



Robbinsdale Area Schools School Board Meeting Agenda

Tuesday, January 7, 2014 at 6:15 PM

Work Session

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

Note: The school board meeting on Monday, Jan. 6 has been postponed due to the closure of public schools by the Governor. The new meeting date is Jan. 7, 2014.

The Work Session will follow the Business Meeting. The estimated start time is 6:15 p.m.

- | | |
|--|----|
| 1. Branding Update | 2 |
| Presenter: Latisha Gray – From Wingnut Jim Cousins, and Susan Shapiro | |
| 2. Technology Update | 29 |
| Presenter: - Dennis Beekman, Jane Prestebak, Colleen Kennedy, Jacob Givand, and Lesli Skarphol | |
| 3. Budget Assumptions 2014-15 | 30 |
| Presenter: Jeff Priess | |
| 4. Discussion of a Potential Levy Referendum | 38 |
| Presenter: Jeff Priess | |
| 5. 2014 Primary School Board Elections | 49 |
| Presenter: Sherry Tyrrell | |
| 6. Other | |



Robbinsdale Area Schools

PLANNING DOCUMENT

2014

RAS Unified District Vision and Strategic Plan

High Intellectual Performance Through Equity

Every student graduates career and college ready

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Background/Objective

- Robbinsdale Area Schools want a brand strategy that will attract more families to its schools
 - The goal is to increase the pride and reputation of the district
- While there is clarity on what Robbinsdale Area Schools stands for, there is a need to help articulate the best way to communicate this message

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Brand Definition

What is a brand?

- A perception

Who owns a brand?

- It exists in the minds of the audience

What makes a successful brand?

- Clarity & consistency

Approach

- Internet Search
 - Explored Robbinsdale Area Schools and other districts to compare and contrast their messaging and positioning
- Stakeholder Survey Review
- Interviews with Key Stakeholders
- Strategic Plan Assessment

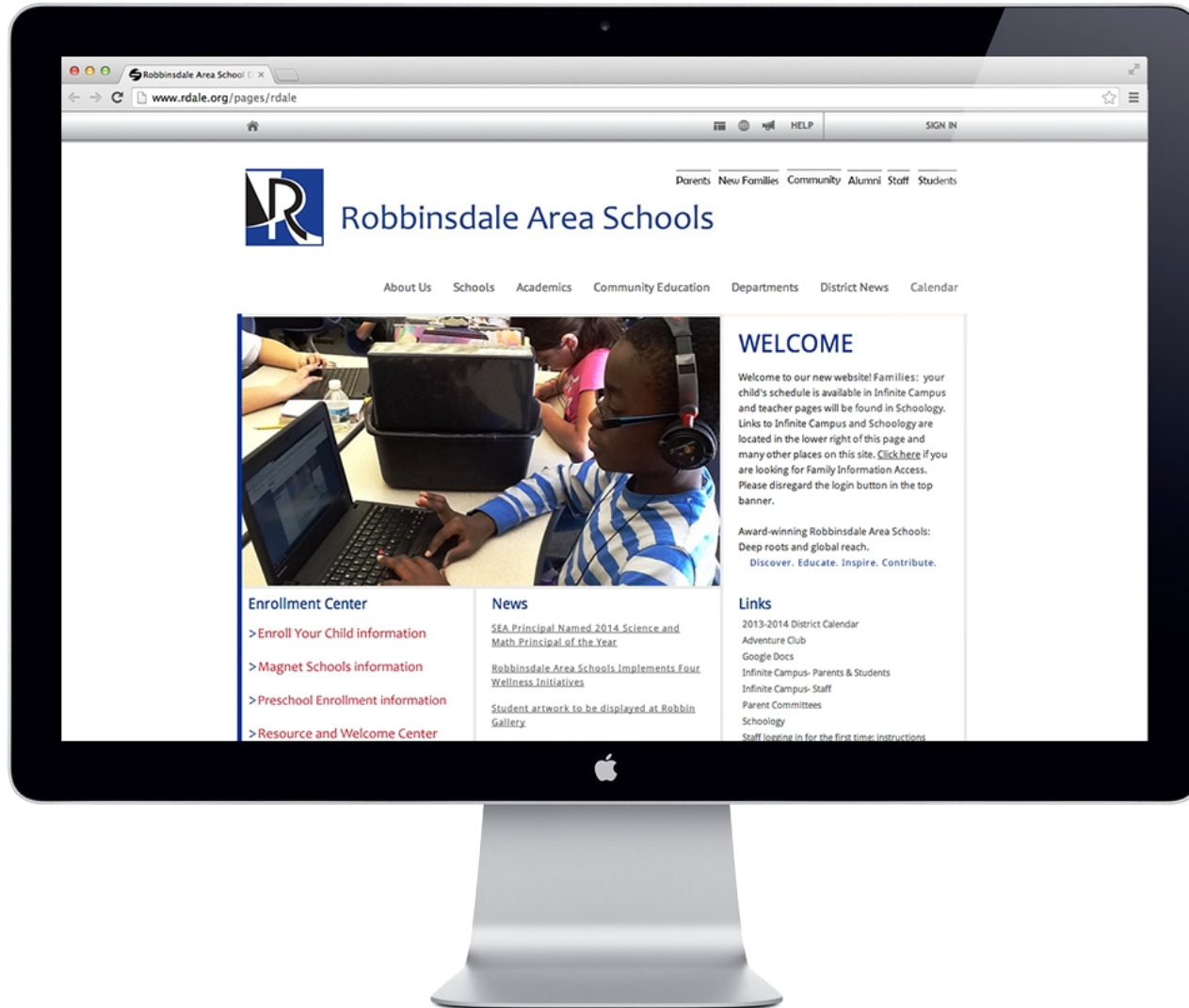
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Category Observations

Internet Search

Robbinsdale Area Schools



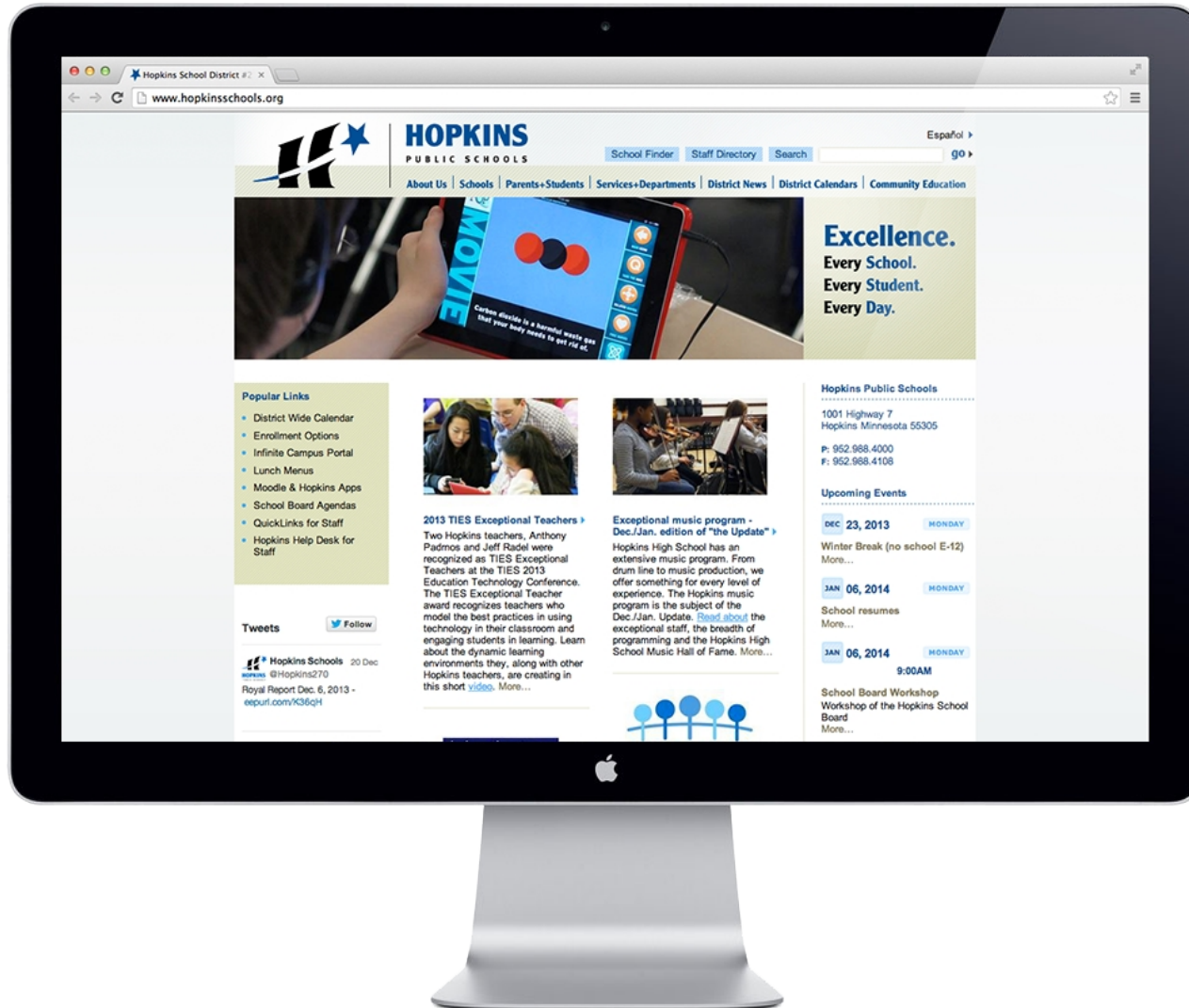
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Wayzata School District



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Hopkins School District



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Competitive Perspective

	Robbinsdale	Wayzata	Hopkins
What We Do (Mission)	Inspire & educate all learners to discover their potential & positively contribute to their community	Ensure a world-class education that prepares all students for academic competence, be good citizens, creativity, lifelong learning, critical thinking, personal wellness	Serve a community rich in culture & diversity, the Hopkins Public Schools develops in all students the skills, knowledge, & passion for lifelong learning
What We Stand For	Equity Collaboration High Intellectual Performance Mutual respect Relationships Fiscal accountability	Achievement Collaboration Community Equity Integrity Respect	Excellence Equity Partnership Innovation Inclusion Fiscal responsibility
How We Differ	Inspire & educate all learners to discover their potential	World class education	Innovation

- Points out distinctions
- Message redundancies

Competitive Observations

- Multiple messages creates lack of distinction
- Overlapping messages across districts furthers perceptions of sameness
- Under the microscope, areas of differentiation appear to be:
 - Robbinsdale – Inspire/discover one’s potential
 - Wayzata – Academic excellence
 - Hopkins – Innovation

Trends Toward Personalized Learning

- Personalized learning and being self-directed, is based upon the individual's needs, preferences and abilities. Each student essentially “owns” their learning. This very much breaks from the traditional “one size fits all” approach
- Teachers become facilitators of student directed learning. More planning and collaboration time is discovered, student engagement goes through the roof and kids are drastically increasing achievement levels

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Implications of Competitive Review

- Inspiring/discovering one's potential clearly is on-trend and may be opportunistic for differentiation

Brand Observations

Stakeholder Survey

RAS Parents/Residents

Overall, very positive ratings with the only significant issue being lack of funding and perception of large class sizes

Significantly High Ratings

A strong emphasis on academic achievement

Teachers who care about their students

Academic progress and success

A safe and secure learning environment

Music, theater and visual arts programs

Instruction in regular academics

Opportunities for academically advanced students

Extra-curricular athletic and academic activities

Meets the learning needs of all or most students

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Those Enrolled Outside of RAS

Emphasis on individualized attention by teachers and meeting the needs of each student must be broadcast to offset this negative perception

Motivations to go elsewhere	Barriers towards Robbinsdale Area Schools
General academic reputation Curriculum offerings Personal attention by teachers Meet learning needs of each student Smaller class sizes Reputation of the school Attention to basic academic skills	Better discipline Concerns about safety Perception of large class sizes Poor teachers Perceived as average or declining Lacking in four areas 1. Personalized education 2. Student behavior 3. Academic achievement 4. Responsiveness to student needs

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Implications from Stakeholder Survey

- Focusing on the individual student and his/her specific learning needs appears to be a critical factor for attracting new students
 - Robbinsdale Area Schools need to emphasize their strong commitment to focus on each individual student's potential for academic excellence
- Adequate funding and smaller class sizes are also important messages

Implications from Stakeholder Survey

- In future studies, it is recommended that residents and families with students in the Robbinsdale Area Schools be asked their opinion on how well the district delivers personalized attention, given the importance of this dynamic
 - The absence of this attribute in their motivations/barriers may lead one to believe that personalized attention is unimportant rather than understand the question was omitted

Target Observations

Key Stakeholder Interviews

Focus for Students

- Robbinsdale Area Schools want to honor every student. The goal is to build on each student's individual strengths so they feel they have advocates and are empowered
 - *“Intentionally help students to achieve and get rid of gaps.”*
 - *“Every kid needs to self-actualize.”*
 - *“Proud of willingness to help kids build on their strengths.”*
 - *“The effort makes a difference vs. I'm smart.”*

Focus for Teachers

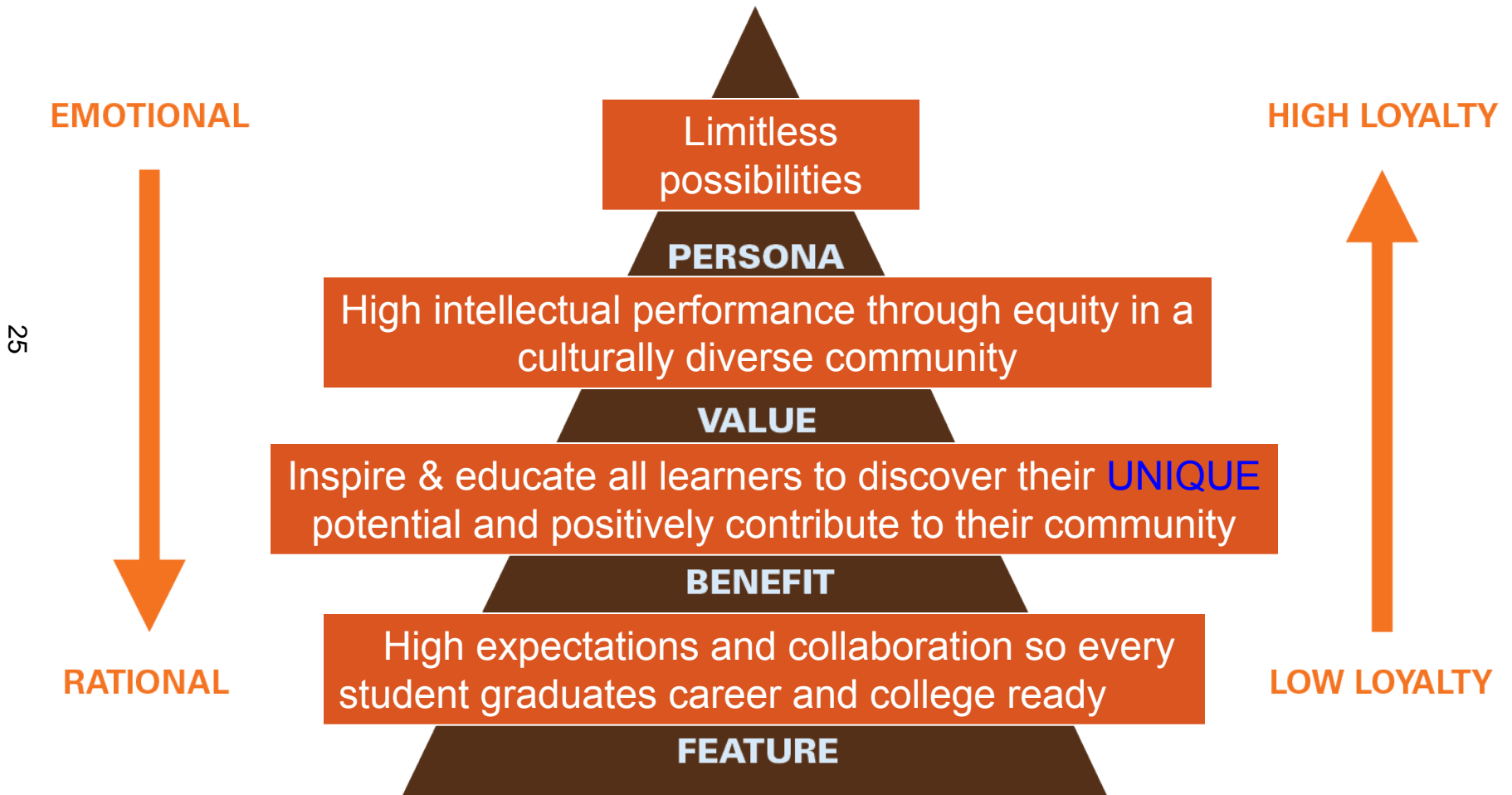
- What sets Robbinsdale Area Schools apart:
 - *“Think differently.”*
 - *“Allow students to be empowered with their own creativity.”*
 - *“To live a creative life, we must lose our fear of being wrong.” Joseph Pearce*
 - *“Bringing back excitement for learning is to tap into their passion - let them innovate and create hands on experience.”*
 - *“Make learning come alive.”*
 - *“The arts programs.”*

Focus for Community

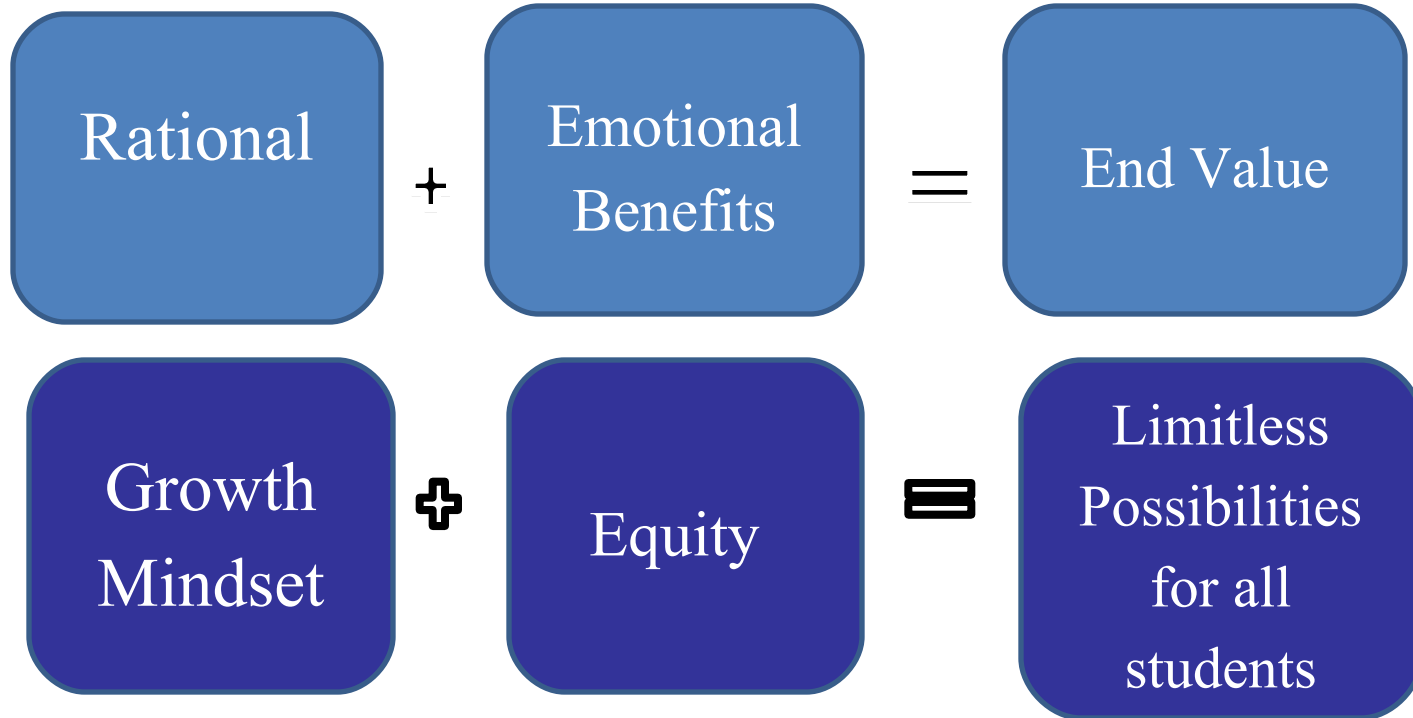
- Commitment to equity
 - *“Equity is about looking at children getting the education and knowing all kids can learn.”*
 - *“Equity is realizing everyone will learn and we care.”*
 - *“Everyone needs shoes, but not the same size.”*
 - *“Equity changes how you teach. You stop and realize there are other cultures.”*
- Problematic in that “equity” is not well understood
 - *“Equity doesn’t really mean anything specific. So, it doesn’t get a lot of response.”*
 - *“What can we do to make them understand that it is to build on students’ strengths so they feel like they have advocates and are empowered?”*

Messaging Implications

BRAND LADDER



RAS Brand Persona



“Every child has potential no matter who they are.”

Recommendations for Key Messaging:

- Primary message focus: Nurturing every student's **unique potential** so they can have limitless possibilities
 - Inspire & educate all learners to discover their unique potential
 - Focus on limitless possibilities for all students, while preparing them to be career and college ready
 - Emphasize a “growth” mindset versus “fixed”
 - Reinforce perceptions of individualized focus

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Next Steps:

- Feedback gathered on key messages direction from board (January 6 meeting)
 - After presentation we will develop logo and tagline concepts
- Present logo and tagline concepts at February 3 board work session
- Start campaign development upon logo and tagline support
- Present campaign concepts at February 27 to communication advisory council meeting
- Present campaign to school board at a March school board meeting



MEMO

DATE: January 6, 2014

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Dennis Beekman
Executive Director – Technology

RE: Technology Update

The board will hear a presentation and participate in a discussion regarding the district's Personalized Learning initiative. Personalized Learning is an educational practice based on high-quality research that supports student achievement. The district is implementing technology that allows us to move towards personalizing learning for each student, assessing what each student needs to learn, developing a variety of paths to meet those needs and providing prompt feedback on progress. A personal learning device, a Google Chromebook, was received by all 5th grade students this fall for their use at school and home as part of this initiative. We are planning to expand Personalized Learning to the middle schools for the 2014-2015 school year.

Jane Prestebak, Media Services and Instructional Technology Program Director, Colleen Kennedy and Lesli Skarphol, Technology Integration Specialists, Jacob Givand, Online Learning Coordinator, and Dennis Beekman, Executive Director of Technology will present.

To view the full presentation use this [link](#)



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

FROM: Jeff Priess, Executive Director of Business Services

DATE: January 6, 2014

RE: Budget Assumptions/Staffing Ratios (2014-15)

DISCUSSION:

Enclosed are the revenue and expenditure assumptions utilized to develop the 2014-15 preliminary General Fund budget. General Education Basic revenue and State Categorical Aids are calculated using funding formulas prescribed in current law. Local property tax revenue is derived from the District's certified levy. Miscellaneous and other revenues are projected at current year amounts except where known changes exist. Expenditure assumptions provide for the same level of staffing that exists in the current year (2013-14) budget.

QUESTIONS:

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

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

**REVENUE ASSUMPTIONS
2014-15**

GENERAL FUND REVENUE ASSUMPTIONS (Fund 01/03)

State General Education Aid:

State Basic General Education Aid is budgeted at \$77,163,821. The basic general education aid serves as the district’s primary funding source, accounting for 52.4% of the general operating fund revenue.

Per-Pupil-Unit Allocation-Basic General Education

2008-09	\$5,124	1% increase in funding formula
2009-10	\$5,124	No increase in funding formula
2010-11	\$5,124	No increase in funding formula
2011-12	\$5,174	1% increase in funding formula
2012-13	\$5,224	1% increase in funding formula
2013-14	\$5,302	1.5% increase in funding formula
2014-15	\$5,382	1.51% increase (current law)

Other components of General Education Aid amount to \$14,906,221. Other components of General Education Aid are listed below:

Other General Education Aid 2014-15

*Location Equity	\$51,988
Declining Enrollment	\$201,158
Gifted and Talented	\$173,425
Extended Time	\$1,067,234
Compensatory Revenue	\$10,762,064
Limited English Program	\$941,300
Transportation Sparsity	\$3,202
Referendum Aid	\$1,705,850

*Location Equity revenue is a new component of General Education Aid. It is set at \$424/ADM served and provides an offset to operating referendum revenue. The levy component is shown below.

Enrollment

Pupil Units-The district has projected annual average daily membership served to be 11,835 for the 2014-15 school year. This represents a decrease of 67 students from the current year. The average daily membership (ADM) is based upon enrollment and is the basis for the calculation of general education aid.

ADM calculates actual “membership time” rather than simple enrollment counts at a given point in time. This also includes the net impact of “open enrollment” agreements with other Minnesota districts.

ADM includes students who leave the district through tuition agreements and excludes students who enter the district with a tuition agreement.

Projected enrollment for the 2014-15 school year:

Grade Level	ADM	Weight	WADM
Pre Ktg	90	1.00	90.00
Handicapped Ktg	30	1.00	30.00
*Kindergarten	851	(.55 /1.0)	806.00
Grade 1-3	2,785	1.00	2,785.00
Grade 4-6	2,673	1.00	2,673.00
Grade 7-12	5,406	1.20	6,488.00
Total	11,835		12,872.00

ALC/Tuition WADM 468.00

Extended Time WADM 232.00

*It is estimated that 88% of Kindergarten students will option into an all day program.

Property Taxes:

Property tax revenue is budgeted at \$28,581,290. Revenue from property taxes provides the second largest source of revenue for the General Fund, representing 19.4% of total revenue. Current operating referendum and prior year adjustments are estimated at \$20,160,379 and account for 70% of General Fund property tax revenue. The District’s operating referendum authority for the 2014-15 school year is currently estimated at \$1,436.50 per students served. The state aid portion of the referendum is shown above. The operating referendum is set to expire effective with the 2016-17 school year.

General Fund Designated Levies	2014-15
Equity	\$ 667,021
Referendum/adjustments	20,160,379
Transition	243,554
Integration	750,448
Safe Schools	613,659
Career Technical	240,345
Location Equity	5,604,350
Adjustments	10,876
Student Achievement	290,658
TOTAL	28,581,290

Other State (Categorical) Aid:

State supported programs are budgeted at \$16,095,992. Special education categorical aid makes up 70.1% of this category and is estimated at \$11,394,595. State aid for special education is a formula that is based upon district special education expenditures and statewide funding limits. Other State Aid components are listed below:

Other State (Categorical Aid)	2014-15
Special Education	\$11,394,595
Compensatory Pilot Grant	500,000
Integration	1,884,712
Nonpublic Transportation	230,000
Integration Transportation	815,500
State Grants	219,395
Endowment Fund	360,267
Literacy Aid	691,523
Total	16,095,992

Federal Sources:

Federal Revenue is budgeted at \$5,960,491.

Title Programs-Entitlement computations use federal funding limits, enrollment data and the number of pupils in various programs. Expenditures will match total revenues in the Title Programs.

Local Tuition, Fees and Admissions:

Revenue in this category is budgeted to increase at \$4,277,162. Items in this category include misc. fees, admissions, gate receipts and interest revenue.

EXPENDITURE ASSUMPTIONS

GENERAL FUND EXPENDITURE ASSUMPTIONS (Fund 01/03)

Total General Fund expenditure budget is estimated to be \$148,202,762. This includes the following for 2014-15:

The **salaries and employee benefits** budget (\$91,170,272 and \$30,391,401) includes salary and benefits for all employee groups covered in the general fund. The salaries and wages and employee benefits budget includes:

- a) Increased salary and wage costs for longevity, education, pay rates and other items included in bargaining agreements.
- b) Increased costs for statutory benefits (TRA, PERA, FICA, unemployment and workers compensation).
- c) Increased costs for other collectively bargained benefits (health & dental insurance) associated with all employee groups.

Other District Staffing Assumptions:

Student to Staff Ratios

ELEMENTARY

	Range
KINDERGARTEN	(18-25)
1 ST GRADE	(19-26)
2 ND GRADE	(21-28)
3 RD GRADE	(21-28)
4 TH GRADE	(22-29)
5 TH GRADE	(23-30)

MIDDLE SCHOOL STUDENT TO TEACHER RATIO

GRADE 6-8	24.22
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HIGH SCHOOL STUDENT TO TEACHER RATIO

GRADE 9-12	27.10
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Special Education Staffing Ratios

The special education department will utilize the same staffing ratios in planning for 2014-15 as were utilized for 2013-14. They are as follows:

Weighted student numbers (based on amount of special education service received):

- Federal setting I – 1.0
- Federal setting II – 1.25
- Federal setting III – 1.5

Licensed resource-level teachers: Elementary 18:1 (weighted student #)
Middle School 18:1 (weighted student #)
High School 20:1 (weighted student #)

Center-based classrooms (ASD, DCD, EBD): 8:1; can be adjusted based on amount of time students participate in the mainstream.

Early Childhood Special Education classrooms: 8:1

Speech/Language: 50:1

Psychologist: 1,500 students: 1.0 (total student population): additional allocation based on number of center-based classrooms in the building.

Social Workers: Elementary 100:1 (weighted student #)
Middle School 200:1 (weighted student #)
High School 250:1 (weighted student #)

Occupational Therapists: 50:1

Physical Therapists: 50:1

Adapted Phy Ed: 6 students = 1 class/.1 FTE
Center-base classrooms DCD/CID 2 classes = .15 FTE
EBD 2 classes = .10 FTE

Support Staff

All support staff position currently in place will remain in place for 2014-15 unless reduced due to loss of revenue for a specific program (i.e. grants, special funding).

Purchased Services

These costs will be calculated based on historical increases and future estimates. They will be amended as the budget is developed as additional information is known.

Other Expenditures

The per pupil unit amount budgeted for instructional supplies will not change from the current year budget. Carryover will only be allowed for specific items approved prior to final budget approval. Increases due to inflation and other known cost increases will be included for other required items. Miscellaneous cost increases will be included at 1%. Expenditures for grants will be budgeted to equal revenue.



MEMO

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

FROM: Jeff Priess, Executive Director of Business Services

DATE: January 6, 2014

RE: Potential Levy Referendum

DISCUSSION:

A Powerpoint presentation containing information relating to the district's operating referendum and the potential renewal will be shown to the school board at the work session.

QUESTIONS:

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

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

Referendum Planning



January 6, 2014

Jeff Priess

Executive Director of Business
Services

2014 Election Timelines

- **August 22, 2014 (74 days prior to election)**

Last day to adopt resolution calling the referendum election.

Last day to notify county auditors and the Commissioner of the date of the election and the questions to be voted on.

- **November 4, 2014**

Election Day

FY15 Legislative Changes

FY 15 Operating Referendum Simulation

	Old Law	Old Law	New Law	New Law
Estimated Resident Pupil Units	15,246.95			
Estimated Adjusted Pupil Units			13,265.10	
Referendum Allowance	1618.66			
Referendum Revenue		24,679,628.09		
Initial Referendum Allowance			1,860.50	
Location Equity Allowance			424.00	
Adjusted Referendum Authority			1,436.50	
Referendum Revenue				19,055,358.34
Location Equity Revenue				5,624,402.40
Total				24,679,760.74

Board Authority Referendum -up tp \$300

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

Referendum Cap History

Fiscal Year	Inflation Ratio Std. Cap	Formula Allow Std Cap	Inflation Based Std. Cap	ISD# 281 Ref Auth
2005	1.0301	855.79	881.55	848.25
2006	1.0693	855.79	915.09	848.25
2007	1.0973	1,293.24	1,419.07	848.25
2008	1.1376	1,293.24	1,471.19	848.25
2009	1.1537	1,293.24	1,492.01	848.25
2010	1.1644	1,293.24	1,505.85	1,479.81
2011	1.1881	1,293.24	1,536.50	1,507.43
2012	1.2230	1,293.24	1,581.63	1,548.24
2013 est	1.2429	1,293.24	1,607.37	1,572.10
2014 est	1.2580	1,293.24	1,626.90	1,593.89
NEW LAW 2015	1.0000	0.00	1,845.00	1,436.50
2016 est	1.0171	0.00	1,876.55	1,464.59
2017 est	1.0360	0.00	1,912.02	0.00

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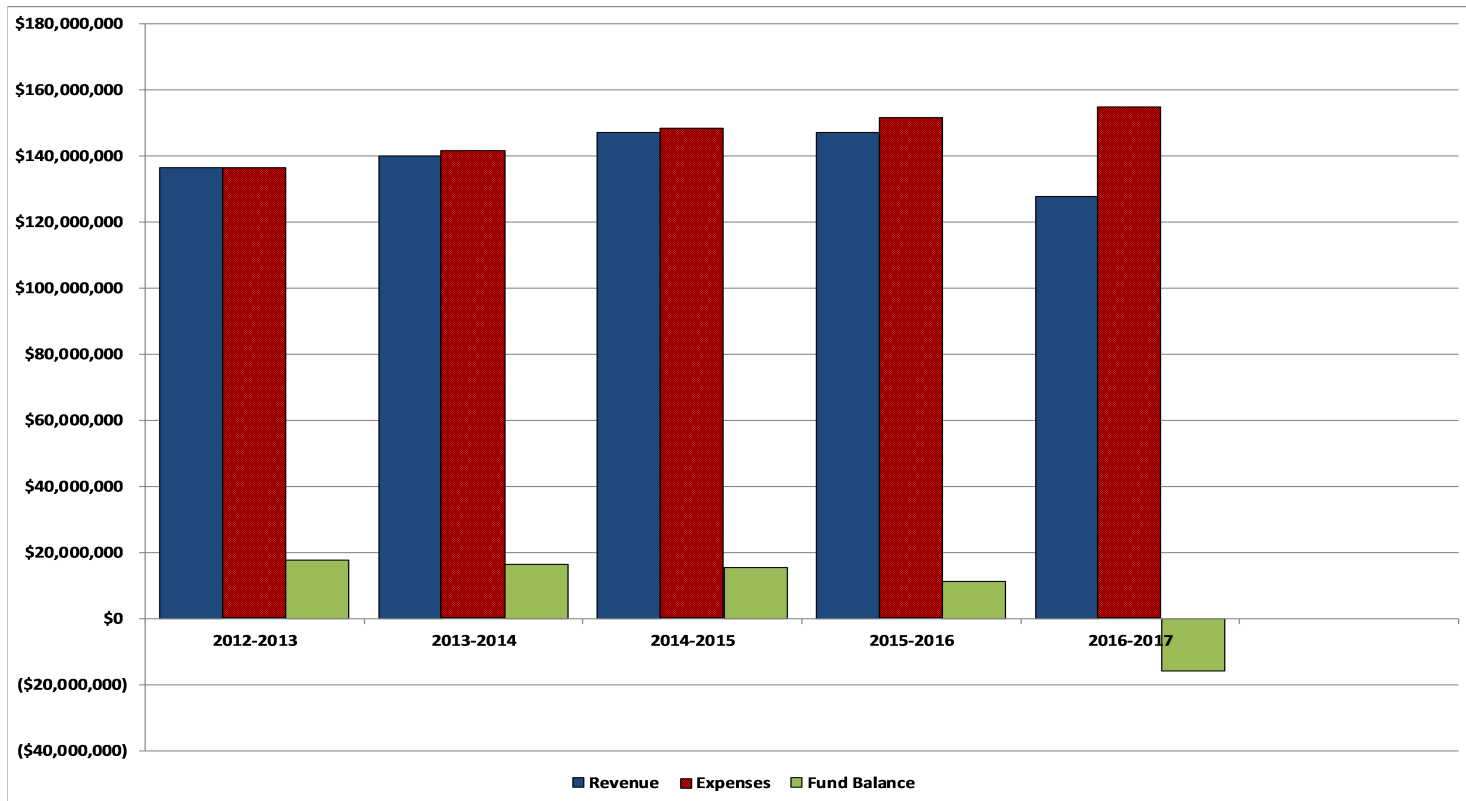
ESTIMATED ANNUAL INFLATION FACTOR
BASED ON CPI

Current Operating Levy Phase Out

Fiscal Year.....	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
CALCULATION OF AUTHORIZED REFERENDUM AMOUNT					
OPERATING REFERENDUM REVENUE:					
☒ Voter and Board Approved Authority			\$ 1,436.50	\$ 1,464.59	\$ 0.00
Board Approved Authority			\$ 0.00	\$ 0.00	\$ 0.00
Total Referendum Authority			\$ 1,436.50	\$ 1,464.59	\$ -
X Adjusted Pupil Units			13,265.1	13,221.4	13,206.2
= Authorized Levy - School Board and Voter Approved			\$ 19,055,287	\$ 19,364,038	\$ -
Prior Year Adjustment			\$ 2,842,918	\$ 1,540,868	\$ -
Memo Adjustment			-	-	-
Calculated Levy			\$ 21,898,205	\$ 20,904,906	\$ -
Location Equity Revenue			\$ 5,624,385	\$ 5,605,891	\$ 5,599,408
Total	\$ 23,750,302	\$ 24,263,578	\$ 27,522,591	\$ 26,510,796	\$ 5,599,408

Robbinsale Area Schools - General Fund Projections

**General Fund Budget
Excludes Operating Capital**



Referendum considerations :

Budget implications

Referendum Considerations	2015-16 Referendum Revenue	2015-16 Projected Deficit
No Change	\$20,904,906	\$(4,330,958)
Renew (w/inflation)	\$20,904,906	\$(4,330,958)
Renew (add 100)	\$22,227,050	\$(3,008,114)
Renew (to cap)	\$25,934,474	\$ 698,610

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Tax Impacts- Assumptions

- **Tax impacts derived from current year (Pay 14) Levy information:**
 - School District Market Value**
 - School District Tax Rates**
- **Tax impacts consider referendum levy only**
- **Tax impacts are based on a home with a market value of 250,000**

Est. Tax impact (250k)

Referendum Only				
	2014-15	2015-16	Tax \$ (Incr/Decr)	Tax % (Incr/Decr)
No change	691.46	659.89	-31.57	-4.57%
Renew w/inflation	691.46	659.89	-31.57	-4.57%
Renew and add \$100	691.46	702.95	11.49	1.66%
Renew and add \$200	691.46	749.11	57.65	8.34%
Renew to CY cap	691.46	843.89	152.43	22.04%

Referendum Survey Recommendations

***March 2014-* Initial survey provides Board with crucial data to aid in decision making-**
number of questions
referendum dollar amount

***4-6 weeks prior to election-*Brush fire survey to help determine if additional communication efforts are required**



MEMO

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

FROM: Jeff Priess, Executive Director of Business Services

DATE: January 6, 2014

RE: School Board Primary Election-2014

DISCUSSION:

In 2005, legislation required all school districts to hold a primary election. School District 281 conducted a primary election at a cost of \$32,000. Voter turnout was 1,290 (2.06%), at cost of \$24.80 per vote. There were 9 candidates for 4 positions, so the Primary Election eliminated one candidate.

In 2007, Legislation was passed that would make primary elections optional for school boards, requiring a school board to pass a resolution in order to opt in to being covered by a primary election. The school board decided not to opt in, because of the additional election costs. At that time, the District was conducting odd numbered year elections and bore the entire cost of the election.

The election budget is estimated at \$7,000 to run an election in the even numbered years in coordination with the cities. The cities are required to run primary elections in even numbered years, so the district would be on the ballot with all other offices that are requiring a primary. The only additional work for the cities would be to test all the ballot styles. It is unknown at this time if the Cities will charge the district for this service. There were no charges in 2012.

For a Primary Election, candidate filings would open in May, rather than July, for an August Primary Election. If no more than 8 candidates file, **then there would be no need for a Primary Election.**

If no Primary Election, there are no limits on the number of candidates that would be on the ballot, this could cause additional ballot testing and additional expense.

The school board may, by resolution adopted by April 15 of any year, decide to choose candidates for school board by primary. The resolution, when adopted, is effective for all ensuing school board elections.