



Robbinsdale Area Schools School Board Meeting Agenda

Monday, October 8, 2012 at 6:00 PM

Work Session

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

1. Student Advisory to the Board of Education 2
Presenter: Sandra Bengtsen/Al Ickler/Sherry Tyrrell/Mark Bomchill
Time: 6:00 - 7:00 p.m.
2. Break
Time: 7:00 - 7:15 p.m.
3. Positive Behavior Interventions and Support (PBIS) at Robbinsdale Middle School 3
Presenter: Principal John Cook
Time: 7:15 - 7:35 p.m.
4. Update on Middle School STEM/STEAM Program 12
Presenter: Gayle Walkowiak/Dennis Beekman/Steve White
Time: 7:35 - 8:05 p.m.
5. Arts Graduation Requirements 19
Presenter: Gayle Walkowiak/Terri King
Time: 8:05 - 8:35 p.m.
6. Discussion about West Metro Education Program (WMEP) Resolution
Presenter: Helen Bassett
Time: 8:35 - 8:45 p.m.
7. Board Compensation
Presenter: Chair Van Heel
Time: 8:45 - 9:05 p.m.
8. National School Boards Association (NSBA) Conference
Presenter: Chair Van Heel
Time: 9:05 - 9:10 p.m.
9. Review of Superintendent Evaluation Instrument
Time: 9:10 - 9:20 p.m.



MEMO

DATE: October 8, 2012

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Al Ickler
Executive Director – Community Education

RE: Student Advisory to the Board of Education – 2012-13 Priorities Discussion

The Student Advisory to the Board of Education (SABE) is a group of high school students whose mission is to act as a bridge of communication between the school board and Robbinsdale Area School high school students. They will be discussing with school board members what activities board members believe should be prioritized to achieve the goals for 2012-13, and also share their ideas based on their October 6th all day planning retreat.

SABE has three goals:

Goal 1: Develop and maintain open lines of communication between high school students and the school board.

Goal 2: Support the continuous improvement of Robbinsdale Area Schools.

Goal 3: Ensure the success of SABE.

Sandra Bengtson, program director of Discover U Programs for Youth, Community Education, provides staff support for SABE and will be facilitating the dialogue.



MEMO

DATE: 10-3-12

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

FROM: Lori Simon, Executive Director of Educational Services

RE: Robbinsdale Middle School Presentation

The board will hear a presentation of the work Robbinsdale Middle School (RMS) is doing to develop a positive and consistent school-wide approach to address student behavior that is aligned with Positive Behavioral Interventions and Supports (PBIS).

The presentation will include:

- A brief overview of the RMS Behavior Plan
- A discussion of the RMS tardiness plan

The presenters will be John Cook, Principal of RMS; Jay Hancock, 7th Grade Administrator; and Robert Murry, Academic Intervention and Support.



**ROBBINSDALE
MIDDLE SCHOOL
2012-2013
BEHAVIOR PLAN**

Discipline or Punish?



“*Punishing* youth alone is not a solution...without a school-wide positive support system, punishment alone results in *increased aggression, vandalism, truancy, and dropouts...*”

Where We Were

2010-2011 School Year



- Significant increase in behavioral referrals of 60% from '09-'10
- Falling academic achievement
 - Drop in Reading Scores of 5% in consecutive years
 - Drop in Math scores of 5% in consecutive years

2011-2012 Challenges



- **New**
 - Administrative Team
 - District Behavior Policy
- **Culture:**
 - Opt out of learning
 - “We teach those who want to learn”
- **Lacked**
 - Proactive behavioral strategies
 - An aligned and articulated standards
 - Effective academic systems that support learning, rigor, scaffolding, and interventions

NOT a List of Rules But a Framework of how we do business at RMS



1. Philosophical Beliefs
2. Shared Responsibilities
3. Expectations at each level

Goals of Behavior Plan



- 1. MANAGE STUDENT BEHAVIOR WHILE MAINTAINING THE STUDENT-TEACHER RELATIONSHIP**
- 2. SYSTEMIC INTERVENTIONS FOR CHRONIC ACADEMIC/BEHAVIOR PROBLEMS**
- 3. PROVIDE SYSTEMIC TEACHER SUPPORT TO IMPROVE STUDENT LEARNING**

Tri-Lateral Plan



- **CREATING AND MAINTAINING A CALM ENVIRONMENT** IN OUR HALLWAYS
- RMS STUDENTS ARE **ON TIME FOR LEARNING**
- **COMMON EXPECTATIONS**
- **COMMON LANGUAGE (“WALK AND TALK”)**
- **SHARED RESPONSIBILITY** BETWEEN ADMINISTRATION, STAFF, AND STUDENTS

Living Documents

1. **CONTINUE TO CLARIFY EXPECTATIONS**

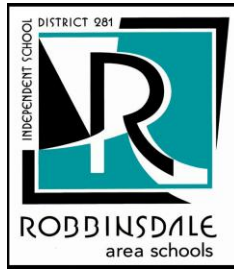


2. **WORK THE PLAN**

3. **SEEK INPUT**

4. **REEVALUATE PLAN AT STRATEGIC TIMES TO “FIX HOLES”**

5. **REVISE AS NEEDED BASED ON THE NEEDS OF OUR SCHOOL**



MEMO

DATE: October 10, 2012

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Gayle Walkowiak, Executive Director, Teaching and Learning and Steve White, Teaching and Learning Specialist

RE: Discussion about a potential 6-8 STEM/STEAM magnet/program for students matriculating from the SEA School at Olson and for other interested students

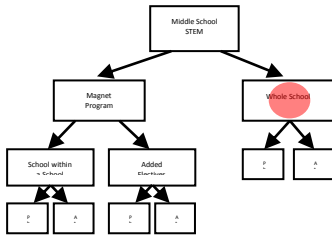
A task force of 25 district staff met during September and October to create the educational design for a 6-8 middle school STEM/STEAM magnet/program for students matriculating from the SEA School at Olson and for other interested students.

The committee reviewed state and local educational requirements and viewed STEM/STEAM middle school programs operating in the state and across the country. In addition, two committee members visited one STEM middle school operating in a neighboring school district.

Topics considered by the committee included:

- Whether the magnet/program would exist as a magnet or be offered as a new program at both sites
- Whether it should be phased-in over 3 years beginning with grade 6 or open as a 6-8 option
- Whether enrollment provisions should be established
- How the STEM/STEAM magnet/program would interface with the existing programs at the site

Please see the attached documents for a compilation of the discussion associated with each model.



Whole School

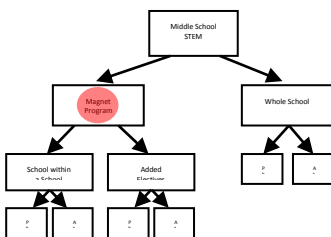
(way of doing business, Both Schools)

Merits

1. More Students exposed to STEM Principles
2. Consistent at both schools
3. No separate bussing
4. Increase marketability, retain students
5. Different than everyone else (including SEA)

Issues

1. No Choice for students (no opt-out)
2. Parents might demand segregation
(ie. Immersion-Stem-honors)
(ie. Immersion-Honors)
(ie. Immersion-Stem)
(ie. Stem-Honors)
3. May not cause any real change
4. Could be watered down
5. Drop in allied arts access and participation
6. Taking on more than we can do with quality
7. Costly
8. Loss of Fidelity
9. Scheduling nightmare
10. Staffing Issues, Licensing constraints
11. No "Shiny Factor"
12. May cause a necessity to relocate Spanish Immersion to RMS



Magnet Program PMS vs. RMS

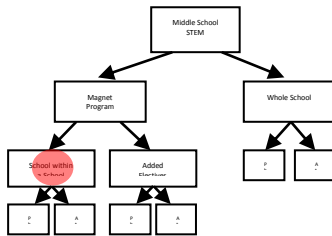
School within School OR Added Electives

At RMS

1. MYP already meshed well with STEM
2. Ease capacity-enrollment issue at PMS
3. Even out enrollment at each school
4. Space available at RMS
5. Boost RMS recruiting power
6. Disadvantage for PMS, PMS parents might complain
7. Many PMS kids may not choose to go to RMS regardless of the program

At PMS

1. No Space available for additional enrollment
2. Introducing Stem requires a change to accommodate
 - a. Spanish Immersion relocate to RMS
 - b. Redraw district boundaries
 - c. Add-on to the building



Magnet Program

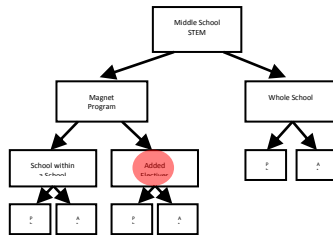
Continuation of SEA
 Partial School within a School
 Modeled after Spanish Immersion

Merits

1. SEA students can stay together from grade 5 to 6
2. Ensure greater fidelity
3. Concentrated focus & resources for stronger results
4. Good for SEA kids, access to GTT for all kids

Issues

1. Eliminates common curriculum across school(s)
2. Increased collaboration required of a few staff
 - a. PLC work
 - b. Interdisciplinary collaboration and planning
3. Transportation Expense & Inconsistencies
4. Potential barrier to equity goals
 - a. Parents might expect segregation
 - b. Must guard against school-within-school errors of the past
 - c. Diversity (or lack of it) is fixed at SEA
5. Integrated interdisciplinary curriculum needs to be written
6. Future curriculum writing would need to be more carefully written (slower to develop, more expensive)



Magnet Program

(Added Electives)

Merits

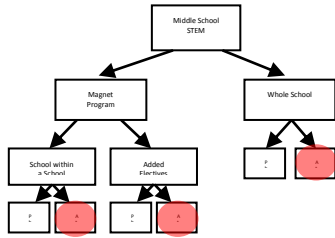
1. SEA students can stay together from grade 5 to 6
2. Ensure greater fidelity
3. Concentrated focus & resources for stronger results
4. Already have programs that exist and fit (GTT)
5. May provide a double-dose exit course that is allowed by the State and compliant with licensure
 - a. Real-time re-purposing of staff
 - b. Real-time rescheduling of students
6. Does not combat equity any more than any other elective (band, choir etc.)
7. Courses would support core curriculum, not coordinate with core curriculum
8. Most teachers get to focus on core-PLC work (which shows greater gains in student learning than SLCs)

Issues

1. Not an Integrated interdisciplinary approach

Implementation Method

(Grade 6,7,8 next fall)



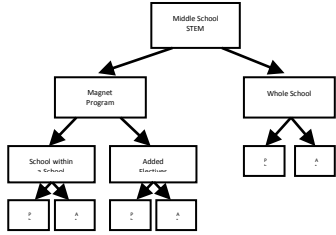
Merits

1. Easier for families and community to understand
2. More kids would get a chance to enter Stem
3. Increase enrollment from outside district
4. Increase marketability , good PR
 - a. Feels more special
5. Shows commitment to Stem longevity in district
6. All staff is new together
 - a. PD=Same for all teachers
7. Done all at once
8. Consistency in culture
9. Transportation may be cheaper per-kid if greater numbers enroll

Issues

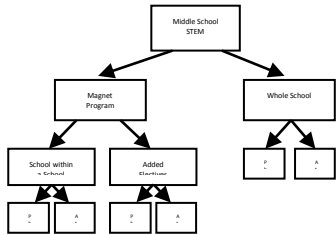
1. May not have room to accept all applicants
2. Confusion for kids NOT coming from SEA
 - a. Students & Teachers don't know Stem
3. Any disorganization will create a first impression of mediocrity
 - a. May not cause noticeable change
4. If Magnet at RMS, PMS 6th graders (going into 7th) would have another transition
5. No experienced staff leading the way
 - a. Requires training of more staff
 - b. Quality is sensitive to greater number of staff buy-in
 - c. Overwhelming for staff
 - d. More mistakes made at the same time
6. Difficult to implement
 - a. Costly, training expense
 - b. True fidelity is more difficult
 - c. History shows this is hard (tried it with IB)
 - d. Lack of criteria—Middle school Stem is interpreted in different ways
7. Appears that we are in search of an identity
 - a. Another paradigm shift will take time

Enrollment Provisions



If Preference given to:	Anticipated Result or Consequence:
1. SEA alumni	1. Will meet students/community requests
2. Student interest	1. Will meet students/community requests
3. PMS attendance area (assume housed at RMS)	1. Reduce capacity-issues at PMS 2. Space at RMS to handle growth of Stem program
4. Free and reduced lunch	1. Improve equity

STEM vs. STEAM

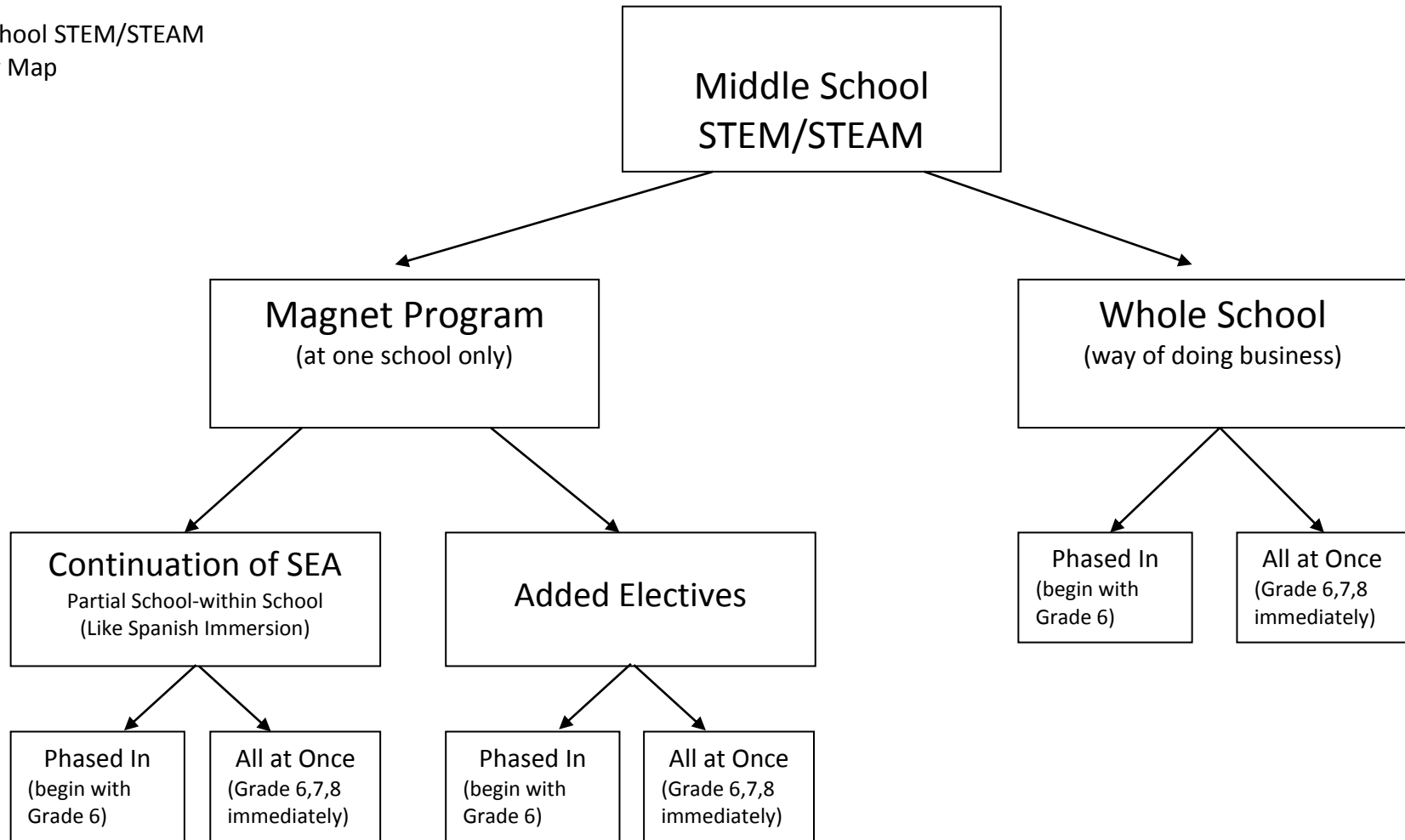


STEAM

1. Consistency with SEA
2. May force kids out of GTT engineering to satisfy a fine arts requirement

STEM

1. Probably doesn't change the attraction for parents or program recruitment
2. Name transitions more closely match the program transitions (SEA at elementary, to STEM at middle school, to focused elective offerings at high school)





Findings of the Arts Credit Task Force

CHARGE STATEMENT:

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

MEETINGS CONDUCTED:

September 13th, 17th and 20th, 2012
at the Education Service Center

FINDINGS:

It was determined that three models exist in relation to the number of arts credits required for graduation from Robbinsdale Area Schools.

Model 1

Increase the graduation requirement to **two arts credits**, while tightly aligning course offerings with the Minnesota Standards.

Model 2

Increase the graduation requirement to **two arts credits**, without mandatory alignment to the Minnesota Standards.

Model 3

Maintain the current requirement of **one arts credit** for graduation.

Model 1

Increase the arts credits required for graduation from Robbinsdale Area Schools from **one to two**, with tight alignment to the Minnesota Standards.

Merits

1. Is consistent with MDE's intent that courses be tightly aligned to the Minnesota Standards
2. Is apt to maintain the integrity of the subject matter of the course and ensure that an arts credit truly remains an arts credit
3. Reduces the variability between teachers of the same course
4. Encourages innovation to create new courses to align existing courses to the Minnesota Arts Standards
5. Would provide clearer course descriptions
6. Cooper has already implemented a two-credit arts requirement in grades nine and ten due to IB expectations
7. Provides authentic opportunities for students to practice 21st century skills including teamwork and communicating in a variety of ways
8. Creates a more well-rounded program for students
9. Is more closely aligned to entrance requirements of many of Minnesota's four-year colleges
10. Is more consistent with Robbinsdale's marketing as an arts district
11. Provides the chance for students to discover new interests or talents
12. Will require significant time for teachers to develop/adapt courses
13. Aligns Robbinsdale Area Schools more closely with the arts graduation credit requirements of nearby districts

Issues

1. Reduces students' elective choices
2. Would prevent some students from taking valuable elective courses in other areas
3. Places additional credit burden on students, and could impact graduation rates
4. Further complicates scheduling by adding another variable
5. Will require additional counselor time in advising students and examining transfer credits
6. Fewer existing courses would qualify for an arts credit than in Model 2
7. Financially demanding:
 - a. Additional space will be required (*i.e.*: for performance areas and storage of student work and curricular materials)
 - b. Time will be required to create new courses and to modify existing courses
 - c. Professional development will be necessary to ensure integrity of subject matter
 - d. Costs associated with purchasing new curriculum and specialized equipment, as well as replenishing it, will be high
8. May be difficult to find staff qualified to effectively deliver instruction for some courses
9. May produce additional part-time positions which affects the culture of the school

Model 2

Increase the arts credits required for graduation from Robbinsdale Area Schools from **one to two**, with loose alignment to the Minnesota Standards.

Merits

1. More current courses could qualify for arts credit designation than in Model 1
2. Counselors could potentially accept more transfer credits as “arts”
3. Most nearby districts grant arts credits for courses which appear loosely-aligned with the Minnesota Standards
4. Cooper has already implemented a two-credit requirement in grades nine and ten due to IB expectations
5. Provides authentic opportunities for students to practice 21st century skills including teamwork and communicating in a variety of ways
6. Creates a more well-rounded program for students
7. Is more closely aligned to entrance requirements to many of Minnesota’s four-year colleges
8. Is more consistent with Robbinsdale’s marketing as an arts district
9. Provides the chance for students to discover new interests or talents
10. Will require significant time for teachers to develop/adapt courses, taking them from other work
11. Aligns Robbinsdale Area Schools more closely with the arts graduation credit requirements of nearby districts

Issues

1. MDE expects alignment to the Minnesota Standards in areas where standards exist
2. Integrity of subject matter may be compromised; arts credits may not truly represent the arts
3. Reduces students’ elective choices
4. Would prevent some students from taking valuable elective courses in other areas
5. Places additional credit burden on students and could impact graduation rates
6. Could impact the number of AP and IB courses taken
7. Further complicates scheduling by adding another variable
8. Will require additional counselor time in advising students and examining transfer credits
9. Financially demanding:
 - a. Additional space will be required (*i.e.: for performance areas and storage of student work and curricular materials*)
 - b. Time will be required to create new courses and to modify existing courses
 - c. Professional development will be necessary to ensure integrity of subject matter
 - d. Costs associated with purchasing new curriculum and specialized equipment, as well as replenishing it, will be high
10. May produce additional part-time positions which affects the culture of the school; reduces the students’ elective choices
11. Further complicates scheduling by adding another variable
12. May entice students to exercise credit by assessment and online options

Model 3

Maintain the current requirement of **one arts credit** for graduation.

Merits

1. Provides students with the greatest flexibility and choice in elective options
2. Is consistent for families with previous high school students
3. Enables the master schedule to remain intact
4. Holds financial demands at current levels
5. Avoids the need to develop a specific plan for credit recovery in the arts
6. Avoids increasing the burden for students who struggle to earn the credits currently required for graduation
7. Avoids adding to the burden on transfer students who may come to Robbinsdale Area Schools without previous arts credit(s)
8. Allows for stability in staffing

Issues

1. Not aligned with entrance requirements for many four-year colleges in Minnesota
2. Inconsistent with Robbinsdale Area Schools' marketing as an arts district
3. Minnesota Statute indicates that one credit is required in the arts and that a course credit is equivalent to an academic year of study or a student mastering the applicable subject matter, as determined by the local school district; one semester arts credit is currently required for graduation in Robbinsdale
4. Does not encourage the creation of new arts course offerings