

*Work Session will begin 10 minutes after adjournment of the Business Meeting.*

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# Modern Classrooms Project

Carla Nolan and Matt Pletcher  
Directors of Curriculum & Instruction



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

# Unified District Vision

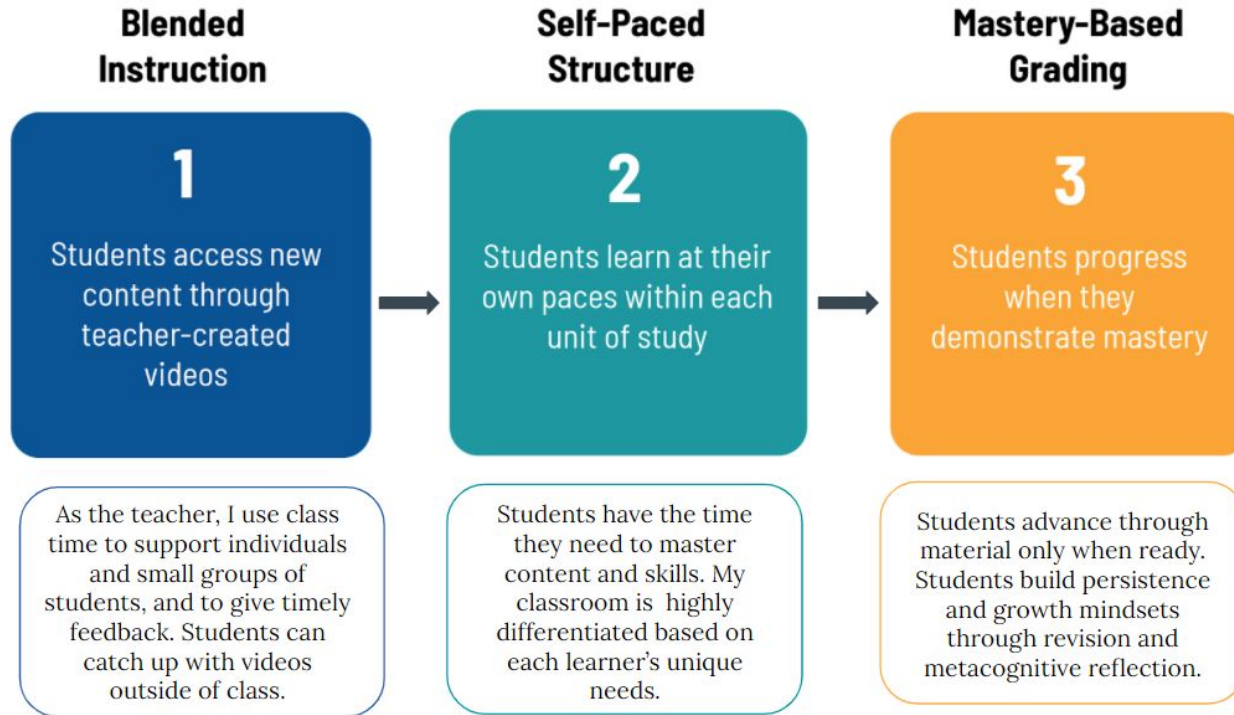
1. Implement policies and practices that open pathways to academic excellence for all students.
  2. Utilize culturally responsive teaching and personalized learning for all students.
  3. Engage family and community members as partners.
  4. Engage and Empower students by amplifying student voice.
-

# What is MCP?

**The Modern Classrooms Project(MCP) is a student-centered blended learning, self-paced, mastery-based instructional model.**

- Traditional 'one size fits all' lessons are replaced by short (6-9 minute) teacher-created instructional videos focused on content/skills.
  - Videos can be reviewed multiple times as needed.
- Teachers spend class time providing targeted support in differentiated small group and individual instruction.
- Students move through units of study at their own pace with Must Do, Should Do and Aspire to Do assignments.
- Assignments are collaborative and hands-on.
- MCP creates a space for tailored instruction, peer collaboration and student ownership of learning.
- Mastery checks provide evidence of learning at specific checkpoints in the unit
  - Students reach mastery by revision, reassessment and reflection
- Learn more about this research-based instructional model at [modernclassrooms.org](https://modernclassrooms.org).

# MCP Instructional Model



# Impacts of a Modern Classroom

## On Teachers

### Data Driven

Teachers spend class time supporting students based on **live measures of academic mastery.**

### Sustainable

Teachers spend less time managing behavior and **more time supporting student learning.**

## On Students

### 21st Century Skills

Students become **self-directed, self-aware young adults.**

### Differentiation

**Every student is appropriately challenged** every day, regardless of learning level.

### Authentic Mastery

Students internalize that **progress is contingent on mastery, not completion.**

# Connecting MCP and the Three Pillars



MTSS: Modern Classrooms is Tier 1 Instruction which allows for differentiation

Balanced Literacy: Students are reading and writing for EVERY lesson

Safe & Civil: Teachers have TIME to build relationships that they did not have before.

# Historical Context

- **Spring 2020**
  - Explored instructional models to replace SCOREcards and individual distance learning instructional models in response to parent/student feedback
  - Selected Modern Classrooms Project in response to feedback from Learning Leaders, administrators and district leadership
- **Summer 2020**
  - Over 500 teachers and administrators went through the MCP free course
- **Fall 2020**
  - Workshop Week - individual sites trained teaching staff
  - District-wide implementation
- **Winter 2021**
  - MCP contacted RAS with Minneapolis Foundation proposal
- **Summer 2021**
  - 168 educators district-wide participated in the MCP Mentorship Virtual Summer Institute
- **Fall 2021**
  - MCP implementation team visit

# Implementation Recommendation

## **Phase 1 (SY 21/22 + Summer 2022): Expand across the district**

- Empower 100-200 educators with the Virtual Mentorship between June 2022-August 2022
- Support a cohort of Robbinsdale teachers in becoming Distinguished Modern Classrooms Educator

## **Phase 2 (SY 22/23 + Summer 2023): Deepen internal expertise**

- Support a cohort of Robbinsdale teachers in becoming MCP mentors
- Co-lead virtual implementer discussions with Robbinsdale teacher leaders
- Provide site visits, with leadership, to support the development of systems that support effective implementation
- Empower 100+ educators with the Virtual Mentorship between September 2022-August 2023

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## **Phase 3 (SY 23/24 + Summer 2024): Support self-sustaining systems**

- Co-conduct observations, with Robbinsdale teachers leaders, to provide feedback to implementers
- Develop onboarding process to ensure new staff are trained in key elements of the model
- Empower 100+ educators with the Virtual Mentorship between September 2023-August 2024

# Priorities for Robbinsdale School District

## Priority 1

**Consistent  
Practices, Rooted  
in Equity**

## Priority 2

**Build Internal  
Expertise through  
Credentialing**

## Priority 3

**Establish Systems  
to Ensure Self-  
Sustainability**

# A Model Rooted in Equity



Students who experience trauma, chronic absenteeism, or are several grade level behind slip through the cracks in traditional classrooms.

**We provide students with unrestricted access to instructional resources and support.** We help build classrooms with genuine opportunities to succeed.

Instead of the approach where all students receive the same instruction each day, **our model emphasizes equity: every student's needs are met.**



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## Restarting and Reinventing School

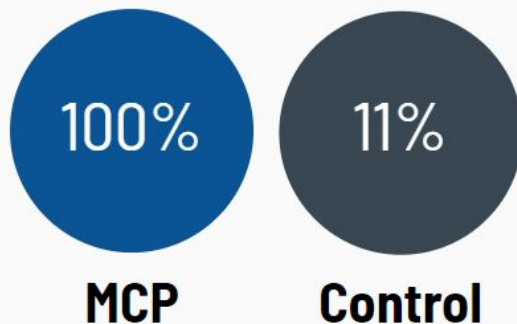
*"Student-centered blended learning models that tap new uses of technology across home and school spaces can, when they guide purposeful use of teacher time, increase equity in learning while offering productive models in this new environment."*

Access link at: [Restarting and Reinventing School](#)

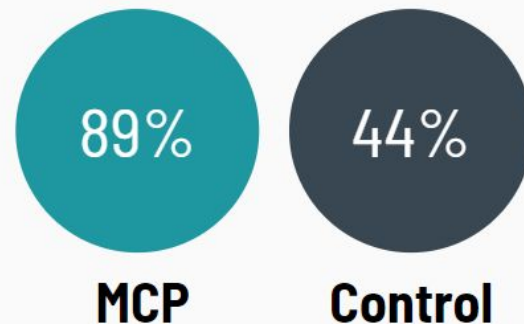
# Priority 1: Consistent Practices, Rooted in Equity

We will create a consistent culture of teaching practices rooted in equity across Robbinsdale School by training a critical mass of teachers in our blended, self-paced, mastery-based learning model.

**I can easily help students who have missed class catch up.**



**I am effectively able to serve students at all levels of understanding**



## Priority 2: Build Internal Capacity through Credentialing

We will sustain ongoing support to ensure strong implementation of the model, resulting in a growing number of educators becoming Distinguished Modern Classroom Educators and a cohort becoming Expert Mentors to internally support the school and district.



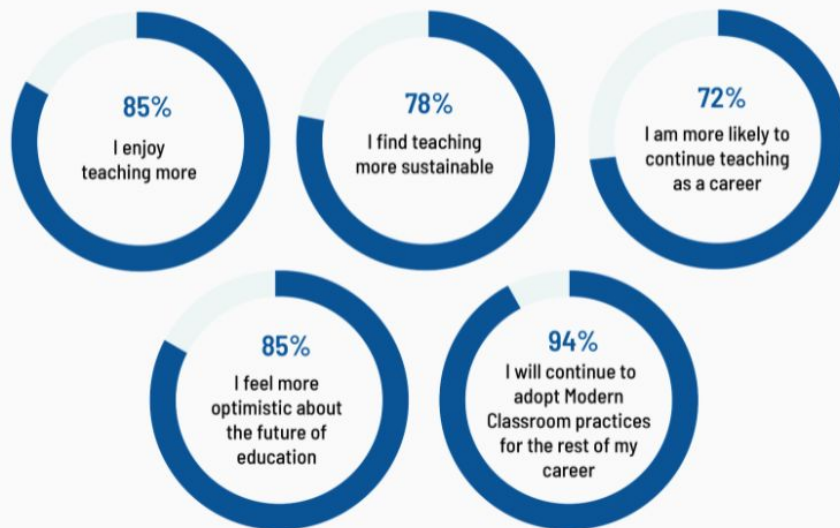
Once teachers have reimagined their classrooms and are implementing equity-driven practices, they can apply for our Distinguished Modern Classroom Educator credential



Our best Distinguished Modern Classroom Educators will become Mentors to support teachers within West Potomac HS and across the district.

## Priority 3: Establish Systems to Ensure Self- Sustainability

As a result of my experience with Modern Classrooms...



A 2021 survey of 68 Modern Classroom teachers found that **teachers are committed to the model.**

Once teachers learn our model, they don't go back.

We will lead ongoing support that cements practices rooted in equity and **trains Robbinsdale teacher leaders to be instructional leaders within the building and district.**

We will couple our supports for teacher leaders with **continued professional learning for principals and district leaders so they can establish the systems and structures to support effective implementation.**

# Training and Ongoing Support

To create execute on these three priorities, we propose a combination of:

## Virtual Mentorship Program

*1-1 coaching and feedback from Expert Modern Classroom Mentors as teachers design their first unit.*

## Virtual Implementer Discussions

*Zoom sessions to discuss trends in implementation and field questions from educators.*

## Site Visits

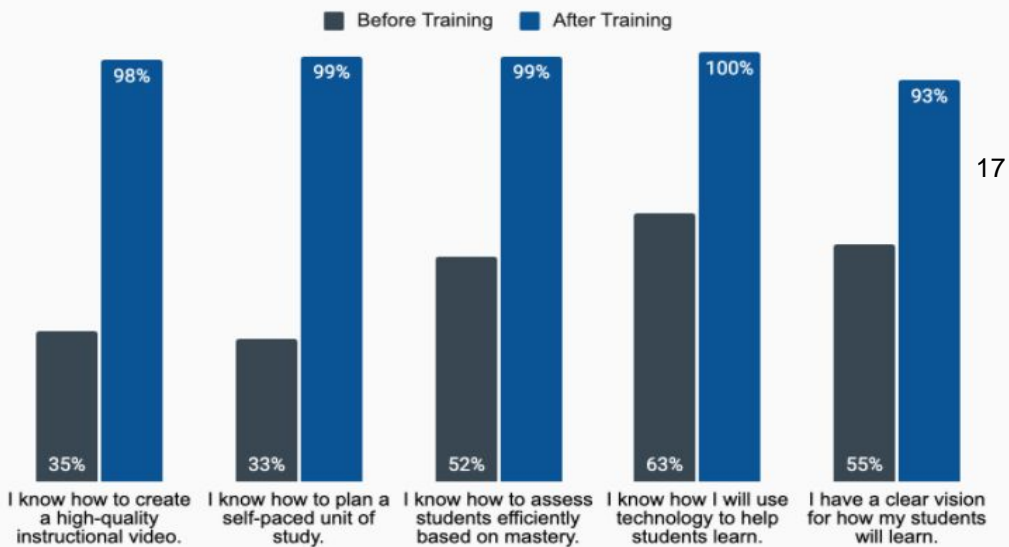
*Classroom observations, leadership coaching, and in-person implementer discussions.*

# Feedback from Robbinsdale Educators

Overall program rating:  
**9**  
out of 10

**97%**  
Recommend the program to a colleague

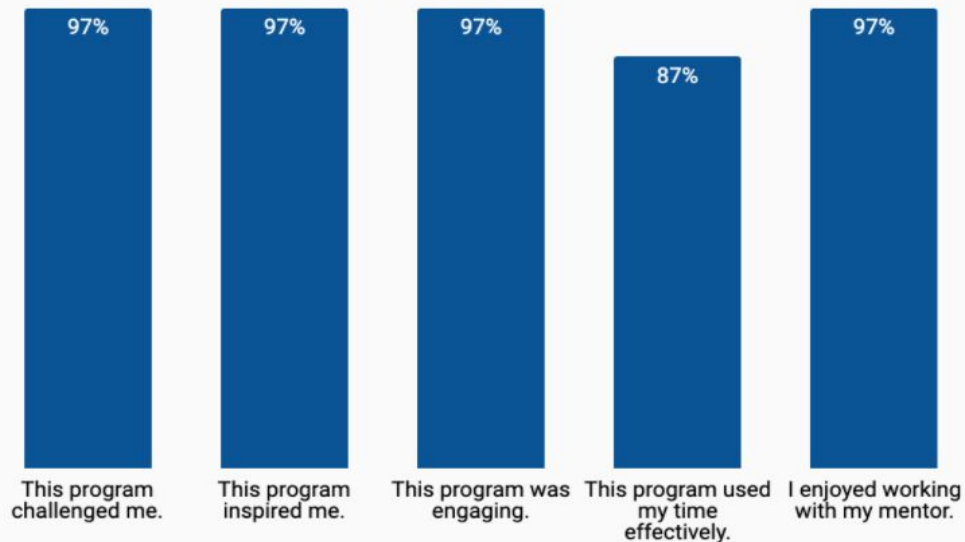
MCP Training: Impact on Educators



# Feedback from Robbinsdale Educators

Additionally, **97%** of participants said they were **challenged and inspired** by the program.

## MCP Training: Educator Experiences



# Feedback from Robbinsdale Educators



We asked participants to share what they would tell their colleagues and administrators about the program. Here are some of their responses:

“This training is highly valuable and usable in the classroom. It **combines elements of Culturally Responsive Teaching as well as standards-based grading to create a cohesive system to help students achieve.**”

“DO IT!! You won't regret it! **This is the wave of the future and it will be so good for students' learning.** Also, it is going to be a BIIIIIG mindshift at first but it will be worth it in the long run.”

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“This could be **revolutionary for your teaching.**”

“It is excellent, **will change the way you teach,** and is definitely worth your time.”

“That this will definitely change the way you think about teaching. I am so excited to implement this in the fall and feel like it **will make my classroom an amazing learning environment.**”

“Everyone should be trained at this level. **The ability to see how differentiation, self pacing, and collaboration work together to create a student centered classroom is very inspiring!**”

# **RAS Distinguished Modern Classroom Educators**

Jane Yahna - Noble Elementary

Brenda Rossow - Lakeview Elementary



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# Questions?



# ESSER Funding

## YTD Update

Presented by: Ukee Dozier

Date: Jan 4, 2022

# OUR UNIFIED DISTRICT VISION

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## Summary of Changes

- Additional Funding - ESSER III 5% - Learning Recovery (\$644,831)
- Additional Funding - ARP Homeless Children and Youth Grant (\$79,816)
- Reduction in Pandemic Enrollment Loss Support Allocation (\$175k)
- Small difference of +\$13,895 between previous presented and audited year end ESSER dollars expensed
- FY22 YTD expended \$898,030
- Total Awarded: \$39,379,859 (minus Non-Pub)
- Total Remaining: \$31,187,964



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## ESSER Summary - Accumulated Year to Date

	Fin	Awarded	Non Pub	Net Funding	FY21 Expended	FY22 YTD Exp	Remaining
ARP Individuals with Disabilities	140	641,702	-	641,702	-	19,168	622,534
ARP Preschool Incentive Ages 3-5	141	53,923	-	53,923	-	-	53,923
ARP Mandatory CEIS	144	104,344	-	104,344	-	5,469	98,875
Gov Discretionary ARP	150	569,858	-	569,858	321,054	248,804	-
ESSER I 90%	151	2,315,378	83,645	2,231,733	2,174,966	140,412	-
ESSER I 9.5%	152	81,669	2,950	78,718	81,669	-	-
GEER	153	1,072,353	38,740	1,033,613	1,072,353	-	-
CRF	154	3,769,159	-	3,769,159	3,769,159	-	-
ESSER II	155	8,639,852	-	8,639,852	-	475,465	8,164,387
<b>ARP Homeless Children and Youth</b>	<b>159</b>	<b>79,816</b>	-	<b>79,816</b>	-	-	<b>79,816</b>
ESSER III	160	15,523,104	-	15,523,104	-	-	15,523,104
ESSER III Learning Recovery	161	3,880,776	-	3,880,776	-	-	3,880,776
Expand Summer Programming	163	324,000	-	324,000	-	-	324,000
ARP Adult Basic Education (Grant)	166	241,271	-	241,271	-	-	241,271
Expand Access to Tutoring	167	199,975	-	199,975	-	-	199,975
<b>ESSER III 5% - Learning Recovery</b>	<b>169</b>	<b>644,831</b>	-	<b>644,831</b>	-	-	<b>644,831</b>
Covid Testing	170	662,879	-	662,879	-	8,712	654,167
Pandemic Enrollment Loss Support	171	700,306	-	700,306	-	-	700,306
		<b>39,505,195</b>	<b>125,335</b>	<b>39,379,859</b>	<b>7,419,200</b>	<b>898,030</b>	<b>31,187,964</b>

## Allocated Detail

### ESSER I - Coronavirus Aid, Relief and Economic Security Act

Funding Bucket	Allocation	Fed Expend Date
ESSER I 90%	\$2,315,378	September 30, 2022
ESSER I 9.5%	\$81,669	September 30, 2022
GEER	\$1,072,353	September 30, 2022
CRF	\$3,768,153	December 30, 2020
<b>Total</b>	<b>\$7,238,558</b>	

Fully Expended

\*Amounts include Non-Pub Equitable shares



# Summary of Categorical Expenditures

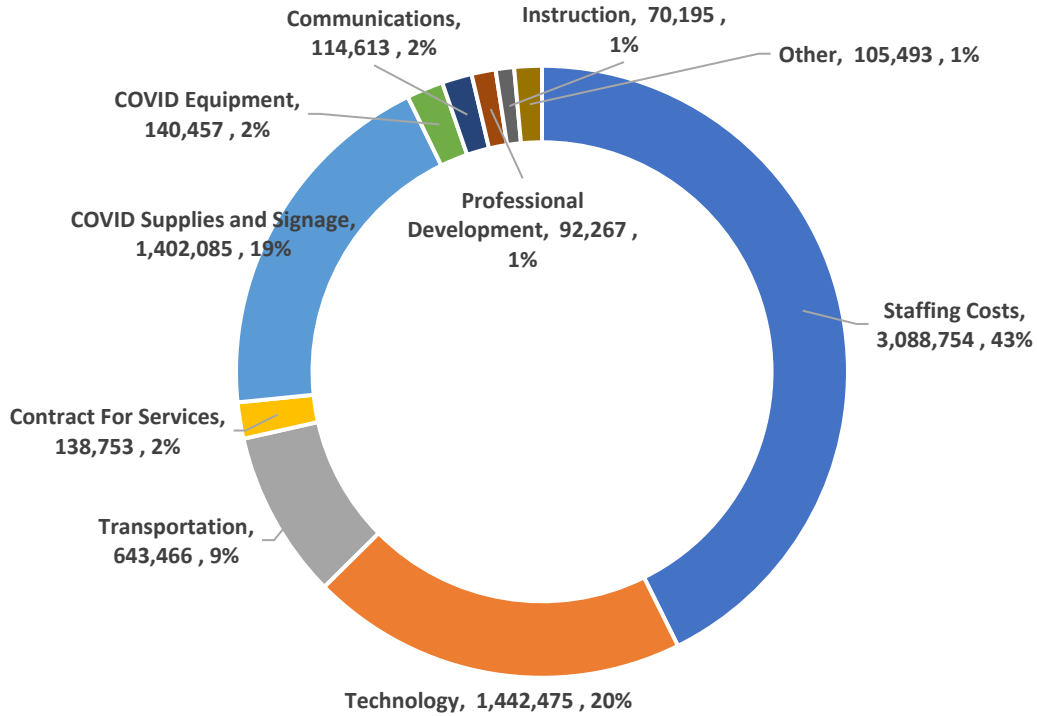
ESSER I				
Category (Object)	FY21 Expended	FY22 YTD	Total	%
Salaries and Benefits	3,001,998	86,855	3,088,853	42.7%
Purchased Services	994,741	26,447	1,021,188	14.1%
Supplies and Materials	1,969,959	27,110	1,997,069	27.6%
Capital Expenditures	1,131,332	-	1,131,332	15.6%
Other Expenditures	117	-	117	0.0%
	<b>7,098,146</b>	<b>140,412</b>	<b>7,238,558</b>	100%
ESSER I				
Category (Summarized)	FY21 Expended	FY22 YTD	Total	%
Staffing Costs	3,001,900	86,855	3,088,754	42.7%
Technology	1,422,627	19,848	1,442,475	19.9%
Transportation	643,466	-	643,466	8.9%
Contract For Services	138,753	-	138,753	1.9%
COVID Supplies and Signage	1,402,085	-	1,402,085	19.4%
COVID Equipment	140,457	-	140,457	1.9%
Communications	114,613	-	114,613	1.6%
Professional Development	65,820	26,447	92,267	1.3%
Instruction	62,933	7,262	70,195	1.0%
Other	105,493	-	105,493	1.5%
	<b>7,098,146</b>	<b>140,412</b>	<b>7,238,558</b>	100.0%

Allocations included

- ESSER I 90%
- ESSER I 9.5% Grant
- GEER
- CRF



### ESSER I Categorical Spending



## Allocated Detail

### ESSER II - Coronavirus Response and Relief Supplemental Appropriations Act

Funding Bucket	Allocation	Fed Expend Date
ESSER II 90%	\$8,639,852	September 30, 2023
Expand Summer Prog	\$324,000	September 30, 2023
<b>Total</b>	<b>\$8,963,852</b>	

# ESSER II YTD & Budgeted by Category

ESSER II				
Category (Object)	YTD Exp	%	Budgeted	%
Salaries and Benefits	309,449	65%	6,638,390	82%
Purchased Services	38,309	8%	1,300,000	16%
Supplies and Materials	26,461	6%	41,860	1%
Capital Expenditures	101,246	21%	42,560	1%
Other Expenditures	-	0%	86,096	1%
	<b>475,465</b>	100%	<b>8,108,906</b>	100%

ESSER II				
Category (Summarized)	YTD Exp	%	Budgeted	%
Staffing Costs	309,449	65.1%	6,638,390	81.9%
Technology	16,000	3.4%	-	0.0%
Transportation	-	0.0%	1,000,000	12.3%
Contract For Services	17,960	3.8%	-	0.0%
COVID Supplies and Signage	135	0.0%	-	0.0%
COVID Equipment	85,935	18.1%	42,560	0.5%
Communications	-	0.0%	23,860	0.3%
Professional Development	33,749	7.1%	300,000	3.7%
Instruction	9,372	2.0%	18,000	0.2%
Other	2,864	0.6%	86,096	1.1%
	<b>475,465</b>	100.0%	<b>8,108,906</b>	100.0%

ESSER II related allocations

- ESSER II 90%
- Expand Summer Programming

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Related Budgeted Costs

- RVA staff
- Mental Health support staff
- District wide subs
- One-time contributions set aside for contract negotiations.

# Allocated Detail

## ESSER III - American Rescue Plan (ARP)

Funding Bucket	Allocation	Fed Expend Date
ESSER III 90% (80)	\$15,523,104	September 30, 2024
ESSER III Learning Loss	\$3,880,776	September 30, 2024
<b>Gov Discretionary</b>	<b>\$569,858</b>	<b>June 30, 2024</b>
Adult Basic Education	\$241,271	June 30, 2024
Expand Access to Tutoring	\$199,975	June 30, 2024
Enrollment Loss Support	\$700,306 ★	June 30, 2023
<b>Covid Testing</b>	<b>\$662,879</b>	<b>September 30, 2022</b>

## Allocated Detail

### ESSER III - American Rescue Plan (ARP) - Continued

Funding Bucket	Allocation	Fed Expend Date
<b>ARP Individuals with Disabilities Ed Act – Part B</b>	<b>\$641,702</b>	<b>September 30, 2022</b>
ARP Preschool Incentive Ages 3-5	\$53,923	September 30, 2022
<b>ARP Mandatory CEIS</b>	<b>\$104,344</b>	<b>September 30, 2022</b>
ARP Homeless Children and Youth	\$79,816 ★	September 30, 2022
ESSER III 5% - Learning Recovery	\$644,831 ★	September 30, 2024
<b>Total</b>	<b>\$23,302,785</b>	

## ESSER III Accumulated YTD by Category

ESSER III				
Category (Object)	FY21 Expended	FY22 YTD	Total	%
Salaries and Benefits	282,622	280,449	563,070	93.3%
Purchased Services	16,363	1,016	17,380	2.9%
Supplies and Materials	22,069	688	22,757	3.8%
Capital Expenditures	-	-	-	0.0%
Other Expenditures	-	-	-	0.0%
	<b>321,054</b>	<b>282,153</b>	<b>603,207</b>	<b>100%</b>
ESSER III				
Category (Summarized)	FY21 Expended	FY22 YTD	Total	%
Staffing Costs	312,348	280,449	592,797	98.3%
Technology	-	-	-	0.0%
Transportation	8,706	1,016	9,722	1.6%
Contract For Services	-	-	-	0.0%
COVID Supplies and Signage	-	-	-	0.0%
COVID Equipment	-	-	-	0.0%
Communications	-	-	-	0.0%
Professional Development	-	-	-	0.0%
Instruction	-	688	688	0.1%
Other	-	-	-	0.0%
	<b>321,054</b>	<b>282,153</b>	<b>603,207</b>	<b>100.0%</b>

ESSER III related allocations

- Governors Discretionary (Fully Expended)
- ARP Individuals with Disabilities
- ARP Mandatory CEIS
- ARP Covid Testing Grant

## Top 5 Spending Priorities Identified

Students	Staff	Family & Community
Technology	Staffing for small class size, Intervention and Enrichment	Staffing
Mental Health Support	Mental Health Support	Mental Health Support
Facilities	Student Support Personnel	Facilities
Additional Learning Opportunities (CTE)	Facilities	Staff Recruitment and Retention
Expand Language Access	Staff Recruitment and Retention	Student Support Personnel

## ESSER III Next Steps

- Application Status is pending MDE approval
- Once approval is received, a budget will be created to allocate funds that corresponds to the narrative submitted to MDE, including any approved revisions
- Present finalized plans to community stakeholders

# Questions





## School Board of Robbinsdale Area Schools

Work Session – January 4, 2022

**AGENDA SECTION:** Board Discussion

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**ITEM:** 3.A. Review of Remaining 2021-2022 Board Meeting Schedule

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**COMMENTS BY:** Newly-Elected School Board Chair

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## 2021-2022 School Board Meetings (approved Feb. 16, 2021)

Meetings are typically held the first and third Monday of each month (except when the calendar does not permit) at the Education Service Center, 4148 Winnetka Avenue North, New Hope, MN, third floor boardroom. School Board Work Sessions are scheduled to follow the first school board meeting of the month. School Board Work Sessions typically start ten minutes after the adjournment of the preceding School Board Business Meeting.

2021			
Monday	July 19	6 pm 7 pm	Listening Time Regular Meeting
Monday	August 2	6 pm	Business Meeting Work Session
Monday	August 16	6 pm 7 pm 8 pm	Listening Time Regular Meeting Special Work Session
Wednesday	September 8	6 pm	Business Meeting Work Session
Wednesday	September 22	6 pm 7 pm	Listening Time Regular Meeting
Monday	October 4	6 pm	Business Meeting Work Session
Monday	October 18	6 pm 7 pm	Listening Time Regular Meeting
Monday	November 1	6 pm	Business Meeting Work Session
Tuesday	November 2		Election Day
Monday	November 15	6 pm 7 pm	Listening Time Regular Meeting
	Nov/Dec TBD		Closed Session for Supt. Review
Monday	December 6**	6 pm 7 pm	Truth in Taxation Business Meeting Work Session
Monday	December 20	6 pm 7 pm	Truth in Taxation (if needed) Listening Time



			Regular Meeting
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2022			
Tuesday	January 4	6 pm	Organizational Meeting Business Meeting Work Session
Tuesday	January 18	6 pm 7 pm	Listening Time Regular Meeting
Monday	February 7	6 pm	Business Meeting Work Session
Tuesday	February 22	6 pm 7 pm	Listening Time Regular Meeting
Monday	March 7	6 pm	Business Meeting Work Session
Monday	March 21	6 pm 7 pm	Listening Time Regular Meeting
Tuesday	April 5	6 pm	Business Meeting Work Session
Tuesday	April 19	6 pm 7 pm	Listening Time Regular Meeting
Monday	May 9	6 pm	Business Meeting Work Session
Monday	May 23	6 pm 7 pm	Listening Time Regular Meeting
Monday	May 23	8 pm	Closed Session for Supt. Evaluation
Tuesday	June 7	6 pm	Business Meeting Work Session
Monday	June 20	6 pm 7 pm	Listening Time Regular Meeting



## School Board of Robbinsdale Area Schools

Work Session – January 4, 2022

**AGENDA SECTION:** Board Discussion

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**ITEM:** 3.B. Listening Time Discussion

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**COMMENTS BY:** Newly-Elected School Board Chair

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## School Board of Robbinsdale Area Schools

Work Session – January 4, 2022

**AGENDA SECTION:** Other

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**ITEM:** 4. Other

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**COMMENTS BY:** Newly-Elected School Board Chair

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