteers and it is much easier on parents to be in one building. But, with some creative thinking I think that to can to overcome. We will have to think and treat the paired schools as one.
3. Closing an elementary school and pairing the remaining elementary schools makes sense in this environment of declining enrollment, even though adults want to have schools as close to their neighborhood as possible.
4. I am urging you to consider in your decision the class size issue as the paramount issue. If paring schools needs to happen to make class size more controllable, then that is what we should be doing. Yes, many more students would be impacted initially with this change. However, if the benefit is a smaller class, then the change is well worth it. Anytime change happens, people are resistant. I believe that students and families could adapt. I believe that school employees could adapt. Where there be issues to work out...of course. But I know I can serve my students and families much better with smaller numbers. When it comes right down to it, families look at the experience their child is having in a classroom and the relationship they have with teachers. As our numbers decline, the class size issue will be harder and harder to control in a fiscally responsible way. If we disrupt attendance boundaries this year by closing a school, and then 1 or 2 years down the road decide we have to pair, people look at that as constant disruption. Let's look wisely at this issue and then sell the positive points to help people make the change.
5. Today I heard some of the relevant details surrounding the prospect of pairing schools. While I dread the superb staff of Pilgrim Lane being potentially split, I do carry vast enthusiasm about this educational model. The first five years of my teaching career I had the privilege of working at the twenty year old pairing of Field/Hale School in South Minneapolis. I have witnessed a brilliant program that was painful to establish, grew to be hugely successful, and in time was loved dearly by the community.

Negative Comments about school pairing

1. I am another very concerned parent with the proposed changes in our school district I am particularly concerned about the possible school pairing...School pairings will mean another change for our children during their elementary years, traveling farther to school (wouldn't that be an additional cost to provide more busing?) and that siblings close in age would be attending different schools.
2. I hear someone say that schools that have Kindergarten through 2nd grade are difficult to run, in that you lose the maturity of the older students. Who will do the school crossing guard duties? Who will be mentors to the younger kids?
3. If a family has two students, one in 1st grade and one in 5th grade, they will be going to two different schools next year. How will the busing work? Does one bus pick up both kids and the older child will ride the bus longer since they are being dropped off at the second school? How will we save money on transportation by pairing schools?
4. Please consider how the split elementary schools would work with walkers getting to school. If only grades k-2, how would this work with no older kids for patrols?
5. I am hoping you will not pair schools. I, like many other families want and expect that my kids will attend the same elementary school. I would rather see larger class sizes than have my kids go to different schools, ride different buses and have different pick up and drop off times. I have shared with a school board member my feelings regarding the paired schools. Families have come to me asking if this is really going to happen. They are absolutely distressed over having students in more than one school and putting their child in a school several miles away. One parent's comment to me was, "if they do this, I will never again vote 'yes' for any referendum that comes to the voters."
I am not a supporter of paired schools. What if we're able to get a referendum passed next year (something I believe we should pursue) or the year after? I don't think paired schools are the ideal situation. I echo many of the comments made at the meeting. Schools are already struggling with parent involvement. Can we afford to stretch parents even thinner across 2, 3 maybe even 4 schools? What about the sense of loss in the communities? We identify with the schools IN our communities. Lastly, with the budget reductions our children will be feeling many repercussions, should we add insult to injury by making them have yet another transition by changing schools?
6. I am writing to express my concern with pairing of schools. I've heard the projected number that the class sizes would increase is 1.4 students. To me, that small of an increase would be worth keeping the schools in tact as they are. The schools are as individual as the students who attend them. The staff and parents have worked hard to build a community feel within the school and to take that away from these kids and their families is unconscionable. Why would you disrupt so many children and have them change schools to avoid adding one more child in each classroom, and that is even if that figure is accurate. It takes so much time to build a strong bond within a school and to just show this bond no regard in unimaginable. Also, have you given any thought as to the parents who might possibly end up with children in 3 or 4 different schools? I can't even imagine the problems this could lend itself to.

7. It would seem to me that last thing you would want to do is cause more unnecessary strife in a district already divided, yet I feel pairing of the schools would do just that. Not to mention the fact this would exclude two of the elementary schools which only lends itself to believe the district is showing favoritism, again.
8. I would also like to see the district to good look at the school pairing idea. I really don't see the value or cost savings in pairing schools. Maybe it's something that needs to be tested at two schools before the whole district is changed.
9. Pairing—It seems that it would have some savings but it would also cost \$100,000 more every year for busing. What happens if the cost of gas goes higher? That \$100,000 could be much more and doesn't sound like a very green option. Also the cost of renovating for kinder and once you make all of these renovations there is no going back. In the future when a school needs to close how do you close a school when they are paired?
10. What evidence do you have that paired schools is the answer. I would be curious to see if any supports this type of movement. Do you already know what is going to happen? I hope that the public feels as though they have a choice because I know many teachers that feel as though we don't Just a thought from someone that's been in the district since 1994. Not a long time but long enough to have a past.
11. School pairings will mean another change for our children during their elementary years, traveling farther to school (wouldn't that be an additional cost to provide more busing?) and that siblings close in age would be attending different schools.
12. I am hoping you will not pair schools. I, like many other families want and expect that my kids will attend the same elementary school. I would rather see larger class sizes than have my kids go to different schools, ride different buses and have different pick up and drop off times. I have shared with Patsy Green my feelings regarding the paired schools. Families have come to me asking if this is really going to happen. They are absolutely distressed over having students in more than one school and putting their child in a school several miles away. One parent's comment to me was, "If they do this, I will never again vote 'yes' for any referendum that comes to the voters." I have encouraged them to attend tonight's meeting; however, because this is such a busy time of year for families, many said they could not attend the meeting on such short notice. I feel and hear what many families are saying. I too hope that the board will seriously reconsider the pairing of schools. As a parent, I would have considered moving from the district if this had occurred when my children were going through the Robbinsdale School District. I know that everyone must make serious changes because of budget cuts, but this is one that is being made too hastily and without input from principals, families, teachers, and other staff members as well. Those who work with children and their families need to have input because they are the ones who will know what works best for children.
13. I am not a supporter of the paired schools. What if we're able to get a referendum passed next year (something I believe we should pursue) or the year after? I don't think paired schools are the ideal situation. I echo many of the comments made at the meeting. Schools are already struggling with parent involvement. Can we afford to stretch parents even thinner across 2, 3 maybe even 4 schools? What about the sense of loss in the communities? We identify with the schools IN our communities. Lastly, with the budget reductions our children will be feeling

many repercussions, should we add insult to injury by making them have yet another transition by changing schools.

14. Coming from a family of two working parents and two children who will only be at the same elementary school 2 years with a paired model compared to 4 years with a K-5 school option, I am a proponent of having a larger Adventure Club program housed at the K-2 school so families will only have one place to drop off and pick up. I know this would require busing from the grades 3-5 schools, but with the kids being older, I think that is a viable option and will allow Adventure Club families to build relationships with one staff for all of their elementary-aged children. It also helps curb the logistical challenges working families would face with young children at multiple locations.

15. I'm writing to express my concern with pairing of schools. I've heard the projected number that the class sizes would increase is 1.4 students. To me, that small of an increase would be worth keeping the schools in tact as they are. The schools are as individual as the students who attend them. The staff and parents have worked hard to build a community feel within the school and to take that away from these kids and their families is unconscionable. Why would you disrupt so many children and have them change schools to avoid adding one more child in each classroom, and that is even if that figure is accurate. It takes so much time to build a strong bond within a school and to just show this bond no regard is unimaginable. Also, have you given any thought as to the parents who might possibly end up with children in 3 or 4 different schools? I can't even imagine the problems this could lend itself to. It would seem to me the last thing you would want to do is cause more unnecessary strife in a district already divided, yet I feel pairing of the schools would do just that. Not to mention the fact this would exclude two of the elementary schools which only lends itself to believe the district is showing favoritism, again.

16. I strongly urge you to reconsider your proposal in pairing the schools. The small benefit to be gained in pairing is lost in the pain, confusion and discontent among the district as a whole as well as the families, children and staff in each school. I currently have two sons who are in 1st and 3rd grade at Zachary. I am very concerned about having one of them switch to another school for a year and then back. Both my kids have ADHD and change is hard on them (as it is with most kids). My concern in shuffling kids to a different school for one year and then bringing them back the next year may cause some behavioral problems and interfere with their learning. Maybe you should start moving kindergarten next year, then 1st and K the year after and then all 3 the year after.

The other concern is that my kids both attend Adventure Club together. They are only 2 years apart and my older son watches out for the little one. I also appreciate one drop off point for both kids. It is nice to know that they have each other at Adventure Club and at school. On Fridays we are walkers and this would mean two drop off locations and two different times. I know that this will happen eventually; however, it is nice to have one spot and one time for both kids.

I am also very active in the PTO at Zachary and am the fundraising chair. It is tough to now split my time between both schools, especially when one of my kids is only at one school for a year.

**Public Information Session
February 10, 2010
In Preparation for Budget Reductions for 2010-11**

The following entry is from the district archives: Public Information Session held on February 10, 2010, in the Robbinsdale Middle School Auditorium (for deliberation on budget reductions for 2010-11).

1. Pairing schools—this is a great idea. Make sure it is communicated and explained well to the community to garner support.

**ROBBINSDALE AREA SCHOOLS
SCHOOL PROGRAMS BUDGET REDUCTION PLANNING**

K-12 Music Program: Band and Orchestra Sub-Committee

Charge to the Committee

Examine options for K-12 band and orchestra and identify actions that may lead to reduced district expenses in school year 2011-12 and beyond

Membership

High School Principal, David Dahl
Middle School Principal, Tom Henderlite
Elementary Principal, Jim Calhoun
Elementary Principal, Patrick Smith
Elementary and secondary band teacher, Tammy Riste-Wahlin
Secondary band teacher, Lyn Enoksen
Secondary band teacher, Todd Burkholder/Colin Woefle
Elementary music teacher, Denise Dooher
Secondary **orchestra** teacher, Sarah Chelgren
Elementary orchestra teacher, Trista Bejarano
Secondary orchestra teacher, Connie Conrad
Teaching and Learning Specialist and Fine Arts Director, Paul Preimsberger
School Board member, Tom Walsh
School Board Member, Patsy Green
Executive Director for Teaching and Learning, Gayle Walkowiak

Meeting Schedule

Thursday, April 15, 2010
Tuesday, May 11, 2010
Tuesday, May 18, 2010
Tuesday, June 8, 2010

The Study Process

- Reviewed information previously collected from surrounding districts
- Considered the goals and objectives of CAPP (Comprehensive Arts Planning Project)
- Considered options for reducing expenses
- Suggested advantages and disadvantages for each option

Overarching Theme of the Findings

The committee would like to note that reductions to the elementary band and orchestra program will impact the middle and high school program in ways that were perhaps unintended. Also, consider that the district may lose its standing as the “Top 100 music education districts.”

K-12 Music Sub-Committee Options

Option	Educational Implications
<p>1. Limit student choice to one music offering in the middle school</p> <p>Estimated FTE is 0.3 - 0.9 FTE per middle school or 0.6 – 1.8 FTE district wide. This amount will vary from one year to the next depending on student choice.</p> <p>Estimated savings will vary and could range from \$46,000 to \$140,000 on any give year.</p>	<p>Note: The most frequent 2nd music choice is choir. It works well since strong music students can typically manage a schedule that combines one instrument with some choir. If this option is eliminated:</p> <ul style="list-style-type: none"> • Master scheduling would be easier • First choice music teacher would see students more often <p>Alternatively:</p> <ul style="list-style-type: none"> • the strongest choir students also strongly desire an instrument and vice versa • It poses the loss of well-rounded music education for many students and families • Would families of “two music” students consider enrolling in other districts? • Will total enrollment in music diminish, especially in choir?
<p>2. Modify current elementary music schedule by beginning orchestra instruction in grade 5, at the same time that band is first offered.</p> <p>Beginning band and orchestra at grade 5 would require approximately 1.8 FTE each for a total of 3.6 staff, given the additional travel time (0.05 as necessary to create the schedule). The current model employs 4.0 staff.</p> <p>Estimated FTE savings is roughly 0.4 FTE, depending on student elective choice.</p> <p>Estimated savings is \$31,000.</p>	<p>Note: Orchestra typically begins in grade 4 because:</p> <ul style="list-style-type: none"> • Most students are less knowledgeable about string instruments than brass and other band instruments • It is helpful to capture interest and enthusiasm in strings as early as possible • String instruments are specially created for small children while band instruments are not • String players need more time to develop “ear” and fine motor skills. <ul style="list-style-type: none"> • Possibly one of the least detrimental to the overall music program • Reduces the flexibility of scheduling for the elementary schools, especially difficult when schools are seeking more flexibility to provide uninterrupted blocks of time for reading, math, Rtl. • Increased travel time reduces the anticipated cost savings • Would required a major adjustment to the middle and high school band and orchestra curriculum • Reduces elementary offerings and choice

<p>3. Continue to offer band and orchestra at grade 5, eliminate orchestra instruction at grade 4, and offer after school, fee-based orchestra lessons, possibly through Community Education.</p> <p>This would result in a reduction of 0.4-0.6 FTE for an estimated savings to the general fund of \$39,000 to \$47,000.</p>	<ul style="list-style-type: none"> • Not all students would be able to participate in a grade 4 after school orchestra program, especially if it is fee-based • Students who took advantage of the after school orchestra lessons would enter grade 5 with higher levels of experience than students just beginning a string instrument in grade 5 • Due to uneven participation, after school programs typically consist primarily of lessons, with little actual orchestra experience
<p>4. Eliminate elementary band and orchestra and offer after-school band and orchestra lessons through Community Education</p> <p>This would result in a reduction of 4.0 FTE for an estimated savings to the general fund of \$280,000</p> <p>Note: Elimination of the elementary instrumental program weakens our reputation as “the arts district” and our standing as one of the “Top 100 music education districts.”</p>	<ul style="list-style-type: none"> • Community Education indicates that they are willing to consider this option • Interested families/students could receive at least some instruction in elementary band or orchestra instruments. • Not having band and orchestra occur during the school day would relieve some existing space issues at some schools • The band orchestra students could ride the Targeted Services bus to or from school (most buildings offer TS before school; a few offer it after school), understanding that TS does not generally begin until October, ends in late April or early May, and is typically offered 2 afternoons each week for an annual total of 30-35 days. • Targeted Services participants would likely not be able to also participate in school band or orchestra lessons. • It may be difficult for Community Education to recruit and retain enough quality instructors to provide a program at every school. • The curriculum will most likely be limited to “lessons” and would offer fewer opportunities for a band/orchestra performance in a larger group. • Attendance at after school programs tends to be more sporadic than during the school day • Community Education would manage the program as a business model where the fee covers all expenses; the potential exists to disenfranchise some students from experiencing band or orchestra • The students entering grade 6 will have widely divergent past experiences and this fact will required major curricular adjustments for the middle and high school programs • The after-school only model would likely influence the overall feeder program that is currently in place, possibly leading to diminished high school programs

5. Eliminate the current music program for students in grades 4 and 5 and ask families to make elective choices, similar to the middle school model, from among band, orchestra or choir for grade 4 and 5 music instruction.

Note: This model is thought to be the most difficult to predict in terms of FTE savings without preparing a mock schedule (i.e., the classroom music teacher would have fewer overall sections in their building if more students sign up for band and orchestra, causing them to travel to another school each day to pick-up a few sections, and leaving the district with band, orchestra and now music teachers traveling to more than one school each day. Such a schedule appears less than efficient.

The committee did not prepare such a schedule.

- Allows for fewer pull-out requirements
- Likely increases travel time as band/orchestra/choir teachers would be at each of their assigned buildings ½ day rather than a full day as is currently the case.
- The classroom music teacher in each building would provide the choir experience, but would also travel to additional buildings to pick-up more music sections in order to fill out a 1.0 status, resulting in a less efficient use of music staff
- Reduces the flexibility of scheduling for the elementary schools, especially difficult when schools are seeking more flexibility to provide uninterrupted blocks of time for reading, math, RtI.
- Finding sufficient, suitable space for this model of music for grades 4-5 will be highly problematic
- Allowing student choice will invariably lead to uneven groups of students, some which may be very small (i.e.. from a 30 member classroom teachers may be left with 10 in choir, 10 in orchestra and 10 in band OR 12 in choir, 12 in band and 6 in orchestra). Otherwise, the school may need to simply assign students to choir, band or orchestra.
- Small groups of students in any given area may lead to uneven performing groups (i.e., too many students choose one particular instrument) making it very difficult to provide an authentic performance experience and resorting to a “lessons only” approach to instruction
- Eliminates a core (classroom) music education for all students.
- Creates a highly disjointed schedule for instrumental teachers and the buildings where they teach

<p>6. Eliminate band and orchestra at the elementary level and offer instruction beginning in grade 6</p> <p>This model would reduce FTE by 4.0 for an estimated savings of \$280,000.</p> <p>Note: Financial gains would be reduced by a greater FTE requirement in grade 6, possibly 1.0 or more for each middle school, since all incoming grade 6 students would be at the beginner level and would thus require somewhat smaller class sizes.</p>	<ul style="list-style-type: none"> • Eliminates the problem of pull-outs created by the current elementary band and orchestra program • Eliminates the scheduling issues that arise with elementary band and orchestra • Opens more classroom space at the elem. schools • Eliminates a highly attractive opportunity for students that currently provides “open access,” meaning that there are no barriers to participation • Would require extensive revision of the band and orchestra middle and high school curriculum • Removing band and orchestra from the elementary schools affects large numbers of students and families as 50% of students take either band or orchestra in 4th and 5th grade • Delays introduction of basic concepts of instrumental music • <u>Starting band and orchestra at grade 6 will affect an already complex MS schedule and space conditions in the music area that are already very tight.</u> • Will affect the current quality of high school performances • Would need to be phased-out at the elementary level, thus reducing the savings during the phase-out • Weakens our reputation as “the arts district” and certainly our standing as one of the “Top 100 music education districts”
<p>7. Reduce expenses related to district music programs and consider eliminating events:</p> <ul style="list-style-type: none"> • Fall Music Festival at Orchestra Hall costs about \$10,000 (considering gate receipts), includes about 600 students, for about \$17 per student. • Fall Strings and Springs Festival costs about \$3,000, includes about 600 students, for about \$5 per student. • Middle School Musical (one at PMS and RMS costs about \$2,500 each (considering gate receipts), includes about 165 students, and costs about \$30 per student. 	<ul style="list-style-type: none"> • Savings are small compared to the benefits these events provide to our community • Reduced visibility for district arts could lead to less participation/enrollment • Instruction and motivation in music is geared toward performance. Without a few major performance events, the overall attraction to music is likely reduced • Can we continue to identify ourselves as a district that supports the arts if some or all of these events were discontinued?

ROBBINSDALE AREA SCHOOLS

Alternative Programs Budget Reduction Committee

Revised: December 1, 2010

Charge to the Committee

Examine district programming including TASC, Highview, Care and Treatment, Extended day/extended year, other ALC programs and special education, and recommend actions that will lead to reduced district expenses in school year 2011-12 and beyond, including expenses paid to Intermediate School District 287 and WMEP

Membership

Stephanie Crosby, Executive Director, Human Resources	Lonnie Smith, Executive Director, Business Services
Daryl Miller Program Director, Academic Support	Kenneth Turner, Program Director, Integration/ Equity
Ellen Voit, Program Director for Special Education	Anne Grui, Special Education Coordinator
Helen Bassett, School Board	Linda Johnson, School Board
Chris Rowe-Bartell, Manager, Highview Alternative Program	Lori Simon, Executive Director, Educational Services
Cindy Smith, Manager, The Alternative Study Center (TASC)	Linda Valentine, Teacher, Highview
Gayle Walkowiak, Executive Director for Teaching and Learning	

Meeting Schedule

Friday, April 9, 2010	Monday, August 2, 2010
Thursday, April 29, 2010	Tuesday, September 14, 2010
Thursday, May 27, 2010	Thursday, September 23, 2010
Tuesday, July 13, 2010	

The Study Process

Alternative Learning Programs

- Examined the number and nature of each Alternative Learning Center
- Learned about the services provided by Intermediate 287 and associated costs
- Calculated the potential savings if the district was an independent ALC/ALP provider
- Met with the MDE staff responsible for ALCs and ALPs
- Met with Intermediate 287 staff responsible for ALCs
- Considered options for budget reductions and the potential savings for each option
- Reviewed the Care and Treatment programs located within district boundaries and considered options for budget reduction

Integration and Desegregation

- Reviewed the mission and goals of WMEP and services to member districts
- Reviewed the Integration and Desegregation statute
- Reviewed all components of the district's Integration and Desegregation Plan
- Considered options for budget reductions and the potential savings for each option

Special Education

- Examined the number and nature of the special education programs managed by 287
- Reviewed the services provided by 287 for special education programs
- Considered options for budget reductions and the potential savings for each option

ALTERNATIVE PROGRAMS BUDGET REDUCTION COMMITTEE

Review of Programs

The areas included in this study are

- I. Alternative Learning Centers supported through Intermediate District 287,
- II. Care and Treatment Programs
- III. The district's participation in the West Metro Education Program (WMEP), and
- IV. Some of the special education support services contracted through Intermediate 287.

I. Alternative Learning Centers (ALC) and Intermediate 287 Fiscal Management and Other Services

Alternative Programs are regulated by Minnesota Statute and revenue is generated through student membership hours. Two types of alternative programs exist, Alternative Learning Centers (ALC) and Alternative Learning Programs (ALP). Alternative Learning Centers must accept students from other districts and Alternative Learning Programs give districts the authority to limit enrollment to enrolled students. Districts either apply directly to MDE to operate ALCs and ALPs or enter into an agreement with an Intermediate District that may provide various levels of service, depending on the agreement. Robbinsdale Area Schools, as a member of Intermediate District 287, purchases services for ALCs, some of which are managed by 287 and some of which are managed by 281 with fiscal reporting support by 287.

Alternative Learning Centers

Districts interested in creating an ALC must open the program to students from at least one other district. Robbinsdale Area Schools satisfies this requirement through its membership in Intermediate District 287. Through the partnership, students from every member district are allowed to enroll in any program for which he or she is eligible.

The district pays the Intermediate an overall membership fee as well as a specified amount for each hour that a resident student attends a particular ALC. The fee is currently about 30 cents per hour for each student enrolled in an ALC located within the district. The amount rises to \$6.90 an hour when a district student attends an ALC located in another member district and \$7.12 when a district student attends an ALC located within the district but managed by 287. Districts must provide transportation for its students who choose to attend an ALC in one of the member district sites. The district also provides transportation to resident students attending most of the district managed ALCs.

ALC programs located within the district with fiscal reporting support by Intermediate District 287 include:

- TASC (day program) with annual enrollment of about 200 students.
- Cooper ABC Lab (extended-day; district students only) with annual enrollment of about 300.
- Highview Alternative Program (day and extended-year program) with annual enrollment of 320.
- Elementary and Middle School Targeted Services Program (extended-day and extended-year; district students only) with annual enrollment of about 2,250.
- AHS Credit Recovery (extended-day with 120 students and extended-year with about 200 students annually)

ALC programs located within the district with fiscal reporting support as well as direct management by Intermediate District 287 include:

- Independent Study at Armstrong High School (after-school and summer) enrolling 250 students annually from Robbinsdale Area Schools as well as several other students from other districts.
- Independent Study at Cooper High School (after-school and summer) enrolling about 100 students.

Intermediate 287 Fiscal Reporting Services:

MARSS Reporting. The district organizes the MARSS data within their own database system. The data is then sent to Intermediate 287 on paper enrollment forms. Intermediate 287 then manually enters the data into its TSIS system. The information is updated monthly. A by-product of this process is the district's ability to learn if the Intermediate has accurate data. Once the data is accurate, it is submitted to MDE's MARSS system at each submission date. Intermediate 287 assists district staff in maintaining and updating the data as errors occur or as questions arise from other non-resident districts.

DIRS Reporting. The discipline report is submitted by the district for TASC and Highview, but reports the students as Intermediate 287 students. The district had 18 entries in 2009-10.

STARS Reporting. The staffing report has two components: employer and assignment. The district reports employment and Intermediate 287 reports assignment. All MDE licensure waiver/community expert requests are reviewed and requested by Intermediate 287 Superintendent of Schools.

Test Coordination. Intermediate 287 orders the state required tests and coordinates the state testing process for the district. All test scores are reported as Intermediate 287 students.

Billing Services. Intermediate 287 provides member districts with the correct billing rates. The member districts enter the rates into their system, create a billing report, and forward the information to Intermediate 287 for final billing and invoicing. Intermediate 287 also prepares invoices for member districts for non-resident students attending member district-managed ALC programs. The revenue is credited to the member district. All billing questions and problems related to collection for all ALC billings from non-resident students are also managed by Intermediate 287. For school year 2009-10, Intermediate 287 invoiced other school districts on Robbinsdale's behalf for approximately \$380,000.

Other ALC Services Provided by Intermediate 287

- Provides an ALC Principal who coordinates services to districts
- Provides the support staff to manage the services listed above
- Provides consultation on MDE regulations
- Meets periodically with member district administration and counseling staff to provide updated ALC program offerings and changes
- Facilitates the ALC advisory committee, a representative group of member district ALC administrators/coordinators
- Employs a 1.0 clerical staff member assigned exclusively to Robbinsdale ALC student data reporting and management
- Employs a testing administrator and clerical contact to manage the MDE testing requirements

- Responds quickly to high need and often sensitive member district student issues and recommends placements among all ALC programs
- Conducts requested/required training for program improvements and compliance such as Targeted Services, Independent Study, Chemical Health, GLBT, MDE regulations and changes, and curriculum and instruction specific to ALCs
- Provides ongoing and timely consultation/communication with member district representatives in charge of local day, Independent Study and Targeted Services Programming (for example: the Intermediate conducted an internal audit review at 2 Robbinsdale Targeted Services programs during the summer of 2009 including the intake process, learning plan, curriculum and instruction, and policies and procedures. Both programs met the MDE guidelines and were in compliance).

II. Care and Treatment Centers

Two Care and Treatment programs are located within the district boundary. They include the Hazelden's Center for Youth and Families Phoenix School, a residential treatment center located in Plymouth, and Fairview Riverside – Crystal, an adolescent day treatment program located in Crystal. Districts are responsible for the education of any student attending a Care and Treatment program located within its boundary and is required to provide highly-qualified licensed teachers, curriculum, instruction and assessment as well as special education services where indicated (125A.515). Descriptive information about each program includes:

Phoenix School (a.k.a. Hazelden; formerly known as New Pioneer House)

- Roughly 175 students are enrolled in any given year and membership is comprised of about half non-district residents from other MN school districts and about half students from other states. The length of enrollment varies widely and ranges between one and 120 days.
 - Most placements originate through the family rather than the courts.
 - Educational services consist of 2 hours each day while in "primary care," which typically lasts through the first 30 days and is offered on-site by district staff. Roughly 15-20 students are enrolled in the Phoenix School on-site program. After 30 days the students are transported to Winnetka Learning Center to participate in a daily 3 hour educational plan, also offered by district staff. About 15-20 students are enrolled at Winnetka at any given time including during the summer as needed.
 - Reimbursement to the district for Minnesota students is automatic. Due to differences in state laws and policies, however, the district has experienced difficulty receiving payment from non-Minnesota residents with unreimbursed costs reaching as high as \$30,000 in any given year. The district's tuition billing rate is \$10.50/hour.

Fairview Riverside Day Treatment Program

All students enrolled in this program, typically numbering 15-20 on any given day, are Minnesota residents and payment for educational services is automatic. District 281 staff provides the educational program.

III. Integration, Desegregation and Equity

Background

A lawsuit was filed in the early 1990s by the NAACP against the state of Minnesota charging that students enrolled in western suburban school districts received a better education than students enrolled in the Minneapolis Public Schools (MPS). An out-of-court settlement was reached in 1995 when western suburban districts agreed to participate in a voluntary school choice program known as The Choice is Yours. Later, the state gave rise to 3 new school districts, known as Integration Districts, one in each of the northern, eastern and western suburbs. District 281 belongs to the West Metro Education Program (WMEP).

The Choice Is Yours (CIY)

The Choice Is Yours was created to enable qualifying MPS students an opportunity to participate in the state's Open Enrollment process by providing free transportation to one of the WMEP membership districts. Each district within WMEP promised to enroll up to a certain number of MPS students. While Robbinsdale Area Schools was expected to enroll 127 MPS students, the actual number of MPS resident students attending RAS is currently 442. The state education aid follows each student to the district in which they enroll.

West Metro Education Partnership (WMEP)

WMEP was also charged with creating magnet schools that would serve as demonstration sites for the positive and successful desegregation and integration of students from MPS and from the western suburbs. Each year, each WMEP district was to fill a certain number of seats. Seventy-five seats were reserved for students from Robbinsdale Area Schools at The Downtown School (recently renamed FAIR Downtown) and 75 at FAIR Crystal. Non-member districts who purchase seats at either of these schools pay a difference of \$680 per student (non-member tuition is \$7,500 and member tuition is \$6819).

Later, WMEP expanded its mission to include professional development so that schools would be prepared to help CIY students be successful in their new school environment. Once the 5-year settlement had expired, WMEP also absorbed all management responsibilities for CIY. The district also receives a portion of WMEP's Federal Voluntary Choice Grant amounting to about \$65,000 annually.

District Desegregation and Integration Plans

Another component of the settlement provided state funding to districts that submitted an approved Integration and Desegregation Plan. Districts with an approved state plan were provided annual funding to help ensure positive opportunities for the desegregation and integration of students enrolled in their schools. The purpose for the funding was recently amended to also include improved student achievement.

Districts submit their plan to the Minnesota Department of Education every 5 years for approval. Robbinsdale Area School's current plan includes provisions for cultural liaison staff, school equity teams, specialty schools, academic support, professional development and more. Revenue is awarded to participating districts with an approved Integration and Desegregation Plan with the amount of funding based on annual student enrollment. This amounts to roughly 2 million dollars each year for Robbinsdale Area Schools. A brief description of some of the major components of the plan includes:

Cultural Liaison Staff

Cultural Liaison staff members are located at Cooper High School, Robbinsdale and Plymouth Middle Schools, and Meadow Lake and Northport Elementary Schools. They help students and families become more successful at school. The grant provides for another 3 cultural liaisons to serve the remaining 7 elementary schools with Armstrong High School using a portion of their compensatory allocation to hire a full-time cultural liaison for their building.

School Equity Teams

In operation for the past 3 years, each school's Equity Team monitors and seeks to improve policies, procedures and practices (including teaching practices) that appear to create a disparate impact on students of color. WMEP contracts with the Pacific Education Group (PEG) to provide training and guidance to the District and Building Equity Team members.

Specialty Schools

When the minority population of an individual school reaches 20% beyond the average for the district schools at that grade band (elementary, middle school or high school), it is considered racially identifiable and the district is required to use a portion of the state integration dollars to remedy the situation through voluntary school choice. Districts can either strengthen the educational program at the identified school or provide opportunities at another district school to foster voluntary school choice. In school year 2000-2001 the district received approval from MDE to add Kid Zone, an after-school enrichment program at Northport, and a school-wide gifted program at Meadow Lake. Later, it added International Baccalaureate Primary Years Program (PYP) at Lakeview Elementary School. Northport and Meadow Lake have a full-time TOSA (teacher on special assignment) coordinator for their respective programs and Lakeview has a part-time PYP coordinator and a part-time teacher to provide Spanish language instruction.

Academic Support

The district's plan provides a full-time TOSA specialist for reading/math at Northport and Meadow Lake. It also provides direct service in reading and math to qualifying students at PMS and RMS.

Other Major Budget Components

The district pays \$270,000 annually to WMEP for professional development services including:

- Diversity. Training opportunities focused on teaching a diverse student population are offered through the WMEP annual professional development catalog. The district's membership in WMEP supports the cost of substitute teachers.
- Equity Teams. Training opportunities for the district and building equity teams are also offered through WMEP.

IV. Special Education Programs Contracted Through Intermediate District 287

Special Education services provided by Intermediate District 287 are divided into three broad categories - itinerant services, site-based programs, and vocational training services.

Itinerant Services

From the menu of itinerant services provided by 287 the district currently uses:

- Augmentative Communication
- Braille Materials Production
- Blind/Visually Impaired (B/VI)
- Deaf/Hard of Hearing (D/HH)
- Educational Audiology
- Orientation & Mobility
- Physical Therapy (Note: the district also employs PT staff; a small amount of FTE is purchased due to the difficulty in hiring part time PT staff)

The need for itinerant services is highly dependent on the needs of any particular student at any point in time and is thus somewhat unpredictable. For school year 2010-11 the district will spend an estimated \$1,006,156 on 287 itinerant services ranging from a low of \$679 for Assistive Tech Specialist, to \$277,095 for Educational Interpreters and to a high of \$441,350 for D/HH teachers.

Site-Based Programs

Intermediate District 287 provides an extensive menu of site-based programming options which can be categorized into two broad types - specialized programming for students ages 6-18 identified in the areas of emotional-behavioral disorder, developmental cognitive disorder, autism spectrum disorder, and other health disability (also referred to as "setting IV" or "center-based"), and special education transition programs for students ages 18-21. According to the latest report on the Minnesota Department of Education web site for school year 2009-10, the district was billed \$1,730,830.30 for Setting IV and above EBD students and a total of \$4, 496,882.44 for all category students including EBD. District students who qualify for 287 site-based programs are bused to the 287 site, most of which are located in the western suburbs.

Vocational Training Services

According to the MDE website for school year 2009-10, District 281 was billed \$6,955.96 for Vocational Training Services through Intermediate 287. District 287 offers three Vocational Training programs including: ATTAIN (Assistive Technology Training and Information Network) students are ages 14-21 who receive training in software applications that can be used for vocational purposes. The district does not anticipate sending students to ATTAIN for school year 2010-11. For school year 2009-10 the district sent 2 students to ATTAIN for some part of their day for a total cost of \$899.

VET (Vocational Evaluation and Training Program) is a work experience program where students have actual work experiences through community businesses and non-profit organizations. Last year the district enrolled 21 students for some part of the day in this program and expect as many for the upcoming year. VET is staffed with 2 Work Experience Handicap (WEH) Coordinators and 2 EAs. For

school year 2009-10 the district was billed roughly \$5,985 per student for a total of \$125,685 for Vocational Evaluation and Training for these 21 students.

An in-house version that provided comparable service to VET for the same number of students would likely be staffed with a 0.5 WEH Coordinator and 0.5 EA with additional support provided by existing program EAs for a total of approximately \$57,500. Additional costs would include facilities, staff training, materials and equipment.

VOS (Vocational Outreach Services) is a summer work experience program for students ages 14-21. The district does not generally enroll students in this program.

It is noteworthy that 5 years ago the district created its own transition program, Robbinsdale Transition Center (RTC), currently located in the New Hope Learning Center. The program was developed to provide services to students with mild to moderately disabilities who are 18-21 years old. Some capital costs were incurred with the construction of the independent living skills lab and a large handicapped-accessible bathroom, nearly all of which were paid for with federal special education dollars (with approval from MDE). The program served approximately 25 students the first year and has grown each year by 5-8 students who might otherwise have been enrolled in a 287 transition program. There are currently (2010-11) 56 students enrolled in RTC.

The district expanded the transition program for school year 2009-10 by adding services for students with moderate to severe impairments. This program is referred to as RTC-Plus. There are currently 16 students enrolled in RTC-Plus.

The combined programs, RTC and RTC-Plus, currently provide services to 72 students who would otherwise have been enrolled at 287. For 2010-11 the District has budgeted \$710,000 for the RTC and RTC-Plus programs (this does not include expenses related to the use of the site – i.e. utilities, custodian, etc.). If the current 72 students were enrolled in 287 transition programs, the district would expect to pay an annual bill of approximately \$3,123,680.00. The estimated savings from having RTC and RTC+ in the district is approximately \$2,413,680.00, minus the expenses for use of the site.

For school year 2009-10 the district was billed \$1,738,000 by Intermediate 287 for 25.31 ADM (Average Daily Membership) in the transition programs for students who required more specialized programming. The district anticipates expenditures of approximately \$931,177.00 for 17.77 ADM in the various 287 transition programs in 2010-11. It is unlikely the district would realize a positive cost-benefit by locating programs for these students with more specialized needs in district managed and supported programs.

I. Alternative Learning Centers Summary of Options

Options for Budget Reduction	Educational Implications
<p>1. Provide greater oversight of the individual school budgets to ensure that costs do not exceed revenue.</p> <p>Estimated savings to elementary programs is <u>\$3,000 to \$5,000.</u></p>	<ul style="list-style-type: none"> • The teacher to student ratio for Targeted Services may need to increase in order to manage expenses in some programs • Supervisory staff may need to be decreased • Transportation costs, especially for summer, may need to be contained
<p>2. Explore cost saving opportunities, including program elimination, within district-managed, daytime ALC programs. Daytime ALC programs that are subsidized with general fund dollars include Highview, TASC and Adult Academics at Winnetka.</p> <p>Estimated savings for TASC is up to <u>\$325,564; for Highview is up to \$225,756; and for Adult Academics is up to \$54,811</u></p>	<ul style="list-style-type: none"> • The teacher to student ratio may need to increase in order to manage expenses • Supervisory staff may need to be decreased • Some special features that create a unique learning environment may need to be reduced or eliminated • If a less costly substitute is found for an existing daytime ALC program, it will be important to carefully communicate the rationale for the budget reduction • Reducing or eliminating the supplemental dollars currently allocated from the general fund may reduce services to students typically considered at-risk of succeeding in school and graduating on time
<p>3. Shift the curriculum for the CHS and AHS Independent Study (IS) program from learning packets to the Compass curriculum where feasible and assume full duties for fiscal management.</p> <p>Estimated amount paid to 287 in 2009-10 if <u>CHS and AHS IS</u> had used Compass and the district paid 30¢ per hour to 287 for fiscal management = \$8,000.</p> <p>Estimated savings by shifting to Compass curriculum but retaining 287 fiscal management (\$162,607* - \$8,000) = \$154,606.</p> <p>*Assuming no loss of non-member students</p> <p>Estimated savings by shifting to Compass curriculum, conducting all fiscal management within the district, and assuming no non-district participation (\$163,276 + \$26,600) = \$189,876*</p> <p>*Assuming program operates within budget *The district could benefit if significant numbers of non-district students participate</p>	<ul style="list-style-type: none"> • The Independent Study program has been in operation for over a decade, is well understood by all stakeholders and is imbedded into the culture of the school. • It annually serves over 200 district and non-district students; shifting to another model will require considerable planning and communication. • Adopting the Compass curriculum would not be problematic as AHS has a current license for Compass and has access to computers; it would require ongoing training for AHS staff hired to manage the program. • The Compass curriculum does not provide for every subject area (i.e., physical education) and thus a few IS courses will remain. <p>2009-10 costs for Independent Study include:</p> <p>AHS Member hours = 22,932 CHS Member hours = 3,736 Hourly Rate = \$7.12 AHS billing amount to 287 = (\$163,276) CHS billing amount to 287 = (\$26,600) Total costs for AHS and CHS IS students = (\$189,876) Credit for non-district students = \$27,269 Total paid to 287 for 2009-10 = (\$162,607)</p>

<p>4. Consider adopting fiscal management for all ALC programs with final action occurring within the next three years.</p> <p>Estimated savings is \$108,260.</p>	<ul style="list-style-type: none"> • Self-management will require that existing district support staff add state reporting duties to their responsibilities; the current supervisor predicts the work can be absorbed by existing staff but this is subject to further study. • Self-management will require that district personnel become familiar with the state rules and regulations for Alternative Learning Programs and provide more oversight than is currently the case. • Self-management will require that all MCA-II test results will be included in the district’s summary rather than the 287 summary. • Intermediate District 287 should be informed as soon as possible
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II Care and Treatment Programs Summary of Options

<p>1. The district should continue to explore legislative options (i.e., statute revisions) in annual costs to educate students from states other than Minnesota who are enrolled in Hazelden’s Center for Youth and Families Phoenix School.</p> <p>Savings to the general fund will vary from year to year but may be as high as \$30,000.</p>	<ul style="list-style-type: none"> • Securing tuition payment for the educational services provided to the students attending the Hazelden program should have no adverse implications on the educational experience of the enrolled students. • It appears that state legislators will be sympathetic to the fiscal issues facing Robbinsdale Area Schools in this regard. • Robbinsdale Area Schools Legislative Action Committee pursued this agenda item last year and is prepared to increase efforts during the 2011 session.
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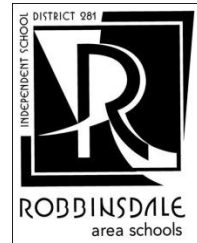
III Integration, Desegregation and Equity Summary of Options

Options for Budget Reduction	Educational Implications
<p>1. Reduce the number of participants from the Building Equity Teams that attend the WMEP Pacific Education Group (PEG) training program.</p> <p>Estimated savings to the Desegregation/Integration budget is \$40,560</p>	<ul style="list-style-type: none"> • PEG has in fact redesigned the professional development plan for the Building Equity Teams. For school year 2010-11, only the principal and 2-3 staff will participate in the training sessions for a savings of approximately \$40,560. • Reducing the number of participants in PEG will require that the attendees communicate well with the remaining members of the Building Equity Team. <p>(Current plan spends \$55,770 annually for up to 11 subs in each of 13 buildings at \$130/day, 3 times each year.)</p>
<p>2. Eliminate the district involvement with the WMEP training initiative through PEG for the Building Equity Teams.</p> <p>Estimated savings to the Desegregation/Integration budget is \$55,770</p>	<ul style="list-style-type: none"> • Without an association with PEG, the district would be free to customize its training program for the Building Equity Teams. It is within the district's capacity to provide such training in-house. • Conversely, the PEG training plan has been improved and there may be merit to participating for at least another year and delaying any decision to eliminate this expense until PEG's improved program can be evaluated.
<p>3. Request that WMEP substantially reduce the district's membership fee given that the district is required to have intra-district as well as inter-district goals.</p> <p>Estimated savings to the Desegregation/Integration budget depends on a negotiated amount.</p>	<ul style="list-style-type: none"> • A reduced membership fee to WMEP would provide the necessary funding to assist Northport and Meadow Lake, the district's two racially identifiable school sites, in meeting their Adequate Yearly Progress (AYP) target scores in reading and math. • WMEP recently lowered the fee for all member districts and thus may not be able to withstand another substantial cut to their operating budget.
<p>4. End the district's association with WMEP</p> <p>Estimated savings to the Desegregation/Integration budget is \$270,000</p>	<p>Robbinsdale Area Schools is legally responsible to prepare intra-district as well as inter-district integration plans since it borders a racially identifiable district, Minneapolis Public Schools, and since it has two elementary school sites that meet the legal definition of racially identifiable, Northport and Meadow Lake. Ending the agreement with WMEP would require that the district engage in conversation with other stakeholders, including MDE. If a decision is made to explore this option further, the district should consider:</p> <ul style="list-style-type: none"> • The feasibility of securing an agreement with one other adjoining district such as Minneapolis or Wayzata Public Schools. • How to support the higher, non-member tuition rates for district students who attend FAIR Crystal and FAIR Downtown. The non-member fee per student would amount to approximately \$680 annually (150 students X \$680 = \$102,000) • How to communicate the advantages to district residents. • The political and other implications of breaking ties with WMEP. • Whether to purchase any of the professional development services offered through the WMEP catalog. • The feasibility of expanding the in-house professional development plan for staff

IV Special Education Summary of Options

Options for Budget Reduction	Educational Implications
<p>1. Reduce the district’s contract with Intermediate District 287 by hiring our own licensed Deaf/Hard of Hearing (D/HH) teachers, particularly for students needing a lower-level of service</p> <p>Cost Savings: The district expects to spend up to \$441,350 on contracted services for D/HH; providing some of these services in-house may reduce this expenditure by 1-3 FTE or \$70,000 to \$210,000</p>	<ul style="list-style-type: none"> • Teachers of D/HH represent a relatively small pool of candidates and may be difficult to recruit and retain • The associated equipment and technology would require capital • The district would need to provide ongoing professional development for this highly specialized group of 1 to 3 teachers • District teachers serving D/HH students would be required to travel extensively since these students are enrolled in schools across the district and may need relatively short segments of service on a relatively frequent basis (i.e., every day or every-other-day). <p>The district currently serves 50-55 D/HH students throughout the district (Early Childhood through transition-aged students) and employs 9 D/HH teachers (3.71 FTE), representing an array of specialized skills to meet the unique needs of the students. It would be challenging to efficiently and effectively provide D/HH services through an in-house program since the district would not benefit from the economy of scale realized by 287.</p>
<p>2. Reduce the district’s contract with Intermediate District 287 by hiring our own educational interpreters</p> <p>Savings would be minimal, from 5,000 to \$8,000.</p>	<ul style="list-style-type: none"> • Educational interpreters represent a relatively small pool of candidates and may be difficult to find and retain • Efficiency is reduced by a low number of students (currently 7) serviced in several schools (currently 4) • Due to the nature of their work, it would be difficult to efficiently schedule educational interpreters through an in-house program <p>The district expects to spend up to \$277,095 on contracted services for educational interpreters; savings would be based on the number of staff necessary to provide the number of hours of service required by the IEP.</p>
<p>3. Reduce the district’s contract with Intermediate District 287 by providing in-house services for higher-functioning students with emotional disorders.</p> <p>The district expects to contract with 287 for these services for up to \$527,562 for 9 students (@\$335/day for 175 days)</p> <p>Estimated savings with in-house program is \$232,562. This does not include facilities.</p>	<ul style="list-style-type: none"> • Secure adequate facilities (the school-within-a-school concept could work, given that our high schools may have excess space within 3 years) • Hire appropriately licensed staff • Reserve sufficient capital funds to support any necessary overhead costs • Provide professional development for associated staff • Supply the accompanying educational curriculum and support services for enrolled students (i.e., mental health services, resource staff, etc.) <p>An in-house program would require 2 teachers, (\$140,000), 4 EAs (\$120,000), 0.5 social worker (\$35,000), as well as additional resource staff and site-related expenses for up to 50% savings.</p>
<p>4. Reduce the district’s contract with Intermediate District 287 by providing an in-house version of Vocational Training Services (VET). Would require about \$57,500 in staffing.</p> <p>Estimated savings is \$68,185. This does not include facilities.</p>	<ul style="list-style-type: none"> • Secure adequate facilities for such programming • Hire staff (approximately \$57,500). • Reserve sufficient capital funds to support any necessary overhead costs • Provide professional development for associated staff • Supply the accompanying educational curriculum and support services for enrolled students • Maintain a critical mass of students to capture economy of scale

**Robbinsdale Area Schools
Revenue Enhancement Committee
Final Report
November 2010**



Charge Statement

Examine potential revenue sources (non-enrollment related) to the district which could increase revenues without undue negative programmatic/service impact. Potential areas may include increased activity participation fees, test fees, paid advertisements, early retirement options, and others that the committee would identify.

Membership

Sherry Tyrrell, School Board Member
Al Ickler, Executive Director of Community Education
Lonnie Smith, Executive Director of Business Services
David Dahl, Principal, Robbinsdale Armstrong High School
Bruce Beidelman, Principal, Plymouth Middle School
John Oelfke, Activity Director, Robbinsdale Cooper High School
Patti Weldon, Activity Director, Robbinsdale Armstrong High School

Work of the Committee

The committee used several processes to investigate potential revenue sources and prepare this report. The group met five times from April through August, 2010, and then prepared the report.

- Based on the charge to the committee, a process to investigate issues was developed.
- Information was gathered by committee members through district sources, colleagues in other districts, and written material.
- Several times the committee also invited guests to the meetings to further explore areas. Included in these discussions were the ad representative from "My Local Ad Space," Linda Kemper, (Community Use of Schools), and Debbie Fitzsimmons and Melodie Hanson, representing the Seven Dreams Education Foundation (community fundraising).

The areas explored fit broadly into four areas:

- Advertising
- Fees
- Community Giving
- Income Generating Projects

Advertising

Advertising opportunities through print, signage, scoreboards, and the web will increase for the district in the future. Businesses are developing new methods to market to youth and their families. Districts across the country are beginning to allow more advertising in schools because of funding shortfalls. School boards are wrestling with their comfort level of how much advertising is appropriate, and where the ads should be placed. Because much of school advertising is in its infancy, pricing of ads is unclear and based on the unique characteristics of each market.

Broadly, the areas that advertising could be placed include:

- Scroll boards at sporting events and potentially other venues.
- Signage at sports events (in gymnasiums, fields). Currently, there are strict city codes limiting allowable advertising.
- Advertising on web sites.
- Advertising in district, department, and school publications.
- Ads on lockers and other areas of the school.
- Corporate sponsorship of events.
- Corporate sponsorship of areas of the school (athletic areas, media centers, etc.).

Educational Impact/Financial Impact

There are no direct educational benefits attached to increasing advertising. However, the resources generated through the advertising would lead to increased student educational opportunities.

There are potential negative impacts that should be addressed as part of a more detailed plan for generating revenue through advertising.

- Equity – Some schools/programs have more ability to raise dollars than others. How would staff work to increase revenue for their school/department be reconciled with schools/programs that do not have the same access to resources?
- Coordination – What staff will solicit advertising, price advertising, etc.
- Monitoring – How will the district monitor advertising for compliance to district standards?

At this time it is difficult to project potential revenues. The type of advertising, the magnitude of advertising in the district, and finding acceptable pricing would affect the amount of revenue generated.

Potential Future Actions:

- The school board discusses and decides the level of advertising it envisioned.
- The school board sets the standards and develops any additional policies necessary.
- The administration investigates methods to price advertising and identifies procedures to ensure implementation of advertising standards, as set by board action.

Fees

There are limited areas in which schools can generate revenue through fees. The primary areas include co-curricular activities (sports and arts activities) and use of facilities by community groups. Secondary areas include fees for services such as parking, music instrument rental and testing fees. These fees raise relatively small amounts of money and are listed in the appendix.

The district's *extracurricular fee* structure is, overall, comparable to surrounding districts.

Extracurricular Activities Fees

	<i>Sports Fees*</i>	<i>Sports Fees Revenue</i>	<i>Student/Arts Activities Fees*</i>	<i>Student/Arts Activities Fees Revenue</i>
High School Fees	\$210	\$318,822	\$110	\$60,540
Middle School Fees	\$ 46	\$ 21,905	\$ 20	\$ 3,805

Allowances for fee reduction and/or waivers are made for families in need.

Use of Facilities by Non-district Users

Fees collected for community use of space for the past two years were \$9,133 and \$9,486, respectively.

Approximately 70% of community use in the elementary schools is gymnasium use. At the middle school level, it is approximately 50%.

Education Impact/Financial Impact

Again, there are no direct educational benefits to increasing fees. However, if insufficient school funding requires reductions to beneficial programs, increased fees that allowed continuation of programs would have a beneficial educational impact.

There are potential negative impacts that should be considered in decision making.

- As extracurricular fees increase, how will access for low/moderate income families be maintained?
- If fees for AP testing are increased, will a perception of a barrier be created?
- What level of fees for community use of facilities is appropriate given that the schools are funded from public dollars?

Potential Future Actions:

- Based on fee and usage data from other districts, it became clear that most school districts do assess a fee for use of gymnasiums. The school board approved a fee (July 2010) that is expected to generate approximately \$40,000 annually. Given that the primary vehicle to raise additional revenue in the area of community use will be through the gymnasiums, consideration of fees relative to surrounding districts should be considered for future increases.
- There may be a potential to produce significant revenue through use of the high school stadiums. Extensive use is limited by current Conditional Use Permit (CUP) agreements with the cities of New Hope and Plymouth.
- Finally, more aggressive marketing of district space could be implemented. Sensitivity to increasing use dramatically without coordination with building maintenance/school security would be unwise. Additionally, it may take adjustments to space to make them attractive to outside users.
- The committee also suggests that the middle school student/arts activities fees be examined and potentially be equalized between arts and sports activities. The costs of student/arts activities are comparable to athletics, and from a fairness perspective, the cost being equal seems warranted. Assuming participation is not impacted by the increase, a modest revenue increase would be generated.

Community Giving

There are a many groups that raise funds through a number of ways across the district. The primary groups include PTO's (elementary), sports and arts boosters (high schools), and the Seven Dreams Education Foundation (district). There are no specific fundraising groups for middle schools. Each group has been successful to a point. However, volunteers' interests and skills change regularly, and staff finds it difficult to provide sufficient time to support each group.

Each of these groups raises money for specific additional items in their area of interest. For example, a basketball booster club funds additional basketball equipment. These resources fluctuate annually and it would be difficult to directly budget them if program funds are cut.

At times staff feels there are too many opportunities to assess their relative worthiness and decide which to pursue with limited time. Additionally, there is little cross communication between groups to leverage each other's knowledge/experience.

Broadly, the areas in which funds are raised include:

- School/special events (PTO's)

- Sales of wrapping paper, etc. (PTO's)
- Sports tournaments (sports booster clubs)
- Staff charitable giving (Seven Dreams)

Educational Impact/Financial Impact

There is an increasing need for fundraising from these groups. It has value to the school district from the resources raised, and also through the community building and community relations that occur through these processes.

There are potential negative impacts that should be considered.

- Equity – Some schools/programs have more ability to raise dollars than others. How would staff work to increase revenue for their school/department be reconciled with schools/programs that do not have the same access to resources? Should funds raised supplant district allocations to the programs?

Potential Future Actions:

- A committee that has representation from multiple fundraising groups could be convened semi-regularly to improve communication and support.

Income Generating Projects

Occasionally, there may be projects that both have educational benefits and will generate sufficient income to cover their costs. These projects should be pursued.

This committee identified an additional possibility that will require more research and study. A sports bubble that would cover an outdoor field during the cold weather season would increase the quality of the sports experience for students, decrease rental fees currently paid by RAS, and increase rental fees from other districts/cities/programs. If projected revenues would be greater than expected expenses, a positive cash flow would allow a win-win for the district. It would most likely be beneficial to partner with one of our cities if the project were to go forward.

Attachment #1
Comparison of Fees
(2009-10 School Year)

Middle School Athletics	Fees	Additional Fees, etc.	F/R Pricing
Robbinsdale Area Schools	\$46	\$20 fine arts and intramural; family max \$700	0/50%
Wayzata	\$75		
Edina	\$90-\$140		
Hopkins	\$135		
St. Louis Park	\$120	+ \$10 activity bus fee	
Minnetonka	\$55	+ \$40 one-time annual fee	
Elk River	\$180-250	Students participate at high school; most fees are \$230-\$250; family max \$775	
High School Sports	Fees	Additional Fees, etc.	F/R Pricing
Robbinsdale Schools	\$210	Family max \$700	\$50/\$100
Wayzata	\$80-\$305	Intramural \$20-\$65	
Edina	\$140-\$160	Fall prices only	
Hopkins	\$140-\$230	Family max \$800 (2 kids), \$965 (3 kids)	0/50%
St. Louis Park	\$140-\$160		
Minnetonka	\$60-\$210	+ Annual Participation fee of \$75	
Osseo	\$180	Includes marching band; Individ max \$360, family max \$750	0/50%
Elk River	\$85-\$250	Fees are for grades 7-9; most are \$230-\$250; family max \$775	
Anoka-Hennepin	\$240-\$340	Individual max \$650, family max \$850	0/50%
Centennial	\$130-\$375	Family max \$850; most are \$250-\$285	
High School Fine Arts	Fees	Additional Fees, etc.	F/R Pricing
Robbinsdale Schools	\$110		\$25 / \$50
Wayzata	\$0-\$30	Most \$30; Additional for trip fees, etc	scholarship/waiver application
Edina	\$0-\$50		scholarship/waiver application
Hopkins	\$0-\$200		scholarship/waiver application
St. Louis Park	\$40-\$80	No charge for Band	scholarship/waiver application
Minnetonka	\$75	Annual Participation fee	scholarship/waiver application
Osseo	\$90		scholarship/waiver application
Elk River	\$110		scholarship/waiver application
Anoka-Hennepin	\$50-\$240	Individual max \$650, family max \$850	0 / 50%
Centennial	\$130-\$165		

**Attachment #2
Robbinsdale Area Schools Miscellaneous Fees**

Advanced Placement tests fees are heavily subsidized by the state. RAS students pay \$30 per test. Free and reduced lunch students have the fee waived (table below). This pricing structure is common. However, a handful of districts have begun to charge an administrative fee so that the student cost is higher.

Advanced Placement Testing Fees

	<i>2009-10 College Board Total Fee</i>	<i>State Reimburse- ment</i>	<i>Student Fee per Test</i>	<i>College Board Reduction</i>	<i>College Board School Rebate (included)</i>	<i>Final Student Cost per Test</i>	<i>Rebate Amount Generated per Test</i>
Costs for students	\$86	\$56	\$30	\$0	\$8	\$30	\$8 per Test
Costs for free/reduced students	\$86	\$56	\$30	-\$22	-\$8	\$0	\$0 per Test

Advanced Placement Fee Comparison Among School Districts

Robbinsdale Schools	\$30	Minnetonka	\$50
Wayzata	\$30	Osseo	\$30
Edina	\$35	Elk River	\$30
Hopkins	\$50	Anoka-Hennepin	\$30
St. Louis Park	\$35		

Miscellaneous Fees

	<i>Per Year</i>	<i>Per Semester</i>	<i>Per Day/Event</i>	<i>Amount Generated</i>
Student Parking Fee	\$170	\$90	\$3	\$76,723
PSAT Testing Fee	\$15/test			
Musical Instrument Rental	\$75			\$22,321
Gate Receipts-Athletic Events				
Armstrong			\$6/\$4*	\$158,402
Cooper			\$7/\$5*	
Gate Receipts-Plays & Musicals				\$41,390

*Note: The schools are in different conferences and follow their respective conference's pricing

Attachment #3
Robbinsdale Area Schools Policy on Ads

Agenda Reference 9.01
February 17, 2004

Policy 905

Robbinsdale Area Schools ISD #281

Adopted: First Reading: February 17, 2004

Revised: _____
Second Reading 3/1/04

905 ADVERTISING

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

It is the school district's policy that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising for alcohol, tobacco, drugs, drug paraphernalia, weapons, or pornographic or illegal materials.

Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectiveness of the school district or inappropriate for inclusion in the publication. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.

B. The school board's designee, the superintendent of schools, may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A above will apply. Advertising will not be allowed outside the specific area approved by the school board's designee, the superintendent of schools. Specific advertising must be approved by the superintendent or designee.

C. Donations which include or carry advertisements must be approved by the school board.

D. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.

E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board's designee, the superintendent of schools.

F. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, organization, or activity.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS.

Legal References:

Cross References:

Policy 421 (Gifts to Employees)

Policy 702 (Accounting)

**Robbinsdale Area Schools
Online Learning Exploration Committee**

Charge to the Committee

Explore the possibility of becoming an online learning provider with the intent of providing revenue-enhancing and value-added services.

Membership

Dennis Beekman, Executive Director of Technology
David Dahl, Principal Armstrong High School
Peter Eckhoff, President Robbinsdale Federation of Teachers
Jacob Givand, Technology Integration Specialist
Linda Johnson, School Board Director
Mary Patraw, Teacher Armstrong High School
Jane Prestebak, Media Services and Instructional Technology Program Director
Aldo Sicoli, Superintendent
Karla Stone, Teacher Cooper High School
Gayle Walkowiak, Executive Director of Teaching and Learning

Meeting Dates

Wednesday, April 21, 2010
Wednesday, May 19, 2010
Thursday, June 24, 2010
Tuesday, August 10, 2010
Friday, September 10, 2010
Friday, October 8, 2010

Work of the Committee

The committee:

- Reviewed current online learning activities in the district.
- Learned about online learning initiatives in context of the District Technology Plan.
- Reviewed educational research and findings related to K-12 online learning and best practice.
- Reviewed state-certified online learning program profile data gathered through interviews conducted by committee members. The profiles included the program focus, typical student characteristics, courses offered and costs associated with operation.
- Studied data regarding the number of resident students participating in Online Learning Options; whether the courses were supplemental or comprehensive; which providers attracted the most students, and what type of courses were most popular.
- Learned about state funding mechanisms for Online Learning Options.
- Met with staff from Northern Star Online to discuss online learning trends, benefits of NSO membership and an alternative tuition payment option.
- Met with a representative from Compass Learning regarding Compass Odyssey, an integrated learning system currently used in our secondary ALC programs for credit recovery. We explored how we might leverage this product even further to enhance supplemental online learning with recent product enhancements including integration to the NWEA MAP test data.

The committee reviewed research related to K-12 Online Learning. The key findings from the literature review were:

- Few rigorous research studies of the effectiveness of online learning for K–12 students have been published.
 - Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
 - Instruction **combining online and face-to-face elements (blended learning)** had a larger advantage relative to purely face-to-face instruction than did purely online instruction.

The committee analyzed data regarding the number of resident students enrolled in online learning courses. We also looked at which providers attracted the most students and what courses were popular online offerings. (Appendix A) Students self-reported that they enrolled in online courses to:

- Earn college credit,
- Work at their own pace,
- Take courses not offered at school,
- Complete high school requirements,
- Get extra help in a subject,
- Fit their schedule,
- Fit their learning style.

We interviewed several certified online learning providers in Minnesota to learn how they operate. We also reviewed how the state currently funds Online Learning courses. (Appendix B).

The committee met with representatives from Northern Star Online (ISD 287). They presented information to the committee concerning online learning trends, history of Northern Star Online, benefits of NSO membership and an alternative tuition option.

The committee also met with a representative from Compass Learning. Compass Odyssey is an integrated learning system purchased by the district and used in our secondary ALC programs primarily for credit recovery. Recent licensing changes allow us to use this product with any secondary student without additional cost. We reviewed recent enhancements such as the integration of NWEA MAP test results into the Odyssey to create individualized learning plans based on RIT ranges and Odyssey standards-based curricula. We may be able to leverage our existing investment in Compass Odyssey and NWEA MAP to enhance supplemental online learning in our classrooms.

Findings

Online Learning is a very broad educational term spanning the complete spectrum from complete virtual online instruction to online resources enhancing more traditional classroom instruction. We believe that online learning has the most potential to affect our instructional programs by:

- Delivering effective differentiated instruction,
- Offering more course options for students,
- Recovering credits efficiently, and
- Providing supplemental resources in a blended mix of online and face-to-face instruction.

Although the current revenue stream available for online learning leaves little opportunity to generate more revenue than expense in the short term, we are convinced that the district should continue to support online learning as a strategic investment necessary for continued educational excellence. Offering high-quality instruction using 21st century tools for delivery will attract and retain students in the future.

Current Online Learning Initiatives from the District Technology Plan

The committee supports continued implementation of the online learning strategies identified in the District Technology Plan.

Online learning is already used in our schools as a supplemental resource for traditional classroom instruction. Several schools also depend on online learning as an efficient credit recovery method. Online learning is a key element in the District Technology Plan. Under the goal of increasing student achievement through effective technology-based teaching and learning practices and the strategy of providing technology tools to facilitate the delivery of curriculum, instruction and assessment in a variety of ways, the plan has two primary online learning action items:

1. Implement online learning systems to supplement or create new learning opportunities for students.
2. Expand the use of Integrated Learning Systems to deliver instruction.

In response to these strategies, the district is also implementing several different types of supplemental, blended and hybrid online learning types and methods. These are not exclusive methods but are most effective when specifically targeted to affect our instructional programs by:

- Delivering effective differentiated instruction,
- Offering more course options for students,
- Recovering credits efficiently, and
- Providing supplemental resources in a blended mix of online and face-to-face instruction.

Specifically the district is implementing the following online learning initiatives:

1. Pilot Projects

a. Development and offering of an online hybrid high school Health course.

An Armstrong health teacher will adapt the online health course developed by Minneapolis Public Schools for use in a hybrid or fully online course. The course has been loaded on our Moodle server. Cost estimates for additional training and course development is under study. Course development would occur during the second semester, 2010-11. Development would include curriculum content and the management of the Moodle server and other technical tools used to enhance the course. The course would be offered in 2011-12. The course would meet face-to-face five times before the start of the regular school day. Course will be reviewed by DWCC in fall of 2010. Additional courses will be considered based on teacher interest and appeal to students. We will target courses that offer opportunities for alternative schedules or subjects not provided by our regular program.

b. Expand Compass Odyssey as an online learning supplemental resource in regular education classrooms for advanced coursework.

This year, two elementary teachers are piloting Odyssey to provide access to high school level math content for students who excel in this subject. We are also expanding Odyssey use in high schools and middle schools to support students who are struggling to meet grade level or GRAD test objectives.

c. Use HippoCampus content as an online learning supplemental resource in regular education classrooms for advanced coursework.

HippoCampus, is a collection of online course content provided to Minnesota schools through the MNLearning Commons. HippoCampus content is aligned with Minnesota Content Standards and various textbooks used in the district. HippoCampus is being used to support enriched math studies and for review in high school social studies.

d. Expand Compass Odyssey as a supplemental resource for sheltered English learner (EL) instruction.

Sheltered content classes provide an opportunity for English learners to receive grade level content at a modified level of language, based on their language proficiency needs. Compass Odyssey will be explored as an option to provide differentiated content material (science, math, reading) at the instructional reading level of English learners at Cooper High School who are enrolled in sheltered content classes. These classes, taught by content teachers, are designed to shelter the language of instruction while maintaining a focus on the priority standards of the content. Teachers in these classes provide linguistic modifications and all students in these classes are English learners.

e. Implement Moodle to deliver content for supplemental resources for regular education courses.

Several pilot projects for using our Moodle server are under discussion. Moodle may be used to support units in middle school science, high school social studies, and Professional Learning Communities. Moodle will be used to support the teachers participating in the current Enhancing Education through Technology (ARRA Stimulus) grant.

2. Provide Training

a. Training in using SchoolFusion, Moodle, Google Apps, and Compass are offered throughout the school year in the Academy and in regular-day format.

Over 45 teachers participated in SchoolFusion training September 3rd. Six classes are scheduled throughout the school year. Two Moodle classes are scheduled this year. Compass Odyssey training was held August 6 and August 11 (as a part of our grant training) and September 3. Additional sessions have been scheduled for elementary teachers and middle school math teachers. Academy sessions are scheduled for New Hope and Armstrong. Training for implementation for Google Apps is underway for teachers in the netbook pilot project in 2010-11 and scheduled in the Academy format in the spring of 2011. Google Apps will be available for all classes in 2011-12.

b. Professional learning community to support the effective use of Online Learning tools and systems is being developed.

Interested teachers will be invited to join. The invitation to participate in the group will be sent to early adopters this fall. Teachers will be invited to create and share online learning units. Teachers will provide feedback to each other and to our technology team through the professional learning community.

3. Monitor and Study

a. Development of NROC HippoCampus content and supported systems.

HippoCampus, is a collection of online course content provided to Minnesota schools through the MNLearning Commons. HippoCampus content is aligned with Minnesota Content Standards and various textbooks used in the district.

b. Development of content and systems available through MoodleShare (repository of online units and classes created with Moodle) and Equella (learning object database being developed for the MNLearning Commons).

Program Director for Instructional Technology will participate in a test group for Equella and monitor courses in MoodleShare for application in the district.

c. Grant opportunities to fund online initiatives.

Evaluation of Online Learning Types and Methods

The district will not exclusively implement online learning using only one type or method. But for purposes of evaluation and comparison, the committees categorized online learning options into the following types and models and have analyzed the fiscal implications and educational ramifications of each:

- A. Consortium (Northern Star Online),
- B. Comprehensive Turnkey Solution,
- C. Comprehensive In-House Developed Solution,
- D. Supplemental Turnkey Solution,
- E. Supplemental In-House Developed Solution, and
- F. Outsource Option.

A. Online Learning Type / Method: Consortium (Northern Star Online)

Definition / Example

Partner in an online learning consortium in collective development and delivery of online coursework, instruction and support.

Fiscal Implications

- The NSO model redirects enrollment and resources outside the district.
- Little financial risk to become a member. No fee membership.
- Additional resources such as teacher training could be obtained for minimal cost.
- May be a good interim strategy until online course registrations reach fiscally sustainable levels for district delivered courses.
- If a tuition agreement is signed (not a requirement of membership), \$400 tuition cost is \$115 less than current state online learning revenue stream. (Appendix C) If the district had a tuition agreement in place in 2009-10, the district would have saved about \$8,000.
- Tuition agreement method is more predictable.

Educational Ramifications

- Likely would not use for credit recovery since in-house ALC structure is effective and ALC funds are directed to the district.
- Membership would allow the district to collaborate and learn from other districts involved in online learning activities.
- District influences development of courses.
- Ensure the quality of the online credit as a member of NSO.
- Training teachers for effective online teaching will benefit the district as it moves to more blended delivery of instruction.
- District does not have to manage online system with complex settings for course management, development and deployment. But we also may not be able to adjust settings to our preferences.
- Coordinate and train counselors regarding NSO benefits and appropriate use of NSO courses.

B. Online Learning Type / Method: Comprehensive Turnkey Solution

Definition / Example

A vendor-provided system and curriculum allowing comprehensive full-time or part-time enrollment.

Example: Florida Virtual School: purchase or license content; load into our Moodle server; our teachers facilitate.

Fiscal Implications

- Significant startup costs.
- Cost variables include content and system license fees, teaching staff, in-house technology support and training and program coordination.
- Due to the start up costs, we would likely need to teach more than 170 students a minimum of 1 semester credit (approximately 7 courses) to break even.
- If MDE certified, could attract non-resident students and aid. Marketing and program niche would be factors in attracting non-residents.

Educational Ramifications

- Less alignment to content standards and district curriculum compared to district developed.
- Research shows that comprehensive online learning is not superior to blended delivery.
- May need to consider assignment load of an online teacher different than a traditional teacher.
- Consider more contract flexibility for online teachers. (ie. Scheduled work time, etc)
- If we use our own server, district must manage online system with complex settings for course management, development and deployment.
- Immediate access to content that has been tested with students and a variety of computer systems.
- Allow for an expansion of course offerings for students.

C. Online Learning Type / Method: Comprehensive In-House Developed Solution

Definition / Example

A district-developed system and curriculum allowing comprehensive full-time or part-time enrollment.

Example: We develop content and deliver using own Moodle or Blackboard system.

Fiscal Implications

- Startup costs are even more expensive than turnkey due to content development costs.
- Content development is predicated on release time for current teacher.
- Cost variables include teaching staff, in-house technology support and training, program coordination and in-house course development. Due to the content development start up costs, we would likely need to teach more than 194 students a minimum of 1 semester credit (4 unique courses, 8 sections) to break even.
- If MDE certified, could attract non-resident students and aid. Marketing and program niche would be factors in attracting non-residents.
- Year 2 costs would be lower than turnkey but still would need time to maintain content.

Educational Ramifications

- Course developers would need a thorough understanding of instructional design in an online environment, including accessibility issues.
- District must develop training (support network) for online teachers.
- District must manage online system with complex settings for course management, development and deployment.
- Better alignment/integrity to district curriculum.
- Ability to customize curriculum or create courses to meet specific need.
- Could easily adapt courses to hybrid delivery model.

D. Online Learning Type / Method: Supplemental Turnkey Solution

Definition / Example

A vendor-provided online system and content which enhances or supplements face-to-face instruction. Example: Compass Odyssey is an integrated learning system with programmed instruction and content developed by vendor.

Fiscal Implications

- Cost variables include in-house technology support and training.
- Vendor contract costs still significant.
- Softer fiscal impact since student remains enrolled in school.
- Additional revenue through extended day or ALC membership hours dependent on program design.
- Keep students in school with effective teaching strategies and solid credit recovery options.

Educational Ramifications

- Research on integrated learning systems (ILS) found that students spent more time on task but if not truly integrated within the curriculum, integrated learning systems have no positive effect on student achievement or attitudes. Studies do not show if ILS teach depth of content or foster complex thinking skills required in debate or composition.
- Effective tool for credit recovery
- Also effective for differentiated instruction. Integration of MAP data to the integrated learning system is a powerful tool.
- Success rate for supplemental blended learning is higher than comprehensive.

E. Online Learning Type / Method: Supplemental In-House Developed Solution

Definition / Example

A district-developed online system and content which enhances or supplements face-to-face instruction.

Example: Use SchoolFusion or Moodle to host content modules or shareware learning objects to support a hybrid course.

Fiscal Implications

- Cost variables include in-house technology support and training and content development.
- Compared to a turnkey solution, development of content will result initially in a higher cost.
- Softer fiscal impact since student remains enrolled in school.
- Additional revenue could be obtained through extended day or ALC membership hours dependent on program design.

Educational Ramifications

- Course developers would need a thorough understanding of instructional design in an online environment, including accessibility issues.
- District must develop training (support networks) for hybrid teachers.
- District must manage an online system with complex settings for course management, development and deployment.
- Success rate for supplemental blended learning is higher than comprehensive.
- Option would make for an easier transition from blended learning to hybrid.

F. Online Learning Type / Method: Outsource

Definition / Example

Vendor contract to provide all aspects of online program including system, content, delivery of coursework, instruction and support. Example: Advanced Academics provides system, content and teacher on a seat-time contract.

Fiscal Implications

- Most contracts are significant and would consume all or nearly all of the corresponding revenue. Actual cost dependent on contract.
- Most contracts are based on percentage of enrollment with minimum guarantee.
- Corporate vendors likely will seek only single certified presence in state.
- Would need to explore other ramifications considering language of current RFT contract.
- Contract could be executed quickly.

Educational Ramifications

- Corporate branded education.
- Little flexibility to customize for unique needs.
- May inhibit District from developing teachers or content in a hybrid or online instructional environment.
- Could quickly implement.
- Students can access assistance from teachers online 24 hours a day.

Resident Students Choosing Online Learning Options 2009-2010

Students by School Level and OLL Status

School Level	Comprehensive	Supplemental	Parent Paid	Grand Total
Primary	25			25
Secondary	42	19	2	63
Grand Total	67	19	2	88

Students by Program and OLL Status

Online Program	Comprehensive	Supplemental	Parent Paid	Grand Total
MTS Connections (Charter)	28			28
Northern Star Online (ISD 287)			17	19
MNVA K-8 (Houston)	13			13
Insight (Brooklyn Center)	10			10
MN Online High School (Charter)	6	1		7
MNVA 9-12 (Houston)	6			6
MCoOL (Houston)	3	1		4
MPLS Online	1			1
Grand Total	67	19	2	88

Course Counts by Subject and School Levels

Subject Areas	Elementary	Secondary	Grand Total
Social Studies	16	75	91
English	11	56	67
Science	14	50	64
Math	14	47	61
Health/PE	11	35	46
Global Lang	10	24	34
Art	12	9	21
Technology Ed		15	15
Business		12	12
Music	7	3	10
Other		4	4
N/A	103	175	278
Grand Total	198	505	703

**N/A - Comprehensive enrollments for which we have no specific course information. Students enrolled 1 semester assumed to have 6 courses. Students enrolled both semesters assumed to have 12 courses.*

Projected Equivalent ADM by School Levels

Subject Areas	Elementary	Secondary	Total
Projected ADM	16.5	42	58.5

Summary of Online Learning Revenue

Comprehensive Enrollment in an Online Learning Program

A student may choose to enroll full-time in a state-certified online learning program. In this case, the resident district does not retain any general education foundation aid. The process is identical to open enrollment to other school districts or enrollment into public charter schools. Assuming the student is enrolled in the comprehensive program for a complete year the financial loss would be:

Grade Level	K	1-3	4-6	7-12
General Education Foundation Aid	\$ 5,124.00	\$ 5,124.00	\$ 5,124.00	\$ 5,124.00
Weighted Pupil Units	0.612	1.115	1.060	1.300
General Education Aid per Student	\$ 3,135.89	\$ 5,713.26	\$ 5,431.44	\$ 6,661.20

Supplemental Enrollment in an Online Learning Program

A student may choose to enroll part-time in a state-certified online learning program. Under this scenario the student remains enrolled in Robbinsdale Area Schools as a part-time student. If the student wishes to enroll more than 50% of his/her courses in the online learning program, the district would have to agree to this arrangement.

The district must reduce the enrollment of the online student at the time of registration proportionally to the number of online courses in which the student is enrolled. Each semester credit generates 1/12 of the WADM amount. Only on completion of the course the OLL provider will receive 88% of online learning average daily membership. The district would retain 12%.

Grade Level	K	1-3	4-6	7-12
General Education Foundation Aid	\$ 5,124.00	\$ 5,124.00	\$5,124.00	\$5,124.00
Weighted Pupil Units	0.612	1.115	1.060	1.300
General Education Aid per Student	\$3,135.89	\$5,713.26	\$5,431.44	\$6,661.20
OLL Aid per semester credit (1/12)	\$ 261.32	\$ 476.11	\$ 452.62	\$ 555.10
District retainage per sem credit (12%)	\$ 31.36	\$ 57.13	\$ 54.31	\$ 66.61
OLL provider revenue per sem credit (88%)	\$ 229.97	\$ 418.97	\$ 398.31	\$ 488.49

Reference

- 2009 Minnesota Statute 124D.096 Online Learning Aid*
- 2009 Minnesota Statute 124D.095 Online Learning Option*
- 2009 Minnesota Statute 126C.05 Definition of Pupil Units*



Online courses offered at a lower rate!

The Northern Star Online Advisory Committee and the Intermediate District 287 School Board have recently approved a new process for billing online coursework. Our goal is to increase the completion rate of online courses from the existing level of 60-70%. The intent is to share with the enrolling district more of the revenue associated with online students to allow for further monitoring and support of those students.

Currently, enrolling districts reduce the ADM reported in MARSS for students taking online courses. NSO then reports to the state the students who have completed courses. The state pays 88% of the ADM (about \$488 in FY09) for that course to NSO, and 12% (about \$67 in FY09) to the enrolling district. With a 70% completion rate, this means that the time and resources invested in students who do not complete courses are not reimbursed.

In order to provide further resources for enrolling districts to support and monitor student progress, NSO is offering a contract option for districts. Under this model, the enrolling district would not reduce the ADM reported in MARSS for a student taking online courses. Instead, the enrolling district can choose to contract with NSO to provide instructional services at a rate of \$400 per semester course. This amount would be calculated at the end of the first 10 days a student is enrolled. Thus the enrolling district would retain \$88 more per student (about \$155 total), and would receive those funds regardless of course completion.

Contract rate: \$400 per semester course

State rate: \$488 per semester course (88% of ADM for a semester class)

Purpose: To improve student course completion and stabilize reporting

Benefits to students:

- Students still have the choice of taking online courses as provided under the law
- Students can receive more support and monitoring from their local school

Benefits to districts:

- More involvement in student success
- Retain \$88 more per student
- No change in MARSS reporting

Districts can choose to pay the lower rate at the start of the course

- State formula: Districts receive 12% of ADM per course, only if course is completed
- Contract plan: Districts will retain 28% of ADM per course, regardless of completion

Expectation is that the student will receive more support from the local school

- Key contact identified to monitor progress
- Tech support provided if using school media center

ENROLLMENT PROCESS

FOR ALL STUDENTS

1. Students have the right to choose online courses in accordance with state law.
2. Student registers for online course by NSO enrollment form.
3. Enrollment form goes to enrolling district and school for confirmation of course, student information and additional assurances.
4. The enrolling district identifies a key contact person to monitor student progress and facilitate communication with NSO.

CONTRACT OPTION

5. If the direct contract is chosen, the district continues to MARSS-report the student full time, and is billed for the fee for all students enrolled for 10 days.
6. Students have 10 days to drop an online course without penalty (grade is "W" and no fee is charged).
7. If a student does not make sufficient progress, the key contact will work with the NSO counselor, the student, and the student's parents to get the student on track.
8. If a student decides to withdraw from an online course after the first 10 days, the enrolling district key contact person will determine the re-enrollment process necessary for the student to comply with truancy laws.
9. NSO calculates charges for all students enrolled and bills the enrolling district directly for all students

Cost to enrolling district: \$400
Revenue retained on completion: \$155
Revenue retained for non-completion: \$155

COURSE COMPLETION OPTION

5. If the course completion process is chosen, the enrolling district reduces the ADM reported in MARSS in proportion to online courses taken.
6. Students have 10 days to drop an online course without penalty (grade is "W").
7. If a student does not make sufficient progress, the NSO counselor will work with the student, parents and enrolling district counselor to get the student on track.
8. If a student does not complete a course, or withdraws after 10 days, a grade of "WD" (Withdrawal-Dropped) or "NP" (No Pass) will be assigned, and **NO REVENUE IS PAID TO THE ENROLLING DISTRICT OR TO NSO.**
9. For student who complete courses, NSO reports the courses completed to the state. The state assigns 88% of the revenue to NSO (\$488) and 12% to the enrolling district (\$67).

Cost to enrolling district: \$488
Revenue retained on completion: \$67
Revenue retained for non-completion: 0

10. Grades and credit earned for all students are reported to the school.

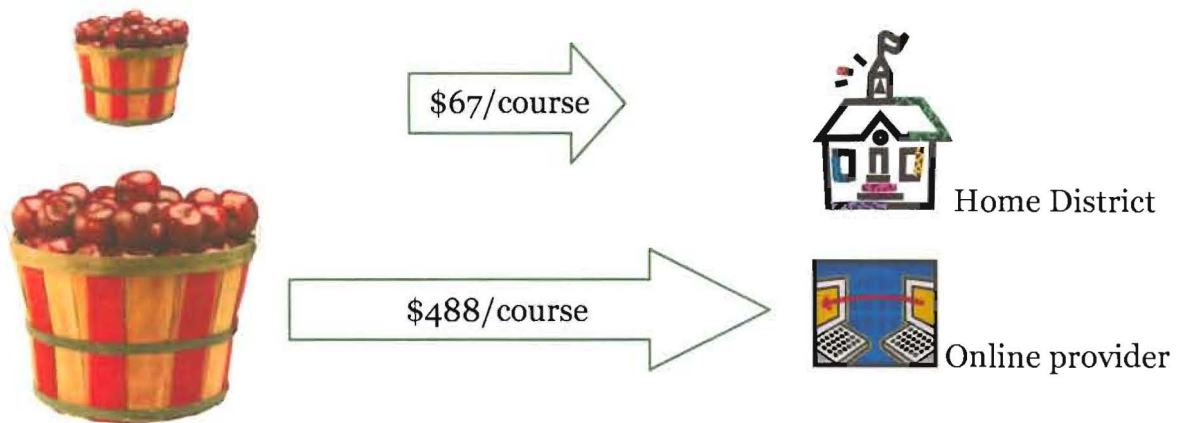
NOTE: The contract option and rate apply ONLY to SUPPLEMENTAL online enrollment (when the student is replacing a course within the school day). Independent Study and tuition enrollments are reported and funded separately.

Summary of revenue flow

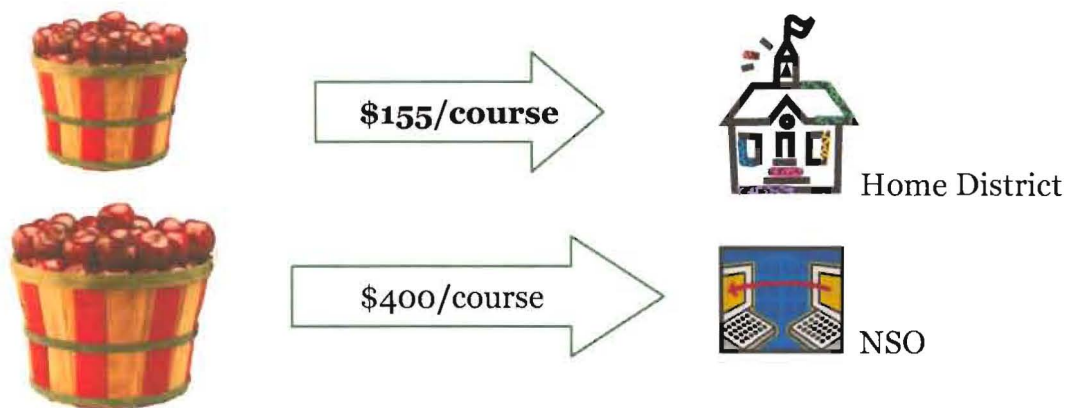
(figures are rounded, using FY09 state rate)

General Education Foundation Aid = <i>Weighting for grades 7-12:</i>	\$5124 <u>x 1.3</u>
Full-time Gen Ed Aid for High School Student = <i>Semester course periods per year:</i>	\$6661 <u>/ 12</u>
Gen Ed Aid per course:	\$555

State Course Completion Process—only if student completes course



Northern Star Online contracting plan—for all course enrollments





MEMO

DATE: September 7, 2011

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Stephanie Crosby, Executive Director of Human Resources

RE: Staff Evaluation Process

The board will hear an overview of the evaluation process for principals, teachers and support staff. The performance evaluation process helps employees understand how their job and expected contributions of their work fit within the district's vision, that every student, staff member, parent and community member takes pride in Robbinsdale Area Schools. The presenters will be Stephanie Crosby, Executive Director of Human Resources, Al Ickler, Executive Director of Community Education and Lori Simon, Executive Director of Educational Services.

Robbinsdale Area Schools Board - Shifting the Paradigm: Optimizing Focus & Efforts to Support Student Achievement

Committee Charge: Evaluate how the board effectively uses its time. Examine board meeting times, types, agendas, and focus; to clarify how board interactions and connections are best used to increase student achievement and support district goals

Background: The Community Conversation/Connect Committee met first on March 11 and 18 to plan increased opportunities for the Robbinsdale Area Schools Board of Education (RAS) to interact more with community stakeholders. This committee was the result of our Light House study and the February 14 work session topic on Community Conversations and School Outreach Efforts to Families. The committee met on average 1-2 times per month, from April through August 2011, and coordinated a range of activities for all board members, which included: 1). hosted a community conversation w/parents & students at a district-based apartment building in Brooklyn Park; 2). participated in parades in Golden Valley, Robbinsdale, with one more scheduled in Plymouth during September; 3). created new RAS signage for display at the Crystal Frolics; 4. hosted an information booth at the New Hope Farmers Market; 5). conducted a point-in-time survey to collect resident impressions; and, 6). Reviewed data of local school boards' schedules.

Analysis Summary and Rationale for Change: The CCC proposes an intentional *paradigm shift* for the board. Board members have expressed a desire to have more communication and linkages with the community, as well as becoming more intentional in its utilization of time, to better align with the board goals and the three primary Focus Areas as articulated in the July 23, 2011 work session.

- Focus Area 1 – Board Operations
- Focus Area 2 – Success for All Students
- Focus Area 3 – Allocation of Resources

Recommendations

The recommendations below are meant to preserve required board commitments and to accommodate desired structural shifts that allow for more direct connections with the community, and intentional focus on student achievement.

Recommendation One: School Board Meeting Schedule – The committee proposes that the board meet twice monthly, keeping the first and third Mondays, as the meeting date to preserve the ED TV 7:00-9:00 PM time slot. See the attached proposed agenda drafts.

- The first monthly meeting, would include the Listening Hour prior to the meeting from 6:00 – 6:50, and be quite similar to the present, with arts highlights, recognitions, reports, business items, from 7-9 PM.
- Exception-the first monthly meeting in September would occur on the second Monday of the month and no longer on the first day of school.
- The second meeting of the month would begin with a regular business meeting from 5:30 – 6:00 PM with a work session to follow from 6-9 PM. ED TV would broadcast the business meeting and additional district programming in our regular time slot of 7-9 PM.

Robbinsdale Area Schools Board - Shifting the Paradigm: Optimizing Focus & Efforts to Support Student Achievement

- The board would retain one annual Saturday meeting for a board retreat.

Recommendation Two: Board Dialogue - Time previously used for dialogues would be dedicated to work sessions, with groups intentionally invited by the board for more tightly targeted and structured discussions sessions aligned with district goals and agenda topics.

Recommendation Three: Board liaison Role - Maintain participation on Priority 3 committees, attendance at all other committees would ebb and flow, as warranted, to support strategic direction of the district. *Note: several committees were discussed with the understanding all current committees are advisory to the administration not the board, with the exception of the Finance Advisory Committee and Legislative Action Committee.*

Next Steps:

1. Adopt CCC recommendations or alternate recommendations.
2. Create CCC schedule for 2011-2012
3. Create communications information for each committee
4. Create talking points for board members
5. Present final proposal at board meeting
6. Create six month timeline to evaluate board meeting changes.
7. Other actions as board directed.

Board Work Session July 23, 2011
Lighthouse Project Flip Charts Notes

BOARD GOALS

FOCUS AREA 1-Board Operations

- Committee to review/revise policy governance policies and by-laws, including writing results policies
- Board approve by June 1, 2012
- Determine how to most effectively use Board time

FOCUS AREA 2-Board Operations

- Participate in book study of “Pedagogy of Confidence”
- Understand and promote the Unified District Vision and Implementation
- Affirm achievement Goals
- Make time to gain a more robust understanding of student achievement strategies

FOCUS AREA3-Allocation of Resources

- Review Budget Committee reports
- Direct resources to programs and initiatives that maximize student achievement and implement

Survey of Metro Districts' School Board Meetings

The Community Conversation Committee surveyed districts in the metro area to learn how many meetings Districts have per month. We looked at the three largest districts in the metro area, districts throughout the metro, those with similar size and neighboring districts. We tallied the number and types of meetings each district holds.

District	Business Meetings/Month	Work/Study Sessions/Month	Notes # of Meeting, Enrollment total
Robbinsdale	Two at 7 pm	One at 5:30	3 - 11,900
Anoka Hennepin	One, start 6:30	One-Work Session	2 – 62,000
St. Paul	One BOE at 5:45	One-Committee of the Board	2 – 38,000
Minneapolis	One at 6 pm	One-Discussion Meeting	2 - 30,000 Reserves right to call additional meetings
Rosemount-Eagan-Apple Valley	Two at 6 pm		2 – 28,000
Osseo	Two at 8 pm, after work sessions	Two at 6 pm followed by reg. meeting at 8 pm	2 – 21,000 Also post additional meetings, some work sessions continue at 9 pm, standing monthly policy and property committee meetings
South Washington County	One at 7 pm	One at 6 pm	2 – 17,000
Bloomington	One at 7 pm	One at 6 pm	2 – 11,900
Lakeville	One at 7 pm	One start time varies 4:30-7 pm	2 - 11,034
Wayzata	One at 7 pm	One at 4:30	2 - - 10,200 Call addt'l special meetings
Burnsville	Two at 6:30 pm		2 – 9,900
Eden Prairie	Two at 6 pm	Quarterly hold a work shop instead of business meeting	2 - 9,700 Work shop start times vary
Stillwater	Two at 7:15 pm	Two Learning Sessions, prior to each Business meeting	2 - 8,900 Their Work Sessions or Learning Sessions start at 5, 5:15 or 5:30 pm
Minnetonka	One at 7 pm	One at 7 pm	2 - 8,300
Edina	Two at 7 pm	Quarterly workshops at 5 pm-in place of regular meetings	2 - 7,990
Hopkins	Two at 6 pm	Currently one workshop scheduled	2 – 7,200 Their agenda states 10 min for each presentation
St. Louis Park	One at 7 pm	One at 7 pm	2 – 4,200
Inver Grove Heights	Two at 7 pm		2 – 3,700
Brooklyn Center	One at 6:30 pm	One at 6:30 pm	2 – 1,200

9/9/11



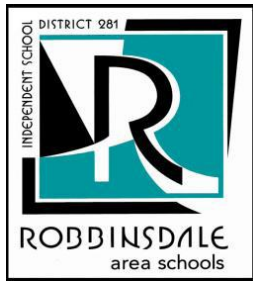
Example Agenda

First monthly meeting

(Same format as current meeting)

Robbinsdale Area School Boards
School Board Agenda
Listening Hour 6 p.m.
First monthly Monday, 2011 7 p.m.
Regular Meeting
ESC, 4148 Winnetka Ave. N., New Hope, MN 55428

- 1. Call to Order and Roll Call**
- 2. Acceptance of Agenda – *Action***
- 3. Arts Showcase and Sharing the Success**
- 4. Superintendent Report**
- 5. Special Reports**
- 6. Teaching and Learning**
- 7. Operations**
- 8. Consent Agenda**
- 9. Board Reports**
- 10. Announcements**
- 11. Adjournment**



Example Agenda

Second monthly meeting

(Suggested new format)

Robbinsdale Area School Boards
School Board Agenda
Third monthly Monday, 2011
Business Meeting 5:30 p.m.
Work Session 6 p.m.
ESC, 4148 Winnetka Ave. N., New Hope, MN 55428

Business Meeting 5:30-6 p.m.

- 1. Call to Order and Roll Call**
- 2. Acceptance of Agenda – *Action***
- 3. Sharing the Success**
- 4. Operations – *Action Items***
- 5. Consent Agenda – *Action Item***
- 6. Adjournment**

Work Session 6-9 p.m.

- 1. Welcome and Introductions – Barb Van Heel** 6:00- 6:10 p.m.
- 2. General Mills Study Regarding Achievement Gap** 6:10-7:00 p.m.

Break 7:00-7:10 p.m.

- 3. Staff Evaluation Process – Stephanie Crosby and Lori Simon** 7:10-7:40 p.m.
- 4. Unaudited Financial Report for Period Ended June 30, 2011 – Jeff Priess** 7:40-8:10 p.m.
- 5. Budget Adjustments 2012-2013 – Jeff Priess** 8:10-9:00 p.m.
- 6. Adjourn** 9:00 p.m.

9/12/2011