

This meeting will be held at the Education Service Center Boardroom and also online via Zoom.

1. Assessment Update	2
2. Transportation Update	13
3. District Updates	24
A. K-8 Online MDE Application Presentation	25
B. School Learning Pathways Update	52
C. Other District Updates	
4. Other	
A. Discussion about moving meetings to hybrid or in-person	75
B. School Exec Connect Update	

Individual focus. Infinite potential.

School Board of Robbinsdale Area Schools

Work Session – March 1, 2021

AGENDA SECTION: Work Session

ITEM: 1. ACT Class of 2020 Update

COMMENTS BY: Marti Voight, Interim Assistant Superintendent; Dr. Cheryl Videen, Director of Research, Evaluation and Assessment

The School Board will have an opportunity to hear an update on the ACT data from the Class of 2020. An opportunity for Q & A will take place during the allotted time on the agenda.



ACT – Class of 2020

Cheryl Videen, Ph.D.
Director of Research Evaluation and Assessment

ACT

- National college entrance exam
- Assesses high school students' general educational development and their ability to complete college-level work
- English, mathematics, reading and science reasoning
- 215 multiple-choice questions and takes approximately 3 hours

Average ACT Composite Score

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Robbinsdale n=# students tested	19.8 n=906	19.4 n=829	19.1 n=829	18.9 n=844	19.2 n=831
Minnesota	21.1	21.5	21.3	21.4	21.3
National	20.8	21.0	20.8	20.7	20.6

Minnesota has the highest average among states that test more than 90% of their graduating class.

Average ACT Composite Score

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Robbinsdale n=# students tested	19.8 n=906	19.4 n=829	19.1 n=829	18.9 n=844	19.2 n=831
Armstrong HS	21.1 n=493	21.1 n=441	21.0 n=439	20.7 n=461	21.1 n=440
Cooper HS	18.8 n=377	18.1 n=338	17.3 n=353	17.0 n=348	17.7 n=348
Minnesota	21.1	21.5	21.3	21.4	21.3
National	20.8	21.0	20.8	20.7	20.6

If student took ACT multiple times, ACT uses the most recent score for calculating statistics.

ACT Scores by Race/Ethnicity

Average Composite Score		Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
White	Robbinsdale	22.5 n=409	22.3 n=341	22.5 n=319	22.2 n=365	22.8 n=316
	Minnesota	22.2	22.6	22.5	22.7	22.5
Asian	Robbinsdale	19.2 n=72	19.9 n=71	18.8 n=50	17.5 n=63	19.1 n=67
	Minnesota	20.2	20.6	20.5	20.5	20.6
Hispanic/ Latino	Robbinsdale	17.1 n=99	18.2 n=77	17.4 n=113	15.9 n=95	17.1 n=115
	Minnesota	17.9	18.4	18.5	18.3	18.3
Black / African American	Robbinsdale	16.0 n=168	15.6 n=180	15.8 n=170	15.4 n=180	16.1 n=183
	Minnesota	16.5	17.0	16.9	16.8	17.0
Two or More Races	Robbinsdale	18.2 n=79	19.1 n=68	19.2 n=58	18.9 n=60	18.8 n=65
	Minnesota	20.4	20.8	20.9	21.3	20.9
Prefer not/ No Response	Robbinsdale	19.1 n=70	16.5 n=87	16.5 n=116	15.8 n=79	15.9 n=82
	Minnesota	19.8	20.3	19.8	20.0	20.3

ACT Scores by Race/Ethnicity

Average Composite Score		Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Robbinsdale		22.5 n=409	22.3 n=341	22.5 n=319	22.2 n=365	22.8 n=316
White	CHS	22.0 n=133	21.5 n=90	21.0 n=93	21.6 n=97	21.4 n=81
	AHS	23.0 n=268	22.9 n=241	23.2 n=225	22.6 n=263	23.3 n=234
Asian	Robbinsdale	19.2 n=72	19.9 n=71	18.8 n=50	17.5 n=63	19.1 n=67
	CHS	18.9 n=42	19.1 n=44	17.0 n=34	16.5 n=33	18.5 n=42
	AHS	20.7 n=26	21.6 n=26	22.6 n=16	18.5 n=30	20.7 n=23
Hispanic/ Latino	Robbinsdale	17.1 n=99	18.2 n=77	17.4 n=113	15.9 n=95	17.1 n=115
	CHS	16.8 n=43	17.5 n=31	16.5 n=56	15.0 n=53	16.6 n=63
	AHS	17.7 n=51	19.4 n=40	18.4 n=56	17.4 n=40	18.2 n=50
Black / African American	Robbinsdale	16.0 n=168	15.6 n=180	15.8 n=170	15.4 n=180	16.1 n=183
	CHS	15.7 n=97	16.0 n=93	15.4 n=104	15.2 n=94	15.7 n=109
	AHS	17.0 n=61	16.5 n=62	16.4 n=66	16.4 n=66	17.0 n=71
Two or More Races	Robbinsdale	18.2 n=79	19.1 n=68	19.2 n=58	18.9 n=60	18.8 n=65
	CHS	17.3 n=30	18.5 n=33	18.5 n=27	17.2 n=25	17.8 n=32
	AHS	19.3 n=44	20.6 n=31	19.8 n=31	20.4 n=33	19.7 n=33
Prefer not/ No Response	Robbinsdale	19.1 n=70	16.5 n=87	16.5 n=116	15.8 n=79	15.9 n=82
	CHS	18.2 n=28	14.7 n=44	14.4 n=38	14.0 n=45	15.4 n=19
	AHS	20.7 n=38	19.0 n=39	20.9 n=43	19.6 n=28	20.7 n=28

ACT Composite Scores by Gender

Average		Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Males	Robbinsdale	20.0 n=434	20.0 n=394	19.0 n=396	18.5 n=414	19.0 n=412
	CHS	18.8 n=179	18.8 n=150	17.2 n=172	17.0 n=171	17.4 n=159
	AHS	21.3 n=243	21.7 n=218	20.9 n=208	20.1 n=226	20.8 n=227
	Minnesota	21.1	21.5	21.2	21.3	21.3
	<hr/>					
Females	Robbinsdale	19.7 n=455	19.2 n=393	19.3 n=430	19.2 n=429	19.5 n=415
	CHS	18.9 n=192	18.0 n=163	17.5 n=179	17.1 n=177	18.0 n=186
	AHS	21.0 n=240	20.6 n=208	21.1 n=231	21.3 n=234	21.4 n=212
	Minnesota	21.3	21.7	21.4	21.5	21.4

Students Meeting All Four College Readiness Benchmarks

All 4 Benchmarks		Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
All Students	Robbinsdale	23% 209 of 906 students	20% 164 of 829 students	20% 168 of 829 students	18% 152 of 844 students	20% 167 of 831 students
	Minnesota	29%	31%	30%	30%	30%
White	Robbinsdale	38% 156 of 409 students	35% 120 of 341 students	38% 121 of 319 students	33% 121 of 365 students	40% 127 of 316 students
	Minnesota	35%	38%	37%	37%	37%
Asian	Robbinsdale	15% 11 of 72 students	21% 14 of 71 students	20% 10 of 50 students	8% 5 of 63 students	13% 9 of 67 students
	Minnesota	23%	25%	25%	26%	26%
Hispanic / Latino	Robbinsdale	8% 8 of 99 students	12% 9 of 77 students	8% 9 of 113 students	7% 7 of 95 students	9% 10 of 115 students
	Minnesota	11%	13%	14%	13%	13%
Black / African Am	Robbinsdale	6% 10 of 168 students	2% 4 of 180 students	2% 4 of 170 students	1% 2 of 180 students	5% 9 of 183 students
	Minnesota	7%	7%	8%	7%	8%
Two or More Races	Robbinsdale	10% 8 of 79 students	13% 9 of 68 students	14% 8 of 58 students	17% 10 of 60 students	9% 6 of 65 students
	Minnesota	23%	26%	27%	29%	27%
Prefer Not to Respond	Robbinsdale	23% 16 of 70 students	8% 7 of 87 students	14% 16 of 116 students	5% 4 of 79 students	11% 9 of 82 students
	Minnesota	23%	25%	24%	24%	26%

10

Summer ACT prep results

22 students completed both tests.

- 12 students increased their score by 1 to 4 points
- 8 students increased their score by 5 points or more.

Pre-test Average	Post-test Average	Average Gain
17.64	21.18	3.55

Strategies for Preparation

- Ensuring a high-quality standards-based learning environment with experience in all levels of Depth of Knowledge (DOK)
- RAS offers ACT Now!
- Increasing Opportunities for students for college prep
 - ACT prep
 - Schools provide students information on many resources
 - Learning Lab Express, ACT Academy, Kaplan, Study Point
 - Hennepin County Library and digital books
 - downloadable packets from actstudent.org/testprep
 - information on test prep classes for which there is a cost
 - Highview: counselor is meeting 1:1 with students who have signed up for the test to offer test preparation.
 - Increasing enrollment in college level courses (Advanced Placement, International Baccalaureate)
 - AVID
 - College Possible
 - Get Ready
- Embedded ACT preparation activities in content courses

Individual focus. Infinite potential.

School Board of Robbinsdale Area Schools

Work Session – March 1, 2021

AGENDA SECTION: Work Session

ITEM: 2. Transportation RFP Update

COMMENTS BY: Greg Hein, Executive Director of Finance; Dr. Lowell Holtz, Director of Operations & Safety; Tom Watson, Watson Consulting

The School Board will have an opportunity to hear a transportation RFP update. An opportunity for Q & A will take place during the allotted time on the agenda.



Transportation Update

Greg Hein, Executive Director of Finance
March 1, 2021



ROBBINSDALE
Area Schools

OUR UNIFIED DISTRICT VISION

Our mission is to inspire and educate all learners to develop their unique potential and positively contribute to their community.



ROBBINSDALE
Area Schools

Transportation RFP's

Received Feb. 16, 2021





ROBBINSDALE
Area Schools

Regular routes: Quantities impacted by bell time changes

To and from school
Summer school
Integration
Special Education
Non-public schools

HHM – McKinney-Vento
Activity routes
Foster care
Charter schools



Three proposals received (First Student, Durham, United)

- Proposed costs range from \$5.4 million to \$6.0 million for first year
- Subject to direct negotiation
- Contract term from 2 years to 6 years
- Vendor experience and capacity varies greatly

Type III Vans:

- Special education
 - Activities
 - Field trips
- Ten proposals received
 - Subject to direct negotiation
 - Multiple providers
 - Partial aid received for reimbursement



ROBBINSDALE
Area Schools

In-house Option



- Rolling forward provisions from 2011-2014 SEIU Labor agreement
- Subject to expired SEIU Labor agreement negotiations
- Potential savings depending on wages and benefits



- Additional “opportunity costs” for additional in-district support
 - HR
 - Payroll
 - Benefits
 - Purchasing
 - Accounting / Finance



ROBBINSDALE
Area Schools

Questions?



Individual focus. Infinite potential.

School Board of Robbinsdale Area Schools

Work Session – March 1, 2021

AGENDA SECTION: Work Session

ITEM: 3. District Update

COMMENTS BY: Dr. Stephanie Burrage, Interim Superintendent; Marti Voight, Interim Assistant Superintendent; Nancy Froehlich, Distance Learning School Principal

The School Board will have an opportunity to hear district updates on:

1. K-8 Online MDE Application
2. School Learning Pathways
3. Other District Updates

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



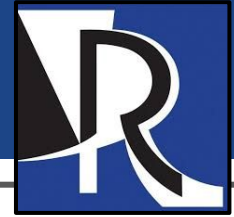
ONLINE
EXPANSION
APPLICATION
K-8

25



ROBBINSDALE

WORK AREAS AT SCHOOL



Service	Local District	Contract (non-profit)	Contract (for-profit)	Other (describe)
Program Management	ISD 281 Administration	NA	NA	
IT Infrastructure (LMS)	SeeSaw (K-3), Schoology (4-8), and Edgenuity	NA	NA	
Student Technical Support	ISD 281 Technology Department/Lan Specialists	NA	NA	
Curriculum Assembly & Course Content	MDE Academic Standards aligned to instruction	NA	NA	
Hiring Teachers	ISD 281 Human Resources Department	NA (MAY WANT TO INCLUDE CONTRACT SPED SERVICES)	NA	
Marketing	ISD 281 Communications Department	NA	NA	
Teacher Evaluation/ Training/ Professional	ISD 281 Administration Charlotte Danielson Model	NA	NA	

PART 1:

Management & Operations –
How services will be delivered in the program.

STATUTORY COMPLIANCE



The applicant is responsible to annually review [Minnesota Statutes, Section 124D.095](#) and demonstrate understanding of the obligations and requirements of an Online Learning (OLL) Program provider as specified in law

Approval granted within 90²⁷ days of submitting Application

MISSION STATEMENT



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

The mission of **281 Distance Learning Academy** is to offer high-quality, online learning for all students that provides a nurturing and rigorous environment for all students. The use of culturally relevant learning experiences enables us to prepare our students for the future.

KEY COMPONENTS



The 281 Distance Learning Academy key components include:

- Program and course offerings are aligned to and meet Minnesota's academic standards for Kindergarten through Grade 8.
- The grade levels and courses are taught by Robbinsdale Area Schools staff.
- Teacher evaluation models follow the *Charlotte Danielson Model for Best Practice in Teaching Standards*.

KEY COMPONENTS



The 281 Distance Learning Academy key components include:

- The learning day schedule follows the *Modern Classroom* approach which includes differentiation through the “Must Do”, “Should Do” and “Aspire to Do” course content activity.
- Additional courses will use the *Edgenuity* curriculum and aligned to the Minnesota Academic Standards.
- Course grades and student survey data will be collected to measure the effectiveness of programming.
- Writing teams will be used for data analysis and refining course curriculum to meet the Minnesota Department of Education Academic Standards.

STUDENT OPPORTUNITIES



The offering of the 281 Distance Learning Academy will provide an opportunity for parents and students in a **choice of learning models and structures**. An online environment has proven that our parents value this option in the Robbinsdale Area Schools. The current course offerings allow for alignment for rigorous instruction in an online environment for all students across various learning modalities.

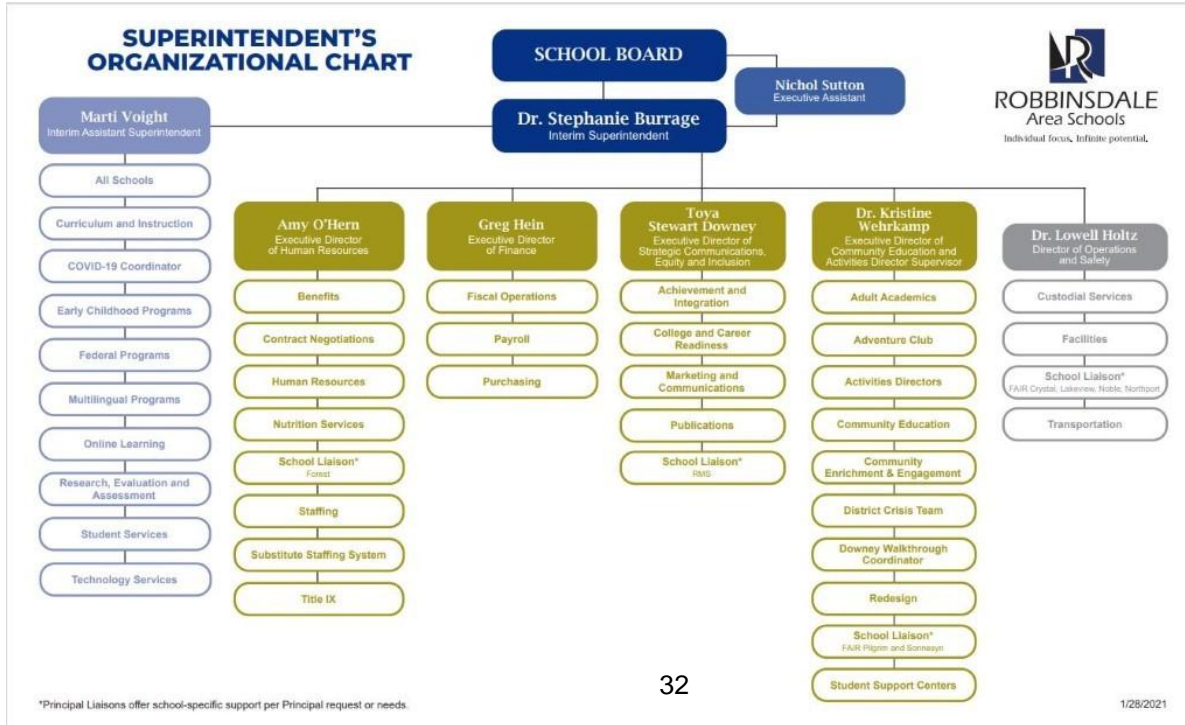
CURRENT TREND DATA

1,174 K - 5 Students (LIMIT: 2 sections per grade level)

54 Classrooms K - 5 (44 Specialists and 9 Special Education Teachers)

? 6 - 8 Students

GOVERNANCE





Organization roles:

1. **School board** – Governing of procedures and processes. The school board provides the vision and the structure for the functioning of the Robbinsdale Distance Learning Academy.
2. **Superintendent/Assistant Superintendent** – Provides cabinet-level oversight and implementation of the 281 Robbinsdale Distance Learning Academy. Develops structure implementation and processes for the Robbinsdale Distance Learning Academy



Organization roles:

3. **Robbinsdale Distance Learning Academy Principal** – Supervises and evaluates teachers and staff, supervises program, registration process and curriculum. Develops community outreach, parent communication, and social emotional programming for students

4. **Special Education Administrator**- Co-supervise special education staff and ensure implementation of due process.

5. **Robbinsdale Distance Learning Academy Coordinator/Assistant Principal** – Provides leadership for professional learning along with technical support for programming

6. **Robbinsdale Distance Learning Secretary** - Provides coordination for registration, enrollments, records, budgets, parent communication and general systems within the program.

7. **Robbinsdale Distance Learning Teachers** – ³⁴Instructs classes and communicates regularly with students and parent

STATUTORY COMPLIANCE



Program policies are already developed in the Robbinsdale Area Schools and will be followed for the online school program. These policies include:

- *Attendance Policy*
- *Open Enrollment Policy*
- *Enrollment Options Policy*
- *Magnet School Policy*
- *School Improvement Process*

ENROLLMENT PROCESS



The 281 Distance Learning Online School will follow the current enrollment processes in place with Policy 509.

A revision in the Magnet School Policy would be the addition of the K-8 online school program. The process for application for the online program will follow the Magnet School language and the “281 Distance Learning Academy” will be added as language within the policy.

(d) An online learning provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications.

SCHOOL IMPROVEMENT PROCESS



- MDE School Improvement Processes are followed
- The 281 Distance Learning School will conduct student, parent and staff surveys during the year as the online school is operational.
 - The data will allow for consistent review of the programming within the online school. The Robbinsdale Area Schools Assessment Department will guide and support the development, implementation and analysis of the survey.

ACCOUNTABILITY



The 281 Distance Learning Academy is subject to the annual audit practices of the structure of the Minnesota Department of Education. The program financing is aligned to the practices within the Robbinsdale Area Schools Finance Department.

1. Daily membership is calculated based on activity recorded in the learning management system (*SeeSaw*, *Schoology* and *Edgenuity*) and recorded regularly by the teacher in our student information system (*Campus*). Students are expected to complete work within the quarter, semester and school year. The 281 Distance Learning Academy Attendance Policy will follow the 281 Distance Learning Academy Attendance Policy. In addition, the Hennepin County “Be At School” program attendance requirements will also be implemented within the attendance process.
2. 281 Distance Learning Academy Draft Fiscal Budget
3. Student completion rates of courses and student grades will also be tracked

FISCAL BUDGET



<i>Position</i>	<i>Salary</i>	<i>Details</i>
<i>PRINCIPAL ELEMENTARY</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>PRINCIPAL SECONDARY</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>ASSISTANT PRINCIPAL ELEMENTARY</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>ASSISTANT PRINCIPAL SECONDARY</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>CLERICAL STAFF (THE AMOUNT DEPENDS ON STRUCTURE)</i>	<i>Contract Amount</i>	<i>Salary and Benefits</i>
<i>GENERAL EDUCATION STAFF K – 5</i>	<i>Contract Amount</i>	<i>2 teachers per grade level 6 grade levels Specialists</i>
<i>SPECIAL EDUCATION STAFF K – 8</i>	<i>Contract Amount</i>	<i>Case Load: 1:20</i>
<i>GENERAL EDUCATION STAFF 6 – 12</i>	<i>Contract Amount</i>	<i>TBD</i>
<i>GUIDANCE STAFF</i>		
<i>PSYCHOLOGISTS</i>		
<i>SOCIAL WORKER</i>		

STAFFING PROCESSES



YEAR 1

- ◆ 2 Sections per Grade Level K - 8
- ◆ School Board Ratio Followed

YEAR 2

- ◆ 4 Sections per Grade Level K - 8
- ◆ School Board Ratio Followed

PROFESSIONAL DEVELOPMENT

Summer Writing Teams

Follow Course Development Budget Impact Sheet

MDE COMPLIANCE: Ensure a teacher teaching an online program will **not instruct more than 40 students** in any online learning course unless the provider has a waiver from the Commissioner of Education.



The following components will be used in the curriculum and course design:

1. Culturally Relevant Teaching Strategies
2. Modern Classroom Development
3. Edgenuity
4. Second Step - Social Emotional
5. Conferencing



(Must Do, Should Do, Aspire to Do)

1. Asynchronous

- a. Lesson Standard, Teacher Modeling, Student Guided Instruction, Release, and Exit Ticket*
- b. Edgenuity*

2. Teacher Instruction

- a. Instruct concept at a deeper level*
- b. Discuss common misconceptions*

3. Small Groups

- a. Target Key Skills - Differentiation*

4. Individual Confering

- a. Student Driven Questions*



Professional Development will occur:

Professional Learning for teachers is aligned to

- K-12 Academic Standards
- ISTE Standards for Teachers
- *Modern Classroom*.
- Online and blended teaching Protocols and Standards

Teachers will participate in ongoing learning including (but not limited to) accessibility of materials, K-12 Standards, effective use of digital media, creating content, building relationships and supporting online learners. Teachers will also be trained in socio-emotional curriculum and strategies to embed the whole child approach to learning.

ASSESSMENT PROCESSES



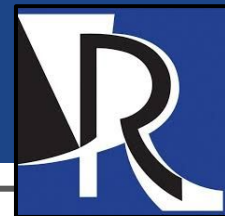
1. **Exit Tickets:** Exit Tickets provide a means for immediate teacher feedback and understanding of the mastery level within the standard for each student. Small group settings are then determined for review of misconceptions of the content within the standard,
2. **Formative Assessments:** Formative assessments allow for continuous progress monitoring of the standard and the level of understanding. Formative assessments are conducted daily and weekly. Results of the formative assessments are used at the department Professional Learning Community (PLC) meetings held weekly.

ASSESSMENT PROCESSES



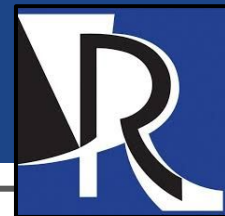
3. **Summative Assessments:** Summative assessments are used at the end of modules and the course completion. Summative assessments allow students and teachers to determine the level of understanding and mastery of the content required for the course.
4. **Local Assessments:** Local Assessments for the 281 Distance Learning students will be conducted in the fall and the spring. The current local assessments include the *Fastbridge* modules. Local Assessments will be conducted in reading and mathematics.
5. **Progress Monitoring Assessments:** The *Fastbridge* assessment module system allows for progress monitoring in reading and mathematics. Students that are part of the MTSS system will participate in the progress monitoring modules for ongoing analysis of growth in the standard area.
6. **State Assessments:** Students will participate in the Minnesota Comprehensive Assessments in reading, mathematics and science.

SUPPORT FOR ALL LEARNERS



<i>ROLES</i>	<i>RESPONSIBILITIES and STUDENT SUPPORT</i>
Administrator/Principal	<ul style="list-style-type: none">• Administration of Program – vision, curriculum, instruction, etc.• Staff Supervision/Evaluation• Hiring and HR Processes• Communications
Counselor/Support Services	<ul style="list-style-type: none">• Academic Communication• Standards Alignment and Support• Graduation Planning and Course Offerings• Continuous Learning Plans• Socio-economic support
Office Employees	<ul style="list-style-type: none">• Registration Processes• MARSS reporting and accounting• Communication• School Information System• Attendance• Purchasing processes

SUPPORT FOR ALL LEARNERS



Supporting Processes	
Curriculum and Instruction	<ul style="list-style-type: none">• Course development/Adoption• Standards Alignment• Program Support• Professional Development• Technology Systems Support• Program Marketing in conjunction with other departments
Teachers	<ul style="list-style-type: none">• Course Content Development and Teaching Structure• Standards Alignment• Communication with parents and students• Rigor and systems of course teachings• Assessment and reporting• Professional Learning Community (PLC) collaboration
Other Support Services (Climate and Culture, Indian Education, Social Worker, Psychologist, Education Assistants, English Language, etc)	<ul style="list-style-type: none">• As-needed basis as determined by HR processes• Continuation of program goals and requirements (special education, Title I, EL, etc.)

Special Education



Students enrolled in the 281 Distance Learning School who qualify for special education as a student with a disability will have access to special education services.

These services will be detailed in the Individual Education Plan that is specific to the student needs.

A full continuum of support will be offered through the Distance Learning School. Supports will be provided by staff including:

- Special Education Teacher
- School psychologist
- Social worker
- Speech and language pathologists
- Developmental Adaptive Physical Education (DAPE) teachers
- Board Certified Behavior Analysts (BCBA)
- Occupational therapists
- Physical therapists

PARENT ONBOARDING



Parent Onboarding of the 281 Distance Learning Academy will occur through parent meetings and presentations throughout the Spring and Summer Months. In addition, parents will meet with the principal and other parents through the Parent Teacher Organization. The purpose of the presentations is to, but not limited to:

- Understand the Unified District Vision
- Support the Mission of the Distance Learning School
- Learning Pathways Development and Understanding
- Support Services for Students

PARENT/STUDENT SUPPORT



MONTH – EVENT	PURPOSE:
August – Open House	<ul style="list-style-type: none">• Parent/Student meeting with teacher• Purpose: Establish rapport and relationships
November – Conferences	<ul style="list-style-type: none">• Parent/Student conference with teacher• Purpose: Discuss progress, refine student learning pathway
January – Reporting	<ul style="list-style-type: none">• Student Report Card• Purpose: Determine progress on standards
February – Support Determination	<ul style="list-style-type: none">• Review of student data• Purpose: Define Targeted Services Structure
March - Conferences	<ul style="list-style-type: none">• Parent/Student conference with teacher• Purpose: Discuss progress, refine student learning pathway
June - Reporting	<ul style="list-style-type: none">• Student Report Card• Purpose: Determine progress on standards



DEVELOPMENT OF MODERN CLASSROOM

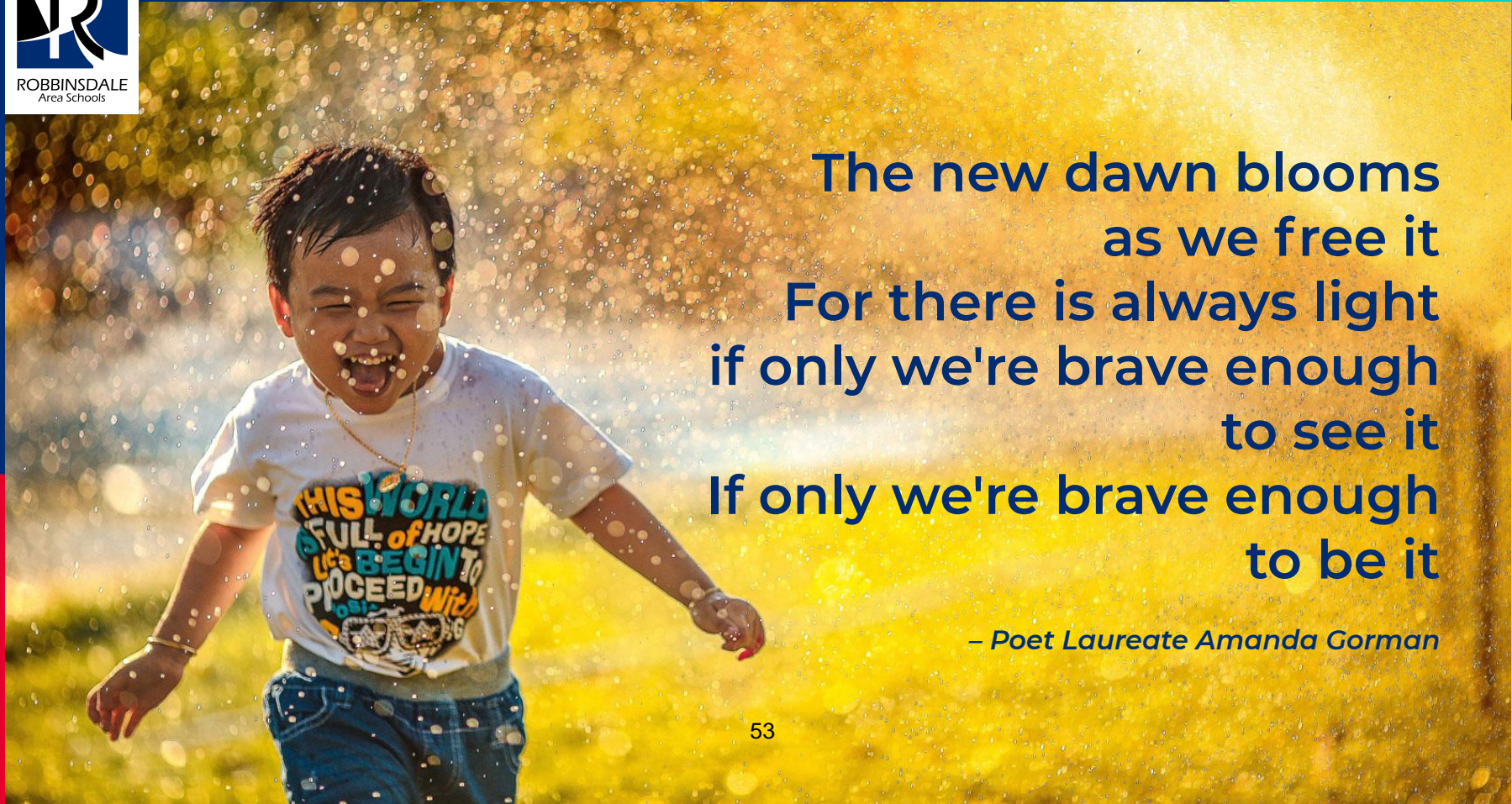
- Elementary - 6 Grade Levels
 - 7 Curriculum Areas (Mentor Text, Phonics, Writing, Math, Science, Social Studies, Health)
 - 42 Areas in development
- Middle School - 3 Grade Levels



Your Learning Pathways

Believe in Yourself.
Belong to a Community.
Become a Champion.

Stephanie Burrage, Ed.D.
Interim Superintendent



The new dawn blooms
as we free it
For there is always light
if only we're brave enough
to see it
If only we're brave enough
to be it

– Poet Laureate Amanda Gorman

BELIEVE | BELONG | BECOME



ADVANCED
PLACEMENT



INTERNATIONAL
BACCALAUREATE®



DUAL LANGUAGE/
IMMERSION



FINE
ARTS



SCIENCE, ENGINEERING
& TECHNOLOGY



VIRTUAL
LEARNING





SCHOOL COMMUNITY PATHWAYS

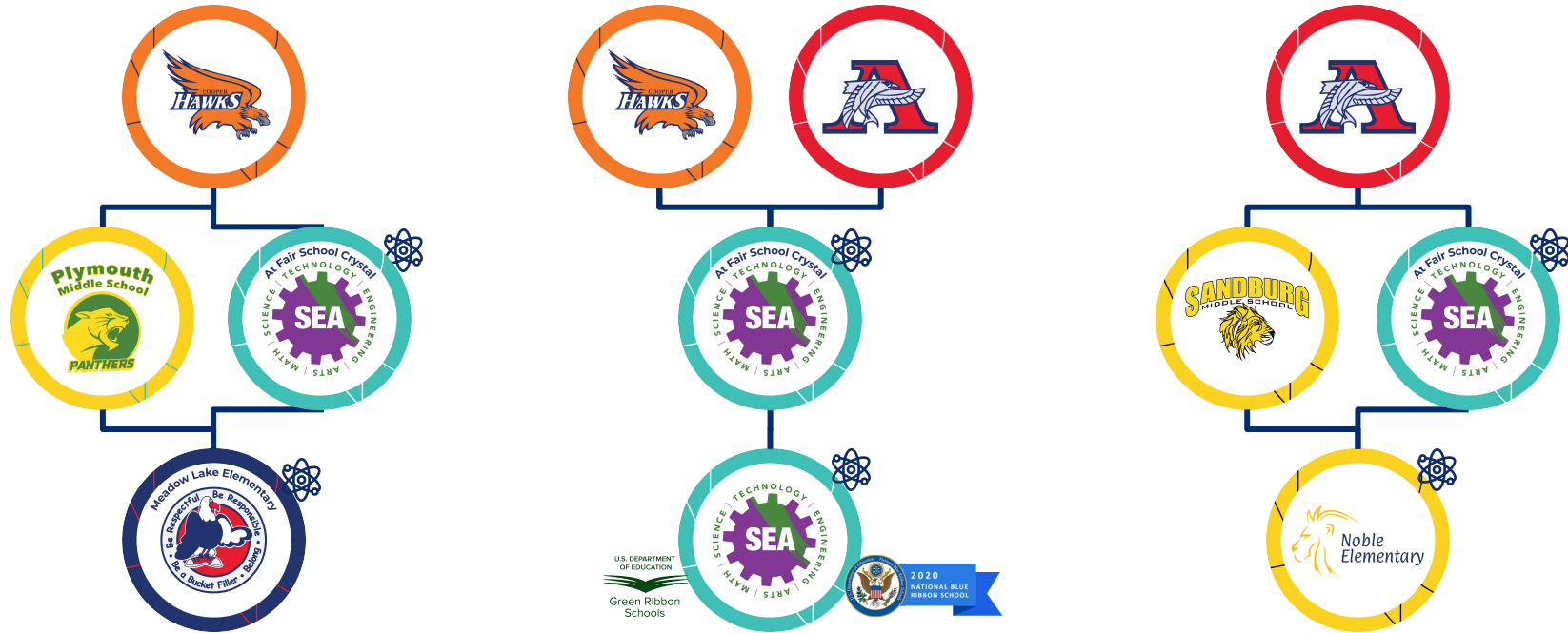




ROBBINSDALE
Area Schools



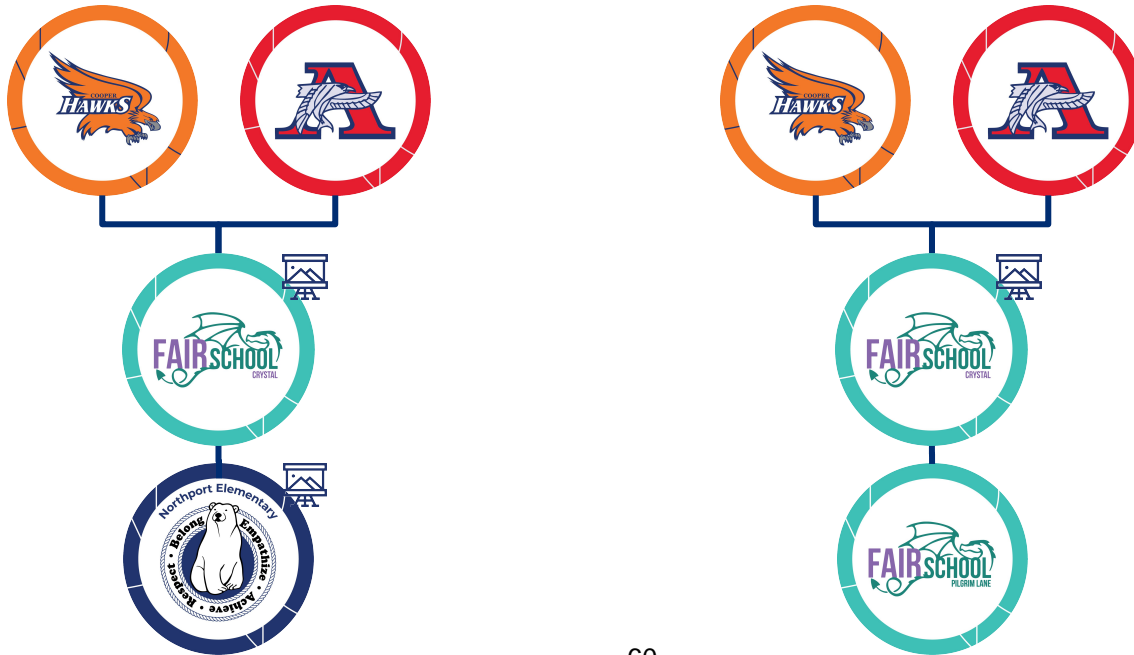
SCIENCE, ENGINEERING & TECHNOLOGY







FINE ARTS

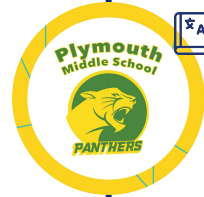




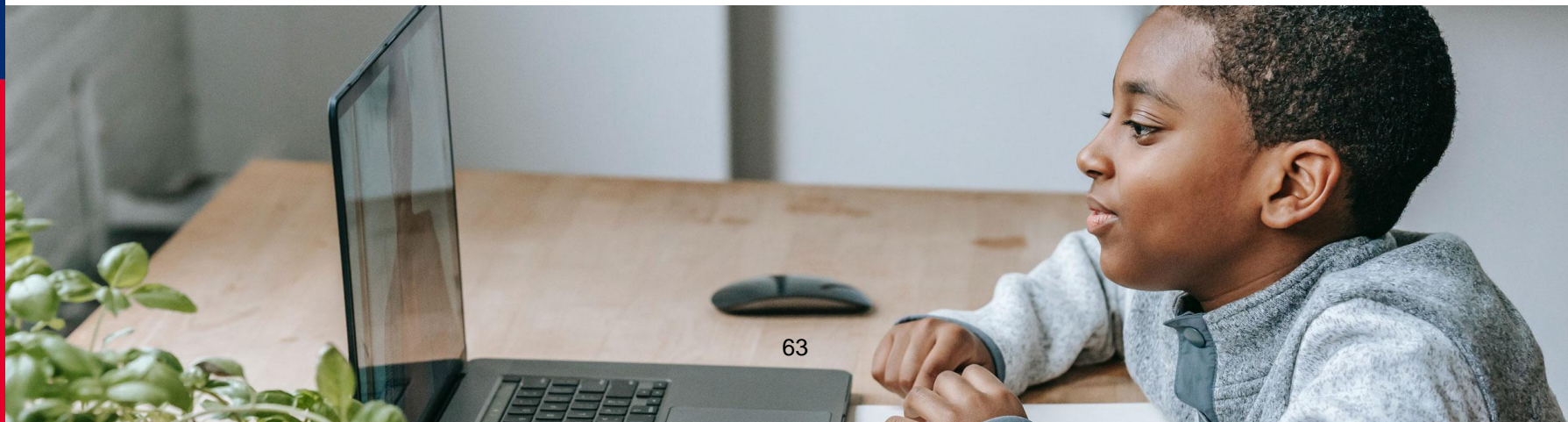
ROBBINSDALE
Area Schools



DUAL LANGUAGE/IMMERSION PATHWAY



VIRTUAL LEARNING



ib INTERNATIONAL BACCALAUREATE®





ROBBINSDALE
Area Schools





SPANISH IMMERSION

PATHWAYS

- Business, Management & Administration
 - Accounting (articulated) - college credit capable
- Engineering, Manufacturing & Technology
- Arts, Communications & Information Systems
- Agriculture, Food & Natural Resources
- Health Science Technology
- Human Services

ADVANCED PLACEMENT

COLLEGE & TECHNICAL EDUCATION COURSES

PSEO

CAREER & COLLEGE NOW (summer program)



ROBBINSDALE
Area Schools





INTERNATIONAL BACCALAUREATE DIPLOMA

(certificate or diploma)

PATHWAYS

- Business Technology & Innovation
 - Business (articulated - college credit capable)
- Engineering, Construction & Design
- Hospitality & Human Services
 - Culinary (articulated)
 - Child Development (articulated)

COLLEGE & TECHNICAL EDUCATION COURSES

ADVANCED PLACEMENT

CONCURRENT ENROLLMENT - Ojibwe World Language

BILINGUAL SEAL

PSEO

CAREER & COLLEGE NOW (summer program)



ROBBINSDALE
Area Schools





ALTERNATIVE LEARNING CENTER

EARLY MIDDLE COLLEGE

- **HENNEPIN TECHNICAL COLLEGE**
- **MINNEAPOLIS COMMUNITY & TECHNICAL COLLEGE**

COLLEGE & TECHNICAL EDUCATION COURSES

CREDIT RECOVERY

PERSONALIZED LEARNING PLANS

FLEXIBLE LEARNING OPPORTUNITIES

SUMMIT CURRICULUM

WORK EXPERIENCE PROGRAM



ROBBINSDALE
Area Schools





ADULT ACADEMIC PROGRAM

GED

ROBBINSDALE TRANSITION CENTER



ROBBINSDALE
Area Schools





Questions?

To: Robbinsdale School Board, Interim Superintendent Burrage

From: Chair Boone and Vice Chair Bassett

Date: February 25, 2021

Subject: Proposed Options for Phased Hybrid Return of School Board to In Person Meetings

Work Session Agenda Item for March 1, 2021 Meeting

Preface

With the possibility that the District will soon or at some point return to full in person school attendance. The timing and process for the school board to return to in person meetings is a point of discussion. Below are a couple of options for discussion at the work session. A work session discussion will allow for full director input before we adopt any plan or process. Of course, any process selected may need to be adjusted depending on the COVID pandemic impact on our local community and school district, as well as Legislative or Gubernatorial directives. Staff input regarding logistics and constraints is also needed.

Option One

The board returns to full in person attendance in the Education Service Center, effective March 1, 2021.

Option Two

The board returns in a hybrid model where the Chair and Vice Chair attend in person for the first meeting of the month, with one additional board director joining them for the no more than three directors in person. Superintendent Burrage, and selected members of the Cabinet would attend with no public audience. Virtual option would still be available. At the second meeting of the month, whichever directors are assigned to Listening Session would attend in person, with all others attending virtually. Again, no public attendance would be provided for to reduce COVID transmission, and protect the health of staff and board.

Option Three

The Chair and Vice Chair would attend all meetings in person with other directors attending virtually. There would be no public audience and meetings would continue to be on-line/virtual.

In all cases, the public health guidance would be followed as applied to the greater school community. Which ever option is selected would begin following agreement by board directors. Consensus on the preferred option, with input from staff and administration regarding any limitations of facility and staffing. Input will be sought from Dr. Burrage and her administrative team in sharing any constraints associated with either and all options.