



## Robbinsdale Area Schools School Board Meeting Agenda

Monday, September 10, 2012 at 6:15 PM

Work Session

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

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1. Postive Behavior Intervention System in Elementary and Secondary Schools  
Presenter: Matt Phelps/Jane Byrne/Colleen Kohler/Katy Commins-Bakko  
Time: 6:15 - 7:00 p.m.
2. Middle School STEM Program 2  
Presenter: Gayle Walkowiak/Dennis Beekman  
Time: 7:00 - 7:30 p.m.
3. Preliminary Audit Report 6  
Presenter: Jeff Priess  
Time: 7:30 - 7:45 pm.
4. Graduation Requirements 7  
Presenter: Gayle Walkowiak  
Time: 7:45 - 7:55 p.m.
5. Listening Time Process and Forms 9  
Presenter: Patsy Green  
Time: 7:55 - 8:15 p.m.
6. Board Member Compensation  
Presenter: Chair Van Heel  
Time: 8:15 - 8:45 p.m.

# CHARGE TO THE COMMITTEE



*All groups meeting for the purpose of conducting district business should complete this statement of intent and purpose. It should be submitted to the appropriate division director at least two weeks prior to the first meeting.*

**1. Nature of the group (task force, standing committee, etc.)**

*Task Force*

**2. Charge statement (must include intended outcome)**

*Create the educational design for a 6-8 middle school STEM/STEAM magnet for students matriculating from the SEA School at Olson and for other interested students.*

*Assume that:*

- *Busing is available to and from the location and includes busing for after-school activities; students would qualify for busing as long as they remain in the program*
- *The educational program is predominately “hands-on”*
- *The possibility exists for creating a STEM/STEAM-type lab*
- *The STEM/STEAM program would interface with existing programs at the building in which it is located*

**3. District Goal(s) to which the charge is aligned**

*Priority 1, Goal A: Raise expectations and increase academic rigor for all students.*

*Priority 2, Goal B: Provide innovative and research-based methods, materials, programs and technology.*

**4. Intended membership (by position) (25 individuals)**

*Middle School principals or designee (2)*

*SEA principal and/or program coordinator (1-2)*

*Middle School Instructional Coaches (2)*

*Counselors from each middle school (2)*

*Science teachers from grade 6- 8 (3)*

*Math teachers from grade 6-8 (3)*

*Technology education teacher (1)*

*Online Learning Facilitator (1)*

*MYP and Pre-AP (6-8) coordinator (2)*

*Parent from SEA and middle school (2)*

*Teaching and Learning Specialist for elementary and secondary math, science, STEM (2)*

*Executive Director, Teaching and Learning (1)*

*Executive Director, Educational Services (1)*

*Executive Director, Technology (1)*

***Others may participate as available/needed***

5. *Name of group facilitator*  
*Steve White, Teaching and Learning Specialist for secondary math, science and STEM*
  
6. *Timeline and entity for receipt of final report*  
*Friday, October 26, 2012 and to Cabinet on Monday, October 29, 2012*
  
7. *Assumptions (include any benefits to members)*  
*Meetings will occur once each week or as necessary from mid-September through October*  
*All meetings will be held after school from 3:15 to 5 pm at the ESC*  
*Sub-groups may be assigned specific tasks*  
*A status report (written or in person) will be provided to Cabinet each Monday morning or as requested*
  
8. *Meeting dates and other arrangements*  
*Wednesday, September 12, 19, 26*  
*Wednesday, October 3, 10, 24*
  
9. *Provision for record keeping*  
*One attending member will keep minutes*
  
10. *Method of communicating with committee members and other stakeholders*  
*Minutes of each meeting will be distributed via e-mail to each participant*
  
11. *Tentative Agenda For Each Meeting Date*  
*First meeting:*                    *Welcome and introductions*  
    *Read the Charge to the Committee*  
    *Review state and local educational requirements*  
    *Consider assumptions of the STEM/STEAM program*  
    *Review existing STEM/STEAM middle school programs*  
    *Review district enrollment trends*  
  
*Second meeting:*                *Some topics the committee will consider:*
  - *the ideal location (with rationale)*
  - *whether the program is phased-in over 3 years or opens as a 6-8 program*
  - *the number and nature of courses that would comprise the program*
  - *whether enrollment provisions should be established*
  - *how the STEM/STEAM program would interface with the existing programs at the building*

**SEA Students Geographic Distribution of Residence  
September 2012**

<b>Area of Residence</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
Plymouth MS Attendance Area	21	33	30	27	34	27	172
Robbinsdale MS Attendance Area	40	31	36	47	39	29	222
Non-Resident	6	7	7	1	5	3	29
<b>Total</b>	<b>67</b>	<b>71</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>59</b>	<b>423</b>

## Middle School Enrollment Trends

- Middle School enrollment is generally following projections outlined in a ten-year enrollment study conducted by Hazel Reinhardt as part of the Wold Facilities Study conducted in 2008.

Middle School Enrollment	Grades 6-8
Actual Enrollment January 2012	2601
2011-12 Projected Enrollment – 2008 Reinhardt Study	2637

- Middle school enrollment is projecting modest growth over the next four years.

Projected Middle School Enrollment (January)	2013	2014	2015	2016
Total Projected Enrollment (Grades 6-8)	2633	2637	2680	2687

- The combined program capacity of both middle schools is enough to accommodate projected enrollment.

Combined Program Capacity	Lowest Projected Enrollment (2013)	Lowest Projected Enrollment (2016)
2800	2633	2687

- However Plymouth Middle School has been very near its enrollment program capacity the last several years and projections support that the enrollment will not likely subside at PMS in the future.

Enrollment / Capacity 2012-13	Plymouth	Robbinsdale
Program Capacity	1325	1475
Enrolled September 2012	1306	1355
Students below Capacity	(19)	(120)

## Major Contributing Factors

- Growth of Spanish Immersion Program

RSIS 5 <sup>th</sup> Grade Enrollment	Actual October 1			Projected October 1		
	2009	2010	2011	2012	2013	2014
	92	99	100	100	106	120

- Increased retention of middle school immersion students

Retention of 5 <sup>th</sup> grade to 6 <sup>th</sup> grade immersion	2009	2010	2011	2012
	66%	72%	66%	92%

- Changes to Pre-AP and MYP program has kept students in their attendance area school

- Elimination of district-wide transportation
- Adoption of whole-school Pre-AP / MYP offerings

6 <sup>th</sup> grade Transfer requests indicating Pre-AP or MYP reason	To PMS	To RMS	Net PMS Enrollment
2009-2010 (Pre-AP / MYP)	10	52	-42
2010-2011 (Pre-AP / MYP)	23	33	-10
2011-2012 (Pre-AP / MYP)	13	10	3
2012-2013 (Pre-AP / MYP)	8	7	1

## Middle School Enrollment Options (2012 – 2013)

- This year we deviated from past practice and assigned currently enrolled Minneapolis resident 5<sup>th</sup> grade students attending school in PMS elementary feeders to RMS (26 students) to offset the increased enrollment at PMS.
- There currently is more unmet demand to transfer into Plymouth than Robbinsdale.

Enrollment Options (through Aug 28)	Plymouth			Robbinsdale		
	Approved	Pending	Total	Approved	Pending	Total
Transfer Requests	21	80	101	65	6	71



TO: Members of the School Board  
Dr. Aldo Sicoli, Superintendent

FROM: Jeff Priess, Executive Director of Business Services

DATE: September 10, 2012

RE: Preliminary Audit Information

**DISCUSSION:**

Draft financial statements will be presented to the School Board for the District's operating funds. The auditors are expected to finish their work the week of September 10 and final audit reports should be completed by mid October. We plan to submit our CAFR (Comprehensive Annual Financial Report) to the National Association of School Business Officials for the Certificate of Excellence in Financial Reporting.

**QUESTIONS:**

For questions please contact Jeff Priess at 763-504-8037 or [jeff\\_priess.rdale.org](http://jeff_priess.rdale.org)

**STRATEGIC PLAN:**

Maximize Resources and Demonstrate Financial Accountability

# CHARGE TO THE COMMITTEE



All groups meeting for the purpose of conducting district business should complete this statement of intent and purpose. It should be submitted to the appropriate division director at least two weeks prior to the first meeting.

## 1. Nature of the group (task force, standing committee, etc.)

*Task Force*

## 2. Charge statement (must include intended outcome)

*Examine the feasibility of increasing the number of fine arts credits required for graduation from Robbinsdale Area Schools from one to two semesters.*

*Assume that:*

- *Districts must offer 3 and require 1 credit in the areas of dance, music, theater, visual arts and/or media arts in grades 9-12.*
- *A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.*
- *A CTE course may fulfill a general science, math or **arts** credit requirement*
- *Course offerings in media arts that may be fulfilled through CTE include engineering or architectural design, digital photography, digital graphics, marketing, interior design, foods, etc.)*

## 3. District Goal(s) to which the charge is aligned

*Priority 1, Goal A: Raise expectations and increase academic rigor for all students.*

*Priority 1, Goal E: Provide all students opportunities in fine arts, activities, athletics and specialized programs (e.g., IB, AP).*

*Priority 2, Goal B: Provide innovative and research-based methods, materials, programs and technology.*

## 4. Intended membership (by position) (23 individuals)

*High School principals or designated assistant principal (2)*

*District Wide Curriculum Council (2)*

*Counselors from each high school (2)*

*Music teachers from each high school (2)*

*Visual arts teachers from each high school (2)*

*Business education teachers from each high school (2)*

*Technology education (tech. ed.) teachers from each high school (2)*

*FACS teachers from each high school (2)*

*PE teachers from each high school (2)*

*MYP and DP Coordinators from CHS (2)*

*Teaching and Learning Specialist for secondary math, science, STEM (1)*

*Teaching and Learning Specialist for secondary Reading, English, social studies (1)*

*Executive Director, Teaching and Learning (1)*

***Others may participate as available/needed***

5. Name of group facilitator  
*Terri King, Teaching and Learning Specialist for secondary reading, English, social studies*
  
6. Timeline and entity for receipt of final report  
*Friday, September 28, 2012*
  
7. Assumptions (include any benefits to members)  
*Meetings will occur at least weekly with sub-group meetings as indicated  
All meetings will be held after school from 3:15 to 5 pm at the ESC  
A status report will be provided to Cabinet each week or as pertinent*
  
8. Meeting dates and other arrangements  
*Thursday, September 13,  
Monday, September 17  
Thursday, September 20*
  
9. Provision for record keeping  
*One attending member will keep minutes*
  
10. Method of communicating with committee members and other stakeholders  
*Minutes of each meeting will be distributed via e-mail to each participant*
  
11. Tentative Agenda For Each Meeting Date
 

<i>Thursday, September 13:</i>	<i>Welcome and introductions Charge to the Committee Review state and local educational graduation requirements Review the number and percent of students currently graduating with 2 semesters of Fine Arts credits Discuss issues and concerns related to adding one semester of fine arts to the graduation credit requirements</i>
<i>Monday, September 17:</i>	<i>Review the elective courses taken by students graduating with one semester of Fine Arts credits Review state standards and benchmarks for the Fine Arts (9-12) Consider CTE courses for which fine arts credit may be granted Consider other options for mediating loss to elective courses</i>
<i>Thursday, September 20</i>	<i>Finalize report, make changes to Policy 613, Graduation Requirements, and prepare for first reading on Monday, September 24, 2012</i>



To: Robbinsdale School Board  
Superintendent Aldo Sicoli

From: Patsy Green and Linda Johnson, School Board Directors

Date: September 10, 2012

RE: Proposed Changes to Listening Time Form and Agenda

Tonight the school board will be asked to provide feedback on a new Listening Time Form and Guidelines and on our suggestion for wording to be included with Listening Time agenda.

We will also recommend the Listening Time form be linked to the agenda and on the website so school district community members have the ability to download and fill out the form before coming to Listening Time.



# Robbinsdale Area School Board

## Listening Time Form and Guidelines

Your input to the Robbinsdale Area School Board is welcome and valued. Listening Time provides for the school district community to present comments, concerns, questions and ideas to representatives of the school board and district administration. Respectful communication is critical to the successful resolution of any concern; we both ask for and will act with respectful treatment of all involved.

Listening Time is from 6:00-6:50 pm on the second school board meeting of most months. The School Board Facilitator will set time limits for each topic to ensure all topics are heard. When there are more than four or five different topics we may not be able to listen as long as we would like.

### Procedures for participation in the Listening Hour:

1. Complete the "Request Form" below.
2. Present the "Request Form" to the School Board Facilitator at the Listening Time. Topics will be heard in the order in which they are received.
3. Individual introductions may be made based on number of attendees.
4. Individual or group time will be no longer than 10-15 minutes.
5. In the case of a large number of attendees, the Board will ask for 2-3 spokespersons to speak per topic.
6. Please do not expect a response until we have had time to inquire about your topic.
7. The School Board Facilitator will not allow discussions regarding specific individuals, including staff and students due to data privacy laws and respect for the individuals. There are other appropriate channels to resolve such matters and an administrator will be available to discuss the topic in another room.
8. All parties involved are asked to keep information accurate and to the point.

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### REQUEST FORM

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

Topic you wish to bring before the Robbinsdale Area School Board: \_\_\_\_\_

To whom in the District have you already talked to about your topic? \_\_\_\_\_

Topic Summary \_\_\_\_\_

Please use back of the page if you need more space.

*Thank you for your input.  
The Robbinsdale Area School Board*

For posting with each Listening Time agenda:

Consider adding link to Listening Time form so individuals may print it and fill it out ahead of time.

The Robbinsdale Area School Board welcomes and values input from the members of our school district community. The opportunity to provide input is during the Listening Time which is scheduled 6-6:50 pm before the second board meeting of most months.

## **Listening Hour Guidelines for School Board Members**

### **Clarifying questions the board may ask:**

What do you mean?

What makes you think that?

Could you give me an example?

What evidence do you have to support your claim?

Can you tell me more about that?

What action, if any, would you like to see taken?

Can you describe exactly what happened?"

Who (what group(s) is/are affected by this?

### **Board responses or statements when Listening Hour conversation becomes inappropriate, disrespectful or illegal:**

(Remember not to take it personally)

(Watch body language)

Data privacy and with respect for our staff (or students), we cannot hear about individuals during this time.

If you wish to discuss an individual staff member (or student) and/or their actions, one of our administrators will hear your concerns now in another room.

It is okay to disagree, let's disagree respectfully

We're here to find solutions, not fault.

That's not what I said.

That was not my question.

Please let me finish.

We're [actually] saying the same thing

Time-out, calling each other names won't help. Instead, let's focus on how we can resolve this

We/I ask you to keep on topic and be respectful or we will end your time now (early) and move onto the next person.

Conversations between the union and the board are confidential.

Our utmost priority is to respect the confidentiality of those conversations.

Turn "can't, because" into "sure, as soon as", if applicable.

"I can understand how you feel, I don't like it either when that happens to me.

“Have you tried sitting down and having a conversation about your concerns?”

Letting them in on the reason behind your actions and the full background of what is happening will enable them to empathize with your situation.

### **Reporting to Public**

Summary report is provided during the regular school board meeting

Avoid using people’s names “A parent....” “A community member...”  
Keep brief.