



Robbinsdale Area Schools School Board Meeting Agenda

Monday, August 5, 2013 at 6:15 PM

Work Session

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

1. Proposed Resolution for SEA-cret forest at School of Engineering and Arts 2
Presenter: Lori Simon and Cara Rieckenberg
2. Discuss Possible Shared Facilities with City of New Hope 9
Presenter: Jeff Priess
3. Location Equity Revenue/Referendum-Legislative Update 18
Presenter: Jeff Priess
4. Break
Time: 10 minutes
5. Update on State and Local Assessments 20
Presenter: Lori Simon and Dr. Cheryl Videen
6. Update on Strategic Planning/Unified District Vision 30
Presenter: Mike Favor, Lori Simon, and Aldo Sicoli
7. Community Connect Committee Discussion/Update 51
Presenter: Helen Bassett, Mark Bomchill, and Patsy Green
8. MSBA Membership
Presenter: Sherry Tyrrell



MEMO

DATE: 7-31-13

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Academics and Elementary Schools

RE: Proposed Resolution for SEA-cret Forest at School of Engineering and Arts (SEA)

The Board will hear a discussion of the proposed resolution in support of a school forest at SEA for educational purposes through the Minnesota DNR School Forest Program. A school forest is an outdoor classroom where students learn and apply math, art, science, language arts, and social studies while gaining an appreciation and awareness of natural resources. School Forests help students by developing and providing:

- self-esteem
- sense of community
- skills
- knowledge base
- life-long critical thinking
- real-life situations in their forest
- frequent, enjoyable outdoor experiences
- engagement in learning

The DNR School Forest Program provides schools with outdoor and environmental education assistance and resources, and land management assistance and other support services.

Supporting documents for this discussion include the proposed resolution, a school map outlining the proposed school forest area, and the deed to the property as part of the Robbinsdale Area Schools.

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools; Kim Hiel, Principal at SEA; and Cara Rieckenberg, Magnet Coordinator at SEA.

FILED

C

STATE OF MINNESOTA

DISTRICT COURT

'72 MAR 21 PM 3:58

COUNTY OF HENNEPIN

FOURTH JUDICIAL DISTRICT

CLERK OF DISTRICT COURT
HENNEPIN COUNTY

Independent School District No. 281,
Hennepin County, Minnesota,

Petitioner,

CERTIFICATE OF ATTORNEYS

vs.

FOR PETITIONER

Nicholas M. Loscheider, Bernice R.
Loscheider, Mildred Rydholm, Estrid
Rydholm, John Petric, Norton Erickson,
Margaret Frampton, Evelyn Trutnau,
and Arthur Logefeil,

C-851

75036

Respondents.

In the matter of the condemnation of
certain tracts and parcels of land,
situated in the County of Hennepin,
State of Minnesota, for school pur-
poses.

The undersigned, attorneys for Independent School District No. 281
(Hennepin County, Minnesota), the Petitioner in the above entitled proceeding,
herby certifies as follows:

1. That they are the attorneys for the Petitioner in the above
entitled proceeding.
2. That the above entitled proceeding is one for the condemnation
and taking of land by the Petitioner under its right of eminent domain.
3. That the land taken by the Petitioner in this proceeding is situ-
ated in Hennepin County, Minnesota, and is known and described as follows:

Tracts 1 and 2. Lot 15, Keene, Higbee & Bitzer's Golden Valley
Outlots.

Tract 3. The north 1/2 and the north 25 feet of the south
1/2 of Lot 14, Keene, Higbee & Bitzer's Golden
Valley Outlots.

28-85870 - 5200 - 5400 - 5600 - 4800 - 5000 - 4620 - 4610

APPROVAL OF CERTIFICATE BY THE COURT

The above entitled Certificate of LeVander, Zimpfer & Tierney, Ltd. by Bernard G. Zimpfer the attorneys for the Petitioner, Independent School District No. 281, Hennepin County, Minnesota, being duly before the Court, is hereby approved.

DATED: March 21st, 1972

BY THE COURT:


Judge

STATE OF MINNESOTA, COUNTY OF HENNEPIN
Certified to be a true and correct copy of the
original on file and of record in my office.

MAR 22 1972
RALD H. NELSON, Clerk of District Court
By V. O. Deputy

Attorney

3937883

ER-FR-LOR-PE-Ry-TA

MAR 28 1972 7 8 8 3 \$ 003.0000 A

IN

OFFICE OF REGISTER OF DEEDS
STATE OF MINNESOTA
COUNTY OF HENNEPIN

I hereby certify that the within instrument
was filed for record in this office on the
28 day of MAR A.D. 1972 at 8
o'clock A.M., and was duly recorded in book
72 of Hennepin County Records
page

3937883

Roy A. Hauer

REGISTER OF DEEDS

BY *Carl Wallin*
DEPUTY REGISTER OF DEEDS

Box 649



8/5/2013

Proposed Resolution for SEA-cret Forest at School of Engineering and Arts

Resolved, the Board of Education of Independent School District No. 281 approves the establishment and maintenance of the SEA-cret Forest at the School of Engineering and Arts and outdoor classroom comprising 1.6 acres described as Section 29, Township 118 North, Range 21 West in Hennepin County, and beginning at the southwest corner of the northeast ¼ of the southwest ¼ and proceeding 333 feet north along the centerline of Pennsylvania Avenue, thence 33 feet east to the southwest corner of the parcel and edge of the road right of way, then proceeding north along the right of way edge 333 feet thence east 90 feet, thence 156 degrees for 202 feet, thence east 20 feet, thence 137 degrees for 172 feet, thence west 279 to the point of beginning, approximately 1.07 acres more or less AND Section 29, Township 118 North, Range 21 West in Hennepin County, and beginning at the southwest corner of the northeast ¼ of the southwest ¼ and proceeding 333 feet north along the centerline of Pennsylvania Avenue, thence 33 feet east to the southwest corner of the parcel and edge of the road right of way, then proceeding east along the parcel boundary for 600 feet, thence north along the east edge of the parcel for 209 feet to the point of beginning, then continuing north 180 feet, thence west 128 feet, thence south 180 feet, thence east 128 feet to the point of beginning, approximately 0.53 acres, and supports enrollment of said school forest in Minnesota DNR School Forest Program for educational purposes.

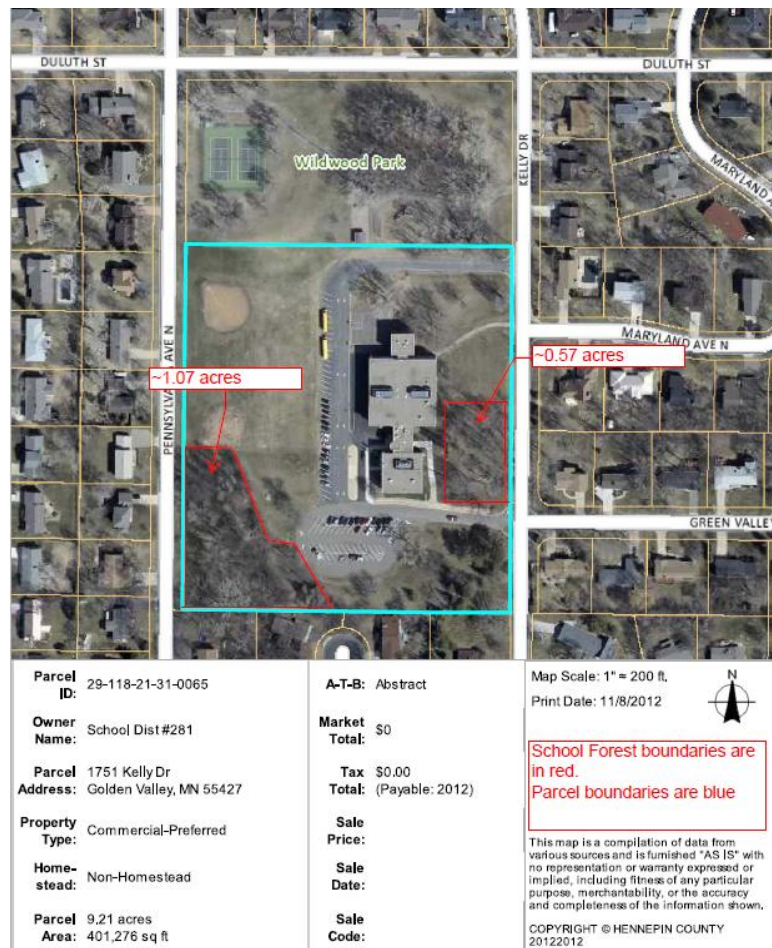
SEA-cret Forest
 School of Engineering and Arts
 NESW Sec 29 Twn 118, Rge 21
 Golden Valley, Hennepin County

Beginning at the southwest corner of the northeast ¼ of the southwest ¼ of section 29, township 118 north, range 21 west in Hennepin County proceed 333 feet north along the centerline of Pennsylvania Avenue, thence 33 feet east to the southwest corner of the parcel and edge of the road right of way. This is the point of beginning. Proceed north along the right of way edge 333 feet thence east 90 feet, thence 156 degrees for 202 feet, thence east 20 feet, thence 137 degrees for 172 feet, thence west 279 feet to the point of beginning, approximately 1.07 acres

and

Beginning at the southwest corner of the northeast ¼ of the southwest ¼ of section 29, township 118 north, range 21 west in Hennepin County proceed 333 feet north along the centerline of Pennsylvania Avenue, thence 33 feet east to the southwest corner of the parcel and edge of the road right of way. Proceed east along the parcel boundary for 600 feet, thence north along the east edge of the parcel for 209 feet to the point of beginning. Continue north 180 feet, thence west 128 feet, thence south 180 feet, thence east 128 feet to the point of beginning, approximately 0.53 acres.

DBS, from aerial photo interpretation 12/12/12





TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Jeff Priess, Executive Director of Business Services

DATE: August 5, 2013

RE: Possible Shared Facilities with New Hope

DISCUSSION:

Subsequent to our meeting with New Hope city officials we have had the Education Service Center and the Bus Garage appraised. The executive summaries from the appraisal documents are attached. I have also attached a letter from CESO regarding potential impacts to our transportation operation for relocating the bus garage. We are also in the process of having our District architect evaluate ESC space needs by individual department, this evaluation will be completed by mid to end of September.

QUESTIONS:

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

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

Dahlen, Dwyer & Foley, Inc.

Dwight W. Dahlen, MAI SRA
Daniel E. Dwyer
Sean M. Foley
Jeffrey A. Dahlen
Jane E. Hammes
Michael T. Tinker

Real Estate Appraisals
Consultation
Expert Witness
Market Research

June 27, 2013

Mr. Jeff Priess
Executive Director of Business Services
Robbinsdale Area Schools
4148 Winnetka Avenue North
New Hope, MN 55427

RE: 4148 Winnetka Avenue North
New Hope, MN 55427

Mr. Priess:

In accordance with your request and authorization, I have made an inspection and analysis of the captioned property which is more particularly described elsewhere in this report and have made a study of the conditions affecting its value. This appraisal includes the appropriate scope of work deemed necessary to produce credible assignment results. This report includes the required relevant evidence and logic to support the opinion of value to the degree necessary for the intended use. This appraisal has been communicated in summary report format.

The property under analysis consists of the Robbinsdale Area School District Education Service Center building located approximately three miles south of Interstate 694 in the community of New Hope. The property is situated within the southeast quadrant of Winnetka Ave N and 42nd Ave N and is addressed as 4148 Winnetka Avenue North. The improvement is comprised of a multiple level office building which contains 41,412 SF. The property was constructed for and has been historically used as an administrative building for the school district. The building is situated on a generally rectangular shaped parcel which contains 79,747 SF or 1.83 acres, subject to survey.

The purpose of this appraisal is to provide specific opinions of market value of the subject property reflecting three distinct scenarios. The scenarios are summarized as follows:

- Scenario # 1: Market Value of property as currently improved
- Scenario # 2: Market Value of underlying 1.83 acre site as if hypothetically vacant
- Scenario # 3: "As is" Market Value of property reflecting current highest and best use

The client and intended user of this report is Robbinsdale Area Schools. The intended use of this appraisal is to assist in documenting the value for internal management and potential disposition purposes. Property rights appraised consist of the fee simple interest.

Scenario # 1 Conclusion: Market Value of property as currently improved:

This value reflects the existing improvements on the underlying 1.83 acre parcel. The value has been reconciled by analyzing other improved office properties and is based upon the specific analysis of the Direct Sales Comparison and Income Capitalization techniques. Subsequent to the investigation, my opinion of market value reflecting the property as currently improved as of June 12, 2013, is as follows:

**ONE MILLION FOUR HUNDRED FORTY THOUSAND DOLLARS
(\$1,440,000)**

Scenario # 2 Conclusion: Market Value of 1.83 acre site as if hypothetically vacant:

This value reflects the underlying 1.83 acre parcel as if it were vacant. The value has been reconciled by analyzing other comparable land parcels and is based upon the specific analysis of the Direct Sales Comparison technique. Subsequent to the investigation, my opinion of market value reflecting the vacant underlying land parcel as of June 12, 2013, is as follows:

**ONE MILLION THREE HUNDRED FIFTY FIVE THOUSAND DOLLARS
(\$1,355,000)**

The preceding value is based upon the hypothetical condition that the subject parcel is vacant. The value reflects the vacant land parcel only and does not consider any existing building improvements, site improvements, or demolition cost.

Scenario # 3 Conclusion: "As is" Market Value reflecting Highest & Best Use:

This value reflects the existing market value of the property based upon its current highest and best use. Highest and best use is defined as "the reasonably probable and legal use of vacant land or an improved property that is legally permissible, physically possible, appropriately supported, financially feasible, and that results in the highest value". The "As is" Market Value of property reflecting highest and best use has been reconciled by analyzing other improved properties, land parcels, and potential demolition costs. Two scenarios are possible including continued use of the improvements or demolition and re-development. It is my opinion the improvements still contribute slightly to overall property value. Specifically, the opinion of market value of the improvements equates to \$1,440,000 (see scenario # 1). The vacant land value has been estimated at \$1,355,000 (see scenario # 2) which is \$85,000 less. If demotion costs were considered the spread would be even greater and therefore the current highest and best use involves the existing improvements. Therefore, subsequent to the investigation, my opinion of market value reflecting the "as is" status and condition of the property as of June 12, 2013, is as follows:

**ONE MILLION FOUR HUNDRED FORTY THOUSAND DOLLARS
(\$1,440,000)**

The preceding opinions of market value assume a marketing period and exposure time of 6-12 months to consummate a sale. The values assume that taxes are current and it is the obligation of the seller to pay any/all outstanding taxes. The preceding opinions of value do not include any furniture, fixtures and equipment (FF&E) or business value.

The existence of hazardous materials, which may or may not be present on the property, were not observed by the appraiser. The appraisers have no knowledge of the existence of such materials on or in the property. The appraiser, however, is not qualified to detect such substances. The presence of substances such as asbestos, urea-formaldehyde foam insulation or other potentially hazardous materials or ground contaminants may affect the value of the property. The value estimate is predicated on the assumption that there is no such material on or in the property that would cause a loss in value. No responsibility is assumed for any such conditions, or for any expertise or engineering knowledge required to discover them. The client is hereby urged to retain an expert in this field, if so desired.

This appraisal report has been made in conformity with the following:

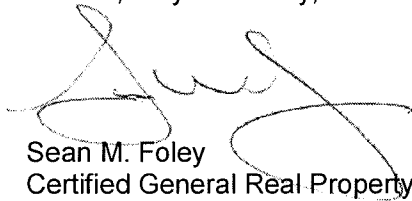
- The Comptroller of Currencies Guidelines for Real Estate Appraisal Policies and Review Procedures. The definition of market value contained in this report is mandated in 1608.2(F).
- The Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation, as mandated by the Financial Institution's Reform, Recovery and Enforcement Act (FIRREA) of 1989.
- This appraisal assignment has not been based on a requested minimum valuation, a specific valuation, or the approval of a loan. The opinion of market value developed in this report was developed independent of any undue influence.
- 12 CFR 1608.4 Appraisal Standards for National Banks as contained in the Federal Register.

This appraisal has been made subject to certain limiting conditions and assumptions as hereinafter expressed. Such facts and information as contained herein were obtained from sources that we consider reliable and are true to the best of my knowledge and belief. Information in this report was gathered from sources believed to be reliable, but is not guaranteed.

Neither the engagement to make this appraisal nor any compensation therefore are contingent upon the reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value estimate, the attainment of a stipulated result or the occurrence of the subsequent event. I appreciate the opportunity for this assignment and welcome any questions you may have in regard to the analysis.

Respectfully submitted,

Dahlen, Dwyer & Foley, Inc.



Sean M. Foley
Certified General Real Property Appraiser
MN License #20052198
DD&F File#: 12-179



The Center for Efficient School Operations

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

2697 East County Road E #110
White Bear Lake, Minnesota 55110
Phone: (651) 605-5107
Fax: (651) 429-8869
Email: info@ceso.us

July 25, 2013

Jeff Priess
Robbinsdale Area Schools
4148 Winnetka Avenue North
New Hope, MN 55427-1288

Dear Jeff,

In regards to your question about the cost impact of either relocating, or no longer having a bus garage, I have gathered the following information:

First of all, the concept of relocating the district school bus garage has been discussed in the past, and specifically the idea of moving it to either the Hosterman or Sandburg site. At that time (2009) it was reported that the operational costs of providing transportation out of one of those sites would be an additional \$90,000 to \$135,000 per year. This additional cost is largely due to the current site being more centrally located than either of the two schools. What we can learn from this information, is that the "how much will it cost" question can only be answered when we know the actual location of the new bus garage. That being said, I would suggest that if a new property were located very close to the existing garage, there would be no operational cost impact, but if the property were located near the current Hosterman or Sandburg sites, we could see an operational increase of \$90,000 - \$135,000 per year. Any other location being considered could be costed as to the actual effect on the operational cost to the school district.

If the school district were interested in no longer having a school bus garage, the cost of adding this expense to our contract operator would likely be between \$350,000 and \$450,000 per year *if we operated under our current contract*. The reason that the contract matters in this situation is that we would likely have structured our transportation contract differently if we did not have the school bus garage. Specifically, we would consider having the option of using two contractors instead of one so that a contractor who has a facility near the southern end of the district could bid on routes in that area, and a contractor who has a facility on the northern end of the district could operate in that area. This would allow it so that we could leverage the actual existing terminal locations of the contractors in the area to help reduce dead head costs to and from our routes, therefore give us better pricing for each bus they operate. I would suggest that if we did this contract change, we could reduce the cost of having them running from a single terminal by as much as 30%.

I know that these numbers may not be as specific as what you were looking for, but in conclusion, I would expect that if the school district were to relocate the current transportation facility, that you could expect an annual cost increase of somewhere between 0 and \$135,000. Furthermore, if the district were to ask the contractor to provide a location for the school buses, you could expect a cost increase between \$250,000 and \$450,000. The main issue would be that the school district work closely with the transportation department regardless of which direction is being considered so that we can estimate the cost impact for a new location, and/or rewrite the contracts as needed to confirm we are operating as efficiently as possible.

If you have any questions regarding this information, please feel free to call.

Sincerely,

Chuck Corliss

Dahlen, Dwyer & Foley, Inc.

Dwight W. Dahlen, MAI SRA
Daniel E. Dwyer
Sean M. Foley
Jeffrey A. Dahlen
Jane E. Hammes
Michael T. Tinker

Real Estate Appraisals
Consultation
Expert Witness
Market Research

June 28, 2013

Mr. Jeff Priess
Executive Director of Business Services
Robbinsdale Area Schools
4148 Winnetka Avenue North
New Hope, MN 55427

RE: 4124 Winnetka Avenue North
New Hope, MN 55427

Mr. Priess:

In accordance with your request and authorization, I have made an inspection and analysis of the captioned property which is more particularly described elsewhere in this report and have made a study of the conditions affecting its value. This appraisal includes the appropriate scope of work deemed necessary to produce credible assignment results. This report includes the required relevant evidence and logic to support the opinion of value to the degree necessary for the intended use. This appraisal has been communicated in summary report format.

The property under analysis consists of the Robbinsdale Area School District Transportation Building located approximately three miles south of Interstate 694 in the community of New Hope. The property is situated near the southeast quadrant of Winnetka Ave N and 42nd Ave N and is addressed as 4124 Winnetka Avenue North. The improvement is comprised of a single level general purpose building which contains 48,843 SF. The property was constructed for and has been historically used as the transportation building/ bus garage for the school district. The building is situated on a generally rectangular shaped parcel which contains 348,688 SF or 8.0 acres, subject to survey.

The purpose of this appraisal is to provide specific opinions of market value of the subject property reflecting three distinct scenarios. The scenarios are summarized as follows:

- Scenario # 1: Market Value of property as currently improved
- Scenario # 2: Market Value of underlying 8.0 acre site as if hypothetically vacant
- Scenario # 3: "As is" Market Value of property reflecting current highest and best use

The client and intended user of this report is Robbinsdale Area Schools. The intended use of this appraisal is to assist in documenting the value for internal management and potential disposition purposes. Property rights appraised consist of the fee simple interest.

Scenario # 1 Conclusion: Market Value of property as currently improved:

This value reflects the existing improvements on the underlying 8.0 acre parcel. The value has been reconciled by analyzing other improved general purpose properties and is based upon the specific analysis of the Direct Sales Comparison and Income Capitalization techniques. Subsequent to the investigation, my opinion of market value reflecting the property as currently improved as of June 12, 2013, is as follows:

**TWO MILLION EIGHTY THOUSAND DOLLARS
(\$2,080,000)**

Scenario # 2 Conclusion: Market Value of 8.0 acre site as if hypothetically vacant:

This value reflects the underlying 8.0 acre parcel as if it were vacant. The value has been reconciled by analyzing other comparable land parcels and is based upon the specific analysis of the Direct Sales Comparison technique. Subsequent to the investigation, my opinion of market value reflecting the vacant underlying land parcel as of June 12, 2013, is as follows:

**TWO MILLION SEVEN HUNDRED THOUSAND DOLLARS
(\$2,700,000)**

The preceding value is based upon the hypothetical condition that the subject parcel is vacant. The value reflects the vacant land parcel only and does not consider any existing building improvements, site improvements, or demolition cost.

Scenario # 3 Conclusion: "As is" Market Value reflecting Highest & Best Use:

This value reflects the existing market value of the property based upon its current highest and best use. Highest and best use is defined as "the reasonably probable and legal use of vacant land or an improved property that is legally permissible, physically possible, appropriately supported, financially feasible, and that results in the highest value". The "As is" Market Value of property reflecting highest and best use has been reconciled by analyzing other improved properties, land parcels, and potential demolition costs. Two scenarios are possible including continued use of the improvements or demolition and re-development. It is my opinion the improvements no longer contribute to overall property value. Specifically, the opinion of market value of the improvements equates to \$2,080,000 (see scenario # 1). The vacant land value has been estimated at \$2,700,000 (see scenario # 2) which is \$620,000 greater. The \$2,700,000 value, however, is based upon the hypothetical condition that the subject parcel is vacant and therefore demolition costs need to be deducted to arrive at an actual "as is" value. Demolition costs are estimated at approximately \$4 per foot or \$200,000. Therefore, subsequent to the investigation, my opinion of market value reflecting the "as is" status and condition of the property as of June 12, 2013, is as follows:

**TWO MILLION FIVE HUNDRED THOUSAND DOLLARS
(\$2,500,000)**

The preceding opinions of market value assume a marketing period and exposure time of 6-12 months to consummate a sale. The values assume that taxes are current and it is the obligation of the seller to pay any/all outstanding taxes. The preceding opinions of value do not include any furniture, fixtures and equipment (FF&E) or business value.

The existence of hazardous materials, which may or may not be present on the property, were not observed by the appraiser. The appraisers have no knowledge of the existence of such materials on or in the property. The appraiser, however, is not qualified to detect such substances. The presence of substances such as asbestos, urea-formaldehyde foam insulation or other potentially hazardous materials or ground contaminants may affect the value of the property. The value estimate is predicated on the assumption that there is no such material on or in the property that would cause a loss in value. No responsibility is assumed for any such conditions, or for any expertise or engineering knowledge required to discover them. The client is hereby urged to retain an expert in this field, if so desired.

This appraisal report has been made in conformity with the following:

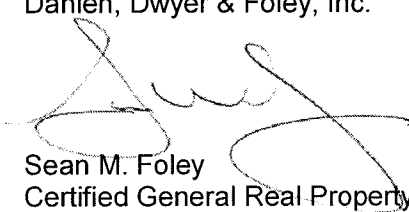
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This appraisal has been made subject to certain limiting conditions and assumptions as hereinafter expressed. Such facts and information as contained herein were obtained from sources that we consider reliable and are true to the best of my knowledge and belief. Information in this report was gathered from sources believed to be reliable, but is not guaranteed.

Neither the engagement to make this appraisal nor any compensation therefore are contingent upon the reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value estimate, the attainment of a stipulated result or the occurrence of the subsequent event. I appreciate the opportunity for this assignment and welcome any questions you may have in regard to the analysis.

Respectfully submitted,

Dahlen, Dwyer & Foley, Inc.



Sean M. Foley
Certified General Real Property Appraiser
MN License #20052198
DD&F File#: 12-179.1



TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Jeff Priess, Executive Director of Business Services

DATE: August 5, 2013

RE: Location Equity Revenue/Referendum Legislative Update

DISCUSSION:

Article 3 of the omnibus tax bill establishes location equity revenue as a new component of general education revenue beginning in FY2015. For districts located within the seven-county metropolitan area, location equity revenue equals \$424 times adjusted pupil units (students served). We estimate that our location equity revenue will generate \$5,717,300.80 based on adjusted pupil units of 13,484.20. Location equity revenue **does not** provide the district with additional funding, the revenue will be subtracted from the current referendum allowance.

The omnibus tax bill also provides the district with the ability to convert up to \$300 dollars per adjusted pupil unit of referendum authority from voter approved to board approved. However, the converted authority would be offset by location equity with the expiration of the original voter approved authority, offsetting any benefit the district may have received in making this conversion.

I've attached a spreadsheet that provides additional information regarding the legislative changes from the tax bill.

QUESTIONS:

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

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

FY 15 Operating Referendum Simulation

	Old Law	Old Law	New Law	New Law
Estimated Resident Pupil Units	15,246.95			
Estimated Adjusted Pupil Units			13,484.20	
Referendum Allowance	1618.66			
Referendum Revenue		24,679,628.09		
Initial Referendum Allowance			1830.262684	
Location Equity Allowance			424.00	
Adjusted Referendum Authority			1,406.26	
Referendum Revenue				18,962,327.29
Location Equity Revenue				5,717,300.80
Total				24,679,628.09
Equalizing factor T1	880,000.00			
RMV/RPU	530,529.77			
Levy Portion	0.602874734			
Aid Portion	0.397125266			
Referendum Cap T1 300	4,045,260.00			
Referendum Aid				1,606,474.97
Referendum Levy				17,355,852.32
Location Levy				5,717,300.80
Total				24,679,628.09

July 1: Earliest date that a district can pass a board resolution converting up to \$300 per adjusted pupil unit of referendum revenue from voter approved to board approved.

August 31: Deadline for a school district **electing not to participate** in location equity revenue to pass a resolution opting out of the revenue.

September 30: Deadline for a district to pass a resolution to convert referendum authority from voter approved to board approved.

Board authority converted from voter approved authority will be reduced by Location Equity Revenue the year that the original voter approved levy expires.



MEMO

DATE: 7-31-13

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Academics and Elementary Schools

RE: Minnesota's Assessment System

The Board will hear an overview of the Legislation enacted on Wednesday, May 22, 2013, which included a number of changes for statewide testing. These changes include putting a suite of career and college assessments in place for students in grades 8, 10 and 11. Graduation assessment requirements will include participation in this suite of career and college assessments and students (starting with the incoming freshman class) will no longer need to take or pass GRAD (Graduation Required Assessment for Diploma) tests in reading, math or writing.

The changes to the graduation assessment requirement will also affect older students. Students in the class of 2016 or before (incoming sophomores or before) have additional options for meeting the graduation assessment requirement. They can still pass the reading, math and writing GRAD tests, or they can take one of a number of alternate assessments. These alternates include assessments such as the ACT, Armed Services Vocational Aptitude Battery (ASVAB), the SAT or a number of other assessments. To meet the alternate requirement students need to take one of these assessments, they are not required to obtain a specific score.

In addition to the changes in graduation assessment requirements, the state reading and math tests for grades 3-7 will be computer adaptive assessments and will no longer be available in paper/pencil format.

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools; and Dr. Cheryl Videen, Program Director for Research, Evaluation, and Assessment.



21

Minnesota's Assessment System

Update on Changes
Due to 2013 Legislation

The Future: 2015-2016 School Year

- MCA reading and math: Grades 3-7
- Career and College Assessments: Grades 8, 10 & 11
- Science MCA & ACCESS (state test for English Learners) stay the same

The Future: 2015-2016 School Year

- MCA reading and math: Grades 3-7
 - Online administration only
 - Adaptive
 - Off grade level items

The Future:

2015-2016 School Year

- Career and College Assessments:
Grades 8, 10 & 11
 - Nationally recognized college entrance exam
 - Must be aligned to MN standards
 - Must include Reading, Math and Writing components
 - Grades 8 & 10 must include a career interest component
 - Student participation required, NOT a specific passing score

Suite of College and Career Readiness Assessments

Grade 8 Spring	Assessment predictive of trajectory towards college and career readiness standards with career interest components
Grade 10 Fall	Assessment predictive of trajectory towards college and career readiness standards with career interest components
Grade 11 before spring test	Students not yet academically ready for a career or college based on their growth in academic achievement between grades 8 & 10 must participate in a college placement diagnostic exam before taking the college entrance exam to identify areas for intervention
Grade 11 spring	Nationally recognized and normed college entrance exam

“Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.”

2014- 2015

- MCA reading and math: Grades 3-7 (online)
- MCA grades 8, 10 (reading) & 11 (math)
- **AND**
- Career and College Assessments:
Grades 8, 10 & 11
- Science MCA & ACCESS (state test for English Learners) stay the same

2013-2014

- MCA grades 3-8, 10 (reading) and 11 (math)
 - Similar to last year
- Grade 11 Math MCA-III
 - Aligned to 2007 academic standards
 - Available on paper or online
- No Grade 9 GRAD writing test
 - This cohort of students is NOT under GRAD rule

Graduation Assessment Requirements Changes

Class of 2016 or earlier

To satisfy state graduation testing requirement student must complete one of the following:

Pass GRADs

- Pass Writing GRAD
- Pass Reading GRAD
- Pass Math GRAD
 - Alternative pathway available for math only (not available for class of 2015 or 2016)

Take one of the following assessments (no minimum score required)

- ACT assessment for college admission
- WorkKeys job skills assessment
- ACT Compass college placement test
- A nationally recognized armed services vocation aptitude test, such as Armed Services Vocational Aptitude Battery (ASVAB)
- A score from an alternative, equivalent assessment as determined by the school district (e.g., SAT, ACCUPLACER)

New Statewide Testing Plan

	2013-14	2014-15	2015-16
Grades 3-7	Reading & Math MCA (same options as in 2013)	Reading & Math MCA (computer-adaptive only)	Reading & Math MCA (computer-adaptive only)
Grade 8	Reading & Math MCA	Reading & Math MCA AND Career and College Asmt w Writing	Career and College Asmt w Writing (pending federal approval)
Grade 9	No April GRAD writing test		
Grade 10	Reading MCA	Reading MCA AND Career and College Asmt w Writing	Career and College Asmt w Writing (pending federal approval)
Grade 11	Math MCA	Math MCA AND Career and College Asmt w Writing	Career and College Asmt w Writing (pending federal approval)
Grade 12	Graduation required asmt: GRAD, ACT, WorkKeys, or Compass	Graduation required asmt: GRAD, ACT, WorkKeys, or Compass	Graduation required asmt: GRAD , ACT, WorkKeys, or Compass



TO: Members of the School Board

FROM: Aldo Sicoli, Superintendent

DATE: July 30, 2013

RE: Update on Strategic Planning/Unified District Vision

DISCUSSION:

There have been two meetings of the strategic planning steering committee since the update provided at the June 3, 2013 School Board work session. The steering committee met on June 19, 2013 and on July 29, 2013. The current planning process focuses on further development of the Unified District Vision as the next iteration of the Robbinsdale Area Schools strategic plan. The Unified District Vision was developed to provide focus for the strategic plan that has provided guidance over the last five years.

In the current process, we want to align several current district plans to better focus our efforts on high intellectual performance for all students, so that students will be career and college ready when they graduate. Revisions in the last legislative session affirm our efforts to align plans in this way. In the presentation at the August 5, 2013 School Board work session, we will discuss the Unified District Vision as a framework for strategic planning, possible data measurements that may be used to monitor progress and inform strategies, possible areas to focus our efforts, and some example strategies or action plans to achieve the desired outcomes. We have created a working document around the Unified District Vision, which may serve as a starting point in discussions with community members about strategic thinking.

Update on the Unified District Vision/Equity Plan/Strategic Planning

August 5, 2013

School Board Work Session

- Many students in our district do very well academically but there are students and groups of students who do not do as well.
- We must intentionally focus our efforts to better meet the needs of ALL our students so that they demonstrate High Intellectual Performance.

The Unified District Vision was developed to provide focus for the current strategic plan.

- The last few years we have worked at aligning plans, which allows us to use resources more effectively to promote student achievement.
- Aligning several district-wide plans into one plan will strengthen our efforts.

At a July 18, 2013 meeting, Education Commissioner Dr. Brenda Cassellius stated that MDE would like to reduce the number of plans created by school districts. She said that a district's Achievement and Integration Plan, Best Workforce Plan, and Strategic Plan should all be aligned and that, ideally, there would be only one plan.

Revisions, in the last legislative session, to Minnesota Statutes 2012, section 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce) support the alignment of plans.

Revisions require a school board to adopt a comprehensive, long-term strategic plan, which supports and improves teaching and learning to align with creating the world's best workforce.

The statute describes “World’s Best Workforce” as striving to:

- meet school readiness goals
- have all 3rd grade students achieve grade-level literacy
- close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and those not living in poverty
- have all students attain career and college readiness before graduating
- have all students graduate from high school.

The statute also states that measures to determine school district and school site progress must include at least:

- student performance on the National Association of Education Progress
- the size of the academic achievement gap by student subgroup
- student performance on the MCAs
- high school graduation rates
- career and college readiness

We are further developing the Unified District Vision around our strategic planning process. This will serve as the next iteration of the strategic plan. Our Strategic Plan, Unified District Vision Plan, and Equity Plan will be one plan. The planning process serves as an opportunity to increase understanding of our efforts and to build capacity, which will better serve the needs of our students.

The Unified District Vision focuses on High Intellectual Performance through Equity, in which every student graduates career and college ready. We do this through a culture of high expectations for all students and staff that includes looking at everything through an equity lens. Staff members collaborate through the use of PLCs and they use RtI, PBIS and Common, Formative Assessments (CFAs) to ensure that ALL students succeed.



In the current strategic planning process, we are developing the focus areas, actions/strategies, and measurements to accomplish our vision. We have created a working document around the Unified District Vision to serve as a starting point. The document will help facilitate discussion during the planning process. This document is included in tonight's Board Packet materials.



We currently envision the action plans/strategies around the following focus areas:

- culturally relevant teaching and educational practices
- open pathways to success for all students
- empower family and community members as partners
- and empower students through engaging learning that encourages student voice.

We must use data that aligns with statutes in order to measure progress and we will also use additional data to inform our efforts. This could include the following:

- MCAs
- MAPs
- Graduation Rates
- ACT Results
- Kindergarten Literacy and Math Assessments
- AP and IB Participation and Exam Results

Data/Progress Monitoring Continued

- Participation in the Arts and Rigorous Courses
- Out-of-School Suspensions and Administrative Hearings for Possible Expulsions
- Student Special Education Participation
- NAEP Exams

- The latest meeting of the strategic planning steering committee was on July 29, 2013.
- The steering committee is in the process of forming the core planning team, which will facilitate a process of obtaining broader community input.

Unified District Vision

**Collaboration
and High
Expectations
for ALL**

**Equity
Lens**

PLCs
- RtI
- PBIS
- Common
Assessments

High Intellectual Performance Through Equity

Every Student Graduates Career and College Ready

Professional Development

47

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).



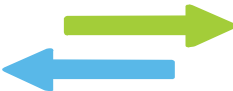
The Unified District Vision for the Robbinsdale Area Schools is focused on High Intellectual Performance through Equity for all, in which every student graduates career and college ready. We do this through a culture of high expectations for students and staff that includes looking at everything through an equity lens. Staff members collaborate through the use of Professional Learning Communities (PLCs) and they use Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS) and Common, Formative Assessments (CFAs) to ensure that students succeed.

We will measure our progress in a number of ways, including disaggregation of the following data by racial groups, by grade levels, and by economic status:

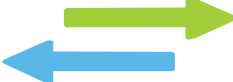
- Minnesota Comprehensive Assessments (MCAs)
- Measures of Academic Progress (NWEA's MAP assessments)
- Graduation Rates
- ACT Results
- Kindergarten Literacy and Math Assessments
- Advanced Placement (AP) and International Baccalaureate (IB) Exam Results and Participation Rates
- Participation in the Arts and Rigorous Courses
- Out-of-School Suspensions and Administrative Hearings for Possible Expulsions
- Referrals for Special Education Services/Student Participation in Special Education Programs
- NAEP Exams
- Percentage of students who receive remedial services in MNSCU colleges

One way of presenting some or all of this data is by using graphics similar to those used in the St. Paul Public Schools Equity Vision Card.

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).

	Focus	Actions/Strategies	Alignment with Current Strategic Plan
<p>69</p> <p>HIGH STUDENT ACHIEVEMENT FOR ALL</p> 	<p><i>Culturally Relevant Teaching and Educational Practices</i></p>	<ul style="list-style-type: none"> • Curricular scope and sequence and learning materials will reflect the culture and history of racial groups that reside in the United States • Professional Development for all staff, including administration and School Board, that focuses on high expectations, identification and development of student strengths, and culturally relevant teaching practices. PLCs, RtI, PBIS, Common Assessments. This includes courageous conversations about race and National Urban Alliance (NUA) professional development. • Implement NUA High Operational Practices (HOP): Identifying and activating student strengths; Building relationships; Eliciting high intellectual performance; Providing enrichment; Integrating prerequisites for academic learning; Situating learning in the lives of students; and Amplifying student voice. • Hire, develop and retain staff of color • Hire, develop and retain staff who implement culturally relevant education practices • Use structures, such as Equity Teams, PLCs, RtI, PBIS, Common Assessments that lead to student academic success • Use programs that lead to college and career readiness, such as AVID, Boys 2 Men, an expansion of the Great Start preschool program, all-day kindergarten for all who want it, Family Literacy program, Creative Play program, and additional instruction in reading and math for students who have not demonstrated proficiency. • Implement summer programs to improve college and career readiness • Staff work with students to develop plans for post-secondary success 	<ul style="list-style-type: none"> • Priority 1: Enrich and Accelerate academic achievement • Priority 2: Provide high quality, engaging teaching that challenges every student • Priority 3: Cultivate learning environments characterized by mutual respect and personal responsibility • Priority 4: Strengthen relationships among students, staff, families and community members
	<p><i>Open Pathways to Success for All Students</i></p>	<ul style="list-style-type: none"> • Allocate resources in ways that optimize success for all students • Revise policies, practices, admissions criteria for rigorous courses that hold back students of a particular race, such as implementing a more inclusive kindergarten magnet lottery process, a more inclusive middle school honors program, and self-selection with multiple pathways to advanced mathematics courses. • Revise policies and practices that lead to overrepresentation of specific racial groups in behavioral disciplinary consequences • PBIS • Revise policies and practices that lead to overrepresentation of specific racial groups in Special Education program 	<ul style="list-style-type: none"> • Priority 1: Enrich and Accelerate academic achievement • Priority 2: Provide high quality, engaging teaching that challenges every student • Priority 3: Cultivate learning environments characterized by mutual respect and personal responsibility • Priority 5: Maximize resources and demonstrate financial

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	<p><i>Empower Family and Community Members as Partners</i></p>	<ul style="list-style-type: none"> • The school system shall empower family and community members as partners with school staff in support of college and career readiness for students of all racial groups • Parents As Our Partners • Apartment Visits • Community Forums 	<p>accountability</p> <ul style="list-style-type: none"> • <i>Priority 3:</i> Cultivate learning environments characterized by mutual respect and personal responsibility • <i>Priority 4:</i> Strengthen relationships among students, staff, families and community members
	<p><i>Empower Students Through Engaging Learning that Encourages Student Voice</i></p>	<ul style="list-style-type: none"> • Service learning opportunities • Opportunities for student input • SABE • Student Leadership • Student Council • Student Equity Teams 	<ul style="list-style-type: none"> • <i>Priority 1:</i> Enrich and Accelerate academic achievement • <i>Priority 2:</i> Provide high quality, engaging teaching that challenges every student • <i>Priority 3:</i> Cultivate learning environments characterized by mutual respect and personal responsibility • <i>Priority 4:</i> Strengthen relationships among students, staff, families and community members

50

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).



To: Robbinsdale School Board, Superintendent Aldo Sicoli

From: Patsy Green, Helen Bassett, Mark Bomchill, Community Connect Committee

Date: August 5, 2013

The school board and administration will hear an update on the outcomes of the Community Connect Committee's work session that was Friday, July 26, 2013. The school board will be asked to provide the Community Connect Committee input and direction for 2013-2014.



Community Connect Committee July 26, 2013 Work Session Report

Reviewing Community Connect Committee's (CCC) past year's accomplishments

Under the new meeting schedule, the school board's ability to accomplish its work was assessed with positive results.

Conducted two apartment visits with support from Cultural Liaisons and Adult Basic Ed, attendance of parents and students increased this year.

Supt. Sicoli, district administration and school board directors continue to be out in the community more often.

Board members attend fewer committee and council meetings; this needs to continue to be monitored for how board members are doing this and how board members transition on and off district committees and councils.

Planning for 2013-2014

Purpose of the CCC:

School Board members connect with the community to empower families and community members in order to improve student achievement and increase visibility.

Goals:

Intentionally focus alignment of CCC's purpose and activities to the Strategic Plan and Unified District Vision.

Activities:

The CCC recognizes the school district is in the middle of a strategic planning process and recommends maintaining a level of activity in the interim. The committee offers a list of activities to discuss and subsequently strategize implementation. The Committee reserves the option to revisit the activity list after the completion of the Strategic Plan to ensure alignment with the new plan and the Unified District Vision.

The Committee suggests the following activities for 2013-2014:

- Continue apartment visits
- Continue participation in community events
- Pursue additional partnership opportunities
- Invite the Cultural Liaisons to a dialogue

Recommendation of terms and roles of the School Board on the committee:

We, the school board members on the Committee, recommend board members serve two year terms with alternating annual rotations commencing January 1, 2014.

Dir. Mark Bomchill will chair the Committee starting August, 2013