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## School Board of Robbinsdale Area Schools

Work Session – December 7, 2020

**AGENDA SECTION:** Work Session

**ITEM:** 1. Curriculum Updates (40 minutes)

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**COMMENTS BY:** Marti Voight, Interim Assistant Superintendent; Carla Reeck, Director of Curriculum; Matt Pletcher, Interim Director of Secondary Curriculum; and Principals Toni Boyden, Dr. Frank Herman, and Erick Norby

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The School Board will be provided a curriculum update including:

- LETRS update
- High School update on the BARR program, schedules, AP/IB, and grad plans

An opportunity for Q & A will take place during the allotted time on the agenda.



# Curriculum & Instruction LETRS/High School Update

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School Board Meeting  
12.7.20



ROBBINSDALE  
Area Schools

Individual focus. Infinite potential.

# LETRS



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Language Essentials for Teachers of Reading and Spelling

# What & Why LETRS?

- **78% of the schools were deemed inadequate in providing preparation for teaching struggling readers\***
- LETRS is a course of study that takes best-practice research and provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student.
- Teachers, not programs, teach students how to read
- LETRS is the lens with which we view our tools & practices

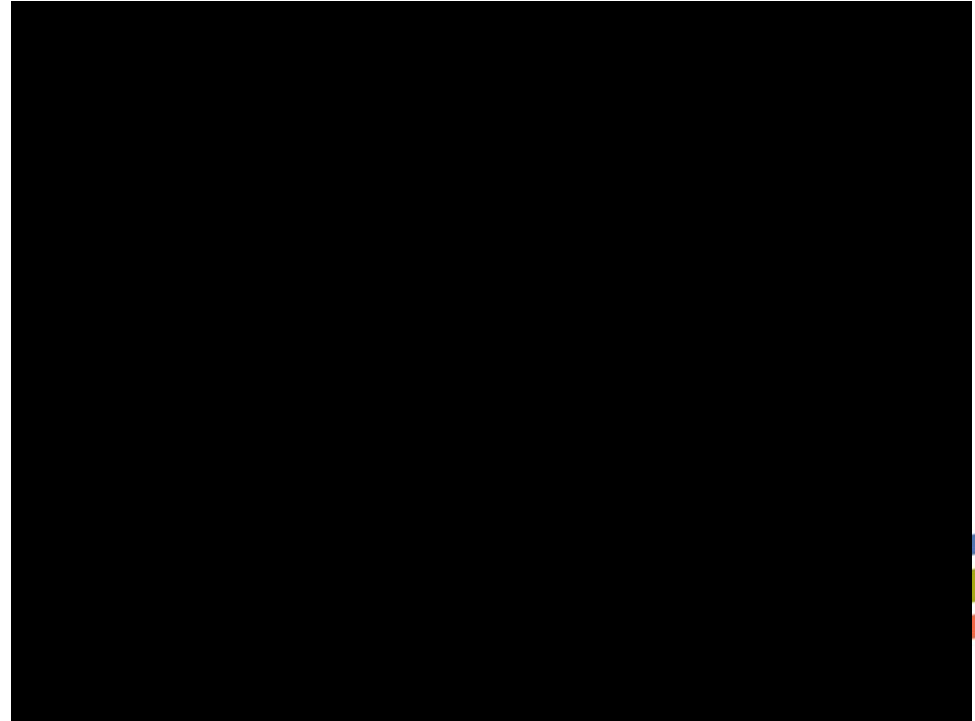
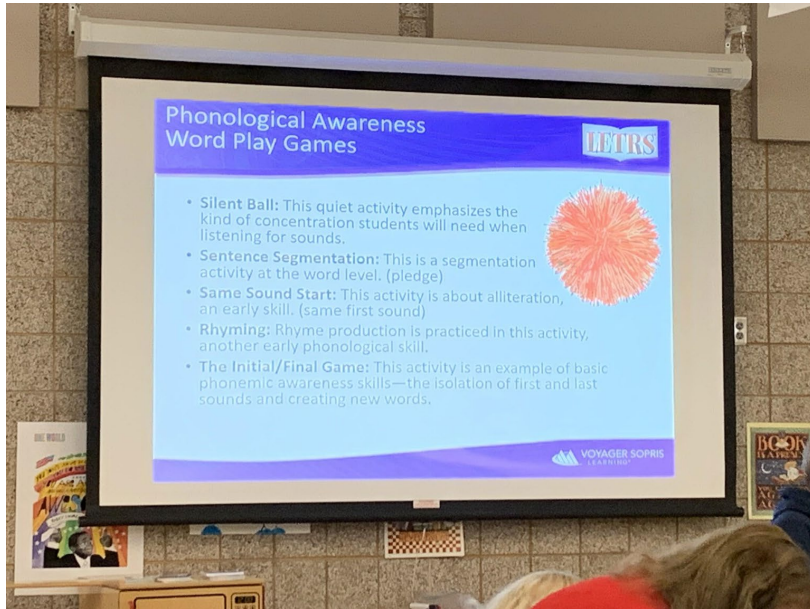
# LETRS Timeline

<b>Fall 2017</b>	Special Education explored LETRS
<b>Fall 2018</b>	RAS leadership explored LETRS further
<b>Winter 2019</b>	<p>Further exploration from RAS Leadership included:</p> <ul style="list-style-type: none"> <li>● Feedback from the Board of Education, staff, administrators, and families.</li> <li>● RAS leadership connected with Voyager Sopris and attended training in Alexandria</li> </ul>
<b>March 2019</b>	<ul style="list-style-type: none"> <li>● LETRS Recommendation plan developed and shared with multiple stakeholders.</li> <li>● RAS leadership connected with other school districts that has gone through LETRS.</li> </ul>
<b>April 2019</b>	<ul style="list-style-type: none"> <li>● RAS leadership explored other options (Step By Step Learning)</li> <li>● LETRS plan was updated after more stakeholder meetings</li> </ul>
<b>May 2019</b>	<ul style="list-style-type: none"> <li>● LETRS plan shared with elementary buildings</li> </ul>

## LETRS Timeline 2019-2020 SY

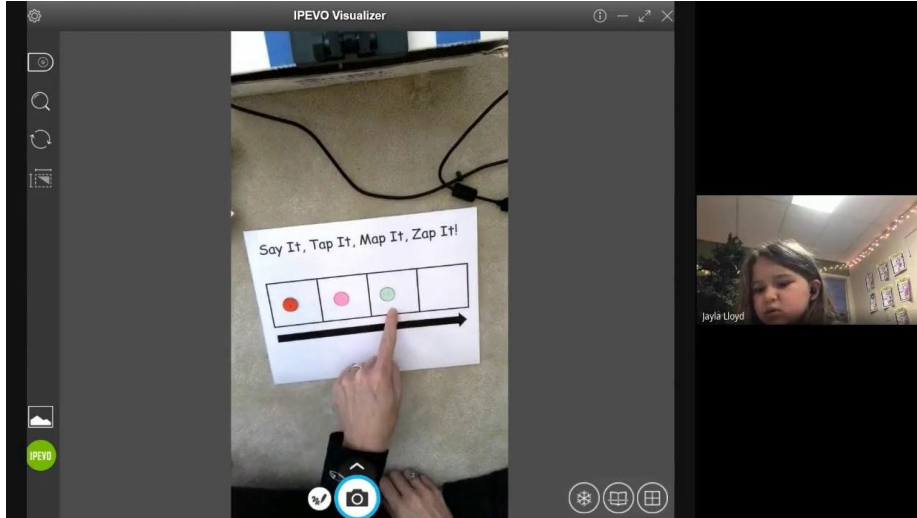
<b>June 2019</b>	<ul style="list-style-type: none"> <li>● RAS Leadership LETRS training (units 1-4)</li> </ul>
<b>2019-2020 School Year</b>	<ul style="list-style-type: none"> <li>● First wave of staff trained             <ul style="list-style-type: none"> <li>○ August: 4 cohorts trained in unit 1 (in person)</li> <li>○ October: 4 cohorts trained in unit 2 (in person)</li> <li>○ March: 4 cohorts trained in unit 3 (in person)</li> <li>○ May: 4 cohorts trained in unit 4 (webinar)</li> </ul> </li> <li>● LETRS consulting sessions with teachers and administrators</li> </ul>
<b>Summer 2020</b>	<ul style="list-style-type: none"> <li>● RAS Leadership LETRS training (units 5-8)</li> <li>● RAS Facilitator training (units 1-4)</li> </ul>

# LETRS Training in Action



Individual Focus. Infinite Potential.

# LETRS examples



Beth Wolter - phoneme mapping,  
phonemic awareness, substitution

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Katie Milliren - compound words,  
phonemic awareness, onset-rime,  
substitution

Individual Focus. Infinite Potential.

# 20-21 School Year LETRS Professional Learning Plan

## LETRS Units 1-4 Participants:

- Gr 2
- HS/New EL
- SPED
- Interventionists
- New Kinder/1st
- C&I Staff
- RSI K-2

	Nov 16 & 19	Dec 10 & 17	Feb PD Day	April PD Day
20-21 SY	(2 days/3 hours)  <b>Unit 1:</b> C&I Staff and other district level staff	(2 days/3 hours)  <b>Unit 2:</b> C&I Staff and other district level staff	<b>Unit 1</b>  Cohorts lead by RAS LETRS Facilitators	<b>Unit 2</b>  Cohorts lead by RAS LETRS Facilitators

## LETRS Units 5-8 Participants :

- 19/20 SY LETRS Participants
  - K-1 teachers
  - Elem/MS EL
  - SpEd

	Oct PD Day	Nov PD Day	Feb PD Day	April PD Day
20-21 SY		<b>Unit 1-4 Refresher</b> Modules (Asynchronous)	<b>Unit 5</b> *Voyager Sopris	<b>Unit 6</b> *Voyager Sopris

# Leadership Spring and Summer '21 Work

<b>Leadership Spring '21</b> Principals, Directors (Curriculum and Instruction, Special Ed and English Language) and Curriculum and Instruction Specialists	<b>Summer '21 Work</b>	<b>Workshop Week '21</b>
Work with LETRS consultants to work on next steps to continue implementation and fidelity	Create tight/loose expectations for the '21-'22 School Year	Review of LETRS content and expectations

**LETRS Units 1-4****Participants:**

- Gr 2
- HS/New EL
- SPED
- Interventionists
- New Kinder/1st
- C&I Staff
- RSI K-2

# 21-22 School Year LETRS Professional Learning Plan

	Oct PD Day	Nov PD Day	Feb PD Day	April PD Day
21-22 SY	<b>Unit 3</b> C&I Staff and other district level staff lead by RAS LETRS facilitators	<b>Unit 3</b> <b>Cohorts lead by</b> RAS LETRS Facilitators	<b>Unit 4</b> C&I Staff and other district level staff lead by RAS LETRS facilitators	<b>Unit 4</b> <b>Cohorts lead by</b> RAS LETRS Facilitators
	<b>Unit 1</b> New K-2 Staff (consider adding MS Reading Teachers)	<b>Unit 2</b> New K-2 Staff (consider adding MS Reading Teachers)	<b>Unit 3</b> New K-2 Staff (consider adding MS Reading Teachers)	<b>Unit 4</b> New K-2 Staff (consider adding MS Reading Teachers)

**LETRS Pre-K Participants**

21-22 SY		<b>Day 1</b> *Voyager Sopris	<b>Day 2</b> *Voyager Sopris	<b>Day 3</b> *Voyager Sopris
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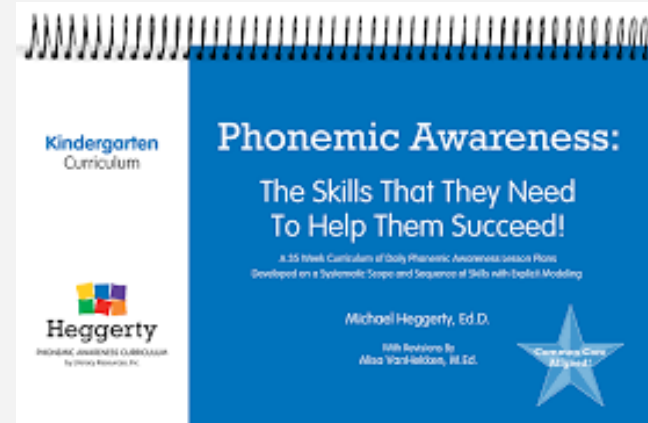
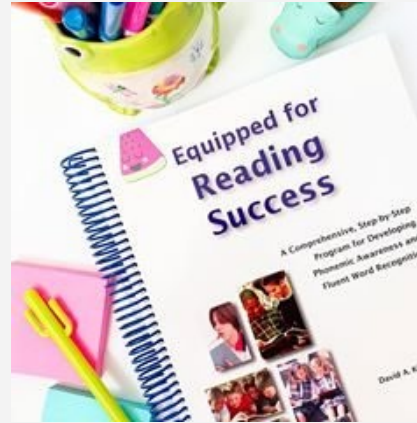
**LETRS Units 5-8 Participants:**

- 19-21 SY LETRS Participants (K-1 teachers, SpEd, Elem/MS EL teachers)

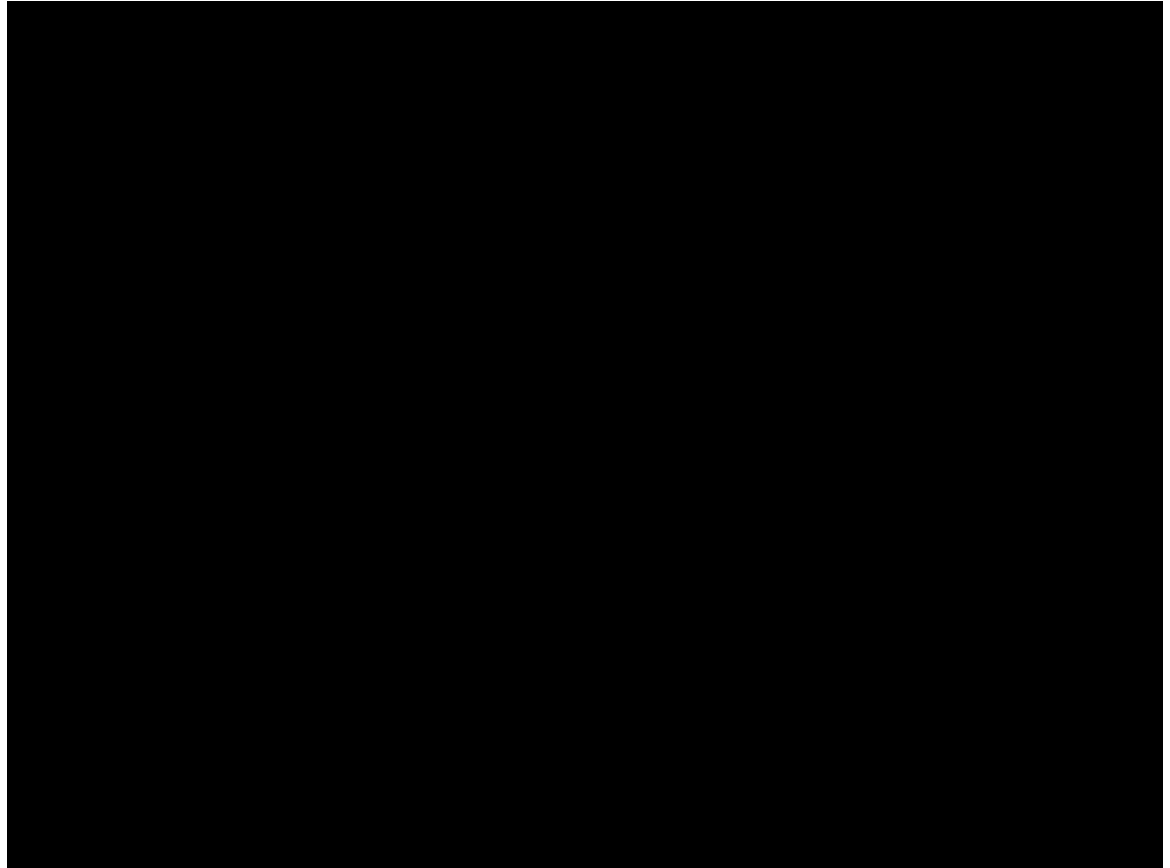
21-22 SY	<b>Unit 7 Part 1 (3 hours)</b> *RAS (if we train 8 more facilitators)	<b>Unit 7 Part 2 (3 hours)</b> *RAS (if we train 8 more facilitators)	<b>Unit 8 Part 1 (3 hours)</b> *RAS (if we train 8 more facilitators)	<b>Unit 8 Part 2 (3 hours)</b> *RAS (if we train 8 more facilitators)
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# LETRS Learning is Infused throughout the day

- Literacy Block Phonemic Awareness support with Kilpatrick & Heggerty Resources
- Phonics Instruction with Benchmark Phonics Workshop 2020
- Assessment used to inform & differentiate instruction (PRESS, PAST, LETRS Phonics, Benchmark assessments, FAST, etc...)



What  
teachers have  
to say about  
LETRS



# High School Update



# Graduation Rates and ACT

## Armstrong

### Graduation Rate

- ❑ 2018: 88.3%
- ❑ 2019: 89.7%

### ACT (Class of 2020)

- ❑ 2017: 21.1
- ❑ 2018: 21.0
- ❑ 2019: 20.7
- ❑ 2020: 21.1

## Cooper

### Graduation Rate

- ❑ 2018: 86.2%
- ❑ 2019: 87.0%

### ACT (Class of 2020)

- ❑ 2017: 18.1
- ❑ 2018: 17.3
- ❑ 2019: 17.0
- ❑ 2020: 17.7

## RA: Highview

### Graduation Rate

- ❑ 2018: 20.6%
- ❑ 2019: 34.3%

### ACT (Class of 2020)

- ❑ 2017: 12.8
- ❑ 2018: 13.5
- ❑ 2019: 13.1
- ❑ 2020: 12.6

\* Additional ACT data will be presented at a future board meeting.

# 9-12 Graduation Planning

## Grade Level Teams For Each Grade Meets Weekly

- Assistant Principal
  - Counselor
  - Personal Learning Coach
  - Social Worker, Psychologist
  - Culture and Climate Specialist
- ✓ Reviews Grade Level Data (NCs, Attendance, Behavior, Grades)
  - ✓ Individual Intervention Plans <sup>17</sup>

# Armstrong High School



## AP Program

- Research consistently shows AP students are more likely to enroll and stay in college, do well in their classes, and graduate in four years.
  - 632 Students in AP. 30% Students of color 2019 27%
    - 1038 AP Exams Taken
      - 64% 3 or Higher
        - Exams are out of a score of 5
        - Students that receive a 3 or higher receive college credit



# Armstrong High School



- **32 AP Scholar with Honors**
  - Granted to students who receive scores of 3 or higher on three or more AP Exams
- **77 AP Scholar with Distinction**
  - Granted to students who receive an average score of at least 3.25 on all AP Exams taken
- **8 National AP Scholar**
  - Granted to students in the US who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams



# Armstrong High School



- Armstrong is one of 14 schools that offer the AP Capstone Program in the state of Minnesota
- AP Capstone is a diploma program based on two year long AP courses; AP Seminar and AP Research
- Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, timemanagement, and presentation skills students need for college-level work

# Cooper High School



## College and Career Programing

- IB: 44 10th grade students completed the Personal Project
  - 25 DP (Diploma Program) level courses offered for 11/12 Grades
    - 580 Students in IBDP (2019/20)
    - 320 IBDP Exams Taken (2019/20)
      - Scores went up in 15 out of the 17 tested areas from 2019 to 2020
- Four AP courses offered for 9/10 Grades
  - 218 Students in AP (2019/20) <sup>21</sup>
  - 269 AP Exams Taken (2019/20)



# Cooper High School



## College and Career Programing

- Percent of students increased from 34% (2014/15) to 68% (19/20) in all IBDP, PLTW (Project Lead The Way), AP and Concurrent courses offered at Cooper.
- Percent of students of color increased from 42% (2014/15) to 71% (2019/20) in all IBDP, PLTW, AP and Concurrent courses offered at Cooper.
- All students will take a Diploma Level Language Arts IBDP Course in 11th and 12th grade.



# Cooper High School



## College and Career Programing

- New courses for the 20.21 school year added to further develop career and skilled trades
  - FACS (Family and Consumer Science) courses in Independent Living Skills
  - IBDP Business Management
  - AP Environmental Science
  - Theater
  - Dance



# Robbinsdale Academy



Current Enrollment: **280 Students**

**December 2019: 13 Graduates**

**June 2020 Graduates: 58 students**

**December 2020 Graduates: 10 students**

**Today: 47 students need less than credits to graduate**

# Robbinsdale Academy



Highview runs on 6 cycles. Each cycle consists of approx. 25 days. Students are able to earn a minimum of 4 credits per cycle. Students have three blocks of core curriculum and one block of advisory.

## 2019 Credits Earned

### Credits Earned

Cycle 1: **32**

Cycle 2: 194

Cycle 3: 139

Cycle 4: 67

Cycle 5: 91

Cycle 6: 324

Cycle 1: 149

## 2020

Cycle 2: **233**

Cycle 3 (so far): **40**

# Robbinsdale Academy



Intervention reasons for increase in credits:

1. MTSS targets students with 80% attendance rates who are not earning credits. These students become the focus.
2. Weekly goal setting with advisors.
3. Each student is given a reading screener. Students are then placed in a reading plus course if scores show the need.
4. Students are provided a connection survey every cycle. Students who state they do not have a connection are reached out to by specific staff to build relationships.
5. Extended hours to meet students needs in the evening.
6. Modified schedules for students who are working full-time jobs.

# Robbinsdale Academy



The total number of students earning a regular high school (HS) diploma and who enrolled in any Institution of Higher Education (IHE) within 16 months of graduation. Note: Data for 2018 graduates is considered preliminary because it does not reflect a 16 month enrollment period.

Organization name	Number of students earning HS diploma	Number enrolled in any IHE within 16 months	Percent enrolled in any IHE within 16 months
Statewide	59,858	43,282	72%
Robbinsdale Public School District	796	552	69%
Highview Alc	40	19	48%



# *Excellence* is Our Standard

At Robbinsdale Area Schools, we are dedicated to  
Academic Excellence for *ALL* Students!

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Area Schools

## School Board of Robbinsdale Area Schools

Work Session – December 7, 2020

**AGENDA SECTION:** Work Session

**ITEM:** 2. Update: World's Best Workforce Report Updates (30 minutes)

**COMMENTS BY:** Marti Voight, Interim Assistant Superintendent; Carla Reeck, Director of Curriculum; Matt Pletcher, Interim Director of Secondary Curriculum; Tamuriel Grace, Director of Achievement & Integration; Anh Tran, Director of Early Childhood and Multilingual Programs

The School Board will be provided an update on the World's Best Workforce report (due December 15, 2020 to MDE). A public hearing is scheduled Wednesday, December 9 at 5 p.m.

An opportunity for Q & A will take place during the allotted time on the agenda.



# World's Best Workforce Data Update

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**Robbinsdale Area Schools**

December 9, 2020

# World's Best Workforce (WBWF) Goals and Results (2019-2020)

- All Students Ready for School
- All Students in Third Grade Achieving Grade-Level Literacy
- Close Achievement Gap(s) Between Student Groups
- All Students Career and College Ready by Graduation
- All Students Graduate


# Unified District Vision Goals

- Implement policies and practices that open pathways to academic excellence for all students
- Utilize culturally responsive teaching and personalized learning for all students
- Engage family and community members as partners
- Engage and empower students by amplifying student voice

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Individual Focus. Infinite Potential.

Adopted March 3, 2014



## Excellence is the Standard

**Unified District Vision: High Intellectual Performance Through Equity**

**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.

**Unified 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, focusing on strengths related to:

- Race
- Culture
- Ethnicity
- Home or First Language
- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation
- Age
- Ability
- Religion
- Physical Appearance

**The Unified District Vision Consists of Four Key Goals:**

1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students
3. Engage family and community members as partners
4. Engage and Empower students by amplifying student voice

**STRATEGIC PRIORITIES**

**Kindergarten Readiness:**  
Provide high-quality early learning programs to ensure all students are kindergarten ready.  
**Measures:** Formative Assessment Systems for Teachers (F.A.S.T.)

**Third Grade Reading Proficiency:**  
Provide differentiated learning experiences to ensure all third grade students achieve grade level literacy.  
**Measures:** MCA and \*F.A.S.T.

**High School Graduation:**  
Ensure every student graduates from high school career, articulated skilled trades and college ready.  
**Measures:** High School Graduation Rate

**Standards:**  
All staff will teach the state standards \*pre-K-12, \*adult academic  
**Measures:** Danielson model

**Central Office Capacity:**  
Build central office capacity to deliver services in a timely manner to influence student academic achievement.  
**Measures:** \*Downey walk-through, \*implementing efficient operational strategies and \*customer service training

**Middle School \*Transition:**  
Ensure a smooth academic and social-emotional transition to and from middle school.  
**Measures:** \*\*Where Everyone Belongs (W.E.B.) transition program and \*College Board recommended curriculum (SpringBoard)

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Adapted (\*) indicates School Board approved modifications: 11/15/2018


# Strategic Priorities

- **Kindergarten Readiness:** Provide high quality early learning programs to ensure ALL students are kindergarten ready.
- **Third Grade Reading:** Provide differentiated learning experiences to ensure ALL third-grade students achieve grade level literacy.
- **High School Graduation:** Ensure every student graduates from high school career, articulated skilled trades, and college ready.
- **Standards:** ALL staff will teach the state standards (pre-K-12, adult academic).
- **Central Office Capacity:** Build central office capacity to deliver services in a timely manner to influence student academic achievement.
- **Middle School Transition:** Ensure a smooth academic and social-emotional transition to and from middle school.

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Adapted (\*) indicates School Board approved modifications: 11/15/2018

# Robbinsdale Area Schools

The **Equity Vision** for Robbinsdale Area Schools is that:

1. Children of diverse race, culture and income succeed in school and achieve at high levels.
2. School and classroom climate is improved for all students and staff.

The **Equity Goals** of Robbinsdale Area Schools are:

1. Increase Cultural Understanding
2. Culturally Competent Teachers & Multicultural Curriculum
3. Equity in Access & Opportunity
4. Increased Staff Diversity, Modeling & Mentoring
5. Increased Parental Involvement & Empowerment
6. Community Understanding & Support

# Equitable Access to Excellent Teachers

- The majority of district teachers are experienced teachers (defined as having taught more than three years)
- Our teachers overwhelmingly meet the state definition of highly qualified and only a few of our teachers have required RAS to request a variance.
- As a highly diverse district, our hiring standards have ensured appropriate licensure for our teaching staff.

Experience	2018-2019	2019-2020
Less than 3 Years	20.3%	22.6%
3-10 Years	25.6%	31.4%
More than 10 Years	54.10%	46.0%

# Diversity of RAS Teachers

Although RAS teachers meet the standard of highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect their diversity.

Race /Ethnicity	Students	Licensed Staff	Non-Licensed Staff
	17-18	17-18	17-18
African Am/Black	30%	4%	18%
American Indian	0.6%	0.1%	0.3%
Asian/ Pacific Islander	7%	2%	2%
Hispanic /Latino	15%	2%	4%
White	40%	92%	77%
Two or More Races	8%	n/a	n/a

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# Diversity of RAS Teachers

Although RAS teachers meet the standard of highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect their diversity.

Race /Ethnicity	Students	Licensed Staff	Non-Licensed Staff
	18-19	18-19	18-19
African Am/Black	30%	3%	19%
American Indian	0.6%	0.2%	0.7%
Asian/ Pacific Islander	6%	2%	3%
Hispanic /Latino	15%	2%	4%
White	39%	93%	75%
Two or More Races	9%	n/a	n/a

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# Diversity of RAS Teachers

Although RAS teachers meet the standard of highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect their diversity.

Race /Ethnicity	Students	Licensed Staff	Non-Licensed Staff
	19-20	19-20	19-20
African Am/Black	30%	4%	21%
American Indian	0.6%	0.2%	0.9%
Asian/ Pacific Islander	6%	2%	3%
Hispanic /Latino	15%	2%	5%
White	38%	92%	71%
Two or More Races	10%	n/a	n/a

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# All Students Ready for Kindergarten

## **Goal:**

100 percent of students will have Early Childhood screening completed either before entering Kindergarten or within the first 30 days of school.

## **Result:**

98.9 percent (885/895) of Fall 2019 Kindergarten students completed screenings within the first 30 days of school.

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# All Students Ready for Kindergarten

## Goal:

For kindergarten students, the average sounds correct per minute score on the Letter Sound Fluency subtest of FAST will increase from an average of 7.4 sounds correct per minute in Fall 2019 to 37 sounds per minute in Spring 2020.

## Result:

Average (mean) Letters Sounds produced correctly per minute	Fall	Winter	Spring
2018-2019	7.6	30.1	48.4
2019-2020	7.4 sounds per minute	32.4 sounds per minute	Goal: 37.0 No scores due to pandemic

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# Third Grade Reading Proficiency

## **Goal:**

The percentage of students enrolled in third grade who score proficient on the state reading accountability assessments (MCA/MTAS) will increase from 43.5 percent in 2019 to 46.5 percent in 2020.

## **Result:**

State reading accountability assessments (MCA/MTAS) were not administered in spring 2020 due to the pandemic.

# Closing the Achievement Gap

## **Goal:**

The difference in percentage of students of color compared to White students in grades 3-8 and grade 10 who score at proficient levels on the state reading accountability assessments (MCA/MTAS) will decrease 3 percentage points, from 31.9 percentage points in 2019 to 28.9 percentage points in 2020.

## **Result:**

State reading accountability assessments (MCA/MTAS) were not administered in spring 2020 due to the pandemic.

# All Students Career and College Ready

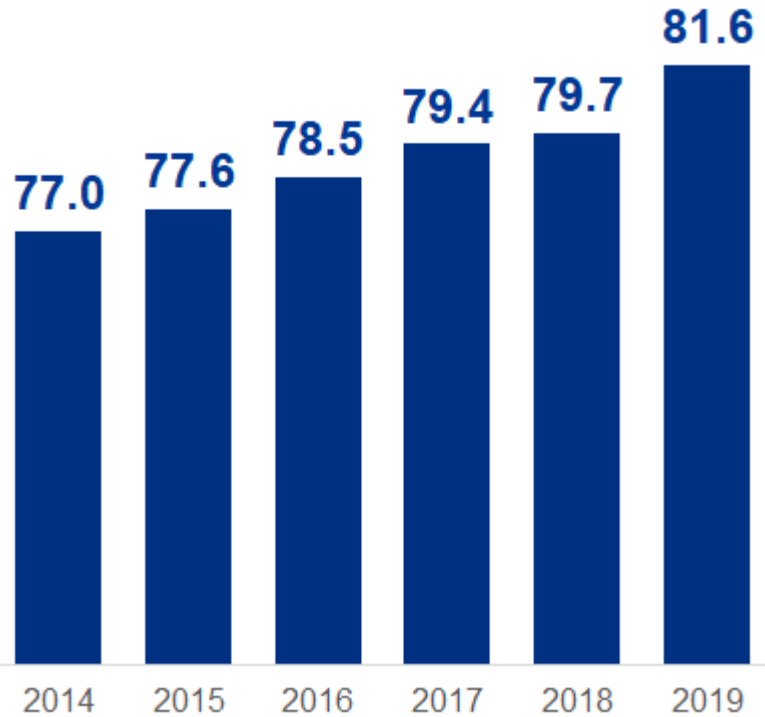
## Goal:

The percentage of grade 11 students scoring at college readiness levels on all four College Readiness Benchmarks on the ACT will increase from 20 percent in 2019 to 23 percent in 2020.

## Result:

The percentage of grade 11 students scoring at college readiness levels on all four College Readiness Benchmarks on the ACT decreased from 20 percent in 2019 to 14 percent in 2020.

# All Students Graduate



## Goal:

The four-year graduation rate will be 100 percent by 2020.

## Result:

The district graduation rate increased from 79.7 percent in 2018 to 81.6 percent in 2019.

Graduation rates have improved for five consecutive years.

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# Achievement and Integration Goal

## Goal:

Increase the intercultural student programming at the middle and high school sites from 14 percent (1 of 7 sites in 2017-2020) to 100 percent by June 2020.

## Results:

During 2019-2020 RAS implemented 15 different intercultural programs in various secondary schools.

	RMS	PMS	SMS	FAIRC	AHS	CHS	HV
AVID	X	X	X		X	X	
ACTNOW!					X	X	X
ACTNOW! Bootcamp					X	X	X
Career and College Now!					X	X	X
HBCU/HIS Research Experience					X	X	X
Social Justice Day w MPS					X	X	X
5 <sup>th</sup> grade career and college fair					X	X	X
Intercultural student groups	X	X	X	X	X	X	X
Book clubs	X	X			X		
Literacy circles	X	X			X		
Student council advisory				X			
Middle school leadership summit				X			
Ethnic Studies course					X	X	
Middle School College 4 Kids	X	X	X	X			

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## School Board of Robbinsdale Area Schools

Work Session – December 7, 2020

**AGENDA SECTION:** Work Session

**ITEM:** 3. District Updates (20 minutes)

**COMMENTS BY:** Dr. Stephanie Burrage, Interim Superintendent

The School Board will have an opportunity to hear current district updates from Dr. Stephanie Burrage, Interim Superintendent. An opportunity for Q & A will take place during the allotted time on the agenda.

## School Board of Robbinsdale Area Schools

Work Session – December 7, 2020

**AGENDA SECTION:** Work Session

**ITEM:** 4. Update: New School Board Member Orientation Timeline (15 minutes)

**COMMENTS BY:** David Boone, Chair; Dr. Stephanie Burrage, Interim Superintendent

The School Board will be provided an update on the upcoming orientation timeline (below) for new school board member, Greta Evans-Becker. An opportunity for Q & A will take place during the allotted time on the agenda.

Date/Time	Topic
December 14, 4:30 p.m.	Superintendent, Chair, Vice-Chair
December 16, 4:30 p.m.	Human Resources & Nutrition Services (30 minutes) Finance & Enrollment (45 minutes) Q&A (15 minutes)
<b>2021</b>	
January 4, 5, or 6	Meet with Deborah Keys re: Board governance (2 hours)
January 8, 9	Board Professional Development with Deborah Keys
January 13, 4:30 p.m.	Curriculum/Instruction, SpED, Assessment
January 14, 21, 28	MSBA Virtual Leadership Conference
January 20, 4:30 p.m.	Technology, Community Ed, Adult Learning
January 27, 4:30 p.m.	Communications, A&I, Buildings & Grounds, Transportation
	One-on-one meetings with Board Mentor
August 2021	MSBA Summer Seminar

## School Board of Robbinsdale Area Schools

Work Session – December 7, 2020

**AGENDA SECTION:** Work Session

**ITEM:** 5. Board Discussion: 2021 Committee & Listening Time  
Assignments, and 2021 Officers (30 minutes)

**COMMENTS BY:** David Boone, Chair

The School Board will have an opportunity to discuss committee assignments and officers for 2021 plus review the 2021 Listening Time assignments.

<b>2020/2021 School Board Listening Time Schedule</b>			
<b>**Note: All Cabinet members are invited to attend with the Superintendent.</b>			
<b>2020</b>		<b>BOARD MEMBERS</b>	
July 20, 2020	<b>Facilitator</b>	Sherry Tyrrell	
		David Boone	
		Sam Sant	
August 17, 2020	<b>Facilitator</b>	Helen Bassett	
		Pam Lindberg	
		John Vento	
September 21, 2020	<b>Facilitator</b>	Mike Herring	
		David Boone	
		Sam Sant	
October 19, 2020	<b>Facilitator</b>	John Vento	
		Sherry Tyrrell	
		Helen Bassett	
November 17, 2020	<b>Facilitator</b>	<del>Sam Sant</del>	Sub: Helen Bassett
November 2, 2020		Pam Lindberg (facilitator)	
		John Vento	
December 21, 2020	<b>Facilitator</b>	David Boone	
		Mike Herring	
		<del>Helen Bassett</del>	Sub; Sherry Tyrrell
<b>2021</b>			
January 19, 2021	<b>Facilitator</b>	Pam Lindberg	
		Sam Sant	
		Mike Herring	
February 16, 2021	<b>Facilitator</b>	John Vento	
		Helen Bassett	
		David Boone	
March 15, 2021	<b>Facilitator</b>	Sam Sant	
		Helen Bassett	
		Pam Lindberg	

April 19, 2021	<b>Facilitator</b>	Mike Herring	
		John Vento	
		Helen Bassett	
May 24, 2021	<b>Facilitator</b>	David Boone	
		Greta Evans-Becker	
		Sam Sant	
June 21, 2021	<b>Facilitator</b>	John Vento	
		Mike Herring	
		David Boone	

## 2020 SCHOOL BOARD COMMITTEE ASSIGNMENTS

Note: All committees have some date variables due to holidays and other calendar concerns.

<b>Board Committees</b>	<b>Meeting Info</b>	<b>Representative(s)</b>	<b>Alternate(s)</b>	<b>Notes</b>
Community Connect	2nd Tuesday, 5:30 p.m., every other month	David Boone, John Vent, Sam Sant		
Finance Advisory Council (FAC)	Quarterly	Sherry Tyrrell		Per bylaws, Treasurer is Council member
<b>In District Committees</b>	<b>Meeting Info</b>	<b>Representative(s)</b>	<b>Alternate(s)</b>	<b>Notes</b>
CAPP	Monthly, varies	Sherry Tyrrell		
Communications Advisory	Quarterly, varies	David Boone	Sherry Tyrrell	
<b>Community Ed Advisory (CEAC)</b>	4th Monday, 5:00 p.m.	David Boone	Sherry Tyrrell	
Gifted & Talented Advisory	Quarterly, varies	Sherry Tyrrell	Pam Lindberg	
<b>Government Advisory (GAC)</b>	2nd or 3rd Tuesday, 7:30 a.m.	Mike Herring	Helen Bassett	
<b>Interschool Council (ISC)</b>	2nd Wednesday, 9:30 a.m.	Pam Lindberg	Mike Herring	
<b>Legislative Action Coalition (LAC)</b>	2nd Wednesday, 5:30 p.m.	John Vento	Sherry Tyrrell	
<b>Redesign</b>	3rd Tuesday, 6:30 p.m.	David Boone	John Vento	
<b>Special Ed Advisory (SEAC)</b>	Monthly, Monday, varies	John Vento	Sam Sant	
Student Advisory to the Board	Thursday, varies, 6:00 p.m.	Rotating per calendar dates		
World's Best Workforce (WBWF)	Quarterly, varies	Sam Sant	John Vento	
Teacher of the Year & EA of the Year	TBD, Spring only	Pam Lindberg, Sherry Tyrrell		
<b>Out-of-District Committees</b>	<b>Meeting Info</b>	<b>Representative(s)</b>	<b>Alternate(s)</b>	<b>Notes</b>
AMSD	1st Friday, 7:30 a.m.	Helen Bassett	Mike Herring	
Brooklyn Bridge	Quarterly, Wednesday, 3 p.m.	Helen Bassett	Pam Lindberg	
District 287	2nd & 4th Thursday, evening	Sam Sant		2 year term (2020-2022)
<b>Non-Meeting Committee</b>				
MSBA Education		Board Chair		
MSBA Delegate Assembly	December	David Boone, Helen Bassett		
MSHSL Armstrong		Pam Lindberg		
MSHSL Cooper		David Boone		
NSBA		Helen Bassett		

**DRAFT**

**2021 SCHOOL BOARD COMMITTEE ASSIGNMENTS**

<https://rdaleorg.finalsite.com/community/committees-volunteer-opportunities>

<https://resources.finalsite.net/images/v1602686865/rdaleorg/oacnubrc2nfmueirgvzz/CommitteeFrameworkChart.pdf>

Note: All committees have some date variables due to holidays and other calendar concerns.

<b>Board Committees</b>	<b>Meeting Info</b>	<b>Representative(s)</b>	<b>Alternate(s)</b>	<b>Notes</b>
<b>Community Connect</b>	2nd Tuesday, 5:30 p.m., every other month	David Boone, John Vent, Sam Sant		
<b>Finance Advisory Council (FAC)</b>	Quarterly			Per bylaws, Treasurer is Council member
<b><u>OPEB Advisory</u></b>				
<b>In District Committees</b>	<b>Meeting Info</b>	<b>Representative(s)</b>	<b>Alternate(s)</b>	<b>Notes</b>
<b>Comprehensive Arts Planning Program (CAPP)</b>	Monthly, varies			
<b>Community Ed Advisory (CEAC)</b>	4th Monday, 5:00 p.m.	David Boone		
<b>Curriculum &amp; Instruction Advisory (CIA) / World's Best Workforce (WBWF)</b>				
<b>Government Advisory (GAC)</b>	2nd or 3rd Tuesday, 7:30 a.m.	Mike Herring	Helen Bassett	
<b>Interschool Council (ISC)</b>	2nd Wednesday, 9:30 a.m.	Pam Lindberg	Mike Herring	
<b>Legislative Action Coalition (LAC)</b>	2nd Wednesday, 5:30 p.m.	John Vento		
<b>Redesign Family Service Collaborative</b>	3rd Tuesday, 6:30 p.m.	David Boone	John Vento	
<b>Special Ed Advisory (SEAC)</b>	Monthly, Monday, varies	John Vento	Sam Sant	
<b>Student Advisory to the Board</b>	Thursday, varies, 6:00 p.m.	Rotating per calendar dates		Runs through Community Ed
<b>RFT Teacher of the Year &amp; EA of the Year</b>	TBD, Spring only			
<b>Out-of-District Committees</b>	<b>Meeting Info</b>	<b>Representative(s)</b>	<b>Alternate(s)</b>	<b>Notes</b>
<b>AMSD</b>	1st Friday, 7:30 a.m.	Helen Bassett	Mike Herring	
<b>Brooklyn Bridge</b>	Quarterly, Wednesday, 3 p.m.	Helen Bassett	Pam Lindberg	
<b>District 287</b>	2nd & 4th Thursday, evening	Sam Sant		2 year term (2020-2022)
<b>Non-Meeting Committee</b>				
<b>MSBA Education</b>		Board Chair		
<b>MSBA Delegate Assembly</b>	December	David Boone, Helen Bassett		
<b>MSHSL Armstrong</b>		Pam Lindberg		
<b>MSHSL Cooper</b>		David Boone		
<b>NSBA</b>		Helen Bassett		