

Agenda
School Board Work Study Session
January 11, 2022
7:00 PM

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Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-1

Agenda Topic: 2021-2022 Budget Update

Meeting Date: January 11, 2022

Contact Person: Shari Thompson

Background:

Director of Business Services Shari Thompson will provide an update on year-end June 30, 2021, final numbers and proposed revisions to the general fund budget for 2021-2022.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-2

Agenda Topic: 2022-2023 Budget Parameters and Timeline
Meeting Date: January 11, 2022
Contact Person: Shari Thompson

Background:

The 2022-2023 budget parameters and timeline have been prepared in accordance with the annual budget process. The budget parameters have been developed to maximize learning and focus resources on equity and quality education for all students.

Director of Business Services Shari Thompson will review the budget parameters and development timeline.

Recommendation:

Action Required Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
PROPOSED GENERAL FUND BUDGET PARAMETERS
2022-2023
01/04/21

The district is in the process of preparing its 2022-2023 budget. The district continues to be in unprecedented times with the ongoing pandemic and the budget is being prepared based on the data that we currently have. Parameters are general guidelines based on our best estimates with current information. Current budget planning assumptions are listed below. Should these parameters need to be adjusted during preliminary budget development, they will be brought back to the board for approval.

Board policy states *“the school district will strive to maintain a minimum unassigned general fund balance of 3 percent of the annual budget”*. Given this fiscal expectation, the school district is proactively planning to make appropriate adjustments, including any required reductions and shifts to reduce general fund expenditures in the 2021-22 budget, and presenting the board with a budget that at minimum, maintains the 3% target.

Finance/Revenue Parameters

The per-pupil basic general education formula allowance is currently \$6,728. The MN Legislature increased the formula allowance by 2% or \$135, for a total basic formula allowance of \$6,863 in 2022-2023.

Operating referendum revenue continues to be based on Adjusted Pupil Units (APU). Thanks to the support and generosity of the Roseville Area Schools community and resulting recent passage of an increased 10-year operating referendum levy, the operating levy revenue will increase by \$915 per pupil effective in FY23, generating approximately \$1,877 per APU. In addition, the district will continue to receive \$724 per APU in Local Option Revenue.

Levy revenue will be based on the 2021 Pay 2022-23 Certified Levy.

Enrollment Parameters

Enrollment will be projected using February 1, 2022, enrollment. Total enrollment as of January 3, 2022, is 7,189 students compared to the 7,406 students originally projected to attend in the current year. Enrollment will be monitored and adjusted through the spring as more information becomes available.

Expenditure Budget Parameters

Focus resources on equity and student achievement

Staffing adjustments will match enrollment changes and align with class size ranges for all sites.

Class size ranges will be reduced by 2 students at each of the current targets per grade in all grades 1-12. The following will be used for target section averages:

- Kindergarten – 22
- Grades 1-3 – 26
- Grades 4-6 – 31
- Grades 7-8 – 33
- Grades 9-12 – 34

Student support resources including those for social emotional learning and mental health supports will be added across the district.

The district is currently exploring the option of adding a Distance Learning Academy for the new school year. This could potentially be a full grade 1-6 program and supplemental offerings for grades 11 and 12.

Estimated salary settlements for upcoming contract negotiations will be included.

District contributions to medical insurance premiums are estimated to remain at the current negotiated level for all groups, unless included in negotiated settlement budget costs.

Dental, Life, and LTD insurance contributions are estimated to remain at the current budgeted level.

Outside contractor fees including transportation and contracted substitute teacher services rates will be examined to determine the estimated cost increase due to the employee shortages in these areas.

Utility costs will be based on multiple year average usage with consideration given to current rates (2-3% increase).

Federal CARES funds will be used to partially offset operating deficits as well as provide additional remedial and enrichment programming both inside and outside of the regular school day/year.

Federal program expenses will be equal to the program revenue.

Staff Development, Learning & Development, Safe Schools Levy, Health & Safety, Long-Term Facilities Maintenance (LTFM), Operating Capital and all other mandated reserve categories will be spent in compliance with statute.

Input

The process to build the proposed 2022-2023 budget will include several opportunities for input from various sources including the following:

School Board – The first official action that begins the process of budget development was the approval of the payable 2022 tax levy, which occurred on December 14, 2021. The board also provides guidance and input to the budget development process by approving the 2021-22 revised budget, the 2022-23 proposed budget timeline, and discussion of these preliminary 2022-23 budget assumptions. 2022-23 budget updates will continue to be provided regularly at board meetings until the board adopts the Preliminary 2022-23 Budget on June 28, 2022.

Finance Advisory Committee – Committee membership includes community residents, the director of business services, superintendent, and board treasurer. The group meets quarterly to discuss and advise administration and the school board on economic and school finance issues and to build community trust in school district finances.

District Leadership - This group meets regularly and budget development is included on agendas.

Principals and Program Supervisors - Instructional leaders will provide input and shared decision making for budget adjustments, staffing and program needs.

Other stakeholder feedback – District administration is conducting ongoing feedback input sessions with various stakeholders including staff, students, families, and community members.

In addition to the budget presentations at regularly scheduled school board meetings, an annual budget hearing will be held prior to final adoption of the preliminary budget by the school board. The annual budget hearing is scheduled for May 24, 2022, at the District Center. This meeting will seek feedback in assessing budget recommendations.

**Roseville Area Schools – ISD 623
Administrative Leadership
2022-2023 Proposed Budget Planning Timeline**

Date	Budget Event	Action
June 2021	2021-2022 Budget Approved	Board Approval
September 21, 2021	Preliminary Levy set (Payable 2021; 2021-22 Revenue)	Board Approval
November 2, 2021	Community approves district's request to renew existing expiring operating levy and authorizes additional levy for 10 year period effective FY22-23 and expiring in FY31-32	District voters
December 14, 2021	Final Levy set (Payable 2021; 2021-22 Revenue) including additional voter approved authority	Board Approval
January 24, 2022	District Cabinet meeting – budget update, parameters and timeline	District Cabinet meeting
January 25, 2022	Review of 2021-22 revised general fund budget; Approve 2022-23 budget timeline and parameters.	Board meeting
January 26, 2022	Finance Advisory Committee – revised current year budget, 2022-23 budget parameters and timeline	Finance Advisory Committee
February 22, 2022	Budget update to School Board	School Board
February 25, 2022	Staffing allocations set for 2022-23	District Cabinet
March 22, 2022	Budget update to School Board as needed	Administrative report to School Board
April 26, 2022	Update the School Board on Budget development as needed	Administrative report to School Board
May 24, 2022	Prior to the regular School Board meeting, the district holds a public hearing to share the 2022-23 DRAFT general fund budget and collect any public comment	Administrative report to the public
June 14, 2022	Update the School Board on any changes made to budget	Administrative report to School Board
June 28, 2022	School Board formally adopts 2022-23 Budget	Board Approval



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-3

Agenda Topic: School Board Committee Assignments
Meeting Date: January 11, 2022
Contact Person: School Board Chair

Background:

In their roles as elected officials, board members serve on various boards and committees in and outside of the district. Each year, the board elects or appoints board members to serve in these roles. Board members also attend various advisory committee meetings or parent group meetings throughout the year. The board will discuss the committee and meeting assignments and a process to determine coverage by board members.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-4

Agenda Topic: Finalize School Board Self-Review
Meeting Date: January 11, 2022
Contact Person: Board Chair

Background:

The board will discuss the results of its annual self-evaluation. This item was tabled during the December 14, 2021, work study session.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

2021 BOARD SELF REVIEW

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Vision

Doing Well: The current strategic plan has provided strong direction and alignment of the district. Our vision and focus areas continued to serve as valuable guideposts despite drastic disruption to operations and budget due to COVID, and we have maintained our commitment to viewing decisions and direction through an equity lens. We are also aligned strategically with the World's Best Workforce legislation.

Improvement Opportunity: Think about creating a dashboard or other mechanism for easily and quickly reviewing key performance indicators of how we are doing in meeting strategic objectives. However, consider what should be the appropriate emphasis on measurable student achievement goals, which can actually be a distraction in the effort to educate our students deeply and equitably. We are also in an excellent position to deeply engage with our community on a renewed strategic planning initiative, to collectively prioritize district goals with the benefit of the recently approved operating levy.

Conduct and Ethics

Doing Well: We are a high-performing board that has done a good job of meeting standards, especially in light of significant challenges in this past year. We have listened civilly and considerately to much diverse public commentary regarding equity, LGBTQ inclusion, COVID mitigation, etc., and we have remained respectful and united. Individually, board members continue to demonstrate devotion and commitment to their role, and if anything regret at times not being able to do more, be at more events, attend more meetings, etc.

Improvement Opportunity: An area to improve could be to create a more formalized outline of onboarding topics/steps, perhaps utilizing a mentor/"buddy system". We also could reinstitute Circle Sessions in 2022 as a valuable tool for processing challenging issues and better understanding other board member perspectives.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Structure

Doing Well: We are meeting these standards as a high-functioning board, benefitting from the generosity of our constituents. We accomplished the successful hiring of a new superintendent following the unexpected retirement of our previous superintendent. The board has worked closely with administration to track conditions and balance factors to maximize student learning in an equitable environment while keeping people safe during COVID. The upgrade of the physical structures funded by the 2017 bond referendum are almost fully complete.

Improvement Opportunity: We may benefit from challenging ourselves to consider new ways to keep providing a safe and secure environment during a pandemic and national unrest. With the recent passage of the operating levy we have an excellent opportunity to be creative and to think outside the box when it comes to providing mental health supports for our students and staff.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Accountability

Doing Well: The board is meeting expectations in this area. We use achievement data and other key metrics to assess progress towards district goals. That being said, during the pandemic, the lack of MCA and other key data that is comparable over time has made this less informative than usual. We also are very intentional in annually evaluating the superintendent’s performance and with providing feedback.

Improvement Opportunity: As also noted in the strategic goals focus area, an area of improvement could be to focus on other indicators for assessing progress, especially during a pandemic, instead of traditional student achievement data. This would not necessarily eliminate traditional achievement data or methods, especially since the district is required to collect and assess these data, but we are in a world now with new ways of learning and we could benefit from re-thinking how we assess progress. We also could better clarify for ourselves what the meaningful distinction may be between “monitoring data” and “management data”.

Advocacy and Communication

Does Well: The board is meeting these benchmarks with flying colors, especially noteworthy during an ongoing pandemic. We are for the most part a highly visible and impactful board in the larger sphere of “schoolboardom”, in our participation with local and state governments advocating for our district, as well as active participation in groups such as AMSD and MSBA and various initiatives. Communication with stakeholders via e-mail has been over-the-top thorough and considerate; the current chair has taken board responses extremely seriously, and while his detailed responses to their questions and comments have perhaps on occasion argued at the limits of board consensus, it has been done with impressive integrity. This is particularly important during a period when the public participation in and monitoring of our work is at an all-time high.

Improvement Opportunity: An opportunity for improvement would be continuing to deepen our communication to non-traditional stakeholders within the community. How are we as a board reaching out to community members who don't have children in the district? How are we building trust amongst community members who have concerns with our equity vision and our strategic plan? Our board, like others across the state, has had to deal with community members who are angry and don't trust us. As we embark on strategic planning, we have an opportunity to engage a broad array of community members/viewpoints and work to strengthen trust, define a set of community values, and build a unified vision for the future. In helping accomplish this, we might also consider developing a communications strategy and/or public relations strategy related directly to the school board, complementary to but distinct from the district's.

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.