



Robbinsdale Area Schools School Board Meeting Agenda

Monday, May 9, 2011 at 5:30 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

1. Welcome
Presenter: Chair Van Heel
Time: 5:30 p.m.
2. Plan to Improve Academic Achievement at the Middle Schools 2
Presenter: Lori Simon/Bruce Beidelman/Tom Henderlite/John Cook
Time: 5:30 - 6:15 p.m.
3. Report on Equity Efforts 7
Presenter: Lori Simon/Kenneth Turner
Time: 6:15 - 7:00 p.m.
4. Break
Time: 7:00 - 7:15 p.m.
5. West Metro Education Program Update
Presenter: Helen Bassett
Time: 7:15 - 7:45 p.m.
6. Special Education Maintenance of Effort Budget Adjustments for 2011-2012 24
Presenter: Lonnie Smith/Ellen Woit
Time: 7:45 - 8:15 p.m.
7. Update on Community Conversations
Presenter: Helen Bassett/Mark Bomchill/Patsy Green
Time: 8:15 - 8:30 p.m.
8. Superintendent Evaluation Timeline
Presenter: Chair Van Heel
Time: 8:30 - 8:45 p.m.
9. Adjourn
Presenter: Chair Van Heel
Time: 8:45 p.m.



MEMO

DATE: 5-4-11

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Educational Services

RE: Middle School Intervention Planning

The board will hear an overview of the plans at the middle school to provide increased interventions and opportunities for students requiring additional academic support. The presenters will be Lori Simon, Executive Director of Educational Services; Bruce Beidelman, Plymouth Middle School Principal; Tom Henderlite, Robbinsdale Middle School Principal; and John Cook, incoming Robbinsdale Middle School Principal.

Plymouth Middle School Tier I and II Instructional Plan 2011/12 (*italics identify supports provided beyond general or Pre-AP minutes of instruction*)

<p>Grade 6</p>	<p>CORE Instruction:</p> <ul style="list-style-type: none"> • English, math, science, social studies • Semester reading, semester global language (students meeting or exceeding expectations on MCA-III Reading Exam) • <i>Full year reading for all students partially or not meeting expectations on MCA-III Reading Exam</i> <p>Allied Instruction: 1 quarter each, Art, FACS, Micro, Tech, Semester PE, Semester Music or Study</p> <ul style="list-style-type: none"> • <i>Students with a study hall, and not meeting expectations in math or reading, will be scheduled with a math or reading teacher for additional direct instruction in current grade-level curriculum along with organizational skills support.</i> • All other study hall students will receive guided study and organizational skills. <p>Tier II Math and Reading (Double Dose):</p> <ul style="list-style-type: none"> • <i>Students requiring remedial instruction in reading and/or math will be provided prescriptive instruction through the use of the Compass Learning Lab for 40-80 extra hours of instruction instead of one to two quarters of allied arts instruction. (70 – 120 students)</i> <p>Optional Flex Time:</p> <ul style="list-style-type: none"> • <i>All grade six teachers will teach social studies during a common team time. This will provide additional opportunity for flexible grouping and additional instructional focus activities in math and reading when appropriate or necessary.</i>
<p>Grade 7</p>	<p>CORE Instruction:</p> <ul style="list-style-type: none"> • English, math, science, social studies • semester reading, semester global language (students meeting or exceeding expectations on MCA-III Reading Exam) • <i>full year of Developmental Reading or Read 180 for all students partially or not meeting expectations on MCA-III Reading Exam</i> <p>Allied Instruction:</p> <ul style="list-style-type: none"> • 1 quarter of health 7 • 3 quarters of any combination of Art, FACS, Micro, Tech Ed. • 1 Semester PE, 1 Semester Music or Study • <i>Students with a study hall, and not meeting expectations in math or reading, will be scheduled with a math or reading teacher for additional direct instruction in current grade-level curriculum along with organizational skills support.</i> • All other study hall students will receive guided study and organizational skills. <p>Tier II Math and Reading (Double Dose):</p> <ul style="list-style-type: none"> • <i>Students requiring remedial instruction in reading and/or math will be provided prescriptive instruction through the use of the Compass Learning Lab for 40-80 extra hours of instruction instead of one to two</i>

	<i>quarters of allied arts instruction. (70 – 120 students)</i>
Grade 8	<p>CORE Instruction:</p> <ul style="list-style-type: none"> • English, math, science, social studies • Full year global language for students meeting or exceeding expectations on MCA-III Reading Exam and earning grades of C or higher in English. • <i>full year of Developmental Reading or Read 180 for all students partially or not meeting expectations on MCA-III Reading Exam</i> <p>Allied Instruction:</p> <ul style="list-style-type: none"> • 1 quarter of health 8 • 3 quarters of any combination of Art, FACS, Micro, Tech Ed. • 1 Semester PE, 1 Semester Music or Study • <i>Students with a study hall, and not meeting expectations in math or reading, will be scheduled with a math or reading teacher for additional direct instruction in current grade-level curriculum along with organizational skills support.</i> • All other study hall students will receive guided study and organizational support. <p>Tier II Math and Reading (Double Dose):</p> <ul style="list-style-type: none"> • <i>Students requiring remedial instruction in reading and/or math will be provided prescriptive instruction through the use of the Compass Learning Lab for 40-80 extra hours of instruction instead of one to two quarters of allied arts instruction. (70 – 120 students)</i>
Grade 6-8	<ul style="list-style-type: none"> • <i>A check and connect model will be provided for students that would benefit from additional direct staff/student contact time.</i> • <i>Targeted Services efforts from 2010/11 are being reviewed and evaluated.</i>

2011 – 2012 7th & 8th Grade RMS Double Dose Instructional Plan

The primary objective of double dose classes is to determine if increasing time on task will lead to greater gains for students who have significant needs in reading and math.

7th Grade Math

There will be two sections of 20 students each enrolled in a regular math class during CORE. These same students will take an additional period of math during Allied Arts every day all year with the same math teacher. The two class periods will integrate 7th grade math standards augmented by interactive instruction supporting acquisition of skills typically learned in earlier grades. The math teacher will be provided with 80 hours of curriculum writing time to create the interactive portions of the additional class. Specific tasks to be accomplished via the curriculum writing time include:

- Create a station system much like what is utilized in READ 180 – small/whole group work, computerized instruction and independent work time.
- Write lessons to be used to prep students for units their CORE class will be doing in the future.
- Review instructional practices previously used to teach 7th grade math classes and infuse engaging and effective strategies that include the use of manipulatives, SMART board activities and other strategies that facilitate active learning opportunities. It's a must to secure engaged learners for two class periods a day.
- Establish procedures for using Compass curriculum as an instructional tool to help students master essential math skills at their specific instructional level.
- Write formative and summative assessments tied to state standards.
- Create a course syllabus and informational packet about the course to share with families.

8th Grade Reading Skills

In 8th grade, we will concentrate on Reading Skills. There will be two sections of 15 students each who will take their Reading Skills class during CORE and an additional period during Allied Arts every day all year with the same reading teacher. The additional period will be a continuation of the READ 180 class.

Students enrolled in these double dose classes will be pre-tested and evaluated throughout the year to monitor growth patterns. In addition, their MCA scores will be compared to see if they make greater gains than students in single period classes.

6th Grade Reading, Language Arts & Math

The 6th grade team format will be modified in an effort to provide students with more personalized instruction. There will be four teams of two teachers each and two teams of three teachers each. This alignment will provide a more intentional and personal approach for students. Teachers will see fewer students each day and students will experience fewer teacher changes. Moreover, this model will provide an opportunity for teachers to flex their schedules to increase time spent on Reading and Language Arts. Math teachers will also be able to make use of the above mentioned alignment as well.

In addition to the team changes, a full period everyday Reading class will be restored for all 6th graders. This will be accomplished by decreasing Global Language from a full year for most students to a semester course for almost all students. Global Language courses will be offered during Allied Arts time, allowing for 5 CORE class periods to be devoted to Reading, Language Arts, Math, Science and Humanities.



MEMO

DATE: 5-4-11

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Educational Services

RE: Equity Efforts Report

The board will hear a presentation on the equity efforts occurring at the district and school levels; as well as plans for next steps. The presenters will be Lori Simon, Executive Director of Educational Services; and Kenneth Turner, Program Director for Integration and Equity.

Office of Integration and Equity Initiatives 2010-11

May 9, 2011

Cultural Liaisons

Armstrong High School	Home School/Cultural Liaison American Indian Liaison
Cooper High School	Choice Is Yours Liaison/Home School/Cultural Liaison American Indian Liaison
Robbinsdale Middle School	Home School/Cultural Liaison American Indian Liaison
Plymouth Middle School	Home School/Cultural Liaison American Indian Liaison
Meadow Lake, Neill and Zachary Lane	Share a Home School/Cultural Liaison American Indian Liaison
Northport, Robbinsdale Spanish Immersion and Sonnesyn	Share a Home School/Cultural Liaison American Indian Liaison
Noble, Lakeview and Forest	Share a Home School/Cultural Liaison American Indian Liaison Also a Choice Is Yours Liaison

The Vision for Robbinsdale Area Schools is that:

- Children from diverse racial, cultural and income backgrounds succeed in school and achieve at high levels.
- School and classroom climate is improved for all students and staff.

Equity Transformational Framework

- Increase Cultural Understanding
- Culturally Competent Teachers & Multicultural Curriculum
- Equity in Access & Opportunity
- Increased Staff Diversity, Modeling & Mentoring
- Increased Parental Involvement & Empowerment
- Community Understanding & Support

District Equity Leadership Team

- District Equity Leadership Team (DELT) members participate in significant professional learning focused on deepening their understanding of race and equity, as well as how to develop and then guide the implementation of the district's equity transformation framework.
- DELT examines district policies, practices, programs, structures, climate and culture that may be barriers to equity and excellence; and leads systemic change efforts that result in high levels of achievement for all students.
- DELT members will provide leadership in the district to assure that the goals of the district equity plans are met.
- DELT members will collaborate with the Desegregation/Integration Community Collaboration Council to oversee the development, implementation and evaluation of the district and building Equity Transformation Framework plans.

Role of the Building Equity Team

- The Site Equity Leadership Team (E-Team), consisting of 8-10 equity leaders (principal, teachers, and other school staff), participates in significant professional learning focused on deepening their understanding of race and equity, and how to develop and then guide the implementation of the school's Equity Transformation Plan.
- E-Teams examine their school's policies, practices, programs, structures, climate and culture to identify barriers to equity and excellence, and lead systemic change efforts that result in high levels of achievement for all students.
- Led by the principal, E-Teams design and deliver professional development activities that shift the culture of the school toward embracing school-wide equity transformation.

Elementary/Secondary Integration Initiatives

- Intervention Teachers to address the Achievement Gap
- Math and Reading
- Meadow Lake
- Northport
- Robbinsdale Middle School
- Plymouth Middle School
- AVID
- National Urban Alliance

Equity Walks

The Equity Walk also looks at the following:

- **Rigor**
- **Learning and Teaching**
- **Inclusion**
- **Teacher Expectations and Student Achievement**

Equity Walks

- The E-Team will look at what they want to improve for students of Color and these become the “LOOK FORs”.
- The school principal and director of integration and equity conduct the equity walks.
- The notes from the equity walk will be given to the principal with equity walk observations. Principal will provide the feedback to staff and teachers.

Logic Model Grants

LOGIC MODEL GRANTS 2010/11

<i>Date Submitted</i>	<i>Contact</i>	<i>Description</i>	<i>Amount Requested</i>	<i>Amount Approved</i>
1/5/2011	Madeline Elmhirst	RMS-African American Music residency and programs	7486	7486
8/18/2010	Mike Favor	Projects at CHS to address the achievement gap	8000	4000
10/8/2010	Trista Bejarano	Purchase of band and orchestra instruments for low-income students	4000	4000
11/3/2010	Patrick Smith	Recognition program at Northport	3296	3296
10/29/2010	Lori Sundberg	Photographs of actual Noble students to create a welcoming atmosphere in the entry	750	750
10/25/2010	Nichole Rens	Family involvement program at Lakeview	1400	1400
1/27/2011	Kevin Wilson	RMS Environmental Camp	1000	1000
1/27/2011	Kenneth Turner	Civil Rights Research Tour	6589	6589

Choice Is Yours

Neil Elem.	CIY Students 24
Forest Elem.	CIY Students 8
Lakeview Elem.	CIY Students 47
Noble Elem.	CIY Students 51
Robbinsdale Spanish Immersion	CIY Students 9
Sonnesyn Elem.	CIY Students 15
Zachary Lane Elem.	CIY Students 2
Plymouth Middle School	CIY Students 50
Robbinsdale Middle School	CIY Students 75
Armstrong High School	CIY Students 70
Cooper High School	CIY Students 166
Total Choice Is Yours Students	517

Choice Is Yours

- We offer cultural liaisons for our students and will be looking at hiring a Hmong liaison and a Hispanic/Latino liaison.
- Students get to work with liaisons in small groups to work on: academics, cultural needs, preparing for college, college trips.
- After school tutoring programs at both high schools.
- School supplies.
- Outreach to parents and community.

Parents as our Partners

- Each school has set up parent of color committees.
- During the school year each school has hosted family events.
- Cultural Liaisons went to a three-day training on how to empower parents.
- We will have trainings available for every school in the 2011-12 school year.
- Our goal is to empower every family in our district.

Integration Revenue

- Current Integration revenue for FY10/11
 - \$1,844,700 Integration revenue
 - \$208,845 Alternative attendance
 - Total funding \$ 2,053,545
-
- FY11/12 projected
 - \$1,780,587 Integration revenue
 - \$222,885 Alternative attendance
 - Total funding \$2,003,472

Integration Revenue

The impact to the district if Integration Aid is eliminated is:

- Students from Minneapolis would lose their choice to come to our district.
- Transportation would be eliminated.
- Programs that support students would be cut.
- 40 plus positions would be eliminated.
- District would be left with over a 2 million dollar gap to fill.
- We are waiting to learn what the state will do with Integration Aid.

Equity Initiatives for 2011-12

- Equity evaluation for each school.
- Professional Development/Academy offerings will focus on equity.
- District opener will have breakout sessions around equity in our district.
- Parent As Our Partner training will begin in the fall.
- Equity walks three times a year.
- Phase 2 of the Equity Transformational Framework.

Proposed Special Education Budget Reduction to Address Maintenance of Effort

Individuals with Disabilities Education Act (IDEA) Requirements for MOE

The IDEA requires that federal funds “...may not be used to reduce the level of expenditures for the education of children with disabilities made by the Local Education Agency (LEA) from (state and) local funds below the level of those expenditures for the preceding fiscal year....” (34 C.F.R. § 300.203). This requirement is referred to as **maintenance of effort**.

Fifty percent MOE Reduction under IDEA

Under IDEA section 613(a)(2)(C) (34 CFR§ 300.205);

- In any fiscal year that an LEA’s subgrant allocation exceeds the amount the LEA received in the previous fiscal year, the LEA may reduce the level of local, or state and local, expenditures otherwise required by the LEA MOE requirements (in IDEA, section 613(a)(2)) by up to 50 percent of the increase in the LEA’s subgrant allocation.
- The LEA must spend the freed-up local, or state and local funds on activities that are authorized under the Elementary Secondary Education Act (ESEA) of 1965.
- If an LEA chooses to utilize the flexibility available under IDEA Section 613(a)(2)(C) to reduce the level of local, or state and local, expenditures otherwise required in the current fiscal year, in subsequent fiscal years the LEA would be required to maintain effort at the reduced level-except to the extent that an LEA increases the level of expenditures for the education of children with disabilities made by that LEA above the level of expenditures in FY 2010, using local or state and local funds.

In other words, an LEA choosing to take advantage of this flexibility may reduce the required MOE level in subsequent years, until that LEA increases the level of special education expenditures, using state or local funds, on its own.

In FY10 , the District utilized \$1,398,740.00 of federal special education funds (ARRA funds) to reduce the district’s level of local expenditures required by the MOE requirements. In FY11 the District again used a portion of federal special education funds (ARRA funds) in the amount of \$1,138,740.00 to provide a portion of the cost of benefits for special education staff paid from state funds and to continue the district’s maintenance of effort at a level reduced from FY09. Benefits provided for staff funded through state special education allocation are not a reimbursable expenditure.

In order for the District to minimize the increase in the level of state special education expenditures in FY12 and therefore maintain a reduced level of MOE, the Director of Special Education proposes a reduction of expenditures within the District’s federal special education budget (419) of \$402,411.00. This reduction would allow for federal funds to be available for a portion of the special education employee benefits. The Director also notes an anticipated reduction in the FY12 state special education expenditures due to the voluntary departure, by retirement, of four special education or related services personnel estimated to equal \$116,421.00.

**Proposed Special Education Budget Reductions
2011-12**

A. Reductions in Federal 419:

This proposal reflects a reduction in the Federal 419 Special Education budget, allowing for a portion of benefits for special education staff to be coded to 419, creating a reduction in the State special education budget.

1. Reduction in Federal 419 Carryover:	250,000.00
2. 15% Accountant salary/benefits Percentage of salary equivalent to amount of time utilized in activities related to Third Party Billing; to be paid from revenue generated from Third Party Reimbursement.	9,930.00
3. 15% Clerical salary/benefits Percentage of salary equivalent to amount of time utilized in activities related to Third Party Billing; to be paid from revenue generated from Third Party Reimbursement.	4,057.00
4. 50% RTC/RTC-Plus Clerical/Due Process Education Assistant salary/benefits To be coded to Compensatory Ed funds allocated to RTC/RTC-Plus	15,000.00
5. Eliminate portion of ECSE Clerical (retired 1/1/11)	14,633.00
6. Reduction of .5 FTE CHS Due Process Education Assistant Reduction from 1.5 fte to 1.0 fte	17,143.00
7. Reduction of 1.0 FTE Elementary Due Process Facilitator (Licensed position) Reduction from 2.0 FTE to 1.0 FTE	91,648.00
	402,411.00

B. State Budget Reductions:

4.0 Sp Ed licensed staff retiring (Replace 4x MA-Step 1; salary+FICA/TRA)	116,421.00
--	------------

Total Impact on State Special Education Budget	518,832.00
---	-------------------

**Proposed Special Education Budget Reductions
2011-12**



MEMO

DATE: 5-4-11

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Educational Services

RE: Special Education Maintenance of Effort Proposed Reduction

The board will hear an overview of the proposed reduction of special education maintenance of effort to begin as of the 2011-2012 school year. The presenters will be Lori Simon, Executive Director of Educational Services; Lonnie Smith, Executive Director of Business Services; and Ellen Voit, Program Director for Special Education.