



# Reimagine Rdale: *Vision 2030 Team*

Meeting 3  
March 25, 2025  
Armstrong High School



Team • Survey • Community Engagement

# 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.*



# ***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: Outcomes***

*Reimagine Rdale: Vision 2030 Team members will:*

- make connections from previous learning and begin to apply the information to future decisions;
- learn about the research being conducted by the the Rdale Youth Council and understand more about the lived experience of some of our Rdale students;
- engage in educational research, reflection and discussion to understand and create shared definitions of excellence in teaching/effective instruction (core instruction) and excellence in instructional leadership;
- continue to increase knowledge about the school district and serve as key communicators of the community engagement process to elevate community voices; and
- connect with and learn from one another to form a high-functioning team.

# Opening Inclusion Activity

Voices in the room: What have you **continued to think about or wonder** since our last meeting?



# Follow Up From February

Question and  
Information Requests



# *Vision 2030* process update

- Survey: **4,427**
- Staff meetings: **1,207**
- Student meetings: **3,469**
- Community meetings: **373**
- Pop-ups: **773**

Total engagements: **10,295**

*About 20 percent of our 50,000 goal*



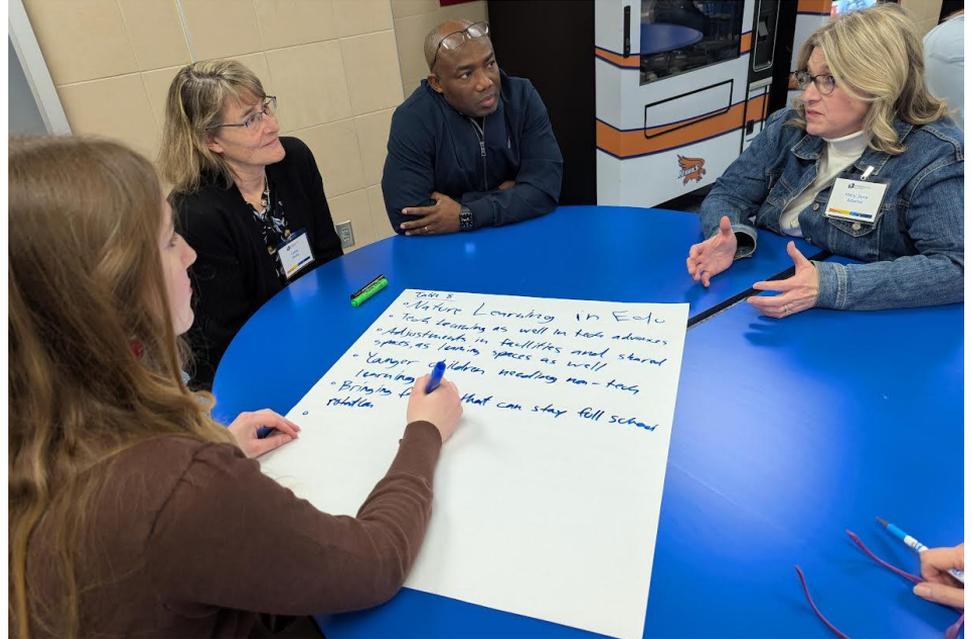


ROBBINSDALE  
Area Schools

# Shared study reflection

## Enrollment and Demographic Study

Reflection activity



# K-12 enrollment

Year	Total	Resident	Nonresident
2014-15	12,169	10,601	1,568
2015-16	12,499	10,611	1,888
2016-17	12,326	10,328	1,998
2017-18	12,014	10,068	1,946
2018-19	11,968	9,965	2,003
2019-20	11,814	9,910	1,904
2020-21	11,257	9,355	1,902
2021-22	10,855	9,069	1,786
2022-23	10,453	8,793	1,660
2023-24	10,213	8,508	1,705
2024-25	10,253	8,509	1,744

# K-12 enrollment projections

Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2024-25	10253	10,253	10,253	10,253
2025-26	10,000	10,017	10,065	10,082
2026-27	9,755	9,790	9,880	9,915
2027-28	9,649	9,701	9,830	9,884
2028-29	9,518	9,588	9,748	9,819
2029-30	9,433	9,520	9,709	9,797
2030-31	9,341	9,443	9,655	9,759
2031-32	9,233	9,350	9,585	9,705
2032-33	9,088	9,221	9,452	9,589
2033-34	9,029	9,177	9,413	9,566
2034-35	8,886	9,051	9,287	9,457

# K-12 enrollment projections

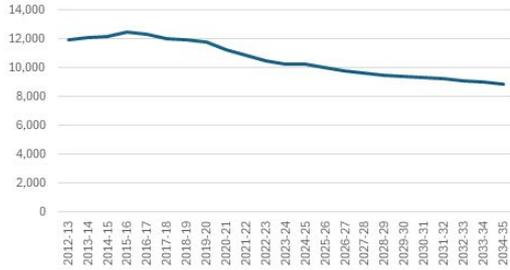
	K-5	6-8	9-12	Total
<b>2024-25</b>	<b>4,419</b>	<b>2,138</b>	<b>3,696</b>	<b>10,253</b>
<b>2029-30</b>				
Low K/Low Mig	4,081	2,124	3,228	9,433
High K/Low Mig	4,168	2,124	3,228	9,520
Low K/ High Mig	4,157	2,200	3,351	9,709
High K/High Mig	4,245	2,200	3,351	9,797
<b>2034-35</b>				
Low K/Low Mig	3,847	1,946	3,094	8,886
High K/Low Mig	3,944	1,996	3,112	9,051
Low K/ High Mig	3,917	2,055	3,314	9,287
High K/High Mig	4,016	2,108	3,334	9,457



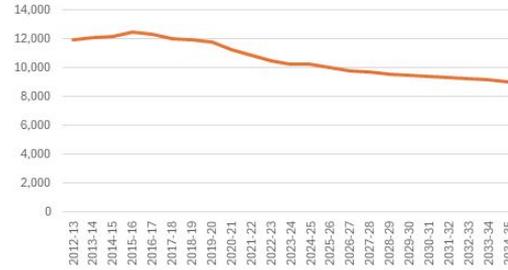
ROBBINSDALE  
Area Schools

# K-12 enrollment projections

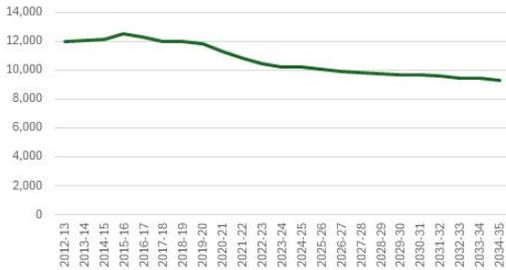
Low K Low Mig



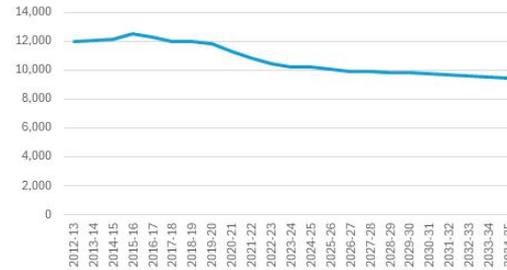
High K Low Mig



Low K High Mig



High K High Mig



# From *programming* to *instruction*

You've explored Rdale's programs—now let's shift our focus to **effective teaching and instructional leadership**

- Research findings: chart paper and voting dot
- Rdale programs
- Students





ROBBINSDALE  
Area Schools

# What's at the core?

- How did **Rdale's current programming** support—or fall short of—what your research revealed?
- Let's identify the **core of the innovative strategies** you explored





COMMUNITY  
EDUCATION  
Robbinsdale Area Schools

# District 281 Youth Council Update

March 2025

Dr. Anne Beaton  
Nicole Plagge





COMMUNITY  
EDUCATION  
Robbinsdale Area Schools

# 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.*



# Purpose

**The purpose of this presentation is to introduce the 281 Youth Council, and to update the Robbinsdale School District on our research progress.**



# 281 Youth Council Mission Statement

**To work on behalf of the District 281 student body to improve the overall experience for every student by incorporating youth voices into the decision making process.**





# Members

Members of the 281YC are change agents in their building and across the district, leading the way with youth-centered systems change.

- Addy Anderson (10)
- Anna Paavola (12)
- Bauer Melchert (11)
- Dinesara Jayawardena (11)
- Kareema Mohamed (11)
- Kyllander Nelson (10)
- Shadia Abdihakim(11)



# Our Research

**October:** Rediscover Rdale & Strategic Plan

*Themes:* Student Engagement & Wellness and Staff Investment & Impact

**November:** Student Lived Experiences

*Connected in K-5; a shift in 6-8; more disconnected in 9-12*

**December:**

*We Wondered:* Why a shift in student connectedness K-12?

*We Read:* student engagement; sense of belonging; social capital

**Our Focus:**

Student and teacher engagement

Relationships

Community

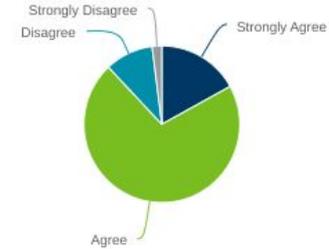
# January: District Data

We analyzed data from the surveys and found:

- Students felt that teachers didn't meet their needs in offering help in class
- Positive responses in the survey started to decrease substantially starting in 2017

At my school, teachers care about students (2022)

Export to PDF



Strongly Agree Agree Disagree Strongly Disagree

	Strongly agree	Agree	Disagree	Strongly disagree
Robbinsdale	17%	71%	10%	2%
Armstrong Senior High	77	330	48	7



COMMUNITY  
EDUCATION  
Robbinsdale Area Schools

# February: Observation

- Psychology of teaching - No wrong ways
- Diversely Skilled Staff - Catered to Specific Learning Communities
- Catalyst/Specific Learning Programs (AVID, BARR, R-Pathways, etc.) Fostered Community Initiatives



281 Youth Council Observation Notes		
 <p>What can we learn from visiting other Robbinsdale Area Schools? What ideas can we gather for ourselves? What does the visit make us think about our own experience as students? What questions are we left with?</p> <p><b>Norms:</b> Resist the urge to talk with students. Say thank you! <a href="#">Observation Technique</a></p>		
4-Factor Model of Engagement	Teacher Cultural Capital	Observation Look Fors:
<ol style="list-style-type: none"><li>1. Future &amp; Task Focus</li><li>2. Planning &amp; Motivation</li><li>3. Positive Roles &amp; Models</li><li>4. Positive Social Engagement</li></ol>	<p>Hold a belief that a child is capable, competent, &amp; a resourceful learner.</p> <p>Understand the importance of quality relationships, conversations &amp; experiences</p>	<p>What are students doing? Teachers doing? "How" the teacher is</p> <p>Student engagement &amp; disengagement. Room setup.</p> <p>Student:Teacher interactions.</p> <p>Student voice - who talks? What do they say?</p> <p>Support - mutual understanding, trust, respect</p> <p>Shared goals &amp; action plans</p> <p>Shared space- student work displayed</p>
<p><b>My Objective:</b> What do you want to observe &amp; why?</p>		
Sonnensyn Elementary School		
Foyer & Hallways		
What do I notice?		What does it make me wonder?



COMMUNITY  
EDUCATION  
Robbinsdale Area Schools

# March: District Survey

- Mutual Respect and Equality
- To just “Talk” with students and communicate
- Personal Connections between Teachers and Students

## Question 11: What is the best way to build strong relationships between teachers and students?

Smaller class sizes.

Having conversations with students and staff understand

Engaged in what they are teaching instead of just show

give opportunities for students and teachers to connect

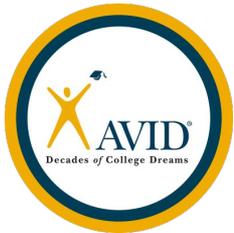
Respect us more as people than students

Good communication

# What's Next?

**April:** Examine what's working

**May:** Present Youth Council Recommendations to the School Board





ROBBINSDALE  
Area Schools

# Working Dinner and Student Panel

Student lived  
experience



# Transition: Sense of Belonging, Engagement and Safety

Thank You! We're grateful for your voices and insights.

Now, let's turn our focus to understanding student sense of belonging, engagement, and safety.



# Student Services

## Who are we?

Student Services is comprised of a group of highly-skilled, caring professionals who are committed to improving student achievement by enhancing the educational experience of all.

Our commitment is to work with students, their parents, schools, and community agencies to assist with various circumstances.

Our staff will listen, guide, teach, and support students so that they can have successful outcomes in school and in life.

# Student Services

## We are made up of the following groups:

- School Social Workers
- School Psychologists
- Counselors
- Mental Health School Linked Therapists
- Special Education Teachers
- Occupational Therapists
- Physical Therapists
- Behavior Analysts and Behavior Interventionists
- Nurses
- Other (P/I, VI)

# Student Services

## How do we support?

- Student Affinity Groups
- Intentional Check In/Check Out
- Social/Emotional Groups
- Restorative Circles
- Mediation
- Threat Assessments
- Racial Harm Protocols
- Bullying
- Re-entry Meetings
- IEP's/504's

# Student Services

## District Stats:

- Social Workers = 24 District Wide
- School Psychologists = 23 District Wide
- Elementary Counselors = 11
- Secondary Counselors = 25
- Nurses = 23

## School Linked Therapists:

- Peoples Inc: Serves 72 Students District-Wide
- Vona: Serves 66 Students District-Wide



# District Student Opinion Survey

- ❖ **Administered in February in grades 4-12**
- ❖ **Past administrations:**
  - Annually 2015 through 2020, 2023, 2024
  - Earlier administrations: 2002, 2005, 2007, 2010, 2013
- ❖ **Plans for future administrations:**
  - 2025 MN Student Survey
  - 2026 District Student Survey
  - 2027 District Student Survey
  - 2028 MN Student Survey
- ❖ **Elementary survey: 32 items**
- ❖ **Secondary survey: 42 items**

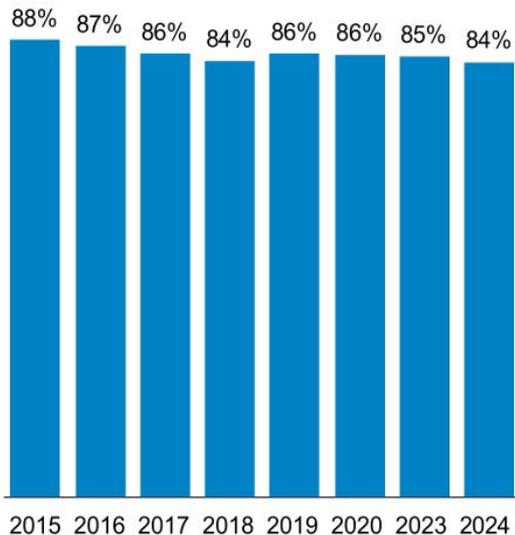
In order to respect the confidentiality of individual students, data for groups of less than 10 are not reported.

American Indian groups in this report use the federal definition since the report spans years prior to the state providing its definition.

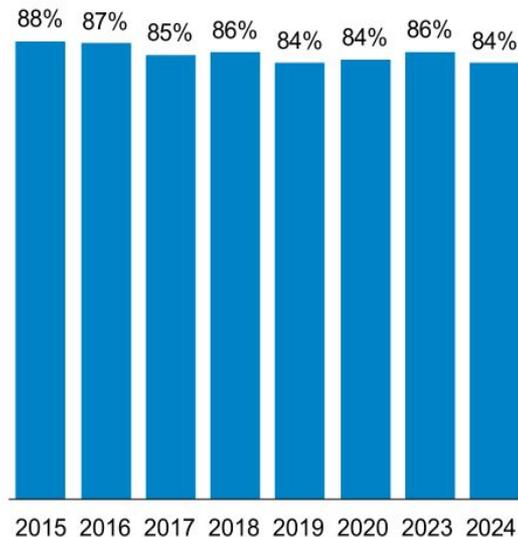
84% of district students have a sense of belonging at their school.

## I feel like I 'belong' at this school.

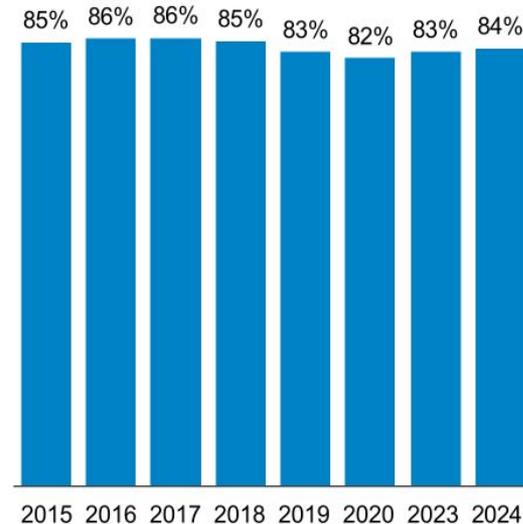
Elementary



Middle School



High School

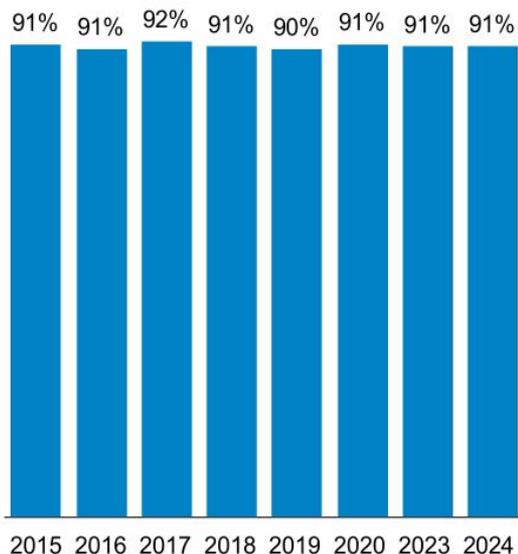


The vast majority of elementary students and more than three-quarters of secondary students believe their teacher(s) care about them. These percentages have been fairly consistent over time.

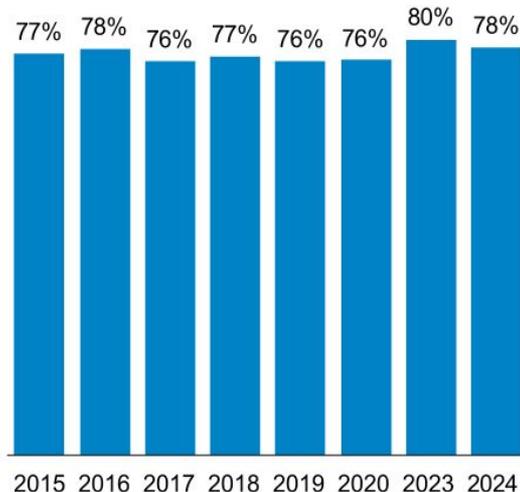
**Elementary: My teacher cares about me as a person, not just as a student.**

**Secondary: Most teachers at my school care about me as a person, not just as a student..**

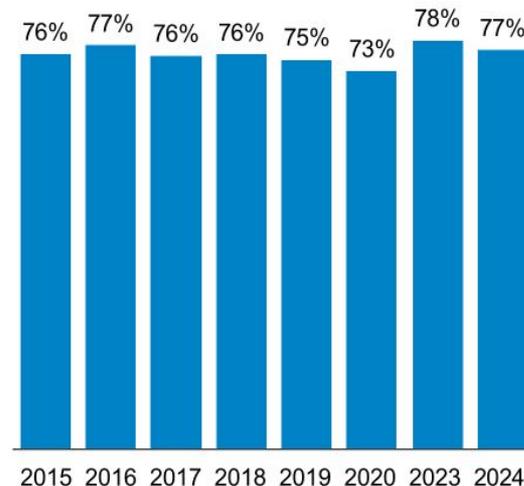
### Elementary



### Middle School

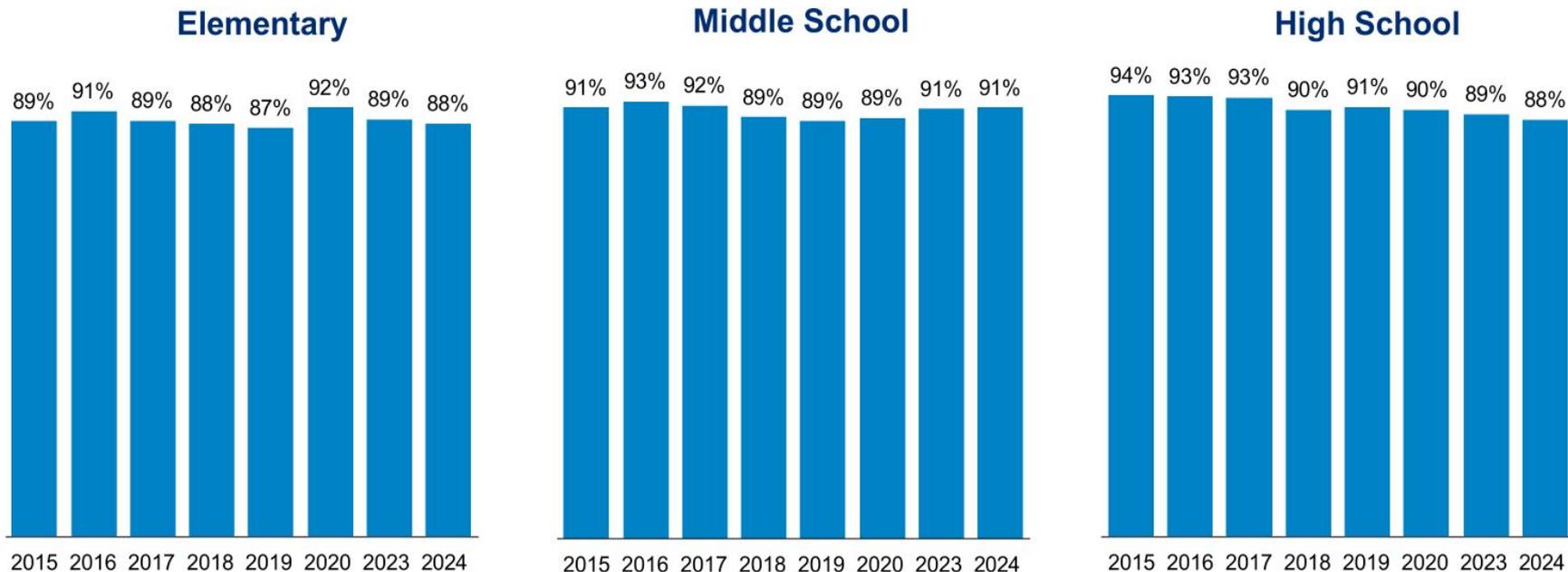


### High School



Approximately 9 out of 10 students feel as though there is at least one adult at school that cares about them. This has been fairly consistent across several survey administrations.

**Elementary: A staff member other than my teacher cares about me.**  
**Secondary: At least one adult in this school cares about me.**



The percentage of students who feel lonely at school is down slightly over the last couple of years.

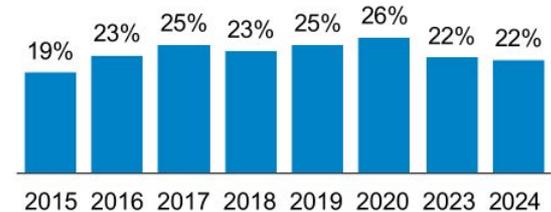
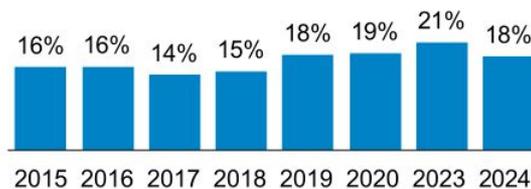
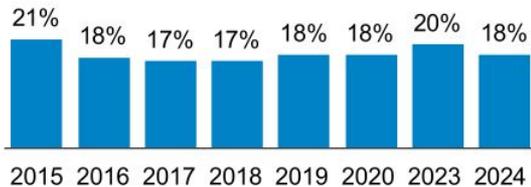


## I am often lonely at school.

### Elementary

### Middle School

### High School



% Agree or Strongly Agree

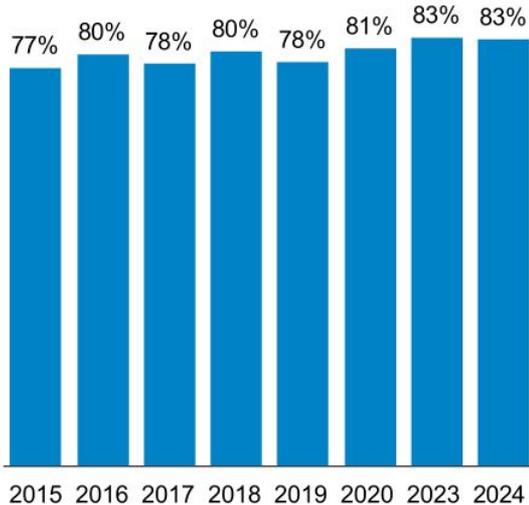
83% of elementary students say they have at least one friend at school. This is up from 78% in 2019.



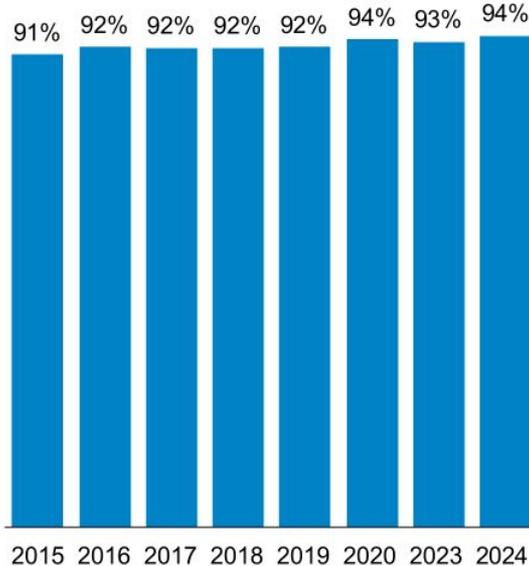
Since 2015, more than 90% of secondary students have reported at least one friend at school.

### I have at least one friend at this school.

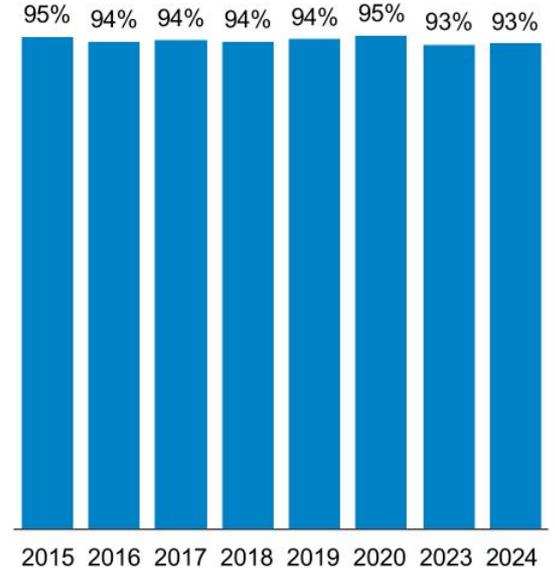
#### Elementary



#### Middle School



#### High School

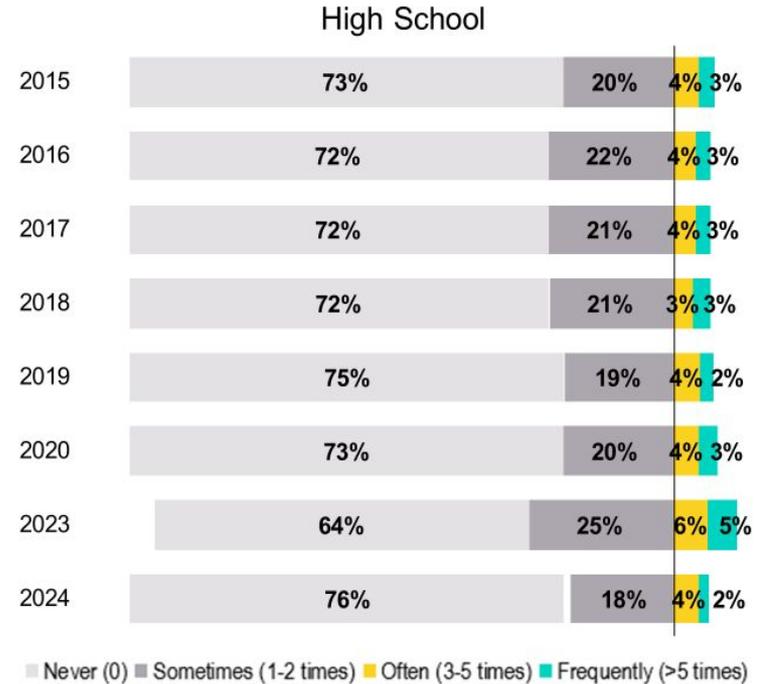
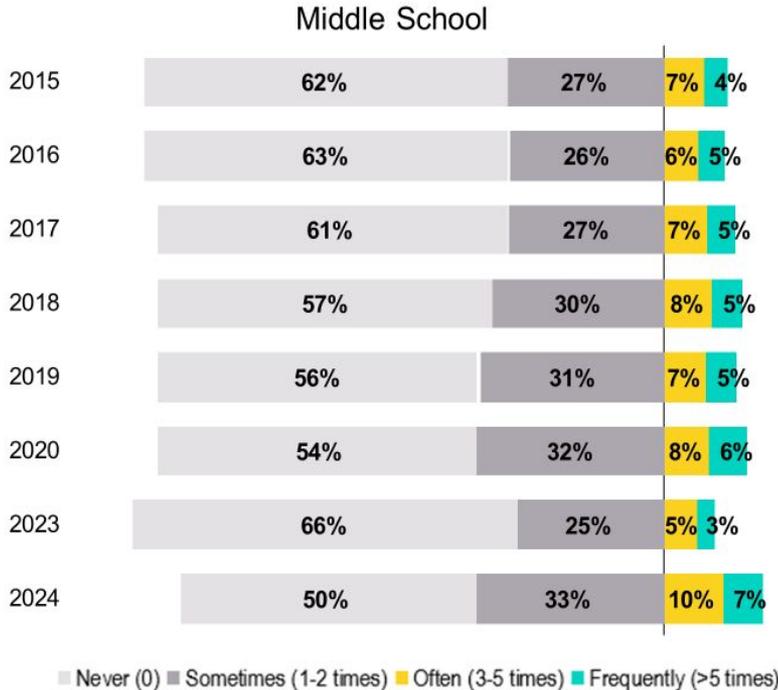


% Agree or Strongly Agree

17% of middle school students and 6% of high school students report that they are harassed or picked on by other students 3 or more times during a typical week.



During a typical week how often are you harassed or picked on by other students at this school?



Name calling becomes less of an issue as students get older.

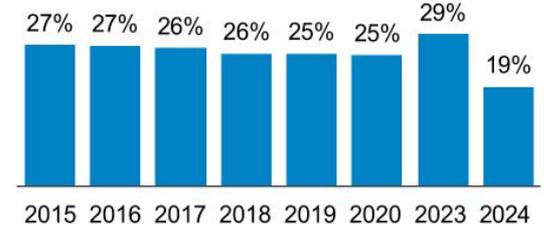
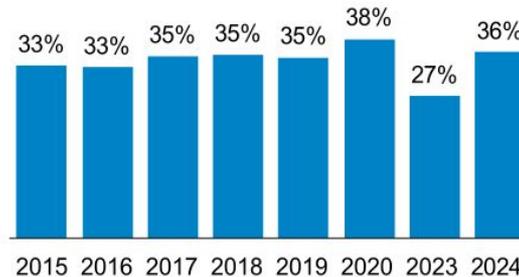
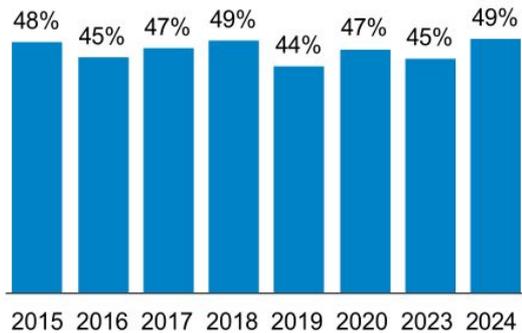


## My feelings have been hurt because of name-calling at my school.

Elementary

Middle School

High School



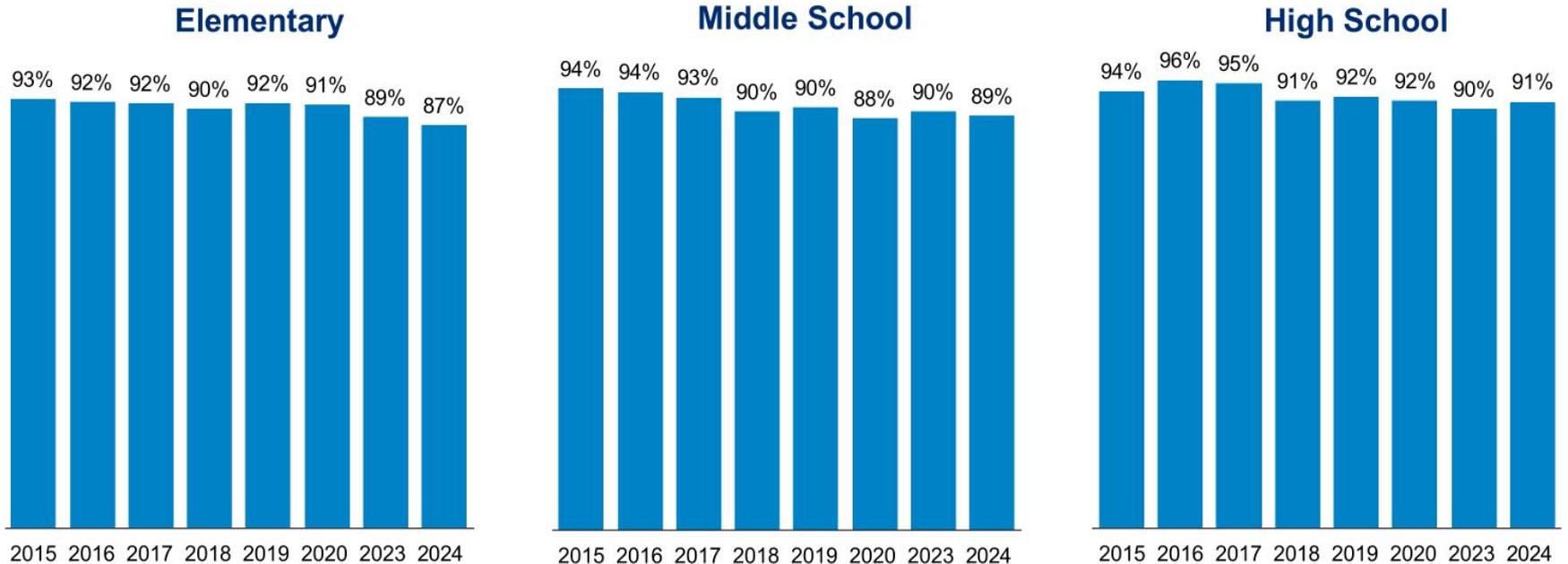
% Agree or Strongly Agree

Across time, more than 90% of our high school students have reported feeling safe in the classroom.



Nearly as many elementary and middle school students (at least 87% across time) report feeling safe in the classroom.

### I feel safe in the classroom.



% Agree or Strongly Agree

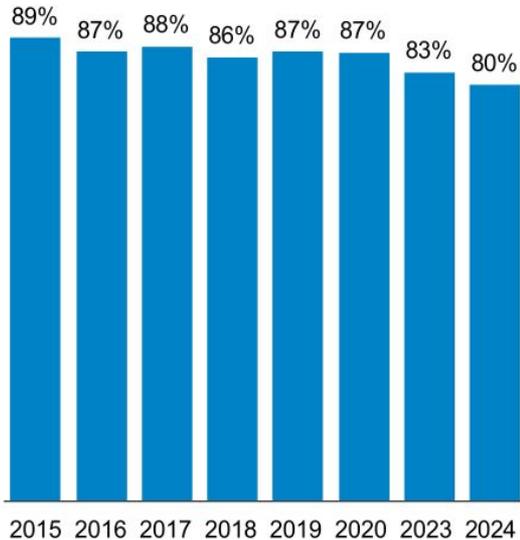
Across the district, approximately 80% of students report feeling safe in the hallway.



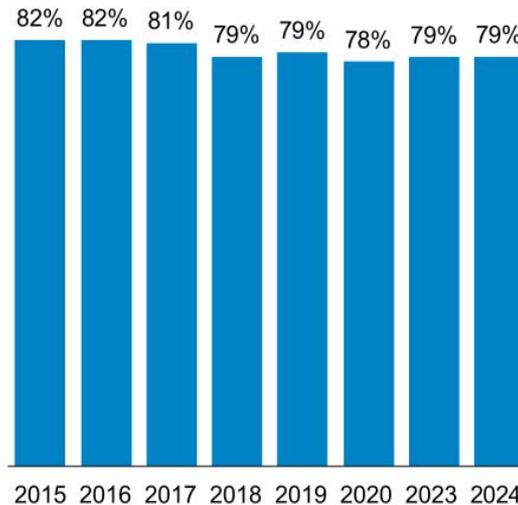
The percentage of secondary students reporting they feel safe in the hallway held steady in comparison to last year.

## I feel safe in the hallway.

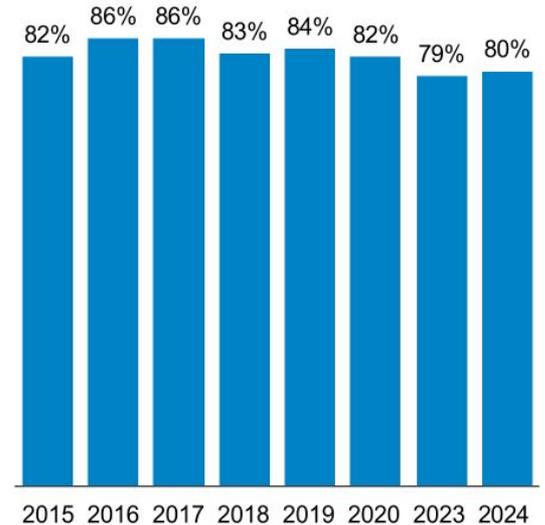
### Elementary



### Middle School



### High School



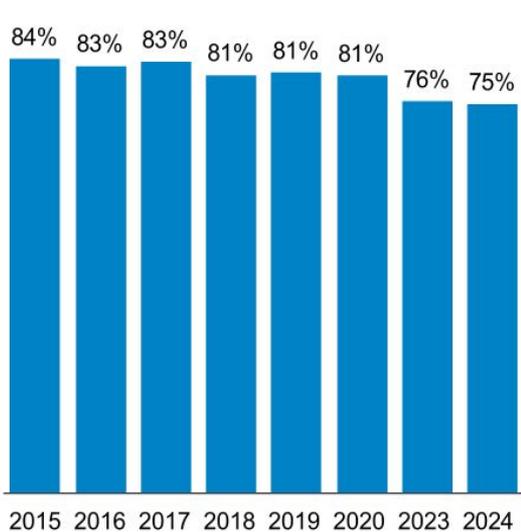
% Agree or Strongly Agree

The percentage of students feeling safe in school bathrooms decreased after the pandemic.

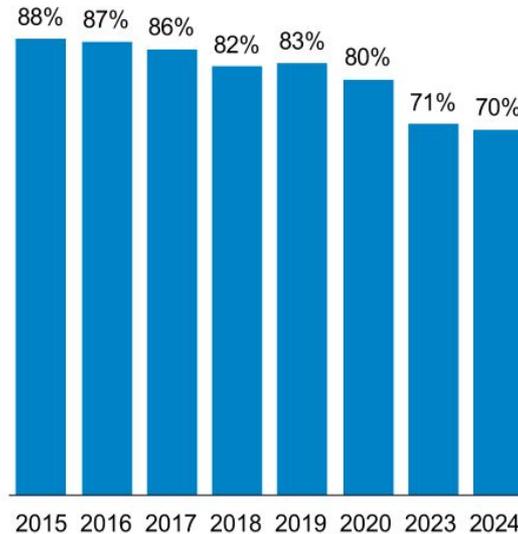


### I feel safe in the bathroom.

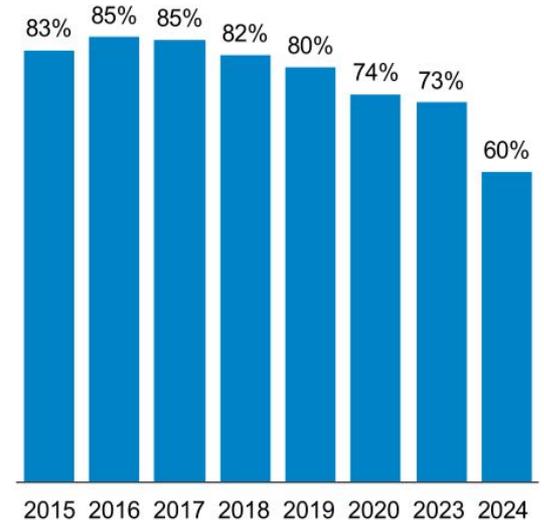
#### Elementary



#### Middle School

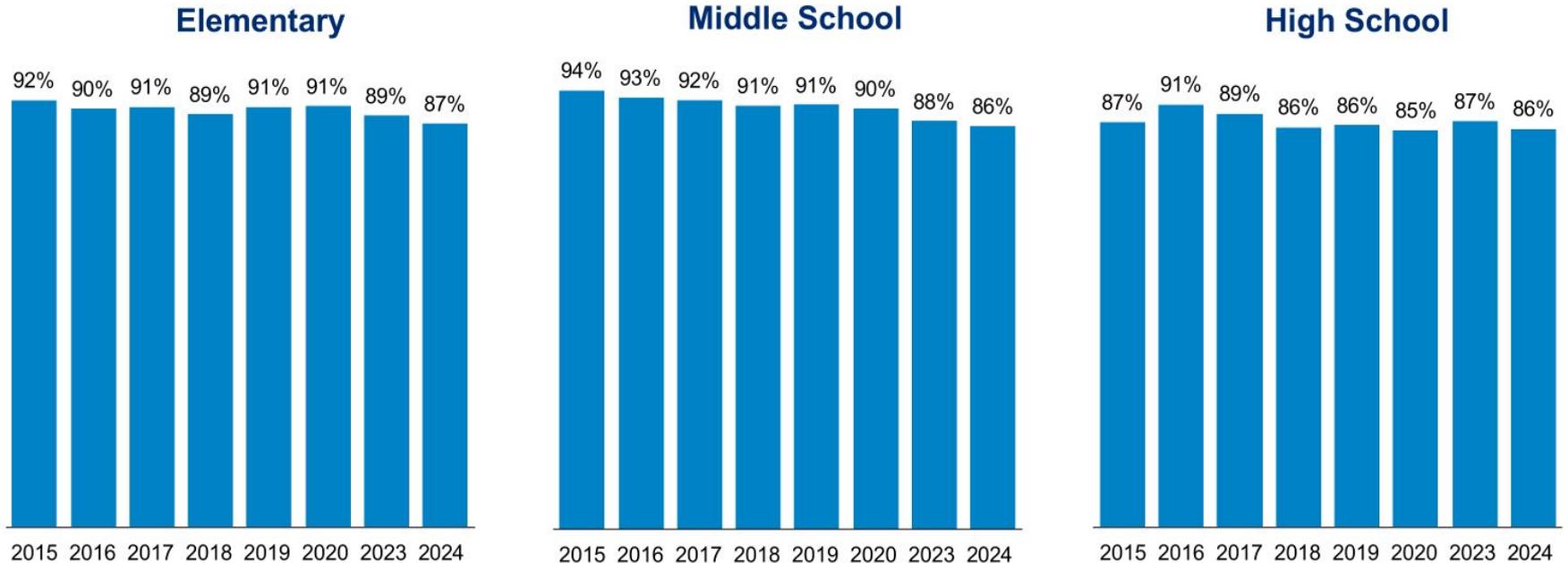


#### High School



The percentage of high school students reporting feeling safe in the cafeteria has held steady over several years, while it has decreased slightly at the elementary and middle school levels.

## I feel safe in the cafeteria/lunchroom.



# Student Wellness and Sense of Belonging in practice



Kathleen Rennan  
School Counselor  
FAIR Pilgrim Lane



Tim Shaikoski  
School Psychologist  
Armstrong



# Elementary Counseling

- Teaching emotional regulation to whole school via morning mini video lessons using the Zones of Regulation
- Teaching social emotional learning groups assigned via MTSS as an intervention to target specific behavioral difficulties
- Conduct 504 evaluations, and subsequently case manage students with a 504 plan
- 1:1 work on areas of emotional growth for students referred by teachers, parents, and self-selection. Write behavior plans
- Oversee Second Step SEL curriculum delivery and support implementation of Second Step concepts and social growth when supporting conflict resolution and restorative circles
- Conduct risk assessments and follow-up care when a student threatens self harm
- Support teachers by conducting observations and sharing SEL strategies for supporting specific students in the classroom
- Maintain documentation for all responsibilities.
- Create relationships, give comfort, and support children with making friends. Support Equity, promote diversity. Become a trusted adult.

# Achievement and Integration

## Purpose

The purpose of the *Achievement and Integration for Minnesota* program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. (2018 Minnesota Statute 124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA. Subdivision 1)





ROBBINSDALE  
Area Schools

# Cultural consultation

Achievement and Integration staff provide culturally appropriate consultation with building administration about the students' rights and responsibilities to guarantee that interventions, academic and behavioral, are being applied with race, sex, gender, disability, and socio-economic factors in mind.



# A&I goals

Goal #1: Increase the four-year graduation rate of the protected class students by 5% points from 78.9% for the class of 2021 to 83.9% for the class of 2025.

Goal #2: Increase Robbinsdale Area Schools students' access to the number of racially diverse teachers from 6% in 2022 to 10% in 2026.

Goal #3: RAS will increase the percentage of students scoring at proficient levels on state accountability reading assessments of the protected class students by 5% points from 30.6% in 2022 to 35.6% in 2026

# Climate and Culture Specialists

- Student affinity groups
- Student leadership groups
- Restorative Practice
- Student meetings (in-take, etc.)
- Service learning, experiential learning opportunities
- Classroom visits (literacy circles, book clubs, co-facilitation)
- Provide opportunities for students to work collaboratively in small group settings (ex: Book Club, Girls/Boys Circle, etc.)
- Work collaboratively acknowledging cultural events and holidays to create space where students from different backgrounds learn from each other

# Family and Community Engagement (FACE) Team

- Foster trust and collaboration between schools, families and community organizations
- Parent Education and Involvement
  - Workshops, training and opportunities for parent to be actively involved in their child's education
- Advocacy
  - Ensure family and community voices are heard in decision-making process within the district.
- Facilitate communication between students, parents, and school staff to ensure student achievement
- Lead parent affinity groups

# Indian Education

- Individualized Learning Plans now for K-12
- Dreamcatchers- reduce the overidentification of students identified in Sped
- Facilitation of student groups focusing on culture and language
- College visits for Indigenous students to explore higher education
- District professional development focusing on Native American culture, history and educated related issues.
- Consultation with American Indian Advisory Committee (AIPAC)
- Cultural events and celebrations
  - Powwow
  - Round Dance
  - Language Tables
  - Culture Nights( Drumming, Beading, Dance)

# Vision 2030: High School Input

## Grade-level engagement at both high schools:

- Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?



# Vision 2030: High School Input

**Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?**

- “That sometimes I just need quiet”
- “I don’t want to talk about my feelings, I secretly do,
- “I have trouble asking for help, I need support, I might not get it right away”
- “1. I don’t know 2. How to survive in the real world 3. I really don’t know”
- “I would want Adults understanding my feelings, food, I’m very sensitive”

# Vision 2030: High School Input

**Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?**

- “Who I am as a person, what I like to do, and what makes me the happiest”
- “I'm only going to put one, but I would say my Trauma, people tend to not understand my past and the way I was raised.”
- “My insecurities”
- “school is very draining for teen's mental health and to successfully educate us that has to be taken into account in every single class”

# Vision 2030: High School Input

**Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?**

- “I get angry alot. I sad a lot”
- “Emotion, having a hard time, and giving us space”
- “1. I’m trying my hardest. Not my best. I don’t care about my grades. I only care if I’m passing to get my credit. 2. I feel stressed most of the time cuz of school. 3. School can be draining.”
- “if I get overwhelmed I will bottle all of my emotions”

# Vision 2030: High School Input

**Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?**

- “Understand that we go through trauma and we can't always cope and deal with it for long. Erosion sets in after time and it really hacks at my mental state.”
- “I'm too scared to ask for help, i get embarrassed when i mess up, and i like when im alone and i get seated next to people who talk to me”
- “When I don't understand something I shut down”

# Vision 2030: High School Input

**Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?**

- “ I smile but I’m not always happy.”
- “When I feel stupid I get mad”
- “I don’t like asking for help even when i need it most”
- “mental health is real”
- “I struggle in school, i struggle in life, I'm stressed”
- “What do I struggle with weather that’s with learning or at home struggles”

# Vision 2030: High School Input

**Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?**

- “Let me be me”
- “When I feel stupid I get mad”
- “I don't speak my thoughts often, you will almost never hear my true opinion, and and I will always try to push through everything whether it be a hard class or illness”
- “I need to be checked in on often so I don't fall behind”
- “I hate asking for help”

# Vision 2030: High School Input

**Question: If you could tell adults the 3 things that matter most when it comes to understanding you, what would those 3 things be?**

- “Home life greatly affects school performance”
- “Asking for help is hard”
- “Get to know us”
- “Please just listen that’s it”

# School safety and security

## Next month

### The BIG “what-ifs”

Preparing for the unexpected: drills, lockdowns, and emergency response planning

### Everyday concerns

- Raptor Visitor Management
- Badge ID System
- Key access and protocols
- Care and Crisis Team: Purpose and roles





# Security Assessments, Audits, & Checklists

# Facility Security Data

## Secure Perimeter Assessment

- Every school in the District
- Documented perimeter status and deficiencies
- Conducted while students or staff were present

## Lockdown Button Audit

- Every School in the District
- Recorded 27 factors related to button operation
- Conducted while students were not present

## Safety and Security Checklist

- Every School in the District
- Over 600 factors documented per site
- Conducted while student were present

# Secure Perimeter Assessment

- Documented existing building perimeter statuses for each school in the district
- The assessment focused on primary, secondary , and tertiary entrances to the buildings.
- The primary (main) entrances to schools were evaluated based on three criteria:
  - Exterior Doors capable of being both locked, with badge access
  - Interior Vestibule Doors that are locked, with badge access
  - A direct connection between the vestibule and office (via window or door) to control visitor entrance into the building
- Secondary entrances were assessed based on whether they were locked (with badge access) and if they had a vestibule that also had doors that were locked (with badge access.)
- Tertiary entrances were examined to determine if they were locked (with badge access), in addition to having additional building automation and cameras.

# Lockdown Button Audit

- Documented the outcome at each school in the event that the Lockdown Button was pressed
- The audit comprised 27 questions
- Focus was given to what building “normal” is (prior to button activation) compared to examination of those same systems after the button is pressed.
- The questions on the audit were determined based on anecdotal perspectives in the district about “what the lockdown button actually does” when pressed.
- In order not to incite panic, these tests of the lockdown button were conducted when school was not in session, and students were not present.

# Safety and Security Checklist

- Catalogued school information related to demographics, location, risk factors, EOP, instructional spaces, and intruder safeguards
- Based on both district policy and best practices
- Site behavior was documented with on-site first-hand observation
- The checklist included a possible 691 items to be documented for consideration
- Aside from recording factual information about the school, the checklist also provided a means of recording operational function of the safety and security of the school.
- The nature of the information being gathered required that on site observation must occur while school is in session and students are present to represent a realistic snapshot of school safety and security.



# Findings

# Secure Perimeter Assessment

- Of the 19 buildings surveyed, only 6 have all three components and are deemed to have a “secure entry.” The remaining 13 buildings have partially secured entries, as they lack criteria #3 (the door or window connection to the Administration Office.)
- While all had secondary exterior doors that were locked, a significant portion of those lacked interior vestibule doors (locked and badged), and the corresponding building automation to control those features based on emergency type.
- Lastly, tertiary entrances (maintenance, dock, kitchen, delivery, mechanical, etc...) largely lacked the building automation components needed for staff to control the entrance and exit of service workers to the building to further prevent propped doors, etc.

# Secure Perimeter Assessment

## Conclusion:

- Technically, the exterior perimeters of our buildings are “secure” in the sense that they have minimal protections in place (the perimeter is locked at all times.)
- That being said, the status quo does NOT meet recommended Facility Standards for a fully secure perimeter/building.
- ***Recommendations to bring all of our buildings into compliance include:***
  - Design and construction of main entrance spaces/additions that comprise all three of the elements needed to be defined as a Secure Main Entrance.
  - Quantifying the hardware and software needed to bring secondary and tertiary access points into compliance with our Facility Standards.

# Lockdown Button Audit

- In order not to incite panic, these tests of the lockdown button were conducted when school was not in session, and students were not present.
- District staff documented whether exterior doors were locked prior to a lockdown event, and if that status changed after the button was pressed.
- District staff documented whether there was any change to badge access before and after a lockdown event.
- District staff also noted whether or not interior doors (such as noted Fire Doors) remained held open after a lockdown button was pressed, or not.
- Lastly, district staff documented whether the following incidents occurred after a lockdown button was pressed: Audible Indication of a lockdown (sirens, bells, verbal messaging), Visual Indication of a lockdown (strobes, lights flashing, lighting changing in rooms), and if these actions occurred, what was the message, frequency, and duration of those actions.

## Lockdown Button Audit

*In aggregate,  
our Lockdown Buttons  
only performed*

**62%**

*of the user's  
anticipated functions.*

# Lockdown Button Audit

## Conclusion:

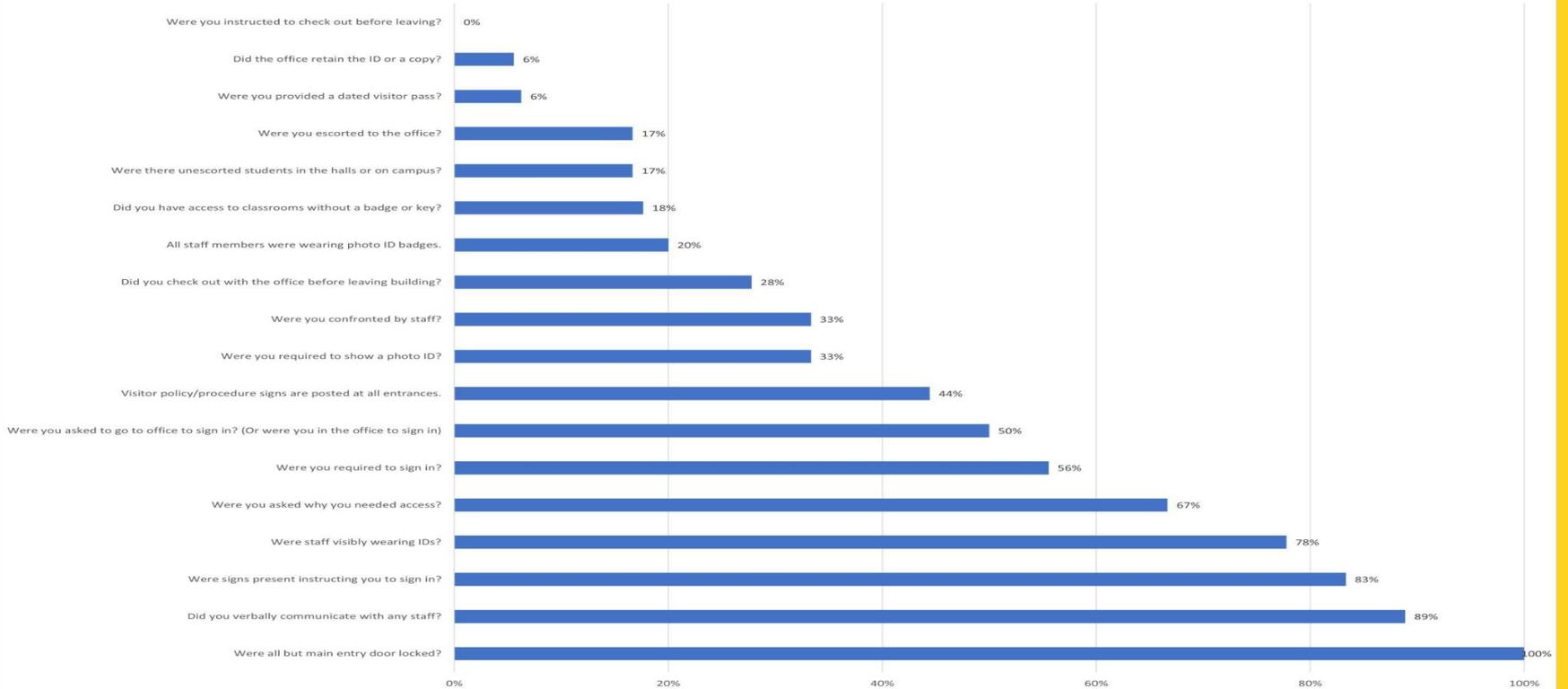
- There was no consistent behavior for lockdown buttons across the district.
- Contrary to popular belief, the buttons are not “broken.” This is because there is no definition or written facility standard for how buttons are expected to perform when pressed.
- Even if the buttons complied with all of the anecdotal expectations vocalized in the district currently, such operations would not result in the buildings being any more “secure” than they currently, are because existing assumptions are not representative with best practices and realistic use and behavior in emergency situations.
- **Recommendations include:**
  - Adopting recommended Facility Standards as it relates to emergency buttons, based on best practices and detailed research of effective safety and security measures needed for the built environment.

# Safety and Security Checklist

- The checklist was extensive in documenting a snapshot of user behavior within a building, as well as the factual information about the school itself.
- The following chart's focus specifically related to how users affect the physical security of a school building.
- The following are examples of some of the metrics we established and what the resultant observations reflected. Percentages are calculated based on whether or not the site followed the “preferred action” as it relates to best practices and district policy.



Observed Security Compliance by Type



# Safety and Security Checklist

## **Conclusion:**

- Our district has a wealth of procedures and best practices when it comes to staff and student behavior and expectations, but in actuality, such intended behaviors are not occurring in our school buildings to a great degree. This puts students and staff at risk.
- ***Recommendations include:***
  - The district should continue to develop and refine practices as it relates to care and safety to both **prevent and recover from emergency situations.**
  - The district needs to adopt standards that mitigate and remove the opportunity for human error **during emergency situations.**
  - This involves allowing the two realms to delve into defining their procedures as it best relates to their areas of expertise. Staff support and training for improvement of prevention and recovery by District Administration; building infrastructure and utilization by the district Facilities Department; training by both.

# Summary

## Conclusion:

- The district needs to enhance the secure functions of its buildings to improve safety.
- A comprehensive understanding of emergency situations should focus on three aspects: Before (preventative action), During (immediate building infrastructure functionality), and After (recovery measures.) The Facility Department's focus is on the second aspect: DURING.
- The goal of the Facility Department's Secure Building Standards starts with securing and controlling access to the buildings, and includes comprehensive and critical understanding around how the building is designed to function in times of crisis.
- A key failure point that is redundantly present in the data gathered is the "holes" in the system that are almost unanimously due to human error. ***Our standard seeks to minimize opportunities for human error to occur in times of emergency.***

# Next Steps

## **Costs and Implications:**

- Next steps include adoption of Facility Standards. Once our defined standards are codified, we can then document deficiencies in each of our schools, specifically as it relates to those standards, so we can determine the magnitude of need.
- Once we have written documentation of the magnitude of need, we can complete a full assessment of costs, as well as a schedule for completion.
- Much of what is proposed is NOT allowed as an LTFM funded expense, so it will require capital dollars, possibly including a referendum.
- At this time, we anticipate that (should a referendum be approved) it would take three years to fully implement the aforementioned scope of work in the built infrastructure needed to bring all buildings in the district into compliance with our recommended Secure Facility Standards. (This is due to the constraints of summer construction and the intention of minimizing impacts to summer programming for our students.)

# Facilities Standards: Security Infrastructure



# The purpose of this presentation:

To provide an update on our District Facilities Standards as they relate to Security Infrastructure.





# Objective:

To increase safety within district buildings during emergency events.

## **Working Definitions:**

- **Safety** is the state of being protected against harm or danger. (about PEOPLE)
- **Security** is the actions taken to make places safe. (about PLACES)

## **Specifically related to Facilities:**

- Facility safety is about **developing and implementing procedures and best practices at your organization that provides a safe working environment for your employees and everyone else at your facility.**
- Facility security refers to **the physical security of space and hardware, including access control mechanisms, visitor control, and building infrastructure and programming needed for a building to respond when in crisis.**

## **The Role of Facilities vs. Care and Crisis Team:**

- **Safety** as it relates to the social-emotional needs of students, staff, and the school community to both BEFORE (to prevent) and AFTER (to recover from) crisis situations.
- **Security** as it relates to a building's ability to respond to and minimize harm DURING a crisis situation.

# Focus:

*This presentation focuses on that second facet:*

**What happens in our buildings DURING emergency situations**





# Background:

## History:

- The Facilities Department has been diligently working on developing a Security Infrastructure Standard for the past year.
- The process involved extensive research into the subject (including best practices and common misperceptions around security), documentation of facility security data within the district (outlined below), and the crafting and refinement of a systemic approach to developing a solid, comprehensive, and optimal Standard.

## Facility Security Data gathered (based on existing district facilities):

- Secure Perimeter Assessment
- Lockdown Button Audit
- Safety and Security Checklist

## Conclusions from the security data:

- Buildings are “minimally secure” at present
- Misperceptions about function of the “lockdown button” were rampant
- Procedural Deviation (human error) is the primary cause of deficiencies in building security currently



# **NOTE:**

The use of the term “human error” in this presentation is not intended to assign blame or otherwise criticize the users of our buildings and spaces. It is a recognition of the documented reality and risk that we contend with when key aspects of a security plan rely on completely consistent, uniform, and reliable actions from a myriad of different human beings.

It is unrealistic to expect perfection, 100% of the time, from any human being; muchless every human being. This reality is exacerbated when one considers that the daily occupants in our buildings are there for their expertise in areas having to do with education primarily, and not security. Schools are not jails, nor would we want to pattern them to be.

# Secure Perimeter Assessment:

- Documented existing building perimeter statuses for each school in the district
- The assessment focused on primary, secondary , and tertiary entrances to the buildings.
- The primary (main) entrances to schools were evaluated based on three criteria:
  - Exterior Doors capable of being both locked, with badge access
  - Interior Vestibule Doors that are locked, with badge access
  - A direct connection between the vestibule and office (via window or door) to control visitor entrance into the building
- Secondary entrances were assessed based on whether they were locked (with badge access) and if they had a vestibule that also had doors that were locked (with badge access.)
- Tertiary entrances were examined to determine if they were locked (with badge access), in addition to having additional building automation and cameras.



# Lockdown Button Audit:

- Documented the outcome at each school in the event that the Lockdown Button was pressed
- The audit comprised 27 questions
- Focus was given to what building “normal” is (prior to button activation) compared to examination of those same systems after the button is pressed.
- The questions on the audit were determined based on anecdotal perspectives in the district about “what the lockdown button actually does” when pressed.
- In order not to incite panic, these tests of the lockdown button were conducted when school was not in session, and students were not present.



# Safety and Security Checklist:

- Catalogued school information related to demographics, location, risk factors, EOP, instructional spaces, and intruder safeguards
- Based on both district policy and best practices
- Site behavior was documented with on-site first-hand observation
- The checklist included a possible 691 items to be documented for consideration, per site
- Aside from recording factual information about the school, the checklist also provided a means of recording operational function of the safety and security of the school.
- The nature of the information being gathered required that on site observation must occur while school is in session and students are present to represent a realistic snapshot of school safety and security.



# Findings:



# Secure Perimeter Assessment:

- Of the 19 buildings surveyed, only 6 have all three components and are deemed to have a “secure entry” based on the defined criteria. The remaining 13 buildings, although achieving a level of basic security, have room for improvement, as they lack criteria #3 (the door or window connection to the Administration Office.)
- While all had secondary exterior doors that were locked, a significant portion of those lacked interior vestibule doors (locked and badged), and the corresponding building automation to control those features based on emergency type.
- Lastly, tertiary entrances (maintenance, dock, kitchen, delivery, mechanical, etc...) largely lacked the building automation components needed for staff to control the entrance and exit of service workers to the building to further prevent propped doors, etc.





# Secure Perimeter Assessment:

## Conclusion:

- Technically, the exterior perimeters of our buildings are “secure” in the sense that they have minimal protections in place (the perimeter is locked at all times.)
- That being said, the status quo does NOT meet recommended Facility Standards for a fully secure perimeter/building as it is currently defined.
- ***Recommendations include:***
  - Design and construction of main entrance spaces/additions that comprise all three of the elements needed to be defined as a Secure Main Entrance.
  - Quantifying the hardware and software needed to bring secondary and tertiary access points into compliance with our Facility Standards.

# Lockdown Button Audit:

- In order not to incite panic, these tests of the lockdown button were conducted when school was not in session, and students were not present.
- District staff documented whether exterior doors were locked prior to a lockdown event, and if that status changed after the button was pressed.
- District staff documented whether there was any change to badge access before and after a lockdown event.
- District staff also noted whether or not interior doors (such as noted Fire Doors) remained held open after a lockdown button was pressed, or not.
- Lastly, district staff documented whether the following incidents occurred after a lockdown button was pressed: Audible Indication of a lockdown (sirens, bells, verbal messaging), Visual Indication of a lockdown (strobes, lights flashing, lighting changing in rooms), and if these actions occurred, what was the message, frequency, and duration of those actions.





# Lockdown Button Audit:

## Conclusion:

- There was no consistent behavior for lockdown buttons across the district. In aggregate, the existing lockdown buttons only performed 62% of the user's anticipated functions.
- Contrary to popular belief, the buttons are not “broken.” This is because there is no definition or written facility standard for how buttons are expected to perform when pressed.
- Even if the buttons complied with all of the anecdotal expectations vocalized in the district currently, such operations would not result in the buildings being any more “secure” than they currently are because existing assumptions are not representative with best practices and realistic use and behavior in emergency situations.
- **Recommendations include:**
  - Implementation of Facility Standards as it relates to emergency buttons, based on best practices and detailed research of effective safety and security measures needed for the built environment.

# Safety and Security Checklist:

- The checklist was extensive in documenting a snapshot of user behavior within a building, as well as the factual information about the school itself based on 691 data points per location.
- Information gathered documented how users affect the physical security of a school building based on whether they followed the “preferred action” as it relates to best practices and district policies.





# Safety and Security Checklist:

## Conclusion:

- Our district has a wealth of procedures and best practices when it comes to staff and student behavior and expectations; but in actuality, such intended behaviors are not occurring in our school buildings to a great degree, and such expectations are unrealistic on a consistent basis.
- **Recommendations include:**
  - The district should continue to develop and refine practices as it relates to care and safety to both **prevent and recover from emergency situations.**
  - The district needs to adopt standards that mitigate and remove the opportunity for human error **during emergency situations.**
  - This involves allowing the two realms to delve into defining their procedures as it best relates to their areas of expertise. Staff support and training for improvement of prevention and recovery by District Administration; building infrastructure and utilization by the district Facilities Department; training by both.

# Methodology:

## **Researching Case Studies and Best Practices**

- Review of latest school safety materials
- Analysis of technology and physical infrastructure components' roles in various emergency response activations
- Understanding various aspects of a “regional response” to an emergency

## **Engage with entities tasked with providing emergency response**

- Discussions with police cohort comprised of law enforcement from all 6 cities the district has facilities in.
- Initiation of Fire response cohort from those same 6 cities to discuss and review aspects of the proposed standard, in addition to the involvement of the State Fire Marshal's Office.
- Interviews with emergency dispatch at city and county levels
- Review of process and details with professionals tasked with writing national standards for K-12 Safety and Emergency Response. Had standard vetted by experts.

## **Creating a System for Emergency Response Protocols as a Standard**

- Identification of all relevant Emergency Activations
- Cross reference this list to various building component and behaviors
- Derive the quantity of vital Emergency Activation Types needed





# Resources:

## Manuals:

- Active Shooter: How to Respond, U.S. Department of Homeland Security
- The Standard Response Protocol K12; Operational Guidance for Schools, Districts, Departments and Agencies, The I Love U Guys” Foundation
- Robbinsdale Area Schools: School Crisis Manual (Revised November 2020), Robbinsdale Area Schools
- Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence, National Threat Assessment Center, United States Secret Service
- K-12 School Security Guide, 3rd Edition, 2022, Cybersecurity & Infrastructure Security Agency
- Guide for Developing High-Quality School Emergency Operations Plans, Federal Emergency Management Agency

## Online Resources:

- <https://www.cisa.gov/active-shooter-preparedness>
- <https://www.cisa.gov/publication/active-shooter-pocket-card>
- <https://www.schoolsafety.gov/>
- <http://readyhouston.wpengine.com/suspicious-activity/videos-and-resources/>
- <https://www.cisa.gov/options-consideration-active-shooter-preparedness-video>
- <https://www.youtube.com/watch?v=TeOdxKozra0><https://www.youtube.com/watch?v=TeOdxKozra0>



# Strategic Objectives:

**To increase the security of our building occupants, decisions related to emergency protocol metrics were based on the following strategic objectives:**

- To remove human error.
  - Our research within the district demonstrated that the number one barrier to security within our buildings was due to human action/inaction (human error). Each response was analyzed to consider what the capacity was (or would typically be) for an element of the system to rely on the actions of a human being, and ways to negate those opportunities for failure.
- Improving response time.
  - The strategy found to decrease loss of life in emergency situations is to increase the amount of time first responders have to respond to a crisis. This might manifest itself as a decrease in delay in notifying emergency response, or in increasing barriers to threats to the building to buy time.
- To identify gaps and address them.
  - All responses require systemic thinking in order to anticipate possible gaps in our response protocols and to be prepared with solutions on the forefront to minimize failure in a time of crisis.

***Ideas are evaluated based on whether they align with and further these objectives, and adopted into the standard where shortcomings or gaps are identified and addressed.***



# Avoiding Common Pitfalls:

Our goal is to craft a system that is comprehensive and thought-through in regard to the needed emergency activations. This is intentional.

- The process intentionally did NOT begin with ideas for “solutions”, it began with fully understanding the “problem.”
  - This is something that commonly can occur when people are in a rush to find a fast solution to a problem, and it leads to wasted time, money, and diminished outcomes. That is: it might make people feel better because they have **done** something, but it likely will have worse outcomes and not result in achieving the goals and objectives of the challenges.
- After analyzing the problem(s), challenges were identified and then solutioned were derived to address those specific facets.
  - We confined our recommendations to things that are directly tied to impacting specific challenges.
- Testing on a continuum:
  - We analyzed our proposed standard step-by-step through every identified crisis to anticipate possible gaps in our response protocols and to be prepared with solutions on the forefront to minimize failure in a time of crisis.



# Myths and Anecdotes:

## **Myth: Our buildings aren't "secure".**

- Our buildings are currently secure. The perimeter is locked at all times.

## **Myth: Our buttons "don't work."**

- The buttons do whatever they were installed to do. The problem with our current "button" is multi-faceted, but driven by three primary factors:
  - They were installed as a solution without fully considering what problem they were solving.
  - They were never created as part of a district standard / or system, so they lack consistency in what they actually do across buildings and even within buildings.
  - Even if the buttons "worked" in ALL of the ways that people anecdotally expect them to, they would not meet the needs of the emergency situations that we are building a system around today.

## **Myth: Our schools would be safer if we just installed "\_\_\_\_\_".**

- Jumping to overly simplified solutions without fully understanding the complexities of the problem will not create a safer school. Research supports this, which is why we are not proposing metal detectors, bullet-proof pods, elimination of windows, or arming instructors.



# Factors:

## **An analysis of the district based on 2 metrics:**

- Age of student population (Elementary School, Middle School, High School)
- Type and Use of spaces (Classroom, Corridor, Lab, Cafeteria, Auditorium, etc...)

## **Designation was based on an overlap of defined characteristics:**

- Doors (Lock, Unlock, Manual, No-Change)
- Badge Access (On, Off, Off/FR-On)
- Lights (On, Off, Manual)
- Auto-Notification of First Responders (Yes, No)
- Activate Remote Camera Monitoring (Yes, No)
- Initiation of pre-recorded Announcement (Yes, No)
- Initiation of VOIP modifications (Yes, No)

***These resulted in 5 unique combinations,  
which are used as a logic-block  
and informed the adopted standard  
for a “5-button” system.***

# Built Form Typology Examples:

This is not intended as a comprehensive list, but rather as an example of the type of spaces analyzed when articulating infrastructure response to an emergency activation based on usage characteristics:

- Exterior Doors (Primary, Secondary, Tertiary)
- Classroom Doors
- Gymnasium Doors
- Auditorium Doors
- Cafeteria Doors
- Library / Media Center / Multi-Purpose Room Doors
- Pool Areas
- Main Interior Corridor Doors (doors between zoned areas)
- Secondary Hallways Doors
- Primary Room Access, Non-Classroom
- Secondary Room Access, Non-Classroom
- Loading Dock Exterior Access
- Administration Offices
- Bathrooms



# Sample:

Elementary School	Auto-Lock	Badge Access	Lights	Auto-Notify Police	Auto-PA System
	L / U / M	ON / OFF	Manual / Auto-ON / Auto-OFF	Y / N	Y / N
Secure			NA	N	Y
Exterior Doors (including Vestibule doors)	L	ON			
Classroom Doors	M				
Gymnasium Doors	M				
Auditorium Doors	M				
Cafeteria	M				
Library / Media Center	M				
Pool	M				
Main Interior Corridor Doors	M				
Secondary Hallway doors	M				
Primary Room Access, Non-Classroom	M				
Secondary Room Access, Non-Classroom	M				
Loading Docks	L	ON			
Bathrooms	M				
Lockdown				Y	Y
Exterior Doors (including Vestibule doors)	U	NA	NA		
Classroom Doors	M	OFF			
Gymnasium Doors	L	OFF			
Auditorium Doors	L	OFF			
Cafeteria	L	OFF	M		
Library / Media Center	L	OFF	M		
Pool	L	OFF			
Main Interior Corridor Doors	L	OFF	AUTO-ON		
Secondary Hallway doors	L	OFF	AUTO-ON		
Primary Room Access, Non-Classroom	L	OFF	M		
Secondary Room Access, Non-Classroom	M	NA	M		
Loading Docks	U	NA	AUTO-ON		
Bathrooms	L	NA	M		
Evacuate			AUTO-ON	N	Y
Exterior Doors (including Vestibule doors)	U	NA			
Classroom Doors	M	NA			
Gymnasium Doors	U	ON			
Auditorium Doors	U	ON			
Cafeteria	U	ON			
Library / Media Center	U	ON			
Pool	U	ON			
Main Interior Corridor Doors	U	ON			
Secondary Hallway doors	U	ON			
Primary Room Access, Non-Classroom	U	ON			

	Secondary Room Access, Non-Classroom	U	ON				
	Loading Docks	U	ON				
	Bathrooms	M	NA				
Storm				AUTO-ON	N	Y	
	Exterior Doors (including Vestibule doors)	L	ON				
	Classroom Doors	M	NA				
	Gymnasium Doors	M	ON				
	Auditorium Doors	M	ON				
	Cafeteria	M	ON				
	Library / Media Center	M	ON				
	Pool	M	ON				
	Main Interior Corridor Doors	L	ON				
	Secondary Hallway doors	M	ON				
	Primary Room Access, Non-Classroom	M	ON				
	Secondary Room Access, Non-Classroom	M	ON				
	Loading Docks	L	ON				
	Bathrooms	M	NA				
Hold				NA	N	Y	
	Exterior Doors (including Vestibule doors)	L	ON				
	Classroom Doors	M	NA				
	Gymnasium Doors	L	ON				
	Auditorium Doors	L	ON				
	Cafeteria	L	ON				
	Library / Media Center	L	ON				
	Pool	L	ON				
	Main Interior Corridor Doors	L	ON				
	Secondary Hallway doors	L	ON				
	Primary Room Access, Non-Classroom	M	ON				
	Secondary Room Access, Non-Classroom	M	ON				
	Loading Docks	L	ON				
	Bathrooms	L	ON				
System Normal							
	Exterior Doors (including Vestibule doors)						
	Classroom Doors						
	Gymnasium Doors						
	Auditorium Doors						
	Cafeteria						
	Library / Media Center						
	Pool						
	Main Interior Corridor Doors						
	Secondary Hallway doors						
	Primary Room Access, Non-Classroom						
	Secondary Room Access, Non-Classroom						



# Identification of System Components:

After analyzing emergency scenarios a school would likely encounter, it became clear that the building needed to respond in five distinctly different ways. These were therefore assigned as five different emergency activations (as listed below, often referred to as “buttons”.) These are not intended to be comprehensive lists of final designations, but simple, distinctive examples.

- SECURE!
  - There is a threat outside. Return indoors. Secure the perimeter. Maintain activity within the building as planned.
- LOCKDOWN!
  - There is a threat inside. Restrict movement within the building to increase time for emergency response.
- EVACUATE!
  - There is a hazard inside (fire, chemical spill, etc...) Escape and leave the building immediately.
- SEVERE WEATHER!
  - There is severe weather (tornado). Seek shelter in a designated area of the building.
- HOLD!
  - There is a situation that would be hindered by students traveling through the building (medical emergency, fight, etc...) Students are to stay put until the situation has cleared.



# Understanding Naming Conventions:

- It is important to note that the 5 Activations are specifically named to reduce confusion.
- They are clear, concise, and distinct from one another.
- This is important, as the actions we need the school community to take in response to hearing these are all distinctly different from one another, both in urgency and in user response.
- This standard avoids language that can be confusing or misinterpreted by both district staff/students as well as by emergency personnel/first responders.
- It is equally important to note that all 5 activations (“buttons”) will have a pre-recorded message emitted from the facility speakers that varies in tone, frequency, length, duration, and voice.
- The selection of terminology, frequency, duration, tone, and voice is based on research into best practices as it relates to building occupant behavior needed in crisis situations.



# Security Facilities Standards Goals:

## Conclusion:

- The district needs to enhance the secure functions of its buildings to improve outcomes in times of crisis.
- A comprehensive understanding of emergency situations should focus on three aspects: Before (preventative action), During (immediate building infrastructure functionality), and After (recovery measures.) The Facility Department's focus is on the second aspect: DURING.
- The goal of the Facility Department's Secure Building Standards starts with securing and controlling access to the buildings, and includes comprehensive and critical understanding around how the building is designed to function in times of crisis, both inside and out.
- Our standard seeks to minimize opportunities for human error to occur in times of emergency to increase positive outcomes in times of crisis.





# Security in the Interim:

## Where are we at today?

- Secure Entrances:
  - Our existing buildings are “secure” to a minimal standard. We seek to improve upon that standard by bringing all buildings into compliance with our 3-factor secure entrance definition.
- Cameras:
  - We are wrapping up a multi-year process of converting all of our analog cameras to digital to improve quality.
  - As cameras become obsolete, we are replacing single-lens cameras with multi-lens cameras to increase coverage areas.
  - The district is increasing bandwidth with their data-switching project which will eliminate glitches in the system.
- Badge Access:
  - An evaluation of current practices and technology is underway and changes are being made to standardize expectations around this process.

# Action Steps:

Now that this has been adopted, our next steps to implement this Facilities Standard are:

- Continue cohort meetings and fine-tune system protocols.
- Review of Standard by experts
- Creation of Facility systems plans which identify intended infrastructure and programming needed per site.
- Conduct targeted Facility Assessments focused on identifying which needed components (hardware and software) are present, which need to be added, and what additional elements need to be take into account to bring each site up to the new Facilities Standard.
- Once this magnitude of need is identified, the next step is to quantify the remaining scopes of work and arrive at a total district cost to bring all buildings into alignment with the standard.
- With the standards set and the needs analyzed per building, we will need to prioritize the work to be done with the funding available.



# Implementation:

- This work is contingent on additional funding, as current Facilities budgets do not allow for funding to be spent on these features and building components. A Levy was approved to support this work in November 2024.
- We estimate that it will take three years to complete the scope of work, understanding that much of this work would require construction that would take place when students are not present (over summer), and without disruptions to vital summer programming, we would plan to phase these in over a series of three summers.
- As buildings are deemed “complete”, staff will be trained on the new standard, and drills can be conducted so staff, students, and first responders are familiar with (and have a clear understanding of what to do) when emergency activations occur.



# Homework!

In the coming weeks, consider what questions, thoughts, ideas, or concerns you might have regarding student's sense of belonging, safety, and security.

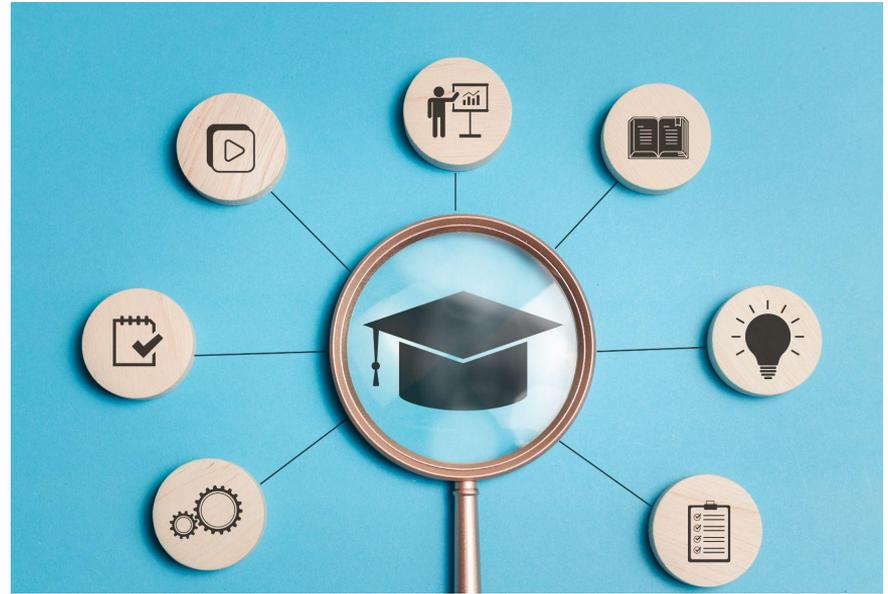
We'd love to address this in Part 2 of this topic, when we go over the daily practices used to address these areas.

- ***Please share your questions in the “Safety and Security Questions” spreadsheet, located in the shared April Research Folder by April 17.***

# Building a new vision for *Teaching and Learning*

Leaning into Potential  
and Possibility

*Reimagine Rdale:  
Vision 2030 Team*





ROBBINSDALE  
Area Schools

# *Teaching and Learning*

**Overall Goal:** Understanding and contributing to the role of an effective vision for teaching, for instructional leadership that leads to happy, proud and confident/competent students.



# *Teaching and Learning*

Over the next three sessions you will engage in a cycle of inquiry (prioritize and narrow our focus) around teaching and learning and:

- Understand excellence in teaching and learning
  - Define and recognize excellent teaching in the classroom
  - Define the role of instructional leadership in growing expertise in teaching
  - Define and explore the ideal student experience
  - Explore and learn the key role of assessment and grading in ensuring happy, proud and confident students

# *Teaching and Learning*

- Identifying and describing the role of teachers (including the teacher union), administrators (school and district), and the board in creating and sustaining an environment of excellence in teaching, instructional leadership that leads to happy, proud and competent students.
- Define the measures (impact) for teaching, learning and the student experience

Come to a common definition and vision for...

- Equity
- Teaching and learning
- Student experience
- Instructional Leadership

# Rdale: Our Core Business is *Teaching and Learning*

Everything else is in service to our students:

- Teacher Influence Reflection
- Grounding in Research: Elmore Article
- Excellence in Teaching (Effective Instruction): Core Instruction (4D)
- Excellence in Instructional Leadership (5D)
- Academic Visioning and Common Definitions





ROBBINSDALE  
Area Schools

# Share with the group

Share story of a teacher  
who influenced you!





ROBBINSDALE  
Area Schools

# What's at the core?

- How did **Rdale's current programming** support—or fall short of—what your research revealed?
- Let's identify the **core of the innovative strategies** you explored





ROBBINSDALE  
Area Schools

# What's at the core?

This has to happen in everything... We know we don't have excellence in teaching, YET!





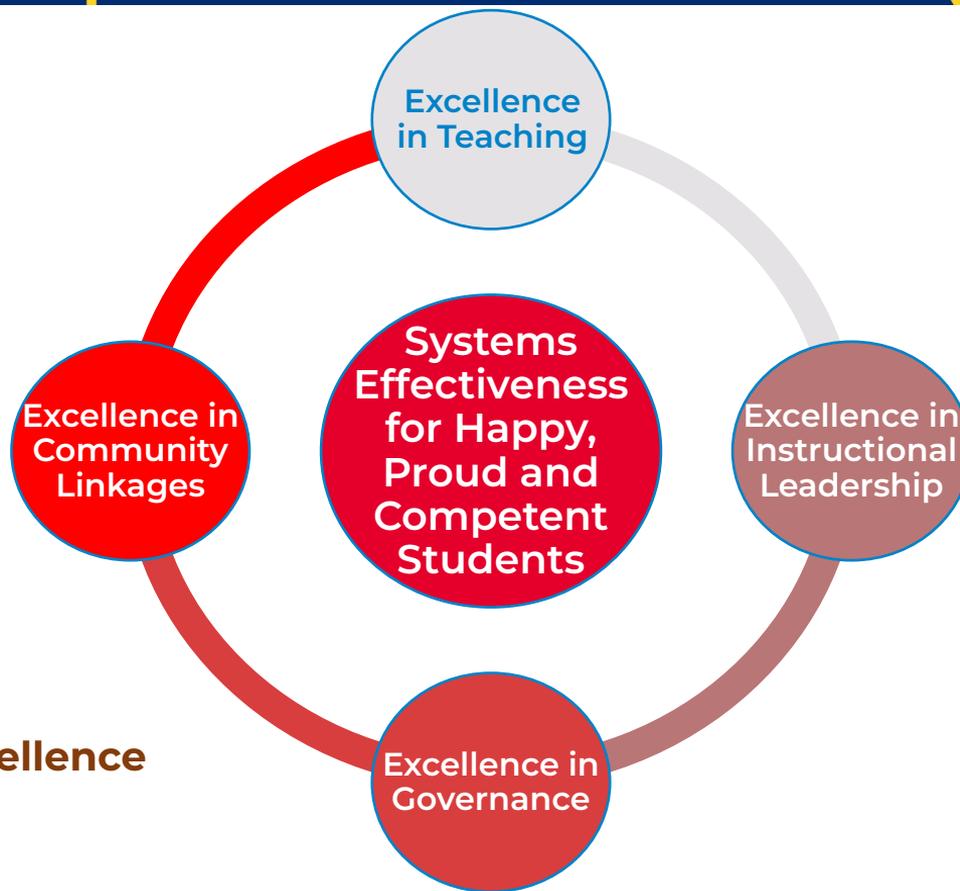
ROBBINSDALE  
Area Schools

# The goal: happy, proud and competent students





ROBBINSDALE  
Area Schools



**Operational Excellence  
Embedded**



ROBBINSDALE  
Area Schools

# Strategic priorities

- Academic Achievement
- Student Engagement and Wellness
- Collaboration and Partnerships
- Staff Investment and Impact



(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**

Believe. Belong. Become.

# Pathway to our priorities

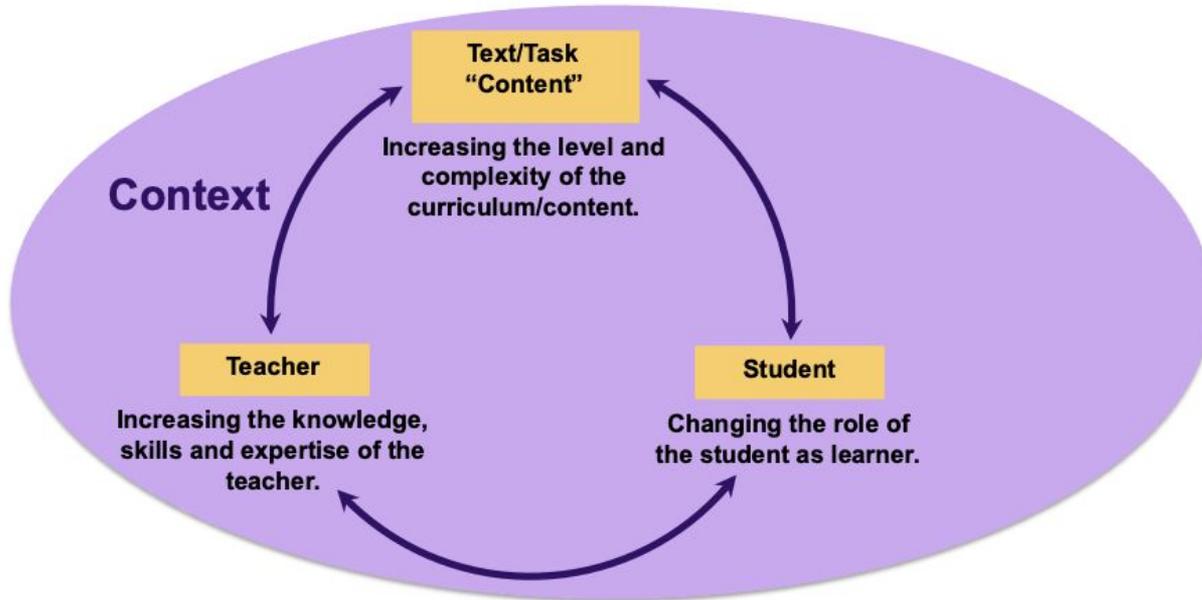


Adapted from the Center for Educational

# Pathway to our priorities

The Instructional Core:

THE INSTRUCTIONAL CORE: We can increase student learning by...





ROBBINSDALE  
Area Schools

# Vision 2030

What's our vision  
for Teaching?





ROBBINSDALE  
Area Schools

# Vision 2030

What's our vision  
for Instructional  
Leadership?



# 2025-26 budget update

Budget studied and  
compensatory funding  
discrepancy discovered

SEPT-OCT, 2024



Town Hall meeting at  
Cooper High School to  
share budget issue

NOV. 20, 2024



Town Hall meeting at  
Armstrong High School to  
share budget issue

JAN. 23, 2025



Budget issue presented at  
School Board meeting

NOV. 18, 2024

Start developing list of  
potential reductions for  
2025-26

NOV. 2024

School board action on  
proposed reductions  
School board adoption of  
2025-2026 preliminary  
budget

MARCH-JUNE

# Multiple Areas of Review

Areas of review in different stages of that process:

- **Open Enrollment Transportation:** Policies and options for Minneapolis zip codes
- **Class Size Ratios:** Balancing staffing levels to optimize learning environments
- **Middle School:** Evaluating structure and programming for middle school success



*This work is guided by stakeholder input and data analysis to shape decisions and recommendations.*

# Multiple Areas of Review

Areas of review in different stages of that process:

- **Program Offerings:** Assessing programs to ensure alignment with district priorities
- **Service Models:** Reviewing service levels to maintain quality and efficiency
- **Organizational Structure:** Analyzing the most efficient district and department staffing model



*This work is guided by stakeholder input and data analysis to shape decisions and recommendations.*

# Multiple Areas of Review

Areas of review in different stages of that process:

- **Activities and Athletics:** Evaluating activity offerings to balance opportunities and financial sustainability
- **Bell Times and Walk Zones:** Reviewing schedules and transportation policies for efficiency and student impact



*This work is guided by stakeholder input and data analysis to shape decisions and recommendations.*



# FY26 Preliminary Reduction Targets

**AREA: DISTRICT**

**REDUCTIONS**

**➔ \$15.76-17.76 million**

## DETAILS

### PROPOSED AREA OF REDUCTION

- ESC administration **\$1,185,750**
- ESC other staff **\$852,100**
- School-based reductions **\$13M-\$15M**
- Transportation **\$728,000**

**TOTAL: \$15,765,850 to \$17,765,850**

# FY26 Preliminary Reduction Targets

AREA: **ESC**

**REDUCTIONS**  
➔ **\$2,037,850**

**% OF ESC  
STAFFING  
BUDGET:**  
➔ **17.18%**

## DETAILS

### ADMINISTRATION

**-\$1,185,750**

- Exec Directors 2.0 FTE
- Program Director 8.86 FTE

### OTHER ESC STAFF

**-\$852,100**

- Program Assistants 1.5 FTE
- TOSA 5.0 FTE
- AFSCME 1.0 FTE

### NOTES

- **With last year's \$2.83 million cut, the ESC faces a *two-year reduction of over 30%*.**





# FY26 Preliminary Reduction Targets

**AREA:**

**Transportation**

**REDUCTIONS**

➡ **\$728,000**

**PERCENT OF  
TRANSPORT  
BUDGET:**

➡ **4%**

## DETAILS

### TRANSPORTATION

- Minneapolis transportation **-\$264,000**
- Bell times and walk zones **-\$437,000**
- Activity bus reductions **-\$27,000**

**TOTAL: -\$728,000**

# Vision Team: District Champions

- Come to Listening Time and share your truth
- Become a trusted, key communicator
- Consider the multitude of ways you can be in service to the school district



# Key messages and Closure Activity

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





ROBBINSDALE  
Area Schools

# Thank You

