



Robbinsdale Area Schools School Board Meeting Agenda

Monday, October 7, 2013 at 6:15 PM

Work Session

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

1. Dialog with Cultural Liaisons	2
Presenter: Marcellus Davis	
2. Q-Comp	27
Presenter: Stephanie Crosby, Lori Simon, Peter Eckhoff, and Tracy Mena	
3. Kindergarten 2014/15	33
Presenter: Dennis Beekman, Al Ickler, Lori Simon, Elaine Mehdizadeh, and Melissa Kivi	
4. Policy Revisions	38
A. Policy #102	39
B. Policy #522	42
C. Policy #401	46
5. Discuss Possible Shared Facilities with City of New Hope	48
Presenter: Jeff Priess	
6. Review upcoming openings for the Finance Advisory Council.	66
Presenter: Patsy Green	



MEMO

DATE: 10-1-13

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

FROM: Marcellus Davis, Integration and Equity Program Director

RE: Equity Specialist Presentation

The Board will hear an overview of the role and the history of Equity Specialists in the district. The Board will have an opportunity to ask questions and to dialog with district Equity Specialists. The following Equity Specialists are tentatively scheduled to attend the work session:

- Ash Persaud
- Nicole Hendrickson
- Dan Enna
- Kevin Wilson
- Maria Vallejo
- Anthony Taylor

Robbinsdale Area Schools
Equity Specialist
Formerly Known as
Cultural Liaisons

Presented: Dan Enna, Maria Vallejo, Anthony Taylor, Nicole Hendrickson and Kevin Wilson

“ We do this work based on the past to help guide a better future”





Brief Historical Perspective

- Cultural Liaisons were introduced to the district in the early 90's as American Indian Education Home School Liaisons.
- In 2001, after the desegregation ruling, the district employed it's first Home School Liaisons.
- The district hired 3 individuals at this time for the entire district.

Some of the Duties included

- Be a conduit between families and schools
- Be a culturally specific resource to district schools
- Help with the Choice is Yours program
- Help create a welcoming learning environment for ALL students

2007 Home School Liaison Survey

Positives

- 86% of the respondents stated that the program was usually or always beneficial
- Provide a wealth of knowledge about culturally specific issues
- Someone in the building to tackle racial issues
- The bonds they create with students and families
- Liaisons help diversify our staff
- Conflict resolution and positive interactions with teachers

Areas of Concern

- Attendance
- Type cast into behavior
- No specificity in their roles
- Spread too thin because they are wearing too many hats
- Not enough Liaisons district-wide
- “ Too caught up in the individual student”

2007 Home School Liaison Survey Continued

- Suggested program changes to the Cultural Liaison include the following:
 - Hire more liaisons
 - We need more Spanish speaking liaisons
 - More work around courageous conversations from this position
 - Liaisons should know their roles better and follow it
 - Provide more training for liaisons
 - Include Liaisons on the E-Teams

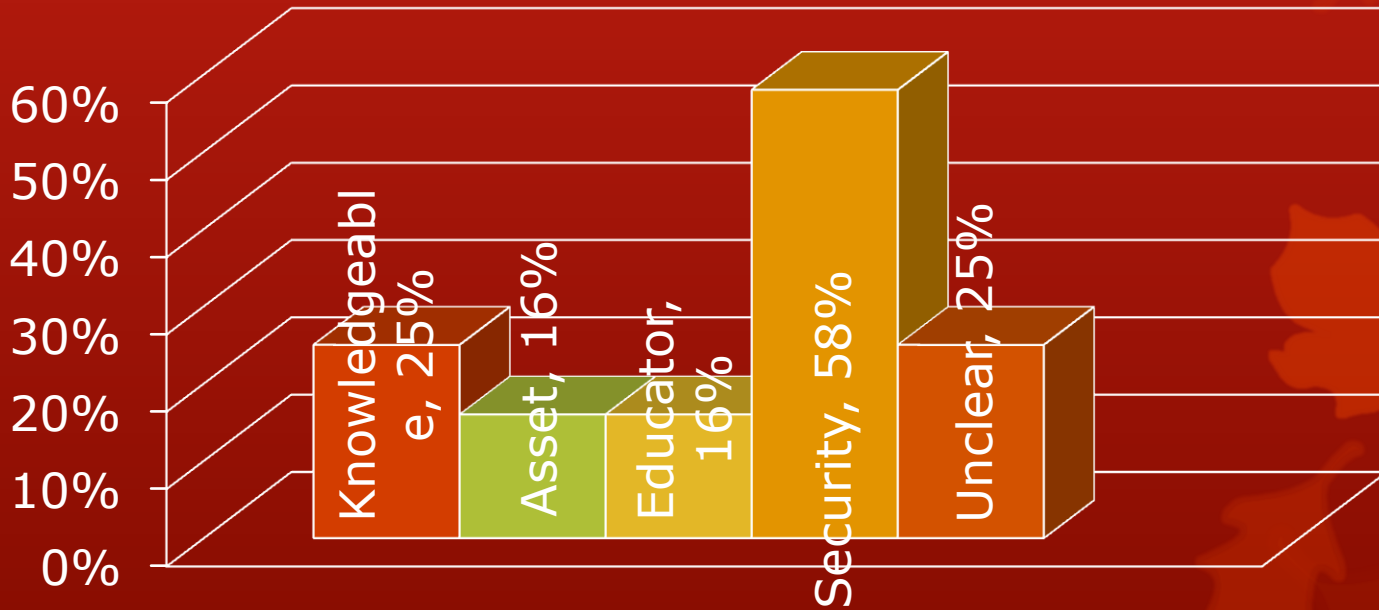


2013 Cultural Liaison Survey

- Feedback from District 281 Cultural Liaisons
 - “Clarification on roles.”
 - “Provide clear descriptions of our positions to staff on our role.”
 - “Wearing too many hats...”
 - “Role can be very unclear.”
 - “They [support team] need to understand our jobs more, not just know it, but use us in the form we are supposed to be used.”

Cultural Liaisons Perceived as Behavior Specialists

Position Identity and Perception Question 18: How do you feel





Job Title Change

- For specificity of the role, and distinction from other district Cultural Liaisons, it's time to rename and rebrand the position.
- Equity Specialist is the name change
- It provides the following
 - Clarity
 - Identity
 - Direction

Name Changes Throughout the Years

- Student Advocate (1994)
- Home School Liaisons (2001)
- Cultural Liaisons (2010)
- Equity Specialist (2013)

The Old Job Description

- Assist students in achieving academic success
- Facilitate communication between parents, students, and staff
- Work as part of the support staff team
- Act as consultants to staff regarding culture of students and families
- Arrange appropriate services as needed within the school setting
- Facilitate groups with students and parents
- Serve as liaisons with community resources
- Work with students in the Choice is Yours program





The New Job Description

- Includes previous responsibilities, but adds:
 - Work with principals to develop positive building climate
 - Work with building teams to design and analyze school data to develop action plans to ensure educational equity for all students
 - Establish and develop strong community relationships and engage in service learning
 - Monitor students' academic progress and work with staff to develop academic success plans
 - Collaborate with staff to provide supplemental culturally relevant experiential learning in and out of the classroom
 - Help to develop successful integration
 - Equity staff professional development



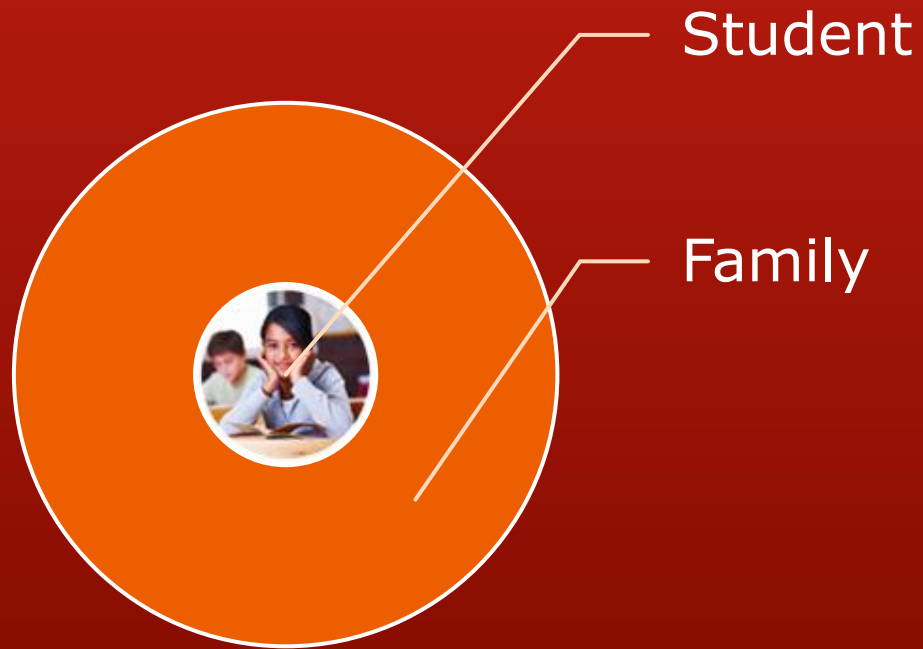
How does this Position Support the Unified District Vision?

- Provide staff with necessary strategies for culturally relevant curriculum and pedagogy.
- Dynamic with student relationships to evoke student voice.
- Dynamic with Families to cultivate authentic family school relationships.
- Influencers of equity initiatives.

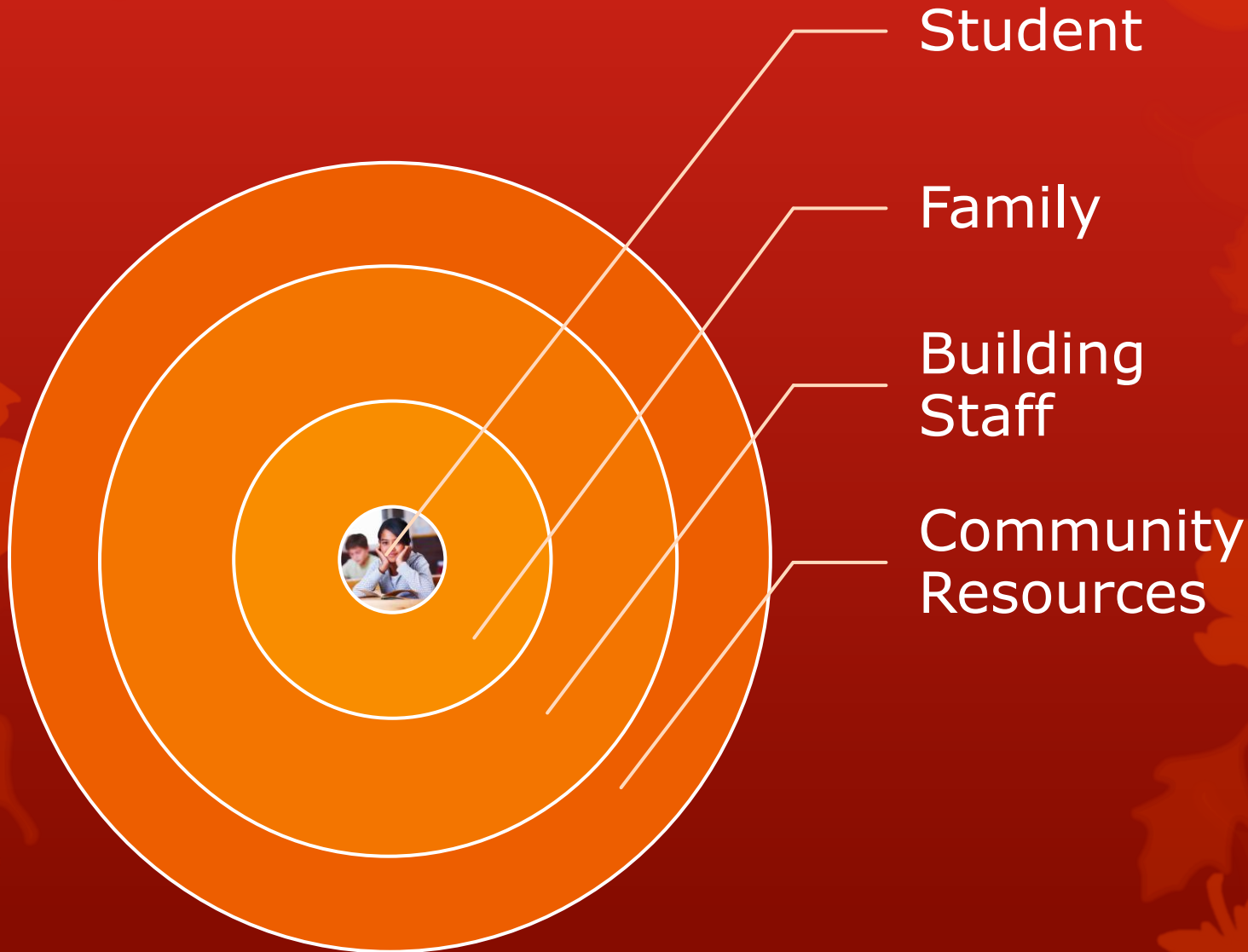
Equity Specialist Provide the Following for the District

- Racial and Cultural expertise
- Family relationship strategies
- Community relations expertise
- Support Choice is Yours program
- Student and parent advocacy
- Staff resource (pedagogy, curriculum, relationship)
- Instigator, facilitator, and co-facilitator of transformative change
- Interrupter of educational inequities

Old Student-Centric Approach



New Student-Centric Approach



Collaborations

- Working with Teaching and Learning
- Providing Staff Development
- Working with the School Board with Apartment visits
- Working to develop/cultivate positive relationships with parents and community
- Working with community organizations



Questions????????????????





MEMO

DATE: 10-1-13

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

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

RE: Q-Comp Update

The Board will hear an update of the work of the Q-Comp Steering Committee and the application process with the Minnesota Department of Education for the Robbinsdale Area Schools to receive Q-Comp funding. The presentation will include a discussion of:

- Application status
- Core components

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools; Stephanie Crosby, Executive Director of Human Resources; Peter Eckhoff, RFT President; and Tracy Mena, Q-Comp Coordinator.

Q-Comp Update

October 7, 2013

Q-Comp Recap

- ▶ Focuses on teacher growth to improve student achievement
- ▶ No two district Q-Comp models are alike
- ▶ While similarities exist, each plan is unique to the needs of a district

Application Process

- ▶ Our application filed in July for the November 15th deadline
- ▶ RAS is first in line for funding
 - \$6.8 million in funding left
- ▶ Revisions due December 15th

RAS Q-Comp Model Alignment

- ▶ Aligns with our Strategic Plan and Unified District Vision
- ▶ Aligns with School Improvement Plans
- ▶ Teacher observation component aligns with Teacher Evaluation law passed in 2011 that will be implemented in 2014-2015

RAS Q-Comp Model

- ▶ Provides collaboration time for educators to analyze data and utilize best practice strategies
- ▶ Requires deep use and analysis of data to write SMART goals that monitor student achievement
- ▶ Requires annual professional growth plans and reflection on current practices as part of Peer Observer process



MEMO

DATE: 10-1-13

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

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

RE: All-Day and Half-Day Kindergarten

The Board will hear an overview of the plans for offering a half-day kindergarten option to families who desire that alternative with the implementation of all-day kindergarten for all students district-wide for the 2014-2015 school year. The Board will also hear an update on the plans for implementing all-day kindergarten. The presentation will include a discussion of the implications regarding:

- Space
- Early childhood and other programs
- Transportation

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools; Al Ickler, Executive Director of Community Education; Dennis Beekman, Executive Director of Technology; Jeff Priess, Executive Director of Business Services; Elaine Mehdizadeh, Principal of Robbinsdale Spanish Immersion School; and Melissa Kivi, Teaching and Learning Specialist for Elementary Literacy, Math, and Kindergarten.

All-Day Kindergarten Update

October 7, 2013

Half-Day Kindergarten Option

- * Per legislation, parents must be given the option of a half-day kindergarten placement
- * Our plan is to provide parents with a half-day option within the full-day program. Students will attend current building a.m. half-day program hours (approx. 9:20-11:50 a.m.)

Rationale for Half-Day Plan

- * Past precedent
- * Students remain at attendance area school
- * Seamless transition to full-day option
- * Space constraints
- * Cost effective
- * Attract & retain district families

Implications

- * Space
- * Early childhood and other programs
- * Transportation



MEMO

DATE: October 7, 2013

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

FROM: Stephanie Crosby, Executive Director of Human Resources
Lori, Simon, Executive Director of Academics and Elementary Schools

RE: Revised Policies 102, 522, and 401

The Board will hear an overview of proposed revisions to policies 102, 522, and 401. These policy revisions address gender identity and sexual orientation. The revisions also include protected classification definitions.

The presenters will be Lori Simon, Executive Director of Academics and Elementary Schools and Stephanie Crosby, Executive Director of Human Resources.

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy 413 on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the Executive Director of Student Educational Services as provided by this policy.

III. DEFINITIONS

A. Protected Classifications; Definitions

- 1. "Age" means the person is over the age of 25 years.
- 2. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;

- b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
- 3. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
- 4. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
- 5. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
- 6. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
- 7. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
- 8. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

~~Cross References:~~ ~~MSBA/MASA Model Policy 402 (Disability Nondiscrimination)~~

~~MSBA/MASA Model Policy 413 (Harassment and Violence)~~
~~MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)~~
~~MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)~~

Adopted: April 20, 2011

Revised: November 4, 2013

522 STUDENT GENDER OR SEXUAL ORIENTATION NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of gender pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of gender or sexual orientation.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of gender or sexual orientation. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of gender or sexual orientation.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates the Executive Director of Student Services as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. DEFINITIONS

A. Protected Classifications; Definitions

- 1. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.

IV.HH REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful gender or sexual orientation discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful gender or sexual orientation discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful gender or sexual orientation discrimination toward a student directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful gender or sexual orientation discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful gender or sexual orientation discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given orally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful gender discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates its Title IX coordinator as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful gender or sexual orientation discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful gender or

sexual orientation discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.

- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

VIV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful gender discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful gender or sexual orientation discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to,

warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful gender or sexual orientation discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful gender or sexual orientation discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Adopted: June 4, 2012

Revised: November 4, 2013

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. It is the responsibility of every school district employee to follow this policy.
- E. Any person having a question regarding this policy should discuss it with The Executive Director of Human Resources.

III. DEFINITIONS

A. Protected Classifications; Definitions

- 1. “Age” means the person is over the age of 25 years.
- 2. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or

c. is regarded as having such an impairment.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

Adopted: January 19, 2011

Revised: November 4, 2013

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)



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

FROM: Jeff Priess, Executive Director of Business Services

DATE: October 7, 2013

RE: Possible Shared Facilities with City of New Hope

DISCUSSION:

We are continuing the exploration of a possible shared facility with the City of New Hope. Part of this exploration included a Program Space analysis of the existing Education Service Center. I've attached the Space Program Summary as well as the summary of findings from Greg Dehler of Wold.

Meetings have also taken place with City staff. Preliminary talks regarding a joint facility have centered around the potential for sharing spaces such as parking, reception, conference and training spaces. I am also attaching the space analysis that we have received from the City.

It would be my recommendation to continue to explore the potential for a shared facility, exploring financing opportunities, potential locations, space and staffing efficiencies.

QUESTIONS:

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

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To: Jeff Preiss, ISD #281
From: Greg Dehler // GD
Date: September 30, 2013
Comm. No: 9999

Subject: Independent School District #281
District Office Program Study

As requested, we have completed a Program Space analysis of the existing Education Service Center (ESC). The following is a summary of our findings.

On September 20, 2013 and September 23, 2013, we met with members of the Cabinet. The purpose of these meetings was to discuss the various program needs associated with their existing program space(s), as well as their needs relating to a potential new facility. Minutes of these meetings are attached for your review.

Materials provided to us for the study included floor plans of the existing ESC with the staff work areas identified. In addition we were provided with a list of each of the employees currently in the ESC with their location by floor. We summarized this information in the form of a summary of program space needs. (See attached). As part of this summary we provided a proposed list of space needs. This proposed list should be considered a draft as further vetting and discussion will be required to insure the end result meets your needs.

Our analysis shows the following:

- The existing building, when looking at the net areas used versus the total building area is inefficient. This can be seen by the circulation as well as the actual structure and mechanical spaces of the building. Any new building could take advantage of a more efficient organization while maintaining a similar overall area.
- Evening activities within the building create potential security issue with regard to ease of access to the lower level, the second and the third floors to open office work spaces and personal belongings.
- Conference and training spaces are limited. Some of the conference room pressure is alleviated by the meeting spaces within some of the larger offices. The existing building configuration/ structure does not readily allow for additional large training/ conference rooms.
- With the rapid changes in technology, there may be opportunities to investigate the incorporation telecommuting for some program functions. This would allow the building to have a smaller foot print by incorporating a shared office configuration.
- Any proposed program spaces needs for a new facility that is combined with another entity should have an analysis completed to investigate the potential for sharing spaces such as parking, reception, conference / training spaces, toilet and mechanical spaces, etc.

As previously stated, if a project such as a new Education Service Center or an extensive remodeling is to occur, further program analysis will need to occur to insure the District needs are met.

cc: Aldo Sicoli, Superintendent
Scott McQueen. Wold

KL/Promo/ISD_281/crsp/sep13

Minnesota
Illinois
Michigan
Colorado
Iowa

designers and researchers for public environments

Department / Office	Current Floor Location	Existing Building	Proposed Program
Superintendent			
Aldo Sicoli	3	313 s.f.	300 s.f.
Mary Cebula	3	50 s.f.	100 s.f.
Department Net Area Total:		363 s.f.	400 s.f.
Human Resources			
Stephanie Crosby	3	336 s.f.	250 s.f.
Carol Adams	3	200 s.f.	150 s.f.
Pam Drummer	3	124 s.f.	80 s.f.
Sherry Koskela	3	50 s.f.	80 s.f.
Linda Maciej	3	50 s.f.	100 s.f.
Dee Pugh	3	50 s.f.	80 s.f.
Penny Recht	3	100 s.f.	80 s.f.
Records Storage Room	3	93 s.f.	150 s.f.
HR Files/ Storage/ Badges Room 311	3	179 s.f.	180 s.f.
Department Net Area Total:		1,182 s.f.	1,150 s.f.
Business Services			
Jeff Priess	1	230 s.f.	250 s.f.
Karylanne Marchand	1	160 s.f.	150 s.f.
Sheri Brunner	1	80 s.f.	80 s.f.
Department Net Area Total:		470 s.f.	480 s.f.
Payroll			
Cherie Hruska	1	70 s.f.	80 s.f.
Pam Montague	1	128 s.f.	80 s.f.
Robin Smreker	1	70 s.f.	80 s.f.
Karen Timm	1	60 s.f.	80 s.f.
Open Office Area/Storage	1	220 s.f.	250 s.f.
Department Net Area Total:		548 s.f.	570 s.f.
Purchasing			
Marla Johnson	1	90 s.f.	100 s.f.
Patsy Foster	1	60 s.f.	80 s.f.
Jean Gust	1	50 s.f.	80 s.f.
Valerie Milinkovich	1	60 s.f.	80 s.f.
Open Office Area/Storage	1	325 s.f.	300 s.f.
Department Net Area Total:		495 s.f.	540 s.f.
Finance			
Jon Norrbom	1	70 s.f.	80 s.f.
Janette Holter	1	50 s.f.	80 s.f.
Sally Lajon	1	70 s.f.	80 s.f.
Beth Tomlinson	1	60 s.f.	80 s.f.
Betty Uhde	1	60 s.f.	80 s.f.
Open Office Area/Storage	1	325 s.f.	300 s.f.
Department Net Area Total:		565 s.f.	700 s.f.
Buildings And Grounds			
Jim Gerber	LL	80 s.f.	80 s.f.
Ted Thompson	LL	80 s.f.	80 s.f.
Mary Camaratta	LL	80 s.f.	80 s.f.
Brian Koch	LL	80 s.f.	80 s.f.
Robert Menson	LL	80 s.f.	80 s.f.
Bonnie Briggs	LL	80 s.f.	80 s.f.
Open Office Area/Storage	LL	1,390 s.f.	1,390 s.f.
Department Net Area Total:		1,870 s.f.	1,870 s.f.



**ISD #281 District Office
 Space Program Summary**

Department / Office	Current Floor Location	Existing Building	Proposed Program
Food Service			
Adele Lillie	1	90 s.f.	100 s.f.
Dana Anderson	1	70 s.f.	80 s.f.
Linda Hassler	1	70 s.f.	80 s.f.
Michelle Sagedahl	1	50 s.f.	80 s.f.
Department Net Area Total:		280 s.f.	340 s.f.
Technology			
Dennis Beekman	1	206 s.f.	200 s.f.
Dana Allen	1	50 s.f.	80 s.f.
George Atkins	1	50 s.f.	80 s.f.
Al Beck	1	88 s.f.	100 s.f.
Annie Geihl	1	50 s.f.	80 s.f.
Gretchen Cleveland	1	60 s.f.	80 s.f.
David Leanger	LL	160 s.f.	80 s.f.
Joel Mehring	LL	150 s.f.	100 s.f.
Dan Westby	LL	110 s.f.	80 s.f.
Ken Wong	LL	160 s.f.	80 s.f.
Dan Jagusch	LL	110 s.f.	80 s.f.
Open Office Area/Storage	1	480 s.f.	700 s.f.
Data / Telecomm Center	LL	527 s.f.	700 s.f.
Department Net Area Total:		2,201 s.f.	2,440 s.f.
Academics and Elementary Schools			
Teaching and Learning - Academic Services			
Lori Simon	3	350 s.f.	250 s.f.
Molly Olson	3	50 s.f.	80 s.f.
Mary Jane Adams	2	80 s.f.	80 s.f.
Melissa Kivi	2	70 s.f.	80 s.f.
John Neumann	2	120 s.f.	80 s.f.
Catherine Peterson	2	90 s.f.	80 s.f.
Stephanie Skelly	2	160 s.f.	80 s.f.
Katie Cummins-Botko	2	60 s.f.	80 s.f.
Jane Janda	2	80 s.f.	80 s.f.
Melissa Scott, Jackie Smith, Kelly Underwood	2	130 s.f. *	180 s.f.
Joleen Anderson	2	50 s.f.	80 s.f.
Sandy Dessens	2	70 s.f.	80 s.f.
Cheryl Videen	2	137 s.f.	100 s.f.
Steve White	2	130 s.f.	100 s.f.
Tia Clasen	2	191 s.f.	100 s.f.
Future Staff office space	NA	0 s.f.	240 s.f.
Open Office Area/Storage (Rm 210)	2	340 s.f.	400 s.f.
Department Net Area Total:		2,108 s.f.	2,170 s.f.
Special Education			
Ellen Voit	2	267 s.f.	150 s.f.
Sandi Goettel	2	75 s.f.	80 s.f.
Marti Voight	2	137 s.f.	100 s.f.
Michelle Bethke-Kaliher	2	137 s.f.	100 s.f.
Department Net Area Total:		616 s.f.	430 s.f.
Teaching and Learning - Student Services			
Mike Favor	2	266 s.f.	250 s.f.
Mechelle Allen	2	70 s.f.	80 s.f.
Erin Brown	2	70 s.f.	80 s.f.
Maryann Davila	2	70 s.f.	80 s.f.
Teri King	2	154 s.f.	120 s.f.
Dina Lucas	2	70 s.f.	80 s.f.
Amber Spaniol	2	154 s.f.	120 s.f.
Department Net Area Total:		854 s.f.	810 s.f.



**ISD #281 District Office
Space Program Summary**

Department / Office	Current Floor Location	Existing Building	Proposed Program
Integration, Equity and American Indian Ed			
Macellus Davis	3	217 s.f.	200 s.f.
Department Net Area Total:		217 s.f.	200 s.f.
Marketing and Communications			
Latisha Gray	2	200 s.f.	200 s.f.
Tara Cegla	1	110 s.f.	100 s.f.
Department Net Area Total:		310 s.f.	300 s.f.
Publications			
Rick Roberge	LL	100 s.f.	100 s.f.
Daniel Knott	LL	840 s.f.	840 s.f.
Jay Schultz	LL	100 s.f.	100 s.f.
Gordy Spielman	LL	100 s.f.	100 s.f.
Nadalie Thomas	LL	100 s.f.	100 s.f.
Open Office Area/Storage	LL	900 s.f.	900 s.f.
Department Net Area Total:		2,140 s.f.	2,140 s.f.
Reception			
Marge Stolee	1	485 s.f.	500 s.f.
Telephone/ Work area	1	81 s.f.	80 s.f.
Department Net Area Total:		566 s.f.	580 s.f.
Conference			
Board Room 307	3	1,135 s.f.	1,200 s.f.
Conference Room 306	3	356 s.f.	356 s.f.
Conference Room 304	3	200 s.f.	250 s.f.
Conference Room 207	2	338 s.f.	350 s.f.
Conference Room 20	LL	430 s.f.	430 s.f.
General Conference Rooms (2 @200s.f. ea.)	NA	0 s.f.	400 s.f.
Training Room (Sub dividable)	NA	0 s.f.	2,400 s.f.
Net Area Total:		2,459 s.f.	5,386 s.f.
Miscellaneous			
Copy Room	3	68 s.f.	80 s.f.
AV Room	3	69 s.f.	100 s.f.
Archive	LL	1,540 s.f.	1,600 s.f.
Storage	LL	1,700 s.f.	1,700 s.f.
Mail	LL	340 s.f.	340 s.f.
Breakroom	LL	930 s.f.	900 s.f.
Open Office/Print Area (Room 212)	2	180 s.f.	80 s.f.
Building Receiving Area	1	1,314 s.f.	1,500 s.f.
Net Area Total:		6,141 s.f.	6,300 s.f.
District Office Net Area Total:		23,385 s.f.	26,806 s.f.
Net to Gross Factor (Includes sbuilding structure, circulation, mechanical spaces)		1.59	1.40
Total Gross Building Area		37,250 s.f.	37,528 s.f.

* Shared Office Space



Request for Action

<p>Originating Department</p>	<p>Approved for Agenda</p>	<p>Agenda Section</p>
<p>Community Development</p>	<p>August 19, 2013</p>	<p>Work Session</p>
<p>By: Curtis Jacobsen, Director of CD</p>	<p>By: Kirk McDonald, City Manager</p>	<p>Item No. 11.1</p>

Update on the Space Needs Study by Wold Architects.

Requested Action

The city staff and Wold Architects propose to provide an update of the progress to date regarding the execution of the Space needs Study.

Policy/Past Practice

It is a past practice for staff and consultants to provide periodic updates to the City Council.

Background

The city of New Hope has engaged Wold Architects and Engineers to conduct a Space Needs Study related to the departments in city hall and the Police Department. Staff has requested that Wold attend the meeting to provide the Council an update of their activity/progress to date.

Attachment

- Update from Wold

Motion by _____ Second by _____

To: _____



architects
engineers
www.woldae.com

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CITY OF NEW HOPE

City Hall & Police Space Needs Study

Council Update

New Hope, Minnesota
August 19, 2013

Minnesota
Illinois
Michigan
Colorado



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Study Methodology

To arrive at the conclusions in this report, extensive meetings and discussions occurred between the Wold team, the Core Group Committee and City of New Hope City Hall and Police Department Staff. This effort includes staff interviews, information gathering, a tour of recently constructed police facilities and a study of any future growth.

The following goals for the study were outlined early in the process:

Current and Future Operations

- Analysis of current operations
- Department Interviews
- Projection of future operational opportunities

Growth Needs Analysis

- Review and approval of projected growth needs
- Space deficiencies explored

Program

- Development of a program of spaces
- Discussion of potential future operational models
- Refinement of basic program needs

Facility Analysis

- Analysis of current facility utilization and capacities

Tours

- Observation of relevant recent City Hall and Police projects

Options

- Presentation and discussion of options and costs
- Selection of a preferred option



Guiding Principles and Strategies for Implementation

Guiding principles and strategies for implementation were developed by the Core Group in order to define the role, image and mission of the Police Department functions for the City and served as objectives for the planning of the resulting facility.

1. New Hope City Hall and Police Department should function for the residents and be a beacon for community pride.
2. New Hope City Hall and Police Department should be an up to date facility in terms of energy efficiency, modern materials, HVAC systems and updated technology.
3. New Hope City Hall and Police Station should house all departments with the ability to accommodate future growth and changes in operation.
4. New Hope City Hall and Police Station should be a safe and secure facility for the staff and public.



Current and Future Operations

The number of City Hall and Police Department personnel is the basis for determining space needs. The projection of personnel is based on a variety of factors. The following assumptions were used as a basis for projecting staff needs:

- The City Hall and Police Department will continue to provide the services it currently provides.
- The staff necessary to provide services will continue to incorporate new efficiencies to minimize growth.

Methodology

Wold Architects and Engineers used a survey and meetings with each department within the City Hall and Police Department to gather base line information and operational descriptions for use in projecting personnel needs. The survey data is summarized in the following pages by division.

Three primary forecast models were used to develop staff projections. These three forecast models are described below. Ultimately Model 1 was used to inform this study and the trends that the City Hall and Police predicts for their staffing.

Model 1 is the management’s estimate of employee growth based, in part, on current and projected workloads. The departments provided personnel forecasts for a twenty year horizon. For divisions that have been functioning for a number of years, particularly if the same division head has witnessed personnel trends, Model 1 is a good predictor of future personnel growth trends.

Model 2 assumes that a given division will grow at the same rate that it has grown in the past decade. In most cases, departments have been reduced due to the economic conditions affect on budgets and staffing over the last five years, so this model is not considered to provide good trends.

Model 3 ties personnel growth to the growth of City population. This model assumes that growth in the department or division will occur in direct proportion to City population. This model is based on the premise service provided and staff efficiency are constant. The Metropolitan Council’s January 1, 2013 Projections were used as the baseline for general population projections.

The number of citizens in the City is typically proportional to the number of patrol officers on staff. However, because general population growth is predicted to be very stable, the indicator of projected general population growth was not seen as very useful. Instead, Model 1 was utilized, basing any preparation for future staff growth on the anticipated needs of the department or new operations that are predicted.

Citywide General Population Projections

Year	1960	1970	1980	1990	2000	2010	2020	2030
New Hope Population	3,552	23,180	23,087	21,853	20,873	20,339	22,000	22,500

* Cells shaded gray are projections.



Overall Space Needs Summary

Utilizing staffing projections derived from Model 1, spaces needed to support City Hall and Police Department operations were developed and reviewed with the Police Department staff and Core Group Committee. The following pages summarize and then detail room by room the space needs generated to allow the Police Department to operate effectively both today and into the foreseeable future.



Space Program Summary

	Existing Building	Proposed Program
Departmental Summary - Police		
1.100 Public Spaces USF Needed		2,044 s.f.
1.200 Administration Bldg USF Needed		2,617 s.f.
1.300 Patrol USF Needed		3,170 s.f.
1.400 Investigations USF Needed		1,456 s.f.
1.500 Holding USF Needed		2,184 s.f.
1.600 Evidence USF Needed		3,332 s.f.
1.700 Support Spaces USF Needed		5,397 s.f.
1.800 Garage Support USF Needed		520 s.f.
Total Police Office USF		20,720 s.f.
		x 1.20
Total Police Office GSF		24,863 s.f.
 Departmental Summary - City Hall		
2.100 Public Space USF Needed		6,804 s.f.
2.200 City Manager USF Needed		1,875 s.f.
2.300 Finance/IT/HR USF Needed		2,531 s.f.
2.400 Comm. Development Bldg USF Needed		1,898 s.f.
2.500 Parks and Rec USF Needed		2,311 s.f.
2.600 Shared Space USF Needed		2,087 s.f.
Total City Hall Office USF		17,507 s.f.
		x 1.20
Total City Hall Office GSF		21,008 s.f.
 Garage Summary		
3.100 Total Police Garage GSF		11,180 s.f.
3.200 Total City Hall Garage GSF		900 s.f.
Total Garage GSF		12,080 s.f.
 TOTAL		
Total Gross Square Footage - Police		24,863 s.f.
Total Gross Square Footage - City Hall		21,008 s.f.
Total Gross Square Footage - Garage		12,080 s.f.
Total	26,740 s.f.	57,952 s.f.



Space Program Summary

		Existing Building		Proposed Program	
1.000 Police					
1.100 Public Spaces					
1.101	Public Waiting		155 s.f.		400 s.f.
1.102	Lobby Interview Room		-		120 s.f.
1.103	Community Room/ EOC		-		900 s.f.
1.104	Community Room Storage		-		40 s.f.
Public Spaces Net Area Total:			155 s.f.		1,460 s.f.
Net to Usable SF Factor				x	1.40
Public Spaces USF Needed					2,044 s.f.
1.200 Administration					
		QTY	Unit Size	QTY	Unit Size
1.201	Chief Office		185 s.f.		200 s.f.
1.202	Captain Office	2	130 s.f.	2	150 s.f.
1.203	Admin. Assistant Office		96 s.f.		110 s.f.
1.204	Office Supervisor Office		120 s.f.		135 s.f.
1.205	Clerical Workstation	2	64 s.f.	3	80 s.f.
1.206	Future IT Coordinator - Workstation		-		64 s.f.
1.207	Active Records Storage		60 s.f.		160 s.f.
1.208	Archive Records Room		150 s.f.		200 s.f.
1.209	Copy/Supply/Workroom		-		140 s.f.
1.210	Conference Room		240 s.f.		240 s.f.
1.211	Admin Storage		-		80 s.f.
Administration Net Area Total:			1,239 s.f.		1,869 s.f.
Net to Usable SF Factor				x	1.40
Administration Bldg USF Needed					2,617 s.f.
1.300 Patrol					
1.301	Sergeants Shared Area	2	67 s.f.	6	80 s.f.
1.302	Shared Patrol Workstations		incl	4	64 s.f.
1.303	Patrol File Storage		incl		incl
1.304	Community Service Officer Wkstn		65 s.f.		64 s.f.
1.305	Animal Control Officer Wkstn		65 s.f.		64 s.f.
1.306	Crime Prevention Specialist Wkstn		65 s.f.		64 s.f.
1.307	PTE CSO/Reserve Officer Wkstn		-	3	64 s.f.
1.308	School Resource Officer Wkstn		130 s.f.		64 s.f.
1.309	Copy/Workarea		-		See 1.209
1.310	Roll Call Area		440 s.f.		800 s.f.
1.311	CSO/Reserve Storage		-		80 s.f.
1.312	Program Storage (DARE, Crime Prev.)		140 s.f.		200 s.f.
Patrol Net Area Total:			1,040 s.f.		2,264 s.f.
Net to Usable SF Factor				x	1.40
Patrol USF Needed					3,170 s.f.
1.400 Investigations					
1.401	Investigator's Office	2	130 s.f.	3	150 s.f.
1.402	Investigator's Office - Part Time		65 s.f.		incl
1.403	Computer Forensics / DTF Office		80 s.f.		150 s.f.
1.404	Conference / Case Mgmt Room w/ Wkstn		-		240 s.f.
1.405	Soft Interview Room		-		120 s.f.
1.406	Invest. Storage/ Elect. Equip.		20 s.f.		80 s.f.
Investigations Net Area Total:			425 s.f.		1,040 s.f.
Net to Usable SF Factor				x	1.40
Investigations USF Needed					1,456 s.f.



Space Program Summary

		Existing Building		Proposed Program	
1.500 Holding					
1.501	Holding Cell	3	60 s.f.	2	70 s.f.
1.502	Holding Cell Juvenile			2	70 s.f.
1.503	Booking/Intox.		73 s.f.		280 s.f.
1.504	Sallyport		580 s.f.		900 s.f.
1.505	Hard Interview		90 s.f.		100 s.f.
	Holding Net Area Total:		923 s.f.		1,560 s.f.
	Net to Usable SF Factor			x	1.40
	Holding USF Needed				2,184 s.f.
1.600 Evidence					
1.601	Evidence Entry/ Process Lab		-		300 s.f.
1.602	Evidence Storage		256 s.f.		1,200 s.f.
1.603	Large Property Storage		210 s.f.		incl
1.604	Vault Storage/ Drugs/ Weapons/ Drying Room		-		80 s.f.
1.605	Evidence Garage		-	2	400 s.f.
	Evidence Net Area Total:		466 s.f.		2,380 s.f.
	Net to Usable SF Factor			x	1.40
	Evidence USF Needed				3,332 s.f.
1.700 Support Spaces					
1.701	Armory		-		120 s.f.
1.702	Ammunition Room		-		80 s.f.
1.703	Fitness Center		-		900 s.f.
1.704	City Staff Changing Room		-	2	80 s.f.
1.705	Defensive Tactics Training Room		-		800 s.f.
1.706	Defensive Tactics Training Storage		-		40 s.f.
1.707	Breakroom w/ Kitchenette (6-8 people)		-		450 s.f.
1.708	Quiet/Mothers Room		-		80 s.f.
1.709	Beverage Station		-		72 s.f.
1.710	Staff Toilet	2	25 s.f.	2	64 s.f.
1.711	Men's Locker Room		550 s.f.	50	12 s.f.
1.712	Men's Toilet/ Shower		Included		120 s.f.
1.713	Men's Vestibule		Included		44 s.f.
1.714	Women's Locker Room		224 s.f.	20	12 s.f.
1.715	Women's Toilet/ Shower		Included		120 s.f.
1.716	Women's Vestibule		Included		44 s.f.
	Support Spaces Net Area Total:		824 s.f.		3,998 s.f.
	Net to Usable SF Factor			x	1.35
	Support Spaces USF Needed				5,397 s.f.
1.800 Police Garage Support					
1.801	Swat Gear Storage / Locker Room		-		180 s.f.
1.802	Gear bag storage/Radio Charging		-		120 s.f.
1.803	Squad Supply Storage		60 s.f.		100 s.f.
	Garage Support Net Area Total:		60 s.f.		400 s.f.
	Net to Usable SF Factor			x	1.30
	Garage Support USF Needed				520 s.f.



Space Program Summary

	Existing Building		Proposed Program
2.000 City Hall			
2.100 Public Spaces			
2.101 Public Lobby	420 s.f.		600 s.f.
2.102 Council Chambers	1,280 s.f.		1,500 s.f.
2.103 Council Chambers Table Storage	0 s.f.		120 s.f.
2.104 TV Control Room	60 s.f.		120 s.f.
2.105 Council Work Session Room	840 s.f.		900 s.f.
2.106 Public After Hours Conference /Training	-		800 s.f.
2.107 Kitchenette	-		120 s.f.
2.108 Conference Room	222 s.f.	2 200 s.f.	400 s.f.
2.109 Public Toilets	270 s.f.		300 s.f.
Public Space Net Area Total:	3,092 s.f.		4,860 s.f.
Net to Usable SF Factor			x 1.40
Public Space USF Needed			6,804 s.f.
2.200 City Manager			
2.201 City Manager Office	280 s.f.		200 s.f.
2.202 City Clerk Office	145 s.f.		150 s.f.
2.203 Admin. Assistant	110 s.f.		110 s.f.
2.204 Assessor Workstation	20 s.f.		64 s.f.
2.205 Mayor/Council Workspace	-		150 s.f.
2.206 Public Counter	-		incl
2.207 Ballot Storage	-		40 s.f.
2.208 Elections Storage	640 s.f.		600 s.f.
2.209 Public Record Viewing Kiosk	-		25 s.f.
2.210 Counter Workstations (2@54)	108 s.f.	2 54 s.f.	0 s.f.
City Manager Net Area Total:	1,303 s.f.		1,339 s.f.
Net to Usable SF Factor			x 1.40
City Manager USF Needed			1,875 s.f.
2.300 Finance / IT / HR / Communications			
2.301 HR/Admin Director Office	170 s.f.		200 s.f.
2.302 HR Coordinator Office	135 s.f.		150 s.f.
2.303 Wellness Workstation	64 s.f.		See 1.703
2.304 Finance Director Office	160 s.f.		200 s.f.
2.305 Finance Storage	80 s.f.		80 s.f.
2.306 Storage	28 s.f.		28 s.f.
2.307 Finance Workstation (1@80 1@110)	190 s.f.	3 64 s.f.	192 s.f.
2.308 Cash Handling/Safe Room	-		60 s.f.
2.309 I.T. Coordinator Office	140 s.f.		150 s.f.
2.310 I.T. Support Workstation	-		64 s.f.
2.311 I.T. Set Up Workstation	128 s.f.		150 s.f.
2.312 I.T. Storage	-		80 s.f.
2.313 Server Room	164 s.f.		240 s.f.
2.314 Communications Office	155 s.f.		150 s.f.
2.315 Communications Intern Work Area/Storage Wkstn	-		64 s.f.
Finance/IT/HR Net Area Total:	1,414 s.f.		1,808 s.f.
Net to Usable SF Factor			x 1.40
Finance/IT/HR USF Needed			2,531 s.f.



Space Program Summary

		<u>Existing Building</u>		<u>Proposed Program</u>
2.400 Community Development				
2.401	CD Director Office	175 s.f.		200 s.f.
2.402	CD Specialist Office	140 s.f.		150 s.f.
2.403	Building Official Office	175 s.f.		150 s.f.
2.404	Housing Inspector Office	135 s.f.		150 s.f.
2.405	General Inspector Office	115 s.f.		150 s.f.
2.406	CD Assistant Workstation	54 s.f.		64 s.f.
2.407	Intern Workstation	54 s.f.		64 s.f.
2.408	Office Support Specialist	96 s.f.	2	64 s.f. 128 s.f.
2.409	Work Area	48 s.f.		incl
2.410	Plan Storage	incl		150 s.f.
2.411	Public Counter	76 s.f.	3	50 s.f. 150 s.f.
	<u>Comm. Development Net Area Total:</u>	<u>1,068 s.f.</u>		<u>1,356 s.f.</u>
	<u>Net to Usable SF Factor</u>			<u>x 1.40</u>
	<u>Comm. Development Bldg USF Needed</u>			<u>1,898 s.f.</u>
2.500 Parks and Recreation				
2.501	Parks Director Office	250 s.f.		200 s.f.
2.502	Athletic Supervisor Office	165 s.f.		150 s.f.
2.503	Rec. Coordinator Office	155 s.f.		150 s.f.
2.504	Office Support Spec. Workstation	96 s.f.	2	64 s.f. 128 s.f.
2.505	Seasonal Supervisor	100 s.f.	3	36 s.f. 108 s.f.
2.506	Work Area	80 s.f.		120 s.f.
2.507	Work Room	190 s.f.		190 s.f.
2.508	Supply Storage	505 s.f.		505 s.f.
2.509	Park and Rec Counter	50 s.f.		100 s.f.
	<u>Parks and Rec Net Area Total:</u>	<u>1,591 s.f.</u>		<u>1,651 s.f.</u>
	<u>Net to Usable SF Factor</u>			<u>x 1.40</u>
	<u>Parks and Rec USF Needed</u>			<u>2,311 s.f.</u>
2.600 Shared Spaces				
2.601	Copy/Supplies/Work Room	210 s.f.		300 s.f.
2.602	Mail/Work Area	80 s.f.		incl
2.603	Quiet/Mother's Room	63 s.f.		63 s.f.
2.604	Break Room	640 s.f.		400 s.f.
2.605	Archive Storage	200 s.f.		200 s.f.
2.606	Loading Dock	-		250 s.f.
2.607	Janitorial	64 s.f.		150 s.f.
2.608	Staff Toilets	-	2	64 s.f. 128 s.f.
	<u>Shared Space Net Area Total:</u>	<u>1,257 s.f.</u>		<u>1,491 s.f.</u>
	<u>Net to Usable SF Factor</u>			<u>x 1.40</u>
	<u>Shared Space USF Needed</u>			<u>2,087 s.f.</u>



Space Program Summary

	Existing Building		Proposed Program	
3.100 Vehicle Garage				
3.101 Parking Stalls	2,160 s.f.	27	300 s.f.	8,100 s.f.
3.102 Swat Truck	0 s.f.			500 s.f.
Vehicle Garage Net Area Total:	2,160 s.f.			8,600 s.f.
Net to Usable SF Factor			x	1.30
Vehicle Garage GSF Needed				11,180 s.f.
 3.200 Community Development Vehicle Garage				
3.201 Parking Stalls - CD	-	3	300 s.f.	900 s.f.
Vehicle Garage Net Area Total:	0 s.f.			900 s.f.
Net to Usable SF Factor			x	1.30
Vehicle Garage GSF Needed				1,170 s.f.



MEMO

DATE: October 3, 2013

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Patsy Green, School Board Treasurer

RE: Financial Advisory Council

The board will hear an update on the membership of the Financial Advisory Council, terms that have ended and the process to fill three positions on the Council.

In addition, there will be a proposal to recommend to changing the bylaws from requiring a minimum of six meetings per year to a minimum of four meetings per year.

ROBBINSDALE AREA SCHOOL DISTRICT #281
FINANCIAL ADVISORY COUNCIL
MEMBERSHIP TERMS

Gregg Fishbein
July 1, 2012-June 30, 2015

Lennie Kaufman
July 1, 2012-June 30, 2015

Scott Madson
July 1, 2010-June 30, 2013

Steven Schmidgall
July 1, 2010-June 30, 2013

Mark Noordsy
July 1, 2011-June 30, 2014

Frank Slawson
July 1, 2011-June 30, 2014

Douglas Lundell
July 1, 2011-June 30, 2014
Resigned 9/12/12

Patsy Green
School Board Treasurer
January 1, 2013-

Aldo Sicoli
Superintendent
July 1, 2009-

Jeff Priess
Executive Director of Business Services
July 1, 2011-