Land Acknowledgement

We acknowledge Robbinsdale Area Schools is located on the homelands of the Dakota and Ojibwe people.

We recognize the painful history of genocide and forced assimilation of the Indigenous inhabitants of this land.

We honor and respect the many Indigenous peoples who live on and hold sacred these lands, and we stand with members of these Nations to fight injustice in all of its forms.

We uphold the preservation of Dakota and Ojibwe languages, land based education, and tribal sovereignty.

ROBBINSDALE
Area Schools

Our Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.
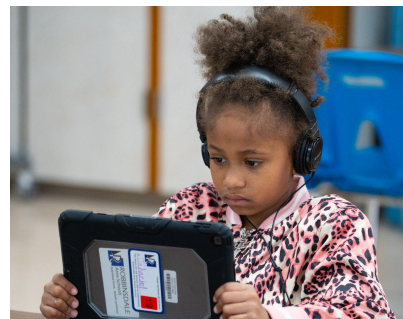
Planning Team Introduction

Why did you say **YES**?
- to our mission
- to Rdale

Transformational Purpose Statement

I lead to inspire, empower and develop others to thrive so that we can create life chances, equitable outcomes and a sense of belonging for all learners through trust, service, authenticity and love.

– Teri Staloch

Vision 2030 Team: Introductions

As you introduce yourselves, please share your **name**, your **connection to Rdale**, and **why did you say YES**?

Vision 2030 Team: Purpose

A community group reflective of the diverse makeup of our students and community population will engage in study, learning, and analysis to develop long-term recommendations for district priorities, financial stability, and considerations to reimagine the school district our students want, need, and deserve.

Vision 2030 Team: Norms

- Humor, joy and fun
- Speak your truth
- Have positive intent
- Be flexible in solution seeking
- Stay engaged
- Push one another and stay solution focused
- Use the equity magnifier
- Ensure all voices are heard

Vision 2030 Team: Outcomes

Reimagine Rdale: Vision 2030 Team members will:
- understand all aspects of the robust community engagement process to ensure clarity of team members roles;
- understand the current state of school district in multiple contexts to ground learning and the journey forward with final deliverable;
- provide input on future-focused, learner-centered guiding questions;
- serve as key communicators and ambassadors of the authenticity of the community engagement process to elevate community voices; and
- connect with one another and begin to form a high functioning team.

Commitment to Community

Dr. Darrius Stanley:

"In short, the schools we have developed for communities are not enough; it is time to co-construct schools with our communities. To address this, we propose the LEAP framework, which encompasses listening, engaging, advocating, and partnering with students, families and communities."

(Stanley & Gilzene, 2022)

Vision 2030 Team: Guiding Change

**Guiding Change Document – Reimagine Rdale Vision 2030**

This document serves to bring clarity to the roles of school board governance and administrator management. It clearly defines:
the current reality of where we are at, the results of where we want to be and the unacceptable means – our values and principles that will not be infringed
upon during the planning process.

Current Reality *The Why*	Unacceptable Means *The Not How*	Results *The What*
• We must reduce the budget by $21M for the FY26 budget. • We will be in statutory operating debt as defined by the Minnesota Department of Education (MDE) by the end of 2025. • Student academic outcomes are below acceptable levels. • Rdale facilities are outdated and not suited for 21st century learning. • Students, staff, and parents have expressed concerns about school and student safety. • Rdale has experienced continuous enrollment declines. • The needs of our students have shifted, and the demands on the school district have increased. • We cannot cut our way out of these challenges, and we have an opportunity to create a better district.	• Do not propose a plan that creates inequities in learning opportunities. • We will not create recommendations that are not sustainable, feasible, and desirable. • Will not propose recommendations that go against state statute. • We will not be "single agenda driven" or special interest focused and instead will seek recommendations that are best for all students and the district as a whole.	• Determine academic priorities and models that will enhance the school experience and success of our students. • Design and provide students with academic programming that is engaging and relevant. • Create a system that supports strategic enrollment decisions. • Establish financial stability in the next several years. • Develop a 5-year plan to address statutory operating debt as defined by the Minnesota Department of Education (MDE). • Determine recommendations for investments in facilities and infrastructure. • Utilize resources that allow for flexibility and innovation while staying within fiscal restraints. • Maintain taxpayers trust by providing ongoing communication and frequent updates regarding all aspects of the district's finances. • Invest in staff success through recruitment, development, and retention of high-quality employees.

**Document link**

Vision 2030 Team: Roles
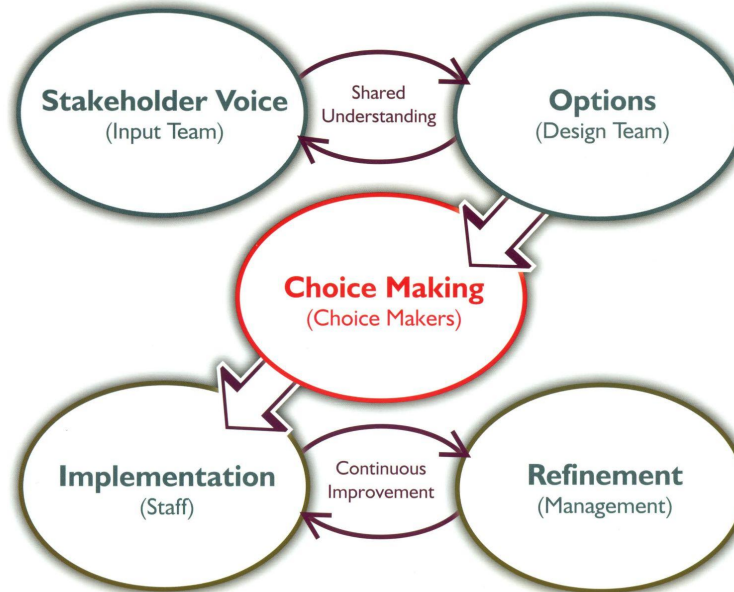
Document link

Current Process

1. **Identify Issues:** Staff and administrative teams are studying budget areas of challenges, opportunities and impact.
2. **Research & Reactions:** Issues are studied with reactions and research shared with leadership groups and stakeholders for review.
3. **Options:** Feedback is gathered to refine and generate actionable options and additional input or feedback.
4. **Decision:** Stakeholder input informs recommendations and guides decision-making.
5. **Communicate:** Final decisions are presented to leadership teams and the school board.

ROBBINSDALE
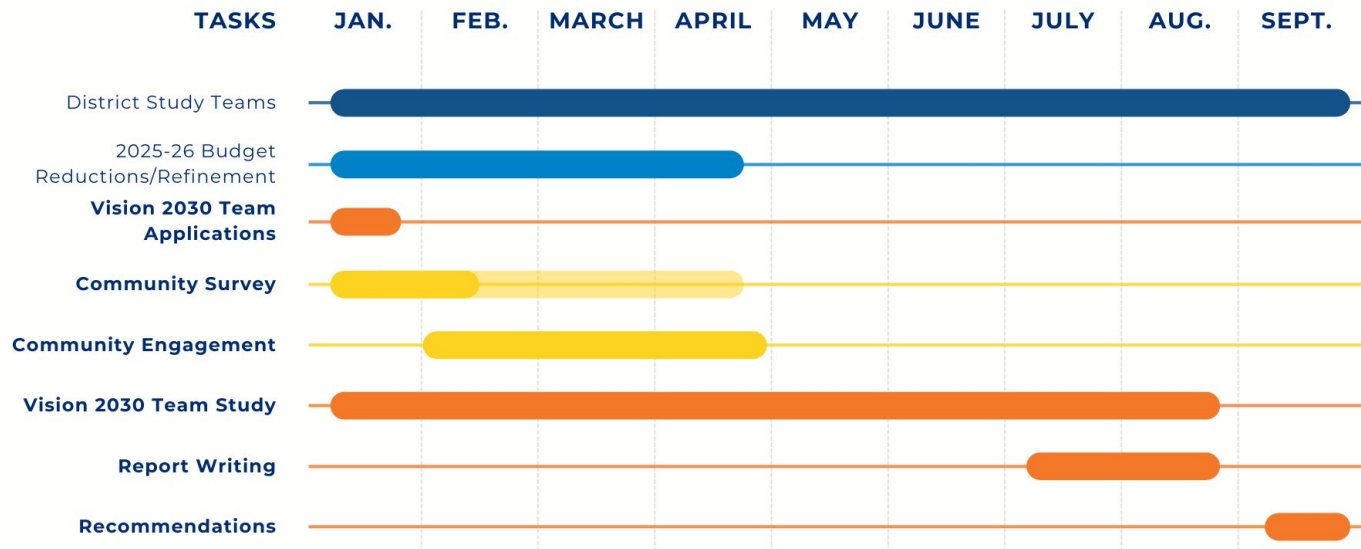Area Schools
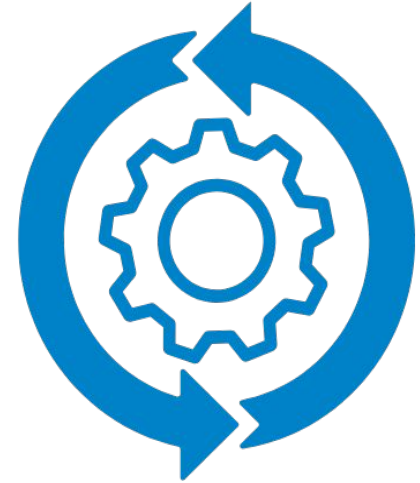
Reimagine Rdale: Vision 2030

Pillars of the work:

- **Vision 2030 Team**: A 46-member stakeholder team driving the process.
- **Community Survey**: Gathering large-scale feedback from district families and community members.
- **Community Engagement**: Robust efforts to ensure diverse perspectives shape the future.

ROBBINSDALE
Area Schools

Timeline to Reimagine Rdale

Running parallel to the important work of *Reimagine Rdale* is the pressing need to address a $21 million budget shortfall. While we **have** to make difficult decisions to balance the budget, we also **get** to take this opportunity to redesign and reimagine Robbinsdale Area Schools for a stronger future.

TASKS	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.
District Study Teams									
2025-26 Budget Reductions/Refinement									
Vision 2030 Team Applications									
Community Survey									
Community Engagement									
Vision 2030 Team Study									
Report Writing									
Recommendations									

Our Community's Voice

For *Reimagine Rdale* to succeed, we need to hear from our community. Our goal is to **engage 50,000 voices** through our survey, community events, and the *Vision 2030 Team*.

Vision 2030 Team: Future Meetings

Date, location	Topics
Jan. 29, 2025, ESC	Overview of Reimagine Rdale Process, State of the District
Feb. 25, 2025, Cooper High School	Demographic Review: Enrollment, Program Review
March 25, 2025, Armstrong High School	Student Experience academics, engagement, safety, sense of belonging
April 30, 2025, FAIR Crystal Middle School	Comprehensive Facility Assessment, Facility Capacity
May 20, 2025, Sandburg Middle School	Engagement findings , Academic vision and program recommendations, Generate options of facilities
June 17, 2025, Robbinsdale Middle School	Field Trip to visit other schools/programs, Workshopping
July 10, 2025, Plymouth Middle School	Discussion to generate report
Aug. 13, 2025, ESC	Review report and finalize recommendations
Sept. 15, 2025, ESC	Present report and recommendations to School Board

Document link

Portrait of a Learner

Traits of a Hopkins Scholar

Critical thinking means analyzing and evaluating an issue in order to form a judgment. Critical thinkers learn through interdisciplinary inquiry. Hopkins scholars who think critically are prepared to innovate to shape a better world.

Critical thinkers:
- Are reflective
- Are able to challenge biases & assumptions
- Are informationally literate
- Are cognitively flexible

Global & well-traveled means appreciating the complexity of the world and our interconnectedness within it. Global learners travel outside their schools to learn. Hopkins scholars who are global believe in their capacity to influence change and advocate for the dignity and well-being of individuals, communities, and the Earth.

Global learners:
- Are multilingual
- Are culturally agile
- Are change-makers
- Are engaged with local & global communities

Confidence means willingness to approach uncertainty by activating strengths and drawing on collective resources. Confident learners are agents in designing their learning. Hopkins scholars who are confident learn from successes and failures, can take and give feedback, and question their internal and external critics.

Confident learners:
- Are able to generate & articulate ideas
- Are aware of strengths & areas of growth
- Are resilient
- Are honest

Voice means learners can express themselves in their most authentic way and make choices in how they express themselves. Having a voice empowers students to participate in creating their learning environment and the goals, policies, and procedures which inform it. Hopkins scholars contribute their voices to strengthen communities and create conditions for all voices to be heard.

Vocal learners:
- Are expressing their thoughts & ideas in various mediums
- Are listeners as well as contributors
- Are aware of how they can make a difference
- Are restorative community members

Holistic means learning through the whole self: mind, body, spirit, emotions, identities, and community memberships. Holistic learners develop emotional skills and intelligence integrated with academic skills and knowledge. Hopkins scholars who are holistic understand themselves in relation to others and have a bravely optimistic sense of self.

Holistic thinkers:
- Are emotionally intelligent
- Are balanced socially, academically, mentally & physically
- Are able to set healthy goals and limits
- Are mindful

Empathetic means responding to others from a position of understanding their feelings, needs, and points of view. Empathetic learners collaborate, growing through dialogue and interactions with others. Hopkins scholars who are empathetic have a sense of shared responsibility -- building relationships, shifting perspectives, and valuing each person's contribution.

Empathetic learners:
- Are open-minded
- Are an active part of a collective
- Are inclusive
- Are kind

Document link

Portrait of a Wayzata Graduate

- Believes in their ability to succeed
- Communicates effectively
- Values diversity & inclusion
- Thinks critically & creatively
- Embraces collaboration
- Demonstrates learning agility & resilience
- Focuses on personal growth

We're here for you.

Document link

Dinner

State of the District

Strategic Plan

(RE)DISCOVER RDALE

STRATEGIC PLAN

MISSION

The mission of **Robbinsdale Area Schools** is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

DISTRICT VISION

- Robbinsdale Area Schools is committed to ensuring **every student** graduates career, articulated skilled trades and college ready.
- We believe each student has **limitless possibilities** and we strive to **ignite the potential** in every student.
- We expect **high intellectual performance** from all our students.
- We are committed to **ensuring an equitable and respectful educational experience** for every student, family and staff member.

STRATEGIC THEMES

District priority work and goals focused on strategic themes will help achieve our mission for each student.

- **A** Academic Achievement
- **B** Student Engagement and Wellness
- **C** Collaboration and Partnerships
- **D** Staff Investment and Impact

PRIORITY OUTCOMES GROUNDED IN EQUITY

- **Improve achievement** for students of color
- All students are **ready for school**
- **Every child** reading at or above grade-level
- Academic and social-emotional growth in **middle grades**
- **Student engagement** in school and learning
- Student **support** from families to learn and achieve
- Clear path and **readiness for career, college and life**

Document link

Believe. Belong. Become.

2024-25 PRIORITIES

STRATEGIC PLAN

A Academic Achievement

- Enhance cultural relevance of curriculum for students
- Enhance an equitable learning system from early childhood to adults
- Deepen preparation for life, college and career

B Student Engagement and Wellness

- Improve student-staff connection
- Strengthen practices around student, staff, and school safety

C Collaboration and Partnerships

- Strengthen mutual communication and responsiveness with all stakeholders
- Expand equitable inclusion and influence of student, family, staff, and community voice

D Staff Investment and Impact

- Cultivate the district culture to be inclusive, supportive, and welcoming
- Increase consistency and accountability for common district practices

Believe. Belong. Become.

Roots go back to 1865

1890: Parker School Robbinsdale

1913: Robbinsdale Public Schools
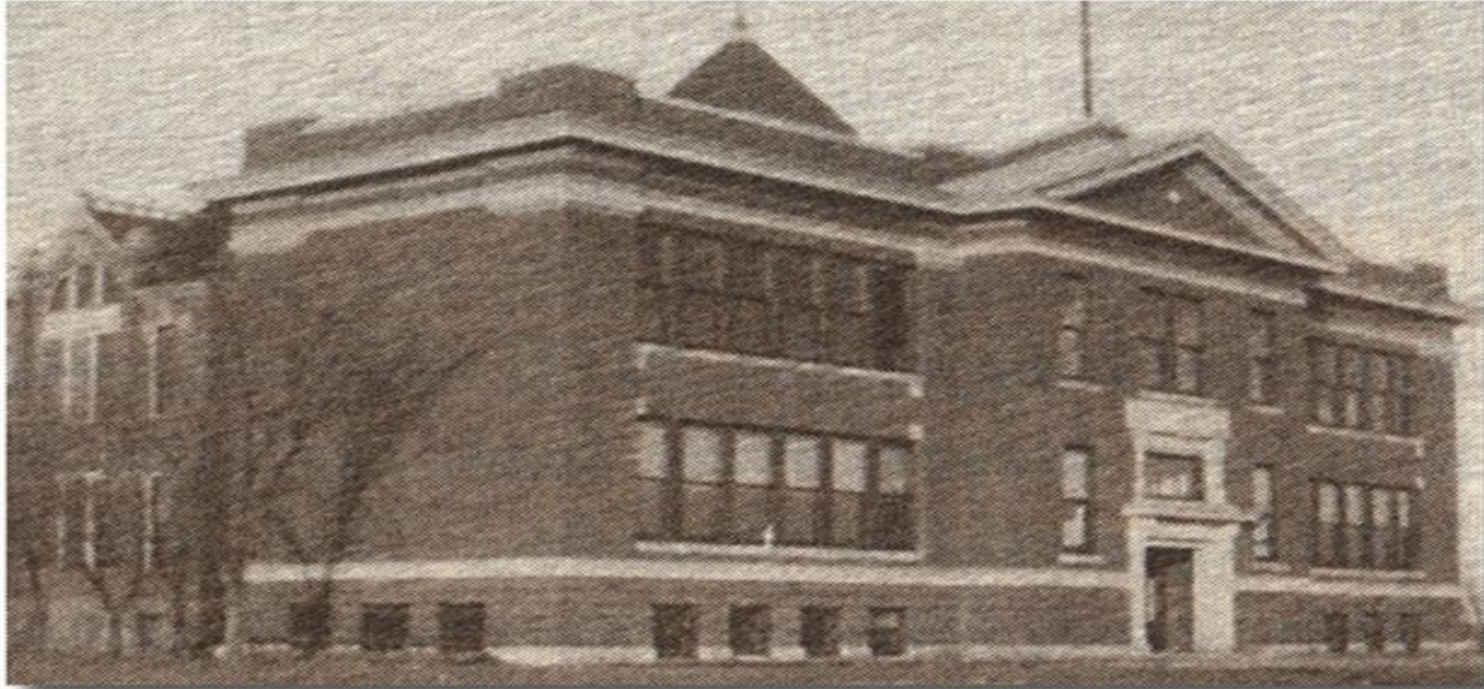
A Community of seven cities

Serving the communities of:
- **Brooklyn Center**
- **Brooklyn Park**
- **Crystal**
- **Golden Valley**
- **New Hope**
- **Plymouth**
- **Robbinsdale**

Our facilities

Robbinsdale Area Schools has **22** total schools and facilities/program sites.

District total square footage: **2,443,550**

See appendix in binder

Document link

Student demographics

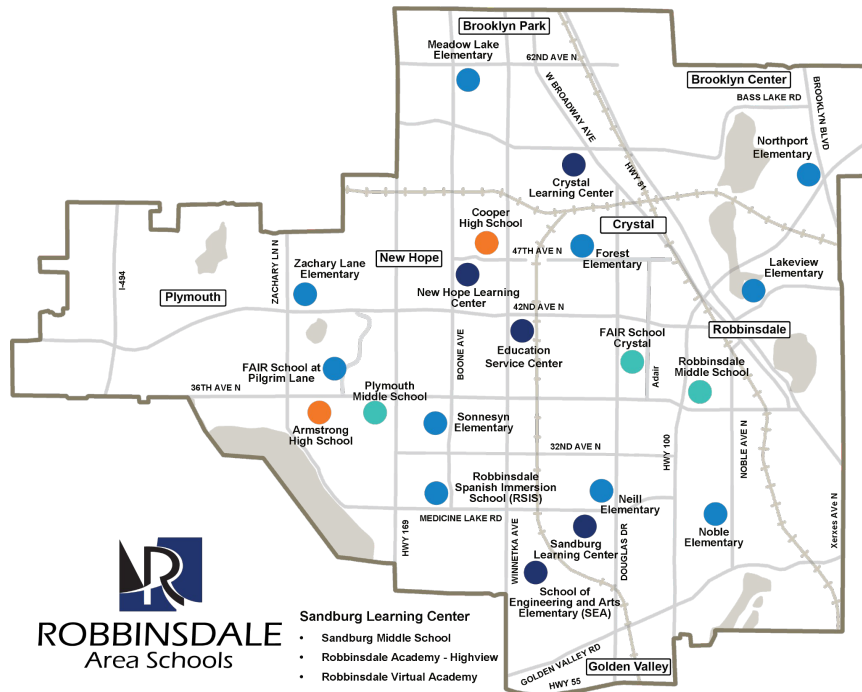|	Elementary		Middle School		High School		K-12 total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
# of students	4441		2141		3711		10,293	
Female	2190	49.3%	1074	50.2%	1774	47.8%	5038	48.9%
Male	2251	50.7%	1067	49.8%	1937	52.2%	5255	51.1%
State identified Am Indian	125	2.8%	59	2.8%	118	3.2%	302	2.9%
Asian	213	4.8%	124	5.8%	242	6.5%	579	5.6%
Black or African American	1332	30%	640	29.9%	1167	31.4%	3139	30.5%
Hispanic or Latino	855	19.3%	399	18.6%	739	19.9%	1993	19.4%
Two or more races	512	11.5%	260	12.1%	363	9.8%	1135	11%
Nat Hawaiian / Pacific Islander							Less than 10	
White	1498	33.7%	699	32.6%	1172	31.6%	3369	32.7%

Staff demographics

	Female	Male	American Indian	Asian/Pac Island	Black	Hispanic	White
EA	336	78	6	10	108	23	267
Tea	757	209	3	20	34	27	882
Cab	4	2	0	0	1	0	5
Off	49	4	0	1	8	2	42
REA	14	8	5	3	12	2	0
NS	82	10	1	2	22	6	61
Cus	11	74	0	2	28	6	49
PA	75	58	3	9	32	7	82
Dir	30	22	1	2	5	3	41
Prin	21	16	1	1	11	2	22
Total	1379	481	20	50	261	78	1451
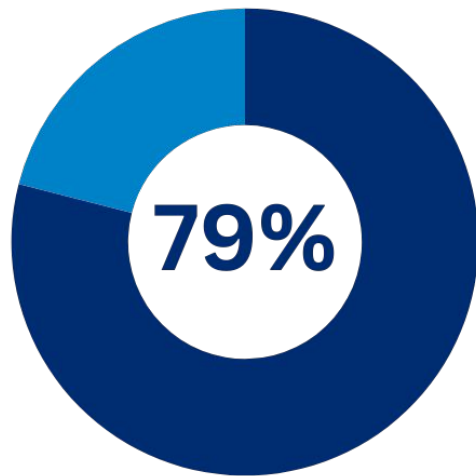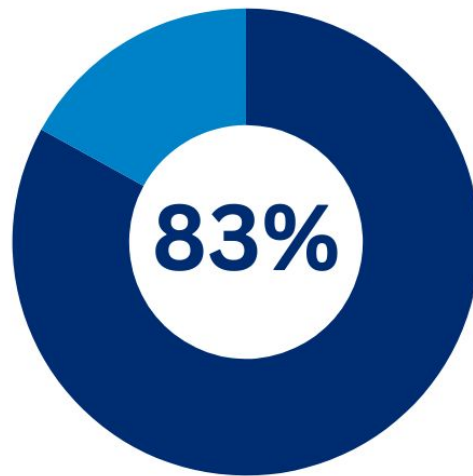
Committed to doing even better

Strategic Theme

A ▶ ## Academic Achievement

➡ • **Enhance cultural relevance of curriculum for students**
• **Enhance an equitable learning system from early childhood to adults**
• **Deepen preparation for life, college and career**

ROBBINSDALE
Area Schools

(Re)Discover
Rdale

2024-25 PRIORITIES

STRATEGIC PLAN

A ▶ **Academic Achievement**
• Enhance cultural relevance of curriculum for students
• Enhance an equitable learning system from early childhood to adults
• Deepen preparation for life, college and career

B ▶ **Student Engagement and Wellness**
• Improve student-staff connection
• Strengthen practices around student, staff, and school safety

C ▶ **Collaboration and Partnerships**
• Strengthen mutual communication and responsiveness with all stakeholders
• Expand equitable inclusion and influence of student, family, staff, and community voice

D ▶ **Staff Investment and Impact**
• Cultivate the district culture to be inclusive, supportive, and welcoming
• Increase consistency and accountability for common district practices

Believe. Belong. Become.

Programs offered

- Advanced Placement

- AVID

- BARR

- International Baccalaureate

- Talent Development

- Elementary Band & Orchestra

- Catalyst

- Restorative Practices

- Middle School Activities/Athletics

- Magnet Schools

Magnet schools

- FAIR School - Pilgrim Lane
- Robbinsdale Spanish Immersion (RSI)
- School of Engineering and Arts (SEA)
- FAIR School - Crystal
- Spanish Immersion programming within Plymouth Middle School

R Pathways engages students by incorporating academic, creative, and career technical skills into their curriculum. By taking these career-related courses and immersing themselves in work-based experiences, students can discover how their passions can translate into a successful career. Our Career Pathways consist of academic coursework, such as AP and IB courses, PSEO, and concurrent and articulated courses. Students also will have the opportunity to gain industry credentials or certifications for future employment, such as a OSHA credential, EMR/EMT certification and a Cybersecurity certificate plus many more.
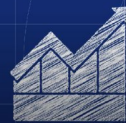
R Pathway Components

ARTICULATED, CONCURRENT, & CIS

Free college-level credit courses at the high school. Articulated credits are usually transferrable to the college that approved the course, concurrent credits are transcripted and transferrable, and College in the Schools (CIS) credits are from the U of M.

ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE

These classes are free college-level courses taken in high school. Scoring well on the end of course exams may allow you to earn college credit at several colleges/universities.

INDUSTRY CERTIFICATIONS

Industry credentials and certifications are recognized by business and industry at the local, state, or national level. If a student completes three Industry Certification courses, they will also receive one elective high school credit.

R Pathway Components

INTERNSHIPS

A learning experience that offers meaningful, practical work related to a student's field of study or career interest. Students gain the opportunity to explore their career interest and develop new skills.

PSEO

Post-Secondary Enrollment Options (PSEO) is a program that allows students to earn free college credit while in high school. These courses are usually offered on the college campus.

WORK-BASED LEARNING

Work-based learning is an educational program that combines classroom instruction with practical work experience in partnership with local businesses.

ROBBINSDALE
Area Schools

MCA data

State Accountability Assessments: % Proficient
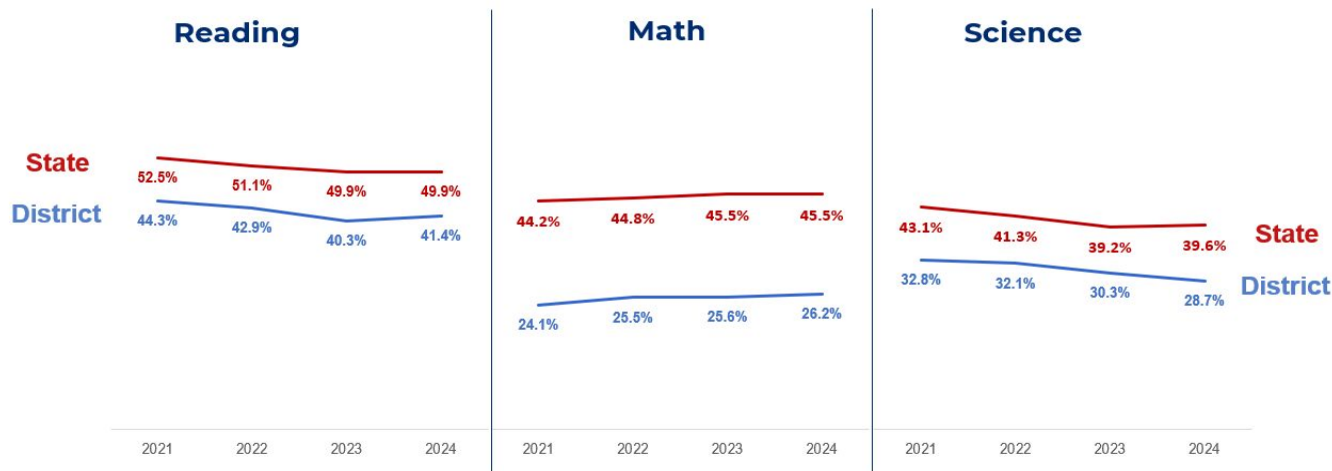
Reading

	2021	2022	2023	2024
State	52.5%	51.1%	49.9%	49.9%
District	44.3%	42.9%	40.3%	41.4%

Math

	2021	2022	2023	2024
State	44.2%	44.8%	45.5%	45.5%
District	24.1%	25.5%	25.6%	26.2%

Science

	2021	2022	2023	2024
State	43.1%	41.3%	39.2%	39.6%
District	32.8%	32.1%	30.3%	28.7%

Due to COVID-19 and lower than typical participation, caution should be used when interpreting the 2021 proficiency rate.

MCA data

Reading State Accountability Assessments: % Proficient
Grades 3-8 and 10

Am Indian State Identification
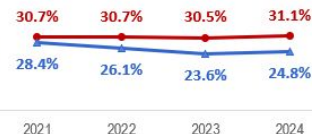
State: 33.0% (2021), 32.9% (2022), 31.9% (2023), 32.1% (2024)
District: 28.9% (2021), 32.1% (2022), 24.4% (2023), 30.8% (2024)

Asian

State: 50.0% (2021), 46.6% (2022), 44.5% (2023), 44.6% (2024)
District: 40.2% (2021), 38.3% (2022), 33.6% (2023), 37.8% (2024)

Black/African American

State: 30.7% (2021), 30.7% (2022), 30.5% (2023), 31.1% (2024)
District: 28.4% (2021), 26.1% (2022), 23.6% (2023), 24.8% (2024)

Hispanic/Latino

State: 31.6% (2021), 31.0% (2022), 29.7% (2023), 28.7% (2024)
District: 28.1% (2021), 27.9% (2022), 25.3% (2023), 27.0% (2024)

Two or more races

State: 51.3% (2021), 50.7% (2022), 49.8% (2023), 50.4% (2024)
District: 43.2% (2021), 43.7% (2022), 35.7% (2023), 43.1% (2024)

White

District: 65.4% (2021), 65.6% (2022), 64.7% (2023), 64.9% (2024)
State: 59.5% (2021), 59.4% (2022), 58.4% (2023), 58.7% (2024)
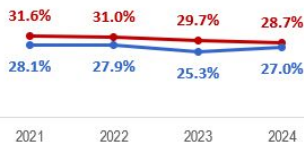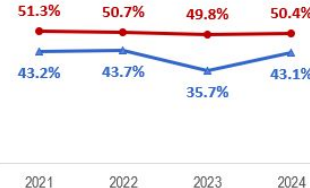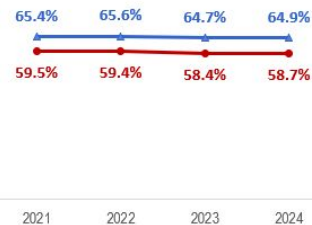
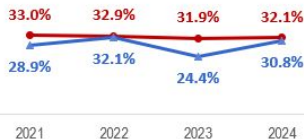Due to COVID-19 and lower than typical participation, caution should be used when interpreting the 2021 proficiency rate.

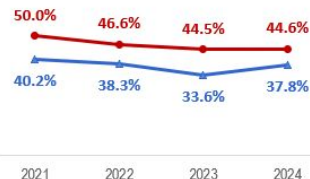For privacy reasons, data for Other Indigenous Peoples and Native Hawaiian and other Pacific Islanders are not reported here.

ROBBINSDALE Area Schools

Four-year graduation rate

Four-year graduation rate of 81.3 percent is 3.3 percentage points lower than the 2022 number of 84.6 but remains higher than the 2020 rate of 80.2 percent.

District graduation rates surpass state graduation rates for:

- Special Education students
- English Learners and
- Students who receive Free/Reduced Price Lunch

All Students
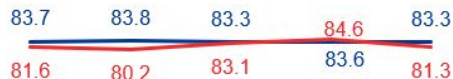
	2019	2020	2021	2022	2023
	83.7	83.8	83.3	84.6	83.3
	81.6	80.2	83.1	83.6	81.3

Students receiving FRL

	2019	2020	2021	2022	2023	
	73.0	72.1	77.4	80.4	76.5	District
	71.0	71.6	70.3	71.1	71.9	State

English Learners

	2019	2020	2021	2022	2023
	75.3	66.2	67.7	78.0	71.2
	67.2	65.7	64.7	65.0	63.4

Special Education Students

	2019	2020	2021	2022	2023	
	63.0	67.4	68.1	71.5	69.5	District
	62.4	65.0	64.0	65.6	65.6	State

Four-year graduation rate

- ❖ Graduation rates increased for students Hispanic, Multi-Racial and White students.
- ❖ Graduation rates decreased for American Indian and Black/African American students.
- ❖ District graduation rates surpass state graduation rates for five racial/ethnic groups.

Am Indian Students (State Def)

82.4
73.7
62.1
61.3
56.2
54.5   58.4   58.6   61.3   57.7

2019   2020   2021   2022   2023

Asian Students

89.0   89.1   91.4   90.0   88.2
87.6   86.7   87.4   87.3   85.4

2019   2020   2021   2022   2023
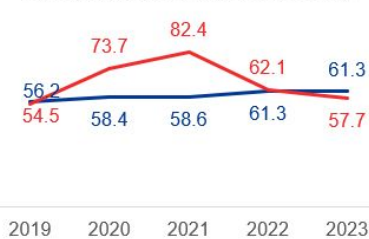
Black / African Am Students

84.8
77.8
71.3   71.4   73.9   District
69.9   69.2   70.4   73.5   72.1   State

2019   2020   2021   2022   2023
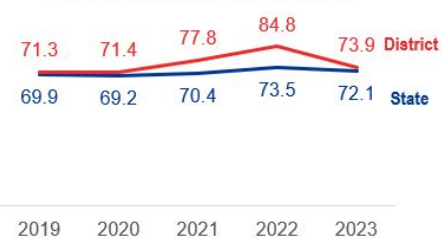
Hispanic/Latino Students

Horizontal (Category) Axis

79.1   75.4   69.3   76.1   77.5
69.9   70.4   69.3   69.3   69.2

2019   2020   2021   2022   2023

White Students

89.3   89.0   89.6   88.7   89.0
88.7   88.1   88.3   88.5   88.7

2019   2020   2021   2022   2023

Multi-Racial

88.9   District
86.4   85.7
72.3   75.0
71.2   73.5   74.6   79.2   80.3   State

2019   2020   2021   2022   2023

Strategic Theme

ROBBINSDALE Area Schools

2024-25 PRIORITIES

STRATEGIC PLAN

A Academic Achievement
- Enhance cultural relevance of curriculum for students
- Enhance an equitable learning system from early childhood to adults
- Deepen preparation for life, college and career

B Student Engagement and Wellness
- Improve student-staff connection
- Strengthen practices around student, staff, and school safety

C Collaboration and Partnerships
- Strengthen mutual communication and responsiveness with our stakeholders
- Expand equitable inclusion and influence of student, family, staff, and community voice

D Staff Investment and Impact
- Cultivate the district culture to be inclusive, supportive, and welcoming
- Increase consistency and accountability for common district practices

Believe.   Belong.   Become.

B Student Engagement and Wellness
- Improve student-staff connection
- Strengthen practices around student, staff, and school safety

Student survey

- 84% of students feel like they belong at their school.

- 95% of students believe their teacher hold high expectations of them.

- Most students feel like teachers care about them. (91% Elementary, 78% Middle Sch, 77% High Sch)

- Most students report that their teachers treat them with respect. (90%, 86%, 93%)

- Most secondary students report that they are learning a lot from their classes. (80%, 77%)

- Nine out of ten students report feeling safe in the classroom. (87%, 89%, 91%)

- Over 60% of students report feeling safe in the school bathrooms. (75%, 70%, 60%)

- Over 60% of students report that adults at school deal appropriately with racist behavior. (81%, 62%, 68%)

Administered in February in grades 4-12   Elementary survey: 32 items   Secondary survey: 42 items

Student Participation Data

Unduplicated Comparison

The unduplicated measure does not count two- or three-sport athletes multiple times.

- Number of students that participated in at least one MSHSL activity.

Notable increases

From 2022-23 to 2023-24 Armstrong experienced another year of increase in students that participated in MSHSL activities.

From 2021-22 to 2023-24 the increase has been 267 students.

MSHSL Unduplicated Students

Bar chart values:
- 2023-24 Unduplicated Participation: 1017
- 2023-24 Male Unduplicated: 545
- 2023-24 Female Unduplicated: 472
- 2022-23 Unduplicated Participation: 968
- 2022-23 Male Unduplicated: 509
- 2022-23 Female Unduplicated: 459
- 2021-22 Unduplicated Participation: 753
- 2021-22 Male Unduplicated: 417
- 2021-22 Female Unduplicated: 336
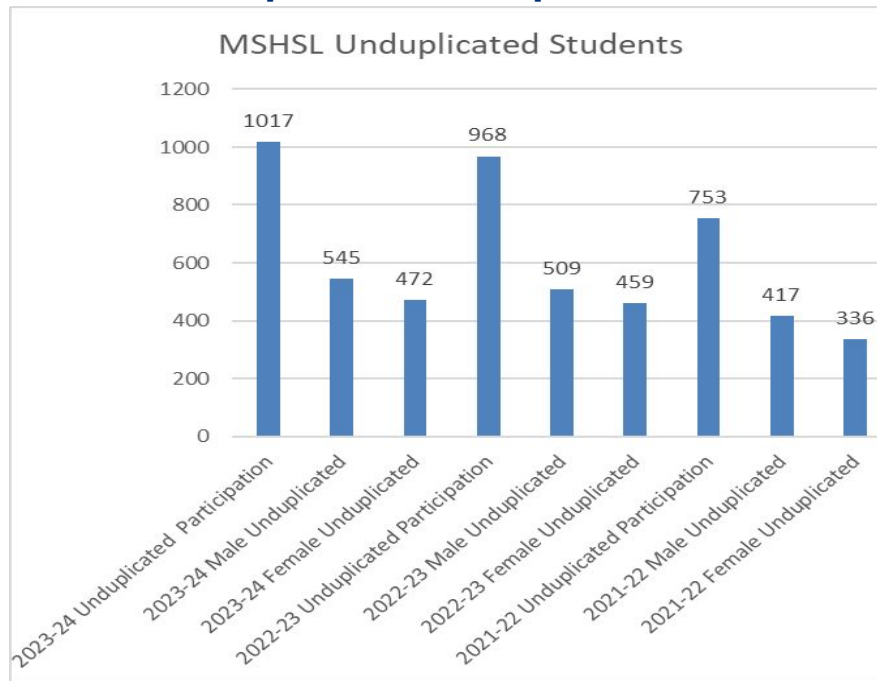
Student Participation Data

The unduplicated measure does not count two- or three-sport athletes multiple times.
- Number of students that participated in at least one MSHSL activity.

Cooper has experienced notable decreases since 2021-2022 of unduplicated students participating in activities.

However, Cooper has also experienced decreased overall enrollment.

Unduplicated % of enrollment that is participating in activities.

2023-24 = 35.51%
2022-23 = 37.61%
2021-22 = 41.17%

Cooper has seen a decrease in participation of 5.66%.
Enrollment has decreased 15.83% from 2021-22 to 2023-24

Information for graphs is linked. Click on Open source to view numbers

vs. MSHSL Unduplicated Students

Category	Value
2023-24 Unduplicated Participa...	506
2023-24 Male Unduplicated	296
2023-24 Female Unduplicated	210
2022-23 Unduplicated Participa...	604
2022-23 Male Unduplicated	353
2022-23 Female Unduplicated	251
2021-22 Unduplicated Participa...	697
2021-22 Male Unduplicated	375
2021-22 Female Unduplicated	322

MSHSL Unduplicated Students
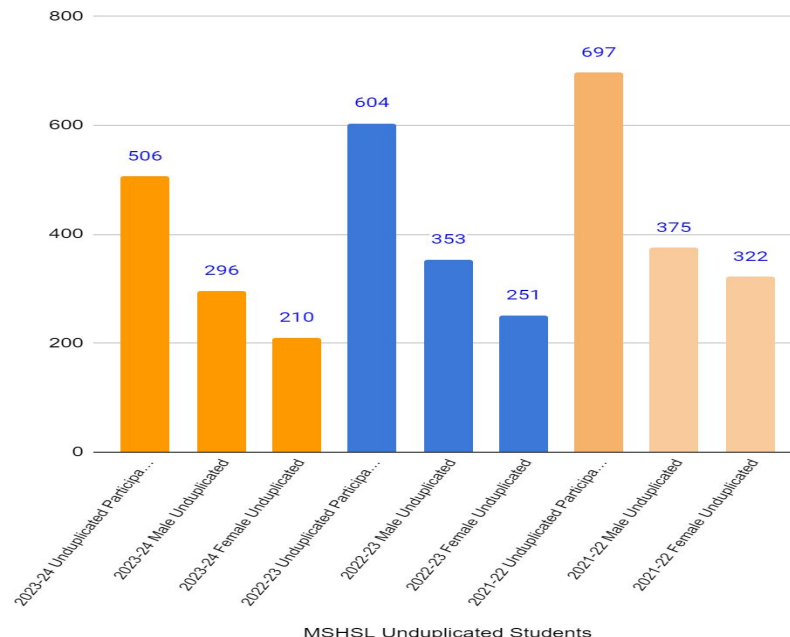
Strategic Theme

Collaboration and Partnerships

- Strengthen mutual communication and responsiveness with all stakeholders
- Expand equitable inclusion and influence of student, family, staff, and community voice

2024-25 PRIORITIES

STRATEGIC PLAN

A **Academic Achievement**
- Enhance cultural relevance of curriculum for students
- Enhance an equitable learning system from early childhood to adults
- Deepen preparation for life, college and career

B **Student Engagement and Wellness**
- Improve student-staff connection
- Strengthen practices around student, staff, and school safety

C **Collaboration and Partnerships**
- Strengthen mutual communication and responsiveness with all stakeholders
- Expand equitable inclusion and influence of student, family, staff, and community voice

D **Staff Investment and Impact**
- Cultivate the district culture to be inclusive, supportive, and welcoming
- Increase consistency and accountability for common district practices

Believe. Belong. Become.

ROBBINSDALE
Area Schools

Strategic Theme C

The priority work of Theme C: Collaboration and Partnerships is to expand equitable inclusion and influence of student, family, staff, and community voice.

We are currently researching the following strategies to increase collaboration between families, students, community organizations, and district leadership.

- Internal Asset Mapping
- School Leadership Teams
- Anchor Partner Network
- Elevating student voice in decision making

ROBBINSDALE
Area Schools

Strategic Theme D

The priority work of Theme D Staff: Invest and Impact

- The team is analyzing exit survey and interview data to determine employee satisfaction and the reasons for their resignation.
- The team has developed and strengthened our onboarding programs for all employee groups (licensed and non-licensed) in consideration of the <u>Five Essentials for Workplace Mental Health and Well-Being</u>.
- The team has developed and shared strategies for building trusting and highly effective school and building communities
- <u>RAS Staff Onboarding Guide</u>

ROBBINSDALE
Area Schools

Facilities timeline

Noble built, 1954 • • Noble Addition, 1956   Noble Addition, 2000 •   • Noble Addition, 2006
RMS built, 1956 •   RMS Addition, 1976 •
Northport built, 1956 • • Northport Addition, 1957   • Northport Addition, 1984
Neill built, 1957 •   • Neill Addition, 1968   Neill Addition, 2000 •
SMS built, 1959 •
RSI built, 1960 •   • RSI Addition, 1965
New Hope LC built, 1960 •
Meadow Lk built, 1961 •   • Meadow Lk Addition, 1965
Sonnesyn built, 1962 •   • Sonnesyn Addition, 1968
CHS built, 1964 •   CHS Addition, 2000 •
Lakeview built, 1964 •
FAIR-PL built, 1966 •
Bus Garage built, 1966 •
PMS built, 1968 •   PMS Addition, 1990 •
ESC built, 1968 •
Zachary Ln built, 1969 •   Zachary Ln Addition, 1993 •
AHS built, 1969 •   AHS Addition, 1997 •
SEA Olson Elem built, 1970 •   SEA Olson Elem Addition, 2017 •
FAIR-C built, 2000 •
Forest built, 2005 •

1950   1955   1960   1965   1970   1975   1980   1985   1990   1995   2000   2005   2010   2015   2020   2025

Facility Changes due to Enrollment

As enrollment changed over the years, it impacted our facilities.

- **Robbinsdale Junior High**: Closed in 1979, demolished in 2005 this school was the site of the original Parker School built in 1890.
- **Lee Elementary**: Closed in 1981, this school was torn down and replaced by Lee Square, a condominium complex for people aged 55+.
- **Robbinsdale High School**: Closed in 1982, this school became Robbinsdale Middle School.
- **Crystal Heights Elementary**: Closed in 1981.
- **Fair Elementary**: Closed in 1978, this school is now home to FAIR School.
- **Olson Elementary**: Closed in 1980, this school *reopened* and is now home to School of Engineering and Arts.
- **Thorson Elementary**: Closed in 1977.
- **Winnetka Elementary**: Closed in 1978.
- **Hosterman Middle School**: Closed in 2000.
- **Lincoln Elementary**: Closed in 1995.
- **New Hope Elementary**: Closed in 2005.
- **Pilgrim Lane Elementary**: Closed in 2009, but *reopened* as FAIR School Pilgrim Lane in 2017.
- **Sunny Hollow Elementary**: Closed in 2009, this school *reopened* and is now home to Robbinsdale Spanish Immersion.

ROBBINSDALE
Area Schools

Leadership challenges

Superintendent

2015 - New Superintendent

2016 -

2017 -

2018 -

2019 -

2020 - New Superintendent

2021 - New Superintendent

2022 -

2023 - New Superintendent

2024 - New Superintendent

Chief Financial Officer

2015 -

2016 - New Chief Financial Officer

2017 - New Chief Financial Officer

2018 - New Chief Financial Officer

2019 -

2020 - Open position

2021 - New Chief Financial Officer

2022 -

2023 - Open position

2024 - New Chief Financial Officer (August 20, 2024)

Finances and budgets

See appendix in binder

- [2024-25 revenue and expenditures](#)
- [Revenue v. expense history](#)
- [Fund balance percentage](#)
- [Revenue, expenditure, changes in fund balance](#)
- [Line item spending comparison](#)

First Glance: 2025-26 budget

What is needed to balance revenues and expenditures?

➡ **$19 - $21 million** shortfall

From first Town Hall meeting presentation: Nov. 18, 2024

Next Steps: 2025-26 Budget

Short Term Solution: Budget Reduction Process

1. Review and analyze stakeholder budget reduction data collected last year
2. Engage stakeholders in current process
3. Prioritize impact of potential reductions
4. Inform our board members and school community throughout process

From first Town Hall meeting presentation: Nov. 18, 2024

ROBBINSDALE
Area Schools

2024-25 Planned Reductions
(Spring 2024)

ESC Departments	Planned	Gap	Actual
Administration	$ 973,152	$188,202	$784,950
Technology	$ 665,600	$ 0	$ 665,600
Communications	$ 84,828	$ 0	$ 84,828
Business Services	$ 138,450	$ 0	$ 138,450
HR / Nutrition * $72,492 change	$ 205,174	$60,230	$ 144,944
C&I, Enrollment, Assessment * $72,492 change	$ 1,706,845	$ 692,337	$ 1,014,508
Community Education	$ 35,079	Not option	$ 10,000

ROBBINSDALE Area Schools

2024-25 Planned Reductions
(Spring 2024)

Schools and Other Categories	Planned	Gap	Actual
School-based Reductions	$ 11,115,081	$11,115,081	$ 0
Non-Personnel Reductions	$ 2,450,000	$2,050,000	$400,000
TOTAL	**$17,374,290**	**$14,105,850**	**$3,243,280**

Total **planned** general fund reduction: **$17.4 million**

Total **realized** general fund reduction: **$3.24 million**

Total **gap** in general fund reductions: **$14.1 million**

ROBBINSDALE Area Schools

Activity

Activity

As we create the **schools our students want, need, and deserve**, let's also **create the children our world needs**!

Activity: A nod to Lost in Space

If we were leaving Earth and setting up our communities on a different planet, knowing what we know now about technology, how people learn, and what they need to be happy, proud, and successful, and we are not confined to current space, or traditions, or *"the way it has always been,"* what could schooling look like?

Where it comes together

Reimagine Rdale: Vision 2030

Purpose: Building long-term fiscal stability and reimagining Robbinsdale Area Schools to meet student needs. Pillars of the work:

- **Vision 2030 Team**: A 46-member stakeholder team driving the process.
- **Community Survey**: Gathering large-scale feedback from district families and community members.
- **Community Engagement**: Robust efforts to ensure diverse perspectives shape the future.

Reimagine Rdale:
Vision 2030 Community Survey

Now Open: Survey was launched Jan. 8; Deadline is Feb. 9

Outreach: Postcards mailed to all community addresses to ensure easy access for all stakeholders; also:
- Website; staff, family and school newsletters
- School-specific outreach – staff and students
- Social media
- Media partners

Purpose: First step in gathering collective hopes and dreams for student success and the district's future.

ROBBINSDALE
Area Schools

Reimagine Rdale: Vision 2030 Community Survey

Which of the following best describes you? | ¿Cuál de las siguientes opciones mejor lo describe´ | Kuwa soo socda keebaa sida ugu fiican kuu sifeynaya?

2,575 responses
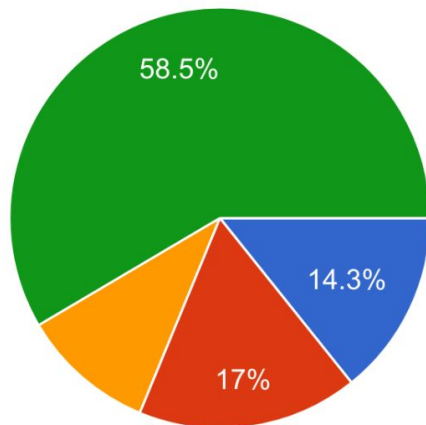
- 🔵 Parent/family/guardian of Rdale student | Padre/madre/familiar/tutor de un estudiante de Rdale | Waalidka/qoyska/mas'uulka ardayga Rdale
- 🔴 Community member | Miembro de la comunidad | Xubin Bulsho
- 🟠 Rdale staff | Personal de Rdale | Shaqaale Rdale
- 🟢 Rdale student | Estudiante de Rdale | Arday Rdale

Community Survey: Staff

Which school(s) do you work at?

261 responses

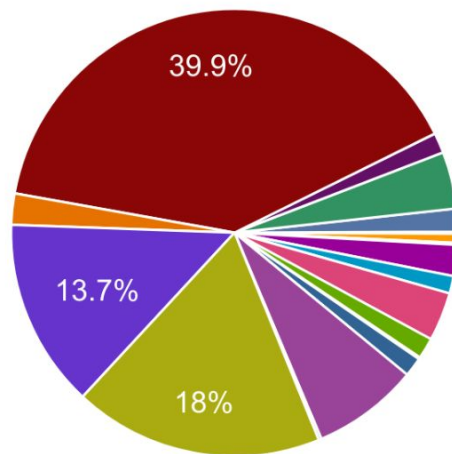| School	Responses
New Hope Learning Center	26 (10%)
FAIR School Pilgrim Lane	15 (5.7%)
Forest Elementary	23 (8.8%)
Lakeview Elementary	11 (4.2%)
Meadow Lake Elementary	17 (6.5%)
Neill Elementary	24 (9.2%)
Noble Elementary	13 (5%)
Northport Elementary	17 (6.5%)
Robbinsdale Spanish Immer…	24 (9.2%)
School of Engineering and A…	10 (3.8%)
Sonnesyn Elementary	19 (7.3%)
Zachary Lane Elementary	14 (5.4%)
FAIR School Crystal	15 (5.7%)
Plymouth Middle School	18 (6.9%)
Robbinsdale Middle School	28 (10.7%)
Sandburg Middle School	14 (5.4%)
Armstrong High School	20 (7.7%)
Cooper High School	28 (10.7%)
Robbinsdale Academy - Hig…	16 (6.1%)
Robbinsdale Transitional Ce…	3 (1.1%)
Robbinsdale Virtual Academy	12 (4.6%)
ESC/ Warehouse / Other	29 (11.1%)

Community Survey: Families

Which school(s) does(do) your student(s) attend?

358 responses

School	Responses
New Hope Learning Center	22 (6.1%)
FAIR School Pilgrim Lane	39 (10.9%)
Forest Elementary	24 (6.7%)
Lakeview Elementary	8 (2.2%)
Meadow Lake Elementary	6 (1.7%)
Neill Elementary	10 (2.8%)
Noble Elementary	9 (2.5%)
Northport Elementary	2 (0.6%)
Robbinsdale Spanish Immer…	56 (15.6%)
School of Engineering and A…	22 (6.1%)
Sonnesyn Elementary	10 (2.8%)
Zachary Lane Elementary	34 (9.5%)
FAIR School Crystal	30 (8.4%)
Plymouth Middle School	70 (19.6%)
Robbinsdale Middle School	12 (3.4%)
Sandburg Middle School	17 (4.7%)
Armstrong High School	121 (33.8%)
Cooper High School	26 (7.3%)
Robbinsdale Academy - Hig…	4 (1.1%)
Robbinsdale Virtual Academy	7 (2%)
Robbinsdale Transition Center	3 (0.8%)
Crystal Learning Center	0 (0%)

Reimagine Rdale: Vision 2030 Team

Mission: Develop long-term recommendations for district priorities and resource allocation.

Application process: 154 applicants; 11-person team reviewed applications using rubric; team selected

Meetings: Jan. 29, Feb. 25, March 25, April 30, May 20, June 17, July 10, Aug. 13. Final recommendations presented to the school board in September 2025.

Diverse Representation: Reflective of the diverse makeup of our student and community population

Reimagine Rdale:
Vision 2030 Community Conversations

Building Meetings: Dates set to engage students and staff in February and March.

District-Wide Events: Community engagement events begin in February.

Pop-Up Sessions: Smaller events to meet stakeholders where they feel safe and comfortable.

Inclusivity: Engagement available in other languages to ensure accessibility.

ROBBINSDALE
Area Schools

Community Feedback

Norms:
- Open space for engagement
- Respectful dialogue
- 2 minute time limit

Reimagine Rdale: Vision 2030 Community Survey: Scan the QR code to share your thoughts by completing the Reimagine Rdale survey!

Our mission

Key messages

The **community knows** this group convened tonight, **what do we want them to know** about our time together?

ROBBINSDALE
Area Schools

Prep for Feb. 25

- **Research current trends** in education (consider using AI to assist in your search) and be prepared to share your findings with the team at our next meeting.

- **Consider what else you want to learn** about as we engage in this process. Beyond researching new trends in education , what things (whether in Rdale or in education in general) are you curious about?

ROBBINSDALE
Area Schools

Closure activity