



Robbinsdale Area Schools School Board Meeting Agenda

Monday, January 7, 2013 at 6:15 PM

Work Session

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

- | | |
|---|----|
| 1. Transportation Update | 2 |
| Presenter: Jeff Priess/Chuck Corliss/Jared Reid | |
| Time: 6:15 - 6:45 p.m. | |
| 2. Leadership Development for Principals | 28 |
| Presenter: Lori Simon/Leona Derden/Alejandra Estrada-Burt | |
| Time: 6:45 - 7:15 p.m. | |
| 3. Break | |
| Time: 7:15 - 7:25 p.m. | |
| 4. Policy 599 - Kindergarten Admission to Magnet Schools | 53 |
| Presenter: Dennis Beekman/Gayle Walkowiak | |
| Time: 7:25 - 7:55 p.m. | |
| 5. Budget Assumptions/Student-Teacher Ratios | 58 |
| Presenter: Jeff Priess | |
| Time: 7:55 - 8:25 p.m. | |
| 6. Task Force on Early Childhood Program | 66 |
| Presenter: Al Ickler/Lori Simon | |
| Time: 8:25 - 8:45 p.m. | |
| 7. Discussion of West Metro Education Program (WMEP) Resolution | 73 |
| Presenter: Helen Bassett | |
| Time: 8:45 - 9:15 p.m. | |



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

FROM: Jeff Priess, Executive Director of Business Services

DATE: January 7, 2013

RE: Transportation Update

DISCUSSION:

Board will be provided an update of current year transportation operations. Update will include a budget analysis with projected savings from prior year audited cost information. Update will also include operational enhancements that First Student has provided.

QUESTIONS:

For questions please contact Jeff Priess at 763-504-8037 or jeff_priess.rdale.org

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

December 21, 2012

I.S.D. 281 Robbinsdale Area Schools
I.S.D. 281 School Board
4148 Winnetka Avenue North
New Hope, MN 55427

Dear I.S.D. 281 School Board:

We value our relationship with the Robbinsdale Area Schools, and the First Student team is proud to partnering with you this school year and the following years to come. Our goal is to provide the safest student transportation possible as well as outstanding customer service.

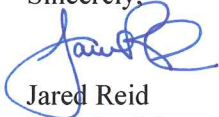
At First Student, the safety and security of the students we transport each day is our core value, and at the forefront of everything we do. Our highly trained drivers are dedicated to providing the safest and most reliable transportation possible. Our buses include important safety features such as Child Check-Mate[®], an electronic reminder system designed to ensure that a child is not left unattended on a bus, GPS systems, which allow us to track the speed and location of each bus at any given time and a camera systems which consists of two cameras mounted inside the bus which records consistently when the bus is powered on.

We also perform regularly scheduled and ongoing vehicle maintenance checks to ensure our buses are in top operating condition. Our school buses follow a stringent daily, monthly and annual vehicle maintenance program in addition to the multi-point inspection each driver conducts prior to beginning each route.

In addition, we recognize the importance of safety inside the school bus as well. Our drivers have taken part in a bullying awareness and prevention safety campaign, which helps them understand the signs, symptoms and reasons students bully, and empowers them to take immediate action. We have no tolerance for bullying on our buses and will work to ensure the buses have an environment of trust and respect.

I would like to thank you for allowing First Student to serve the Robbinsdale Area Schools. We are proud to be a part of the community, and are looking forward to a safe and successful remainder of the school year. If you have any questions, please do not hesitate to contact me.

Sincerely,



Jared Reid
Location Manager
First Student, Inc.
(763) 504-8116
jared.reid@firstgroup.com

cc: Jeff Priess, I.S.D. 281 Executive Director

Zonar (GPS)

- Each school bus is equipped with a GPS sending unit and Electronic Pre-Trip Handheld.
 - The system utilizes RFID technology to identify the driver, bus number and zones.
- Each driver is issued a driver card with a number unique to them to be able to sign in and out of the system.
- With the Electronic Handheld, the driver conducts a pre-trip inspection of the bus before it leaves on its route, each day.
 - The driver inspects a total of 11 zones on their daily pre-trip inspection.
 - Any defects are logged into the system and routed to maintenance for repair.
 - Any defects that are critical, down the bus immediately and the driver is assigned a new bus for their route.
 - Examples of critical defects would be: 8 way lights non-operational, air line leak, etc.



Welcome, jared.reid (lr2638)

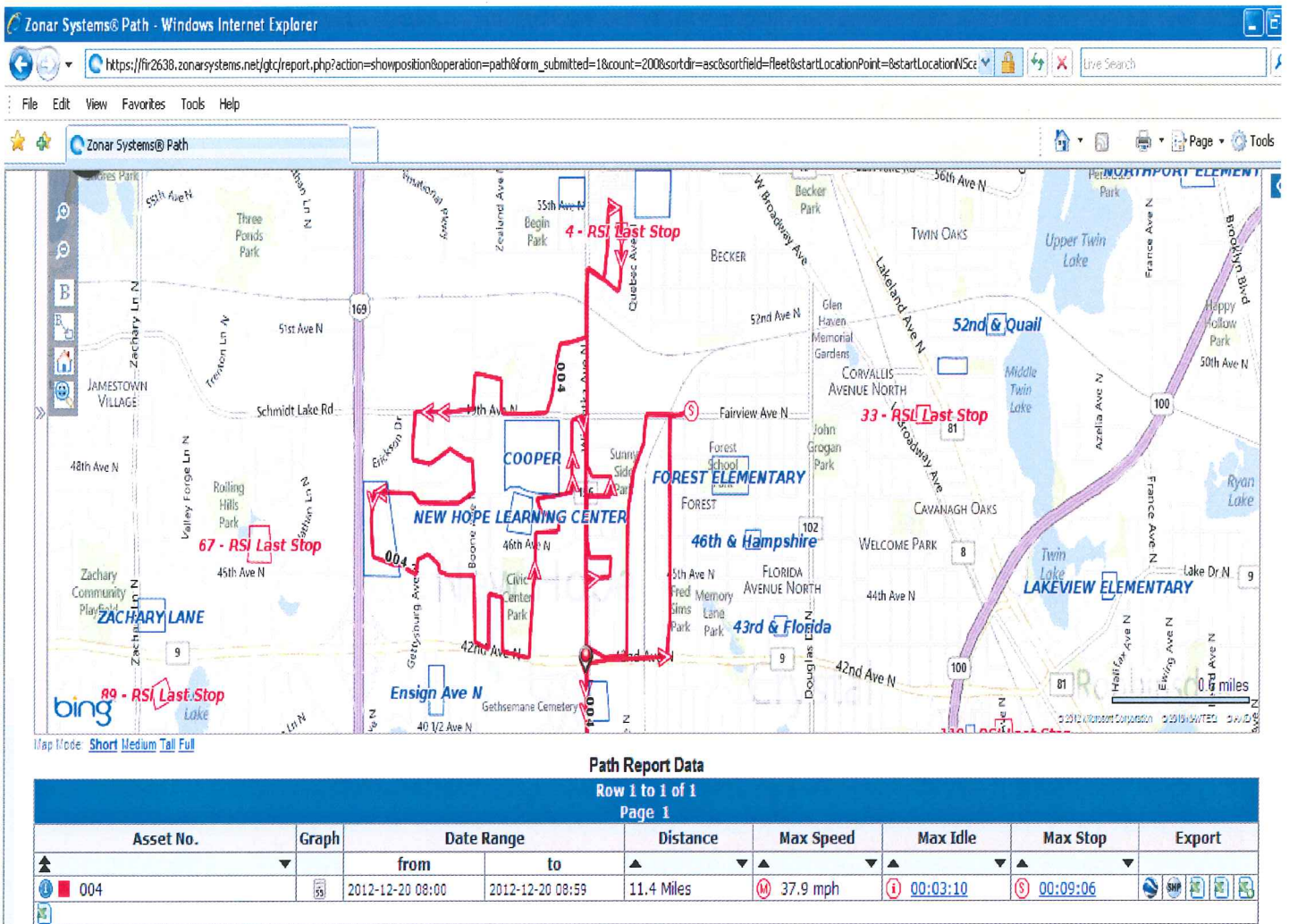
[User Settings](#) | [Support](#) | [Feedback](#) | [Logout](#)

[REPORTS](#) ▾ [DRIVERS](#) ▾ [ASSETS](#) ▾ [ADMIN](#) ▾

EVIR@		Electronic Vehicle Inspection Report			Type: PRE-TRIP		
Organization/Operator		DOT/NSC No.		Report No.	License Plate Number	Jurisdiction	
First Student-12638 Robbinsdale				25228	934 839		
Asset No.	VIN Number	MFG	In Service	Miles			
004	4UZABRDT3ACAR5367	2010 - Frei	06 Sep 2012	36561			
Inspection Date:		Inspection Duration:		Driver ID	Driver Name		
Thursday 20 Dec 2012 05:30		00:06:53		138181201	Goetz, Daniel		
Assigned Asset Location				Location of EVIR			
Home				New Hope, MN			
Asset: 004 (Standard/None) Timestamp: 05:30:09 (Primary asset) @							
THE FOLLOWING ITEMS HAVE BEEN INSPECTED IN ACCORDANCE WITH THE STANDARD/REGULATION (IF EQUIPPED):							
Zone	Time	Components				Defects	Verified
Entering Bus	05:30:30	Other, 1st Aid/emergency, Accdnt/body Fl Kit, Below/driver Seat, Blocks/triangles, Drivers Area/belt, Fire Extinguisher, Floor Security, Handrail/steps/flr, Regstr/insur Card, Seat Belt Cutter				0	Y
Drivers Seat Area	05:30:35	Other, Child Checkmate, Gauges/horn/lights, Gear/neutral Swtch, Heat/def/ac/fans, Loading Door, Mirrors Adj, Radio/p.a. System, Steering, Wipers/washer, Wndws/mirs/wndshld				0	Y
Inside Bus	05:32:08	Other, Below/seats/belts, Emer Exits/doors, Open/close/buzzer, Wc Car Seats/equip, Wc Door Light, Wc Lift Operation, Wc Safety Strap, Wc Tie Downs/belt, Windows				0	Y
Right Front	05:33:02	Other, Body/paint/letters, Slack Adjusters, Tire/wheel/lugs, Wheelwell/hub/axle, Windows/mirrors, Fuel/Air Tanks/cap, Suspension				0	Y
Front Lighting	05:33:13	Other, 4 Way/turn Signals, 8 Way Flashers, Clearance Lights, Crossing Arm, Headlights High, Headlights Low, Insp Req Sticker, Reflectors/signs, School/chart Sign				0	Y
Left Front	05:33:23	Other, Air Tanks, Batteries, Body/paint/letters, Slack Adjusters, Stop Arm/lights, Suspension/exhaust, Tire/wheel/lugs, Wheelwell/hub/axle, Windows/mirrors				0	Y
Right Rear	05:34:23	Other, Emer Exits/doors, Windows, Body/paint/letters, Slack Adjusters, Suspension/exhaust, Wheelwell/hub/axle, Tires/wheels/lugs, Fuel/Air Tanks/cap, Undr Vehicle Leaks				0	Y
Rear Lighting	05:34:38	Other, 4 Way/turn Signals, 8 Way Flashers, Clearance Lights, Reflectors/signs, School/chart Sign, Emer Exits/doors, Brake/tail Lights, Bumper, Rev Lights/beeper				0	Y
Left Rear	05:35:54	Other, Emer Exits/doors, Windows, Air Tanks, Body/paint/letters, Slack Adjusters, Suspension/exhaust, Wheelwell/hub/axle, Tires/wheels/lugs				0	Y
Brakes	05:36:27	Air-abs System, Air-build Up Time, Air-low Air Warn, Air-prk Brk Popon, Air-service Brake, Hyd-abs System, Hyd-park Brk Holds, Hyd-pedal Adjust, Other, Two Stops - 5mph				0	Y
DEFECTS NOTED DURING THIS INSPECTION: (click to repair)							
Zone	Component	Condition	Status	Technician:	Repair Date:	Ref No.	Defect ID
REVIEWER							
Accepting Inspector: Goetz, Daniel				Next Inspection Date: Thursday 20 Dec 2012 05:37			
Goetz, Daniel has reviewed this EVIR [®] and acknowledges the certification that all required repairs have been performed.							
Standard (Printer Friendly)		Shop Copy (Printer Friendly)		Print Shop Copies This EVIRs Only (generates PDF file)		Print Shop Copies (generates PDF file)	Print Shop Copies This Asset Only (generates PDF file)

(Printer: Create: Daniel 11/25/Assets: 004 1737 Type: PRE-TRIP, 32 201211 206-4-2-3-6-0 11331484-001-6501 Accept: Goetz, Daniel 11/29 12:53:29) 107505: 807629

- From the computer software called Ground Traffic Control, First Student staff can track any bus at any point along its route.
 - The screen shot below is an example of a bus route from 12/20/12.



- GTC allows First Student staff to examine what time a bus makes a stop along its route.
 - In the screen shot below, Bus #4 made a stop at 4730 Decatur Ave @ 8:40:26 AM.

The screenshot shows a web browser window displaying the Zonar Systems Path application. The main area is a map with a red route line. A pop-up window for asset 004 provides the following details:

- Time:** 2012-12-20 08:40:26
- Speed:** 0.0
- Heading:** E
- Log Reason:** Motion Stop
- Distance:** 7.4 Miles
- Address:** 4730 Decatur Ave N, New Hope, MN United States
- Longitude:** -93.390679
- Latitude:** 45.041728

Below the map is a table titled "Path Report Data" with the following structure:

Asset No.	Graph	Date Range	Distance	Max Speed	Max Idle	Max Stop	Export
		from to					

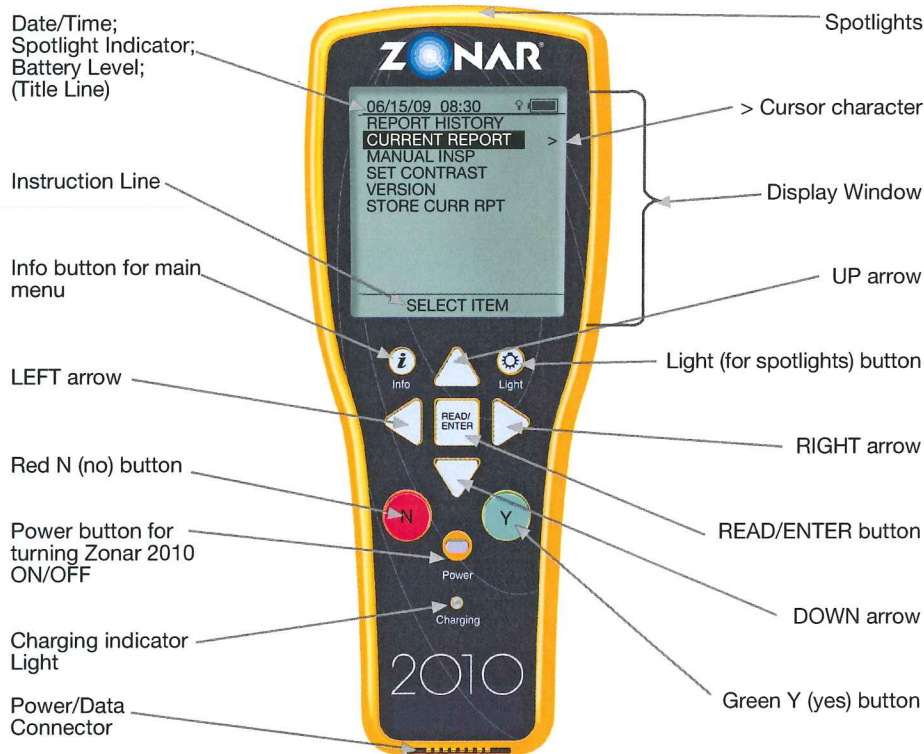
- GTC has a variety of reports available to First Student Staff
 - Schedule Report
 - Used to ensure on time performance to each location
 - Example enclosed is from 12/20/12 for Armstrong High School
 - Speed Report
 - Used to ensure drivers are obeying local posted speed and to enforce the safe lot speed of 5 mph.
 - The enclosed speed report is from 12/20/12 and shows the speed that is above the 5 mph speed limit in the First Student Robbinsdale lot.



Zonar Training Manual - Handheld and Inspections Introduction to the Zonar Handheld Unit

1. Turn on the 2010 handheld
 - a. Remove the 2010 from the vehicle mount
 - b. Press Power button
2. Log in
 - a. Place your Zonar ID Card within 2 inches of the 2010's flashlight
 - b. Press and release the READ/ENTER button
3. Select your inspection type
 - a. Press any button after reviewing System Info screen
 - b. Highlight the desired inspection configuration using the up/down arrow buttons
 - c. To select the inspection press the right arrow button. The Report History screen will appear

EQUIPMENT DESCRIPTION



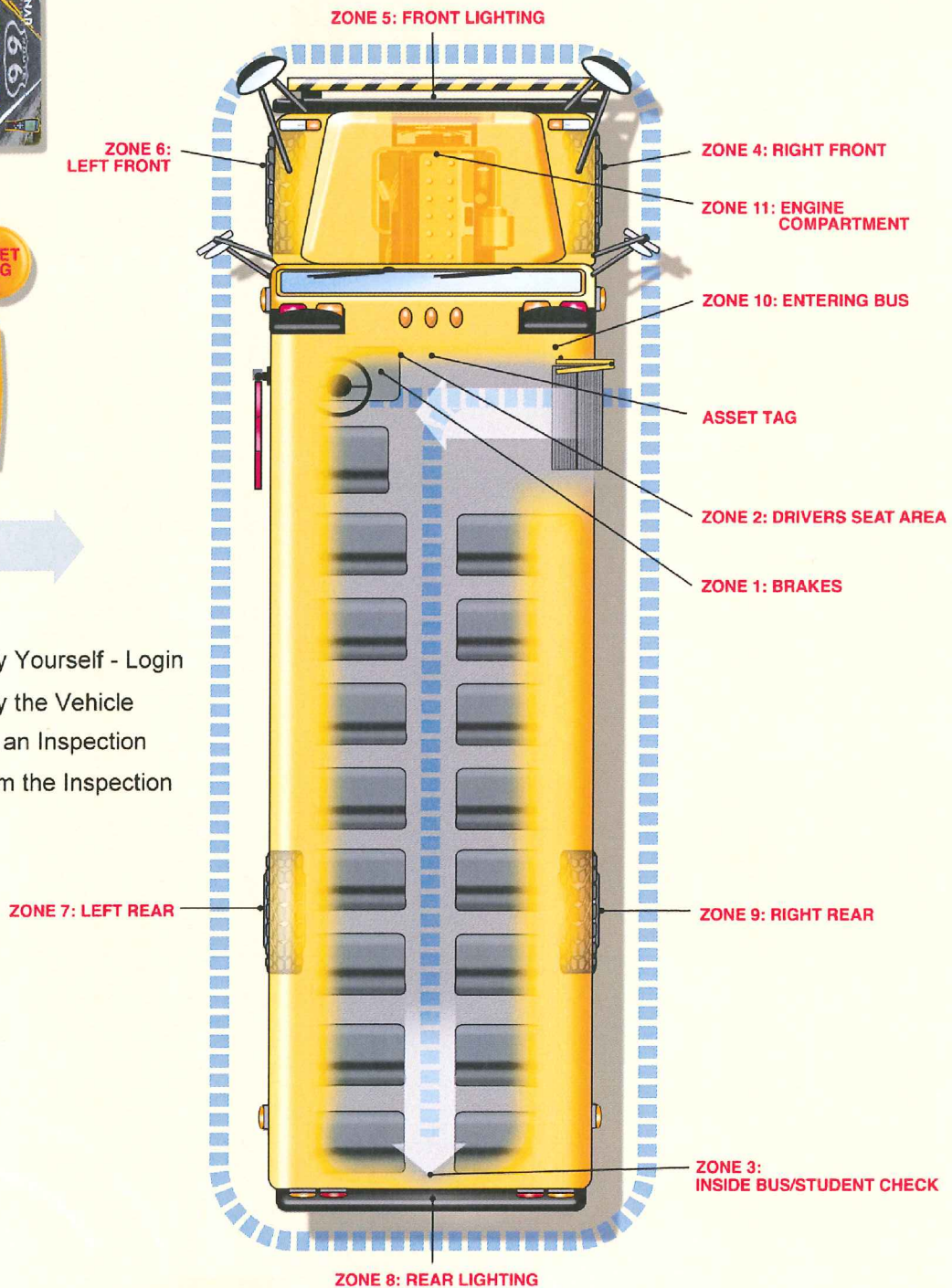


inspect • track • know

Zonar Inspection Zones



- Step 1: Identify Yourself - Login
- Step 2: Identify the Vehicle
- Step 3: Select an Inspection
- Step 4: Perform the Inspection





Zonar Inspection Zones and Components

The following are the inspection tags and the components to verify with each tag:

Entering Bus Zone

- Components: 1st aid/emergency accdnt/body fl kit below/driver seat blocks/triangles drivers area/belt fire extinguisher floor security handrail/steps/flr regstr/insur card seat belt cutter other

Driver's Seat Area Zone

- Components: gauges/horn/lights gear/neutral swtch heat/def/ac/fans loading door mirrors adj radio/p.a. system steering wndws/mirs/wndshld child checkmate wipers/washer other

Brakes Zone

- Components: air-abs system air-build up time air-low air warn air-park brake air-prk brk popon air-service brake hyd-abs system hyd-park brk holds hyd-pedal adjust two stops - 5mph other

Inside Bus Zone

- Components: below/seats/belts emer exits/doors open/close/buzzer wc car seats/equip wc door light wc lift operation wc safety strap wc tie downs/belt windows other

Right Front Zone

- Components: body/paint/letters fuel/air tanks/cap slack adjusters suspension tire/wheel/lugs wheelwell/hub/axle windows/mirrors other

Front Lighting Zone

- Components: 4 way/turn signals 8 way flashers clearance lights crossing arm headlights high headlights low insp reg sticker reflectors/signs school/chart sign other

Left Front Zone

- Components: air tanks batteries body/paint/letters slack adjusters stop arm/lights suspension/exhaust tire/wheel/lugs wheelwell/hub/axle windows/mirrors other



Zonar Inspection Zones and Components Continued

Left Rear Zone

- Components:
- air tanks
 - body/paint/letters
 - emer exits/doors
 - slack adjusters
 - suspension/exhaust
 - tires/wheels/lugs
 - wheelwell/hub/axle
 - windows
 - other

Right Rear Zone

- Components:
- body/paint/letters
 - emer exits/doors
 - fuel/air tanks/cap
 - slack adjusters
 - suspension/exhaust
 - tires/wheels/lugs
 - undr vehicle leaks
 - wheelwell/hub/axle
 - windows
 - other

Rear Lighting Zone

- Components:
- 4 way/turn signals
 - 8 way flashers
 - brake/tail lights
 - bumper
 - clearance lights
 - emer exits/doors
 - reflectors/signs
 - rev lights/beeper
 - school/chart sign
 - other

Engine Compartment Zone

- Components:
- air compressor
 - alternator
 - belt/hoses
 - exhaust system
 - fluids/oil (opt)
 - inside hood/bumper
 - pwr steering pump
 - vehicle leaks
 - washer fluid (opt)
 - water pump
 - other

Schedule Report - Armstrong High School

Asset	Time	IN/OUT	Time In Zone
Zone	ARMSTRONG		
'001 '	12/20/2012 7:03	IN	
'001 '	12/20/2012 7:07	OUT	0:03:46
'005 '	12/20/2012 6:58	IN	
'005 '	12/20/2012 7:04	OUT	0:05:12
'015'	12/20/2012 6:58	IN	
'015'	12/20/2012 7:04	OUT	0:06:23
'017 '	12/20/2012 6:57	IN	
'017 '	12/20/2012 7:00	OUT	0:03:51
'025 '	12/20/2012 7:00	IN	
'025 '	12/20/2012 7:05	OUT	0:05:46
'036 '	12/20/2012 6:53	IN	
'036 '	12/20/2012 7:10	OUT	0:16:29
'037 '	12/20/2012 6:54	IN	
'037 '	12/20/2012 6:57	OUT	0:02:43
'039 '	12/20/2012 6:59	IN	
'039 '	12/20/2012 7:02	OUT	0:03:10
'041 '	12/20/2012 7:01	IN	
'041 '	12/20/2012 7:05	OUT	0:04:12
'042 '	12/20/2012 6:56	IN	
'042 '	12/20/2012 7:03	OUT	0:06:19
'055 '	12/20/2012 6:56	IN	
'055 '	12/20/2012 7:00	OUT	0:04:35
'062 '	12/20/2012 7:06	IN	
'062 '	12/20/2012 7:21	OUT	0:15:44
'063'	12/20/2012 6:57	IN	
'063'	12/20/2012 7:04	OUT	0:06:45
'067'	12/20/2012 6:57	IN	
'067'	12/20/2012 7:05	OUT	0:08:03
'078'	12/20/2012 6:53	IN	
'078'	12/20/2012 6:57	OUT	0:03:30
'091 '	12/20/2012 6:53	IN	
'091 '	12/20/2012 6:56	OUT	0:02:19
'094'	12/20/2012 7:01	IN	
'094'	12/20/2012 7:13	OUT	0:12:12
'103'	12/20/2012 7:14	IN	
'103'	12/20/2012 7:19	OUT	0:05:08
'117'	12/20/2012 6:55	IN	
'117'	12/20/2012 7:00	OUT	0:05:17
'121'	12/20/2012 6:56	IN	
'121'	12/20/2012 7:11	OUT	0:14:31
'122 '	12/20/2012 6:58	IN	
'122 '	12/20/2012 7:02	OUT	0:04:34

Speed Report - First Student Robbinsdale Lot

Minimum Speed		5 MPH	
Asset No.	Max Speed (mph)	Max Speed Time	Zone
112	14.6	12/20/2012 15:49	FIRST STUDENT ROBBINSDALE
11	14.4	12/20/2012 20:39	FIRST STUDENT ROBBINSDALE
95	13.5	12/20/2012 16:08	FIRST STUDENT ROBBINSDALE
77	13.3	12/20/2012 8:08	FIRST STUDENT ROBBINSDALE
106	12.8	12/20/2012 12:37	FIRST STUDENT ROBBINSDALE
113	12.7	12/20/2012 12:37	FIRST STUDENT ROBBINSDALE
51	12.6	12/20/2012 11:30	FIRST STUDENT ROBBINSDALE
110	12.1	12/20/2012 16:14	FIRST STUDENT ROBBINSDALE
20	12	12/20/2012 12:55	FIRST STUDENT ROBBINSDALE
8	12	12/20/2012 18:07	FIRST STUDENT ROBBINSDALE
40	11.5	12/20/2012 14:36	FIRST STUDENT ROBBINSDALE
88	11.5	12/20/2012 7:56	FIRST STUDENT ROBBINSDALE
119	11.3	12/20/2012 17:59	FIRST STUDENT ROBBINSDALE
107	11.3	12/20/2012 10:01	FIRST STUDENT ROBBINSDALE
82	10.8	12/20/2012 16:17	FIRST STUDENT ROBBINSDALE
58	10.7	12/20/2012 14:37	FIRST STUDENT ROBBINSDALE
122	10.7	12/20/2012 18:03	FIRST STUDENT ROBBINSDALE
28	10.6	12/20/2012 17:05	FIRST STUDENT ROBBINSDALE
45	10.5	12/20/2012 18:07	FIRST STUDENT ROBBINSDALE
39	10.4	12/20/2012 16:38	FIRST STUDENT ROBBINSDALE
18	10.2	12/20/2012 9:07	FIRST STUDENT ROBBINSDALE
108	10.1	12/20/2012 15:45	FIRST STUDENT ROBBINSDALE
64	10.1	12/20/2012 16:30	FIRST STUDENT ROBBINSDALE
21	10	12/20/2012 9:41	FIRST STUDENT ROBBINSDALE
69	10	12/20/2012 11:56	FIRST STUDENT ROBBINSDALE
70	9.8	12/20/2012 11:36	FIRST STUDENT ROBBINSDALE
90	9.7	12/20/2012 16:16	FIRST STUDENT ROBBINSDALE
56	9.7	12/20/2012 9:13	FIRST STUDENT ROBBINSDALE
1	9.6	12/20/2012 17:27	FIRST STUDENT ROBBINSDALE
114	9.6	12/20/2012 8:17	FIRST STUDENT ROBBINSDALE
67	9.5	12/20/2012 16:52	FIRST STUDENT ROBBINSDALE
117	9.5	12/20/2012 7:56	FIRST STUDENT ROBBINSDALE
84	9.5	12/20/2012 16:11	FIRST STUDENT ROBBINSDALE
7	9.5	12/20/2012 17:29	FIRST STUDENT ROBBINSDALE
30	9.3	12/20/2012 17:39	FIRST STUDENT ROBBINSDALE
41	9.1	12/20/2012 9:46	FIRST STUDENT ROBBINSDALE
52	9.1	12/20/2012 16:24	FIRST STUDENT ROBBINSDALE
46	9	12/20/2012 16:20	FIRST STUDENT ROBBINSDALE
79	9	12/20/2012 16:15	FIRST STUDENT ROBBINSDALE
53	8.8	12/20/2012 17:36	FIRST STUDENT ROBBINSDALE
15	8.7	12/20/2012 9:18	FIRST STUDENT ROBBINSDALE
29	8.7	12/20/2012 13:09	FIRST STUDENT ROBBINSDALE
55	8.5	12/20/2012 8:31	FIRST STUDENT ROBBINSDALE

Asset No.	Max Speed (mph)	Max Speed Time	Zone
5	8.5	12/20/2012 16:35	FIRST STUDENT ROBBINSDALE
66	8.4	12/20/2012 13:55	FIRST STUDENT ROBBINSDALE
10	8.3	12/20/2012 16:12	FIRST STUDENT ROBBINSDALE
121	8.2	12/20/2012 9:19	FIRST STUDENT ROBBINSDALE
68	8.2	12/20/2012 16:50	FIRST STUDENT ROBBINSDALE
37	8.2	12/20/2012 16:22	FIRST STUDENT ROBBINSDALE
81	8.1	12/20/2012 9:16	FIRST STUDENT ROBBINSDALE
4	8	12/20/2012 16:53	FIRST STUDENT ROBBINSDALE
91	7.9	12/20/2012 6:15	FIRST STUDENT ROBBINSDALE
42	7.9	12/20/2012 9:32	FIRST STUDENT ROBBINSDALE
2	7.9	12/20/2012 22:15	FIRST STUDENT ROBBINSDALE
76	7.7	12/20/2012 14:16	FIRST STUDENT ROBBINSDALE
118	7.7	12/20/2012 9:11	FIRST STUDENT ROBBINSDALE
26	7.7	12/20/2012 16:42	FIRST STUDENT ROBBINSDALE
33	7.3	12/20/2012 9:31	FIRST STUDENT ROBBINSDALE
103	7.2	12/20/2012 8:47	FIRST STUDENT ROBBINSDALE
35	7.2	12/20/2012 6:08	FIRST STUDENT ROBBINSDALE
63	7.2	12/20/2012 8:27	FIRST STUDENT ROBBINSDALE
27	7.2	12/20/2012 9:19	FIRST STUDENT ROBBINSDALE
17	7	12/20/2012 13:24	FIRST STUDENT ROBBINSDALE
65	6.7	12/20/2012 5:57	FIRST STUDENT ROBBINSDALE
78	6.6	12/20/2012 9:18	FIRST STUDENT ROBBINSDALE
80	6.5	12/20/2012 9:24	FIRST STUDENT ROBBINSDALE
102	6.5	12/20/2012 13:57	FIRST STUDENT ROBBINSDALE
25	6.2	12/20/2012 13:12	FIRST STUDENT ROBBINSDALE
36	6.1	12/20/2012 11:40	FIRST STUDENT ROBBINSDALE
62	5.8	12/20/2012 20:39	FIRST STUDENT ROBBINSDALE
94	5.8	12/20/2012 5:56	FIRST STUDENT ROBBINSDALE
83	5.8	12/20/2012 9:19	FIRST STUDENT ROBBINSDALE
16	5.7	12/20/2012 6:09	FIRST STUDENT ROBBINSDALE

Child Check-Mate

- Each bus is equipped with a Child Check-Mate/Theft Mate system to prevent any passengers left on a bus and to prevent any theft of a bus.
 - The system is made up of 4 basic parts:
 - EP2V – Main System control.
 - Theft-Mate Motion Sensor.
 - Speaker to notify driver to perform a child check and to alert intruders that authorities have been notified.
 - If a child check is not performed or an intruder enters the bus, the horn will begin honking to alert First Student Staff that the bus needs to be checked.
 - Stop and Check button located at the rear of the vehicle which requires the driver to search the bus for sleeping children and deactivate the system by pressing the button.



School Bus Cameras

- Each School bus is equipped with a two camera system manufactured by Seon, that records anytime the bus is powered on and will continue to record a half hour past when the vehicle is powered down.
- Each system records for approximately two weeks before video is recorded over.
- One camera is mounted in the front of the bus and is pointed towards the back. The other camera is mounted above the driver and is pointed at the loading door.
- Video is pulled per the request of building principals to aid in correcting behavior issues noted by drivers on the district conduct report form.
- From September 2012 – December 2012, building principals have requested over 115 videos be downloaded and sent to them to aid in correcting student behavior.

PMI (Preventative Maintenance Inspections) Scheduling

- First Student utilizes a fleet scheduling program called WebFleet Assistant.
- All vehicles are loaded into WFA and scheduled for PMI based on days and mileage.
 - PMI schedule is every 90 days or 6,000 miles, whichever comes first.
 - The system tracks days and mileage since last service and forecasts the date and mileage of the next service.
 - WFA keeps a history of all service work performed on each vehicle for future reference.
 - Mechanics work closely with dispatch to schedule the vehicles for service in order to assign replacement vehicles as needed.
- First Student maintains all district buses and support vehicles on this schedule.

Below is a screen shot of the WFA program used by First Student to track and log all services performed.

WebFA (jared.reid@fga.local) 3.7.69.0 -- Select 7 Days PM Due

File Edit QBE Module Window Help

Select 7 Days PM Due

There are 13 records that match the search criteria, 1 to 13 are shown. Sorts: Due Date ASC, Filters: (None)

Unit #	Company	Bus #	Company Code	Fleet	Fleet C...	Eq Type	Repair Facility	Repair ...	SJ Code	Due Date	Prim Due Date	Last Primary	Current Primary
129509	NORTHWEST Johnson	RD114	100.018	Robbinsdale	12638	Van	Robbinsdale	12638	PM BC	11/12/2012	11/12/2012	60000	67251
129507	NORTHWEST Johnson	RD112	100.018	Robbinsdale	12638	Pickup Truck	Robbinsdale	12638	PM BC	11/30/2012	11/30/2012	66000	77007
129504	NORTHWEST Johnson	RD109	100.018	Robbinsdale	12638	Van	Robbinsdale	12638	PM BC	12/1/2012	12/1/2012	31300	31300
129499	NORTHWEST Johnson	RD101	100.018	Robbinsdale	12638	Van	Robbinsdale	12638	PM BC	12/4/2012	1/5/2013	102815	102815
129500	NORTHWEST Johnson	RD103	100.018	Robbinsdale	12638	Truck	Robbinsdale	12638	PM BC	12/6/2012	2/7/2022	73253	73345
129503	NORTHWEST Johnson	RD107	100.018	Robbinsdale	12638	Truck	Robbinsdale	12638	PM BC	12/13/2012	5/4/2013	102424	104024
129505	NORTHWEST Johnson	RD110	100.018	Robbinsdale	12638	Van	Robbinsdale	12638	PM BC	12/18/2012	8/8/2026	16074	16142
129506	NORTHWEST Johnson	RD111	100.018	Robbinsdale	12638	Van	Robbinsdale	12638	PM BC	12/20/2012	3/9/2013	30000	33053
129526	NORTHWEST Johnson	RD149	100.018	Robbinsdale	12638	Pickup Truck	Robbinsdale	12638	PM BC	12/29/2012	12/29/2012	36000	37388
129133	NORTHWEST Johnson	97	100.018	Robbinsdale	12638	School Bus...	Robbinsdale	12638	PM CA	12/30/2012		53543	57659
129138	NORTHWEST Johnson	102	100.018	Robbinsdale	12638	School Bus...	Robbinsdale	12638	PM BC	12/30/2012	4/29/2013	138599	141431
129133	NORTHWEST Johnson	97	100.018	Robbinsdale	12638	School Bus...	Robbinsdale	12638	PM BA	1/1/2013	2/13/2013	55015	57659
129135	NORTHWEST Johnson	99	100.018	Robbinsdale	12638	School Bus...	Robbinsdale	12638	PM CA	1/2/2013		68460	73761

Home Select 7 Days PM Due [Select] [Cancel]

First Student 2013 Driver In-Service Meetings

- All First Student drivers and staff are required to attend monthly In-Service Meetings.
- In-Service meetings contain a specific topic per month which is produced by the First Student Corporate Safety Department unless noted Location Specific.
 - Location Specific meetings are planned by the Location Safety Manager and Location Manager to address location specific topics.
- Every In-Service meeting begins with a safety message and a general group discussion of the accidents that have occurred since the last In-Service and ideas are generated and shared for everyone to learn from.
- The In-Service meeting topics for the 2012-2013 school year are listed below:
 - August Kick Off Meeting - Small Rider, Security Basics, Left Hand Turns, Fatigue
 - September - Bullying Prevention
 - October – Preventing High Severity Collisions
 - November – Adverse Weather Driving
 - December – Winter Weather Walking and Working
 - January (Location Specific)
 - February and March (Location Specific)
 - April - Blood Borne Pathogens
- Included are examples of handouts from the August, September and November In-Service Meetings.
 - Tips to Prevent Bullying
 - School Bus Safety Features
 - School Bus Safety Tips
 - Tips for Foul Weather Driving
 - Adverse Winter Driving Conditions Quiz

Tips to Prevent Bullying

First Student bus drivers and attendants are committed to safely and securely transporting each student, not only through their safe driving, but by fostering an environment of trust and respect on the bus. We take the threat of bullying seriously.

Our drivers and attendants work to create a positive bus climate by:

- Establishing expectations for behavior.
- Being firm but not tough.
- Being courteous but not sarcastic.
- Treating all students equally and consistently.
- Working to understand the ages and behavior stages of students on the bus.
- Watching and understanding the students' behaviors.



All First Student drivers and attendants receive anti-bullying training.

Our drivers are empowered to take immediate action if they see or suspect bullying on their buses, and are trained to:

- Create a safe and respectful environment on the school bus.
- Establish and enforce bus safety rules.
- Understand the signs of bullying and how to intervene.
- Understand the additional challenges students with disabilities face.
- Empower children to report if they are being bullied or see bullying.
- Report all bullying incidents to management and school district customers immediately.



If you suspect your child is being bullied:

- Ask questions and take time to listen to the answers.
- Assess the situation and determine what your child needs to feel safe.
- Speak out by telling school authorities, a teacher, a bus driver, or school counselor.

Together, we can make a difference.

First Student transports six million students daily, which provides our drivers and attendants millions of opportunities to make a difference. By remaining focused on bullying awareness - including the signs, symptoms, and reasons students bully others - and encouraging each driver or attendant to take action, we are working to end bullying on our school buses.



School Bus Safety Features

With the start of a new school year, First Student would like all parents to know that your children are in good hands each time they ride on a First Student bus. The safety of the children we transport is at the forefront of all we do.

Riding a bus is the safest way for children to get to and from school.

It's safer than walking, riding a bike or even riding in the family car. The National Highway Traffic Safety Administration reports that buses are 13 times safer than passenger cars.

First Student school buses are packed with state-of-the-art safety features to protect our riders.

- High-definition GPS systems are on most First Student buses, providing exact location and speed of a school bus at any time.
- Child Check-Mate is an on-board electronic reminder system that reminds drivers to check for sleeping children before leaving the bus.
- Flashing lights and extended stop arms warn motorists that children are boarding or unloading.
- Well-anchored seats with high backs and heavy padding create a protective seating area.
- Smaller buses for preschool children and special needs students utilize car seats or specialized restraint systems. Many of these buses have an assistant on board.

First Student buses operate under stringent safety protocols.

- Preventive maintenance inspections are conducted by certified mechanics, ensuring buses run at peak performance.
- Vehicle safety checks are performed before each route.
- Our strict no-idling policy reduces school bus emissions.

First Student drivers must meet extensive safety and training requirements.

- A comprehensive background check as well as a drug and alcohol screenings.
- A Department of Transportation physical exam.
- More than 40 hours of classroom and behind-the-wheel training.
- Monthly safety and training meetings.
- Regular driving history checks and random drug and alcohol screens.

Safety is a core value at First Student.

We pride ourselves on our safety record, dedicated personnel and overall performance. Safely transporting the six million children entrusted to us on our buses each day is a responsibility we take very seriously.

For more information, visit www.firststudentinc.com.



School Bus Safety Tips



- Leave plenty of time to safely get to the bus stop.
- Where available, walk on the sidewalks.
- Remain alert at all times. Don't listen to your MP3 players, text, talk on your cell phone or play handheld video games because you won't be aware of what's happening around you.
- Do not wear your hood up while walking to and from the bus stop; it makes it difficult for you to see and hear.
- When waiting for the bus, stay away from the street. Make sure you are aware of traffic and follow all traffic safety rules.

• Make sure the driver can see you at all times by staying 12 giant steps away from the outside of the bus.

- Wait for the bus to come to a complete stop before you get on or before you stand up to get off.
- Clothes or backpacks should not have drawstrings, toggles or key chains. They can get caught on bus handrails and doors.
- Use the handrail so you don't trip on the stairs.
- Find a seat and sit down immediately.
- Know your driver's name and bus number to be sure you are boarding the right bus.
- Be courteous and respectful to your driver.
- Talk and laugh quietly with friends but do not scream. It distracts the driver.
- Don't put your head, arms, papers or anything out the window.
- If you drop something near the bus, don't pick it up. The driver may not see you. Instead, ask the driver for help.
- If you have to cross the street, wait until the driver lets you know it's OK to cross.
- Stay away from the bus wheels at all times – especially the back wheels where it's hard for the driver to see you.



For more information, visit www.firststudentinc.com



TIPS FOR FOUL WEATHER DRIVING

Inclement weather creates unique challenges for drivers. The following tips, used in conjunction with the video presentation, "THE KEYS TO FOUL WEATHER DRIVING," will provide you with techniques that will improve your safety on the road. The tips are organized by the Smith System® "Key" that most closely relates to it.

KEY #1 AIM HIGH IN STEERING®

- Project your eyes at least fifteen seconds ahead of your vehicle. Knowing where your vehicle will be in 15 seconds will help you see and anticipate your response to problems being experienced by others.
- Looking far ahead will help you spot things such as vehicles losing traction, swerving, braking suddenly or plunging into curbside pools of water. This will give you time to react and avoid these situations.
- Look ahead for other drivers running through large puddles. Early warning of these situations allows time and space to change lanes and / or reduce speed.
- Watch for high traffic roads, curves and intersections and slow down early. Snow and ice get packed down in these areas and become slicker than usual.
- Poor weather dramatically increases the possibility of loss of traction. Under these conditions, sudden movements can cause a loss of control. Projecting your vision farther ahead can help you avoid sudden starts and stops.
- Remember to brake early. Gentle, early braking will reduce the risk of traction loss. Early braking will also help you to control any danger that may be lurking from behind.
- If visibility is difficult, slow down! Slow to a speed that allows you to maintain adequate visual lead time and remain in control.
- Be extra careful in snowy or wet conditions when the temperature is 25 to 30 degrees Fahrenheit (minus 2 degrees to 4 degrees Celsius). Tires actually get more traction on solidly frozen roads at lower temperatures than they do on wet snow in moderately cold weather.

GET THE BIG PICTURE®

- Your following distance should allow for adequate stopping distance and *visibility*. Following too close jeopardizes your ability to safely stop behind the vehicle ahead. At the same time, it forces you to confine most of your attention solely to that vehicle. This limits visual awareness, which can lead to surprise and hasty actions...always dangerous in bad weather.
- Don't blindly trust the actions of the drivers ahead of you. Their ability to see is just as impaired as yours.
- Smith System recommends at least a six second following distance for large vehicles in fair weather conditions. Add at least two more seconds in poor conditions.
- Even eight seconds of following distance may not be enough if the roads become icy. More space is needed to compensate for the reduced stopping ability of your vehicle as well as the stopping ability of those near you.
- Back off around trucks. Large trucks throw off more water and snow as they roll down the road. Even the best wipers may not be able to keep up with this.
- In low visibility, listen for traffic you cannot see.

® "Smith System" and each of the "5 Keys" ("Aim High in Steering", "Get the Big Picture", "Keep Your Eyes Moving", "Leave Yourself an Out" and "Make Sure They See You") are registered trademarks of Smith System Driver Improvement Institute, Inc. Arlington, TX USA.

© Copyright 2003 Smith System Driver Improvement Institute, Inc. Limited copy authorization: The purchaser may reproduce this form for distribution to viewers of the video, "The Keys To Foul Weather Driving". Any other use or reproduction of this tip sheet is expressly prohibited without written authorization from Smith System.

KEEP YOUR EYES MOVING®

- Don't stare. Frequently move your eyes to the front and the sides to detect important changes in your traffic picture.
- Check the mirrors every five to eight seconds. You may be able to detect threats from the sides and rear early enough to avoid problems.

LEAVE YOURSELF AN OUT®

- Work to maintain plenty of space around your vehicle. Sufficient space is your best way to insulate against the threat of another vehicle losing control.
- In poor visibility, do not stop on the freeway unless it is an emergency. And, do not pass lines of traffic unless you absolutely must.
- Don't cross a flooded roadway. Even a few inches of fast moving water is enough to sweep your vehicle away.

MAKE SURE THEY SEE YOU®

- Use your turn signals and brake lights early. In foul weather, other drivers need plenty of warning to adjust for your actions.
- Stay out of other drivers' blind spots. This risky position becomes even more dangerous when visibility is limited.

ADDITIONAL TIPS...

- Make sure your wiper blades are in good condition. Aged, cracked and broken wiper blades can hamper your viewing ability.
- Check your defroster to be sure it's working right. A faulty defroster dramatically impacts your ability to "Get the Big Picture".
- Clean off the surface of your headlights, turn signals, brake lights and overhead school lights. These warning devices won't be effective if motorists can't see them.
- Eliminate in-vehicle distractions. Even in the best of conditions, using a cell phone, glancing at a map or eating lunch can diminish driving skills. In foul weather, there is even less margin of safety to allow for these distractions.
- Skidding can be terrifying. Ease off the gas and turn the steering wheel into the skid. If you have anti-lock brakes, do not pump the brakes. If you skid with non-anti-lock brakes, let up on the brakes and then brake gently. Consider attending a school that will teach you how to control a skid if you live in an area where slippery surfaces are a concern. Practice that skill in a wet, isolated parking lot from time to time so the skill will be there when you need it.
- When starting out in bad weather, test your brakes in a safe area to see how far it takes to stop.
- To help avoid hydroplaning, reduce your speed. Hydroplaning is difficult to detect, so it is always wise to anticipate this problem.
- If you are stuck in ice or snow, try putting your floor mats under the edge of the tires to give them traction.
- The overdrive feature in vehicles is not designed for snowy conditions. Keep your vehicle in lower gears.
- Make sure your tail pipe is clear if you've had to dig your vehicle out of snow or ice or if you've backed into a snow bank. You could get sick or die from carbon monoxide poisoning if your tail pipe is blocked.

® "Smith System" and each of the "5 Keys" ("Aim High in Steering", "Get the Big Picture", "Keep Your Eyes Moving", "Leave Yourself an Out" and "Make Sure They See You") are registered trademarks of Smith System Driver Improvement Institute, Inc. Arlington, TX USA.
© Copyright 2003 Smith System Driver Improvement Institute, Inc. Limited copy authorization: The purchaser may reproduce this form for distribution to viewers of the video, "The Keys To Foul Weather Driving". Any other use or reproduction of this tip sheet is expressly prohibited without written authorization from Smith System.

Adverse Weather Driving Conditions Fall/Winter Quiz

Name _____ Location # _____ Date _____

Circle the correct answer(s) to the following questions:

In any adverse weather condition it is essential to:

- a) Observe proper following distance.
- b) Conduct a thorough pre-trip inspection.
- c) Be sure that you are properly rested.
- d) All of the above.

If you are driving into a rising or setting sun you:

- a) Are OK. It's beautiful weather. Relax and enjoy the trip.
- b) Must be sure to complete a thorough pre-trip.
- c) Shade your eyes with one of your hands to avoid the glare.
- d) Must remember to rock and roll, keeping your eyes looking around and constantly check your mirrors.

Safe driving at night should always include:

- a) Using your high beams to increase visibility.
- b) Turning your headlights on ½ hour before sunset and leaving them on till ½ hour after dawn and maintaining a proper following distance.
- c) Turning on some interior lights so other vehicles can better see your bus.
- d) Slowing down.

If you are driving in fog, you should:

- a) Only use high beams when you cannot see any other vehicles.
- b) Increase your following distance.
- c) Pull off to the side of the road and leave your headlights on when visibility is too poor to drive.
- d) Stay in the right lane and increase your following distance.

While driving in rain you should always:

- a) Take preventative measures only when it is raining hard.
- b) Reduce speed to ensure safety.
- c) Increase your following distance to more than 6 seconds and reduce speed.
- d) Use high beams to increase visibility.

When the bus goes into skid you should:

- a) Turn your wheel in the opposite direction of the skid to create balance.
- b) Turn the wheel in the same direction of the skid to create balance.
- c) Hit the brakes and straighten the wheel.
- d) Deploy the emergency brake, if you can.

The best tactics to drive safely in snow are:

- a) Maintain a 6 second following distance and keep windshields and mirrors free of ice or snow buildup.
- b) Always use high beams and reduce speed.
- c) Increase your following distance to at least 8 seconds and reduce speed.
- d) Increase your following distance to at least 8 seconds and hit the brakes harder in order to stop more quickly.

When driving in icy conditions, you must:

- a) Take serious preventative action whenever the temperature goes below 32° Fahrenheit or 0° Celsius.
- b) Reduce speed and increase following distance.
- c) Do not pay as much attention to sidewalks and pedestrians on the sidewalks. Stay focused on the road ahead.
- d) Make up lost time on road surfaces where you can see no ice.

The best 4 things you can do to prevent injury or a collision in most adverse weather conditions are:

- a) Reduce speed, conduct a proper pre-trip, stay in the right lane, and adjust following distances appropriately.
- b) Call dispatch for directions, adjust following distances, reduce speed, and conduct a thorough pre-trip.
- c) Stop the bus, evacuate passengers, call for help, and turn on flashers.
- d) Conduct a thorough pre-trip, observe safe speeds for the conditions, increase following distances, and ensure that you get proper rest prior to your trip.

September 2012	# of Absent	October 2012	# of Absent	November 2012	# of Absent	December 2012	# of Absent
9/4/2012	0	10/1/2012	1	11/1/2012	1	12/3/2012	4
9/5/2012	2	10/2/2012	4	11/2/2012	4	12/4/2012	4
9/6/2012	1	10/3/2012	2	11/5/2012	3	12/5/2012	4
9/7/2012	4	10/4/2012	2	11/6/2012	4	12/6/2012	3
9/10/2012	2	10/5/2012	1	11/7/2012	2	12/7/2012	4
9/11/2012	2	10/8/2012	3	11/8/2012	3	12/10/2012	5
9/12/2012	3	10/9/2012	4	11/9/2012	3	12/11/2012	4
9/13/2012	4	10/10/2012	2	11/12/2012	4	12/12/2012	4
9/14/2012	3	10/11/2012	3	11/13/2012	2	12/13/2012	3
9/17/2012	4	10/12/2012	3	11/14/2012	1	12/14/2012	3
9/18/2012	4	10/15/2012	3	11/15/2012	3	12/17/2012	5
9/19/2012	1	10/16/2012	5	11/16/2012	1	12/18/2012	3
9/20/2012	2	10/22/2012	4	11/19/2012	1	12/19/2012	1
9/21/2012	3	10/23/2012	5	11/20/2012	3	12/20/2012	1
9/24/2012	2	10/24/2012	2	11/26/2012	5	12/21/2012	2
9/25/2012	3	10/25/2012	4	11/27/2012	6		
9/26/2012	1	10/26/2012	4	11/28/2012	4		
9/27/2012	3	10/29/2012	2	11/29/2012	4		
9/28/2012	1	10/30/2012	1	11/30/2012	4		
		10/31/2012	1				
Sept. Absent	45	Oct. Absent	56	Nov. Absent	58	Dec. Absent	50

September Days	19	October Days	20	November Days	19	December Days	15
----------------	----	--------------	----	---------------	----	---------------	----

Total Absences	209
----------------	-----

Total School Days	73
-------------------	----

Active Headcount 12/14/12: 91
Route Count: 71

2.86 Drivers absent per day # Absent divided by days
2.30 Drivers absent per total headcount # Absent divided by active headcount
2.94 Drivers absent per route # Absent divided by route count

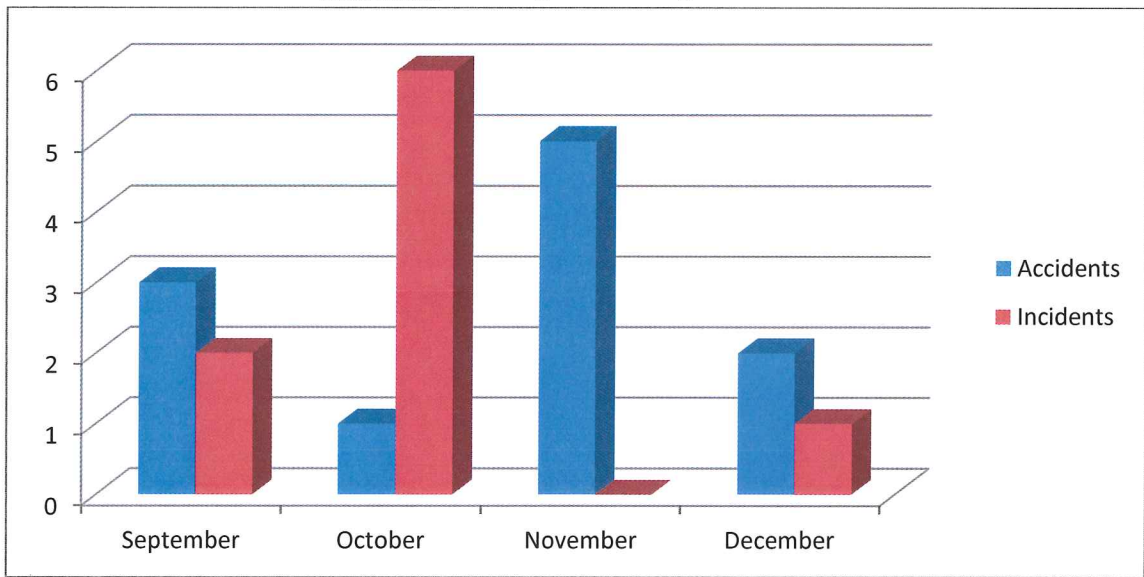
Included in this report are drivers with requested time off and leave of absences due to surgery

2012 – 2013 Accidents and Incidents

- First Students defines accidents and incidents in different ways.
 - An Accident is defined as any contact with a third party resulting in damage in excess of \$100.00.
 - An Incident is defined as any contact with an object where damage is less than \$100.00.
 - First Student only has data from this school year as accident information was unable to be located at the time of this report.
- Below is a breakdown of the accidents/incidents for the period of September 2012 – December 2012.

2012 - 2013 Accidents/Incidents

	Accidents	Incidents
September	3	2
October	1	6
November	5	0
December	2	1



September	Tail Swing	Incident	October	Tail Swing	Incident
September	Tail Swing	Incident	October	Backing	Accident
September	Tail Swing	Accident	November	Side Swipe	Accident
September	Rear Ended	Accident	November	Side Swipe	Accident
September	Tail Swing	Accident	November	Side Swipe	Accident
October	Hit and Run	Incident	November	Side Swipe	Accident
October	Tail Swing	Incident	November	Tail Swing	Accident
October	Backing	Incident	December	Tail Swing	Incident
October	Tail Swing	Incident	December	Backing	Accident
October	Backing	Incident	December	Tail Swing	Accident

Transportation Budget 2012-13

Contracted Regular Transportation:

Regular (To and From)	First Student	2,518,945	
Regular Midday (Ktg)	First Student	160,849	
Summer School (Spec Ed)	First Student	115,562	
Late Activity	First Student	196,035	
Shuttles (Btwn)	First Student	64,126	
<i>Subtotal First Student Contracted Cost</i>			<u>3,055,517</u>

Contracted Special Education:

Adams Services		828,739	
Metropolitan Transportation Network		1,174,471	
<i>Subtotal Contracted Special Education</i>			<u>2,003,210</u>

Other Contracted Costs:

<i>Deseg- Integration Transportation Services (CHOICE)</i>			<u>770,749</u>
--	--	--	----------------

District Special Education Transportation:

Drivers/Monitors/Support (Salary and Benefits)		1,298,805	
Vehicle Lease		57,600	
Vehicle Operations		240,000	
<i>Subtotal District Operations</i>			<u>1,596,405</u>

Transportation Mgmt:

Special Educ Routing		72,000	
Contract Mgmt/Reg Routing/Supervision		180,000	
<i>Subtotal Transportation Management</i>			<u>252,000</u>

Other Transportation Services:

Intermediate 287	126,458	
Non-Public Payments	160,000	
<i>Subtotal Other Services</i>		<u>286,458</u>

Total Transportation Services		7,964,339
--------------------------------------	--	------------------

Prior Year Audited Transportation Costs	9,659,112	
less Severance Pymts	-158,500	9,500,612
Transportation Annual Savings		1,536,273



MEMO

DATE: 12-21-12

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

FROM: Lori Simon, Executive Director of Educational Services

RE: Leadership Development Presentation

The board will hear a presentation of the leadership development principals, assistant principals, and other school and district leaders participated in with Mid-continent Research for Education and Learning (McREL). This leadership development consisted of the following four sessions:

1. Balanced Leadership: An Overview
2. Developing a Purposeful Community
3. Managing Change
4. Choosing the Right Focus

The presenters will be Lori Simon, Executive Director of Educational Services; Leona Derden, Principal of Northport Elementary; and Alejandra Estrada-Burt, Assistant Principal of Northport Elementary.

January 7, 2012

LEADERSHIP DEVELOPMENT

Leadership Development

WHO

- Principals
- Assistant Principals
- Interns
- District Leaders
- Teaching & Learning

WHAT

- McREL Balanced Leadership

*(Mid-continent Research for
Education and Learning)*

WHY

- Principals –
Instructional Leaders

Balanced Leadership Framework®

Purposeful Community

School-Level Leadership

**Focus
of
Leadership**

**Magnitude
of
Change**

School-Level Leadership

Purposeful Community

McREL Balanced Leadership: School Leadership That Works

- 31 ● Balanced Leadership Overview – August 2011
- Managing Change – September 2011
- Developing Purposeful Community – June 2012
- The Focus of Leadership – August 2012

Balanced Leadership

- 21 leadership responsibilities
- 66 leadership practices
- All correlated to student achievement
- Each correlation is statistically significant
- What leaders should know and be able to do

School Leadership that Works

~ Marzano, Waters, & McNulty, 2005

Leadership Responsibilities

Purposeful Community	Focus of Leadership	Magnitude of Change
Affirmation	Contingent Rewards	Change Agent
Communication	Discipline	Flexibility
Culture	Involvement in CIA	Ideals/Beliefs
Ideals/Beliefs	Focus	Intellectual Stimulation
Input	Order	Knowledge of CIA
Relationships	Outreach	Monitor/Evaluate
Situational Awareness	Resources	Optimize
Visibility		

School Leadership that Works

~ Marzano, Waters, & McNulty, 2005

Managing Change

Increased:

- *Understanding of* McREL's research identifying leadership responsibilities correlated with student achievement
- *Awareness of* change theory
- *Knowledge* and *use* of tools and activities for effectively leading change
- *Knowledge* about research-based leadership responsibilities associated with leading change

Change Theorists

- William Bridges
- Larry Cuban
- Michael Fullan
- Ron Heifetz
- Kurt Lewin
- Everett Rogers
- Alan Deutschman

First or Second Order?

Do stakeholders perceive the change as . . .

- An extension of the past?
- Consistent with prevailing organizational norms?
- Congruent with personal values?
- Easily learned using existing knowledge/skills?
- A break with the past?
- Inconsistent with prevailing organizational norms?
- Incongruent with personal values?
- Requiring new knowledge and skills?

First-Order Implications

Second-Order Implications

First-Order Change (Rank-Ordered)

1. Monitor/evaluate
2. Culture
3. Ideals/beliefs
4. Knowledge of CIA
5. Involvement in CIA
6. Focus
7. Order
8. Affirmation
9. Intellectual stimulation
10. Communication
11. Input
12. Relationships
13. Optimize
14. Flexibility
15. Resources
16. Contingent rewards
17. Situational awareness
18. Outreach
19. Visibility
20. Discipline
21. Change agent

~ Marzano, Waters, & McNulty, 2005

Second-Order Change (Rank-Ordered)

Positive

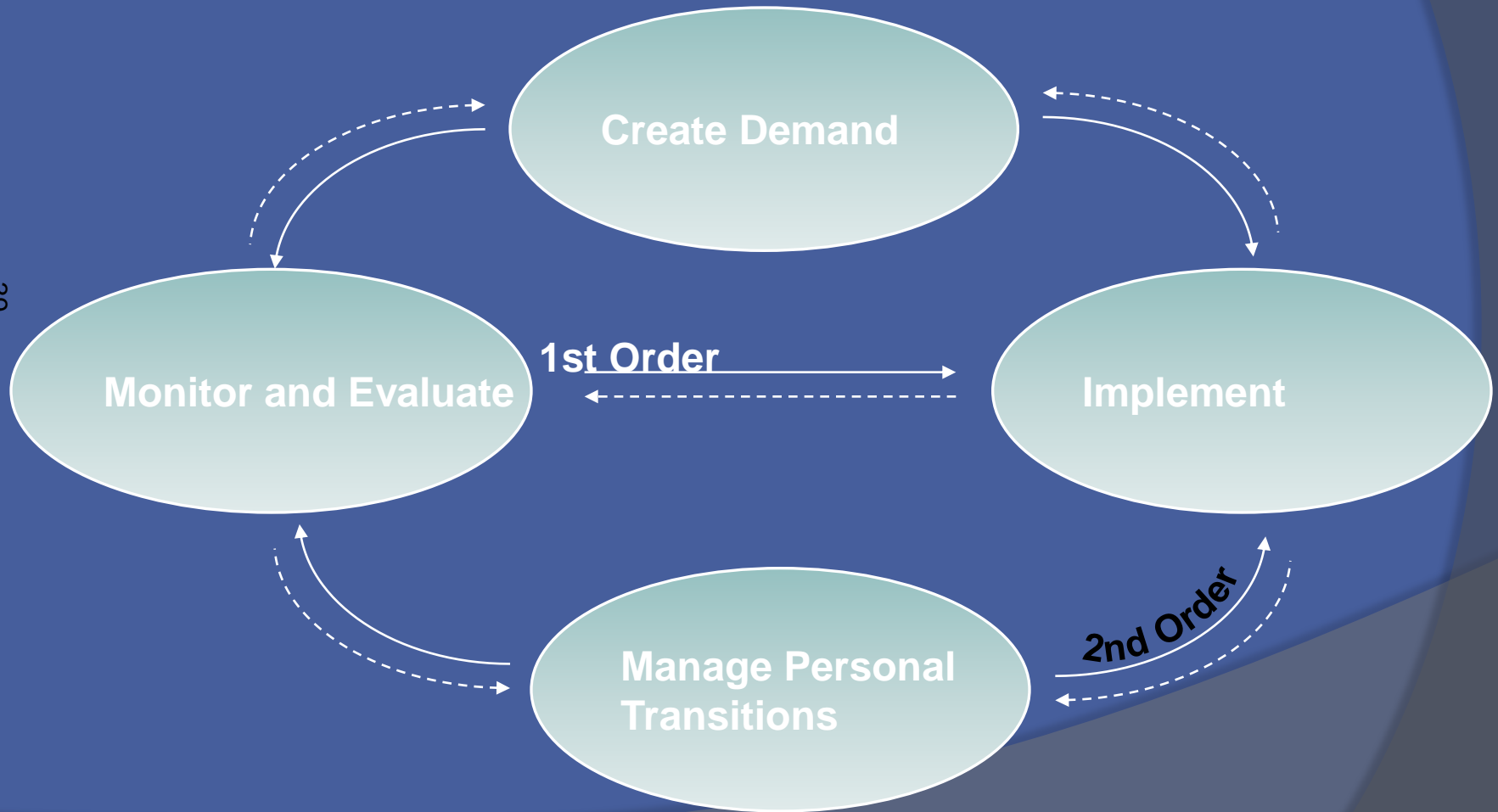
1. Knowledge of curriculum, instruction, and assessment
2. Optimize
3. Intellectual stimulation
4. Change agent
5. Monitor/evaluate
6. Flexibility
7. Ideals/beliefs

Negative

1. Culture
2. Communication
3. Order
4. Input

~ Marzano, Waters, & McNulty, 2005

Phases of Change



Create Demand	
1. What techniques will you use to create discontent with current reality?	
2. How will you emphasize the following leadership responsibilities?	
<i>Ideals & Beliefs</i>	
<i>Actions</i>	
<i>Evidence</i>	
<i>Intellectual Stimulation</i>	
<i>Actions</i>	
<i>Evidence</i>	
<i>Change Agent</i>	
<i>Actions</i>	
<i>Evidence</i>	

Change Initiative Plan

Change Initiative:

Creating Demand

Ideals & Beliefs
Intellectual Stimulation
Change Agent

Monitor and Evaluate
Monitor and Evaluate

1st order

Implement

Knowledge of CIA
Optimize

2nd order

Managing Personal Transitions
Flexibility

Monitor and Evaluate		
Monitoring and evaluating requires the leader to examine and determine the effectiveness of the implementation plan and the effect (magnitude of change) that the change is having on the stakeholders.		
	What will you look for?	How & when will it be reported?
<i>Implementation</i>		
<i>Magnitude</i>		

Implement

1. What specifically do you need to know regarding this initiative that will provide credibility to your implementation plan?	
<i>Knowledge of CIA</i>	
<i>Knowledge</i>	
<i>Evidence</i>	
2. How will you inspire (Optimize) others by skillfully targeting and framing the initiative?	
a) What are the relative advantages of this initiative?	
b) How is this compatible with your current practices?	
c) What new skills and knowledge will staff require to implement this initiative?	

Managing Personal Transitions

1. In general, what do staff members stand to lose as a result of the change?	
2. What are some preliminary strategies to assist staff members that will experience this 2 nd order?	
<i>Flexibility</i>	
<i>Actions</i>	
<i>Evidence</i>	

Purposeful Community

Increased:

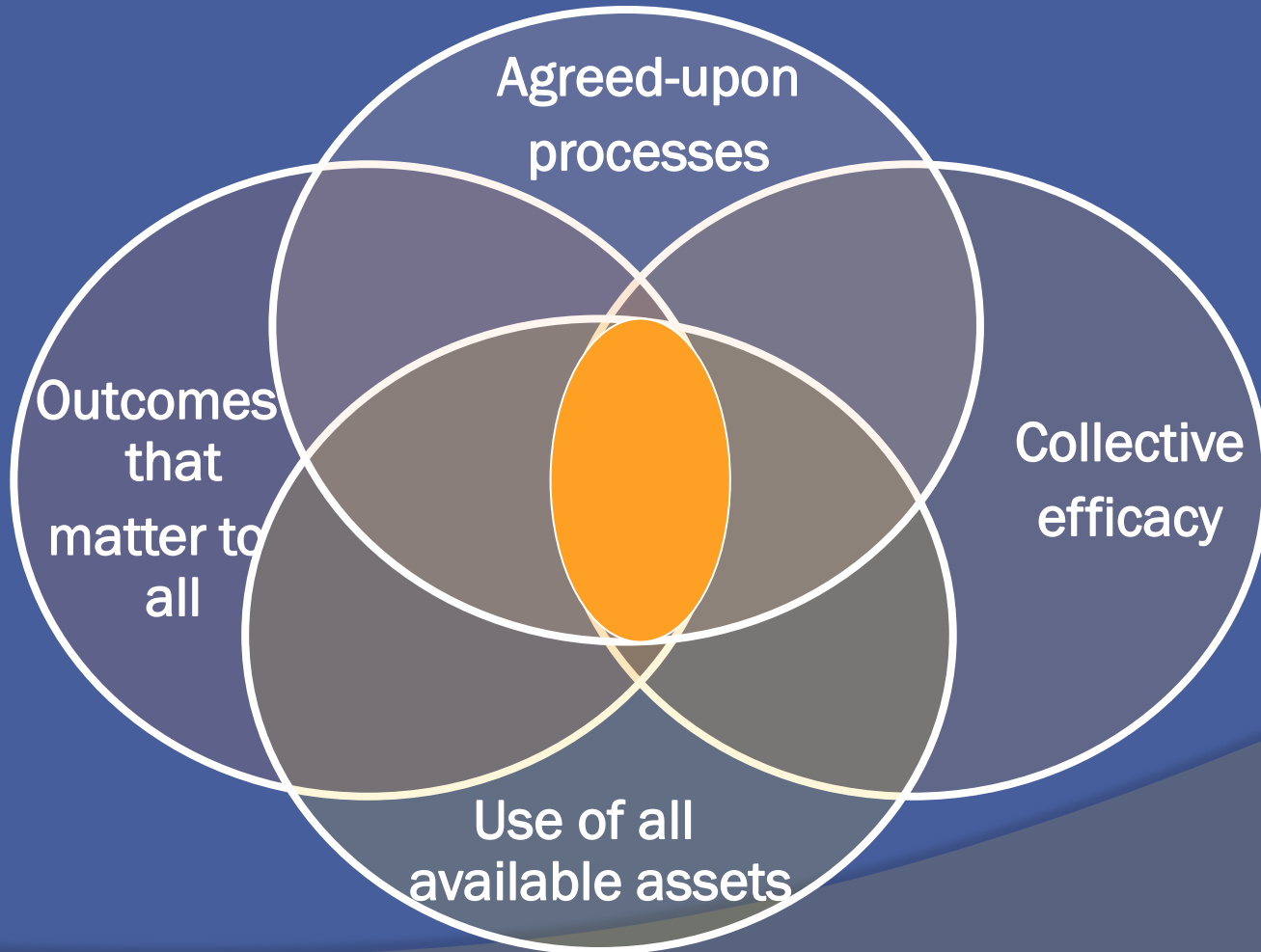
- ① *Understanding of* the relationship between a purposeful community and student achievement.
- ② *Understanding of* the four characteristics of a purposeful community and how they relate.
- ③ *Knowledge* and *understanding* about how to establish and develop a purposeful community.
- ④ *Knowledge* about research-based leadership responsibilities associated with a purposeful community.

What is a purposeful community?

A purposeful community is one with the collective efficacy and capability to develop and use assets to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes.

~ Marzano, 2004

Purposeful Community



Leadership Responsibilities

- ① Affirmation
- ① Communication
- ① Culture
- ① Ideals/Beliefs
- ① Input
- ① Relationships
- ① Situational Awareness
- ① Visibility

Accomplish Purpose and Produce Outcomes That Matter to All

- ① Moving from coincidental to intentional or purposeful
- ① Moving from a community where we can accomplish outcomes individually to a community where we can accomplish outcomes only because we are together

Tools

Purposeful Community Reflection Tool		To no extent 1	2	3	To a great extent 4
Collective efficacy	1. Teachers in this school are able to get through to difficult students.				
	2. Teachers here are confident they will be able to motivate their students.				
	3. Teachers in this school really believe every child can learn.				
	4. If a child doesn't want to learn, teachers here give up.				
	5. Teachers here don't have the skills needed to produce meaningful student learning.				
	6. These students come to school ready to learn.				
	7. Homelife provides so many advantages the students here are bound to learn.				
	8. Students here just aren't motivated to learn.				
	9. The opportunities in this community help ensure that these students will learn.				
	10. Learning is more difficult at this school because students are worried about their safety.				
	11. Drug and alcohol abuse in the community make learning difficult for students here.				
	12. Teachers in this school do not have the skills to deal with student disciplinary problems.				
Outcomes that matter to all	13. School outcomes have the same meaning for all teachers.				
	14. Teachers here share the same purpose.				
	15. Teachers in this school all agree on their purpose.				
	16. Teachers here think individual goals equal a common school goal.				
Agreed-upon processes	17. The lack of procedures for communicating makes problem solving difficult.				
	18. Teachers in this school identify obstacles that interfere with the school's purpose.				
	19. Teachers here are in consensus on ways of working together.				
	20. Teachers in this school do not have personal connections with each other.				
Use of all available assets	21. Teachers in this school regularly review asset allocation.				
	22. Teachers in this school effectively use assets to increase the impact of classroom practices.				
	23. The intangible resources available in this school are difficult to measure.				
	24. Leaders here capitalize on intangible assets.				

Note: Items 1-12 reprinted with permission: Goddard, R. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*, 62(1), 97-110.

Focus of Leadership

Increased:

- ① *Understanding* of the relationship between the focus of leadership and student achievement.
- ② *Understanding* of research-based school and classroom practices and student-level characteristics and how they relate.
- ③ *Knowledge* about research-based leadership responsibilities associated with the focus of leadership.
- ④ *Understanding* of the importance of alignment.

Staff
developme

Abil

Positive
Behavior
Support

Technology
Integration
reviews

Induction

Dual Immersion

Mentoring

State tests

Special
education

differentia
instruction

Succes

Coaching

District tests

De-tracking

Open Court

School

Lunch programs

Everyday Math

Improvement

IEPs

Plans

Growth models

Rtl

P.T.A. meet

Reading First

Character
education

Multicultural
education

naturally
onsive

Phonics

Sex ed

Courageous

TEs

Interactive
whiteboards

Mornin
announcer

Formative
assessment

Block
scheduling

Phonics

Abstinence only

Safe & drug-free
schools

Balanced
Literacy

Career prep

assessment

Multi-age
classrooms

New, New Math

Spe

College for all

Tea

Focus of Leadership

“The school leader’s ability to select the right work is a critical aspect of effective leadership. It might be the case that teachers and administrators in a low-performing school are working ‘hard’ but not working ‘smart’ in that they select interventions that have little chance of enhancing student academic achievement.”

49

~ Marzano, Waters, & McNulty, 2005, p. 97

Focus on School-level Practices

School Factors	Average Effect Size	Percentile Gain
Alignment	0.88	31
Time	0.39	15
Monitoring	0.30	12

~ Marzano, 2000

Tri-lateral Plan

Student Outcome:
To decrease the number of tardies by 20% by the end of 1st semester 2012 -2013 as compared to 1st semester last year 2011-2012

School Practice: Safe and Orderly Environment

Leadership Responsibility: Visibility	Leadership Responsibility: Focus	Leadership Responsibility: Affirmation
<ul style="list-style-type: none"> o All staff will be assigned and area o Grade level meetings with students (administration presenting) 	<ul style="list-style-type: none"> o Clear expectations o Common Lang. o Consistent consequences o Consistent dismissal from every classroom 	<ul style="list-style-type: none"> o Public recognitions: announcements, CARE fests, etc.... o Incentives o Visible display of improvement

Classroom Practice: Classroom Management

Leadership Responsibility: Order	Leadership Responsibility: Monitor and Evaluate	Leadership Responsibility: Resource
<ul style="list-style-type: none"> o RMS Behavior Plan o Expectations for entering and exiting class o Establishing clear movement patterns 	<ul style="list-style-type: none"> o Data analysis o Process leading to action plan (Admin. PLC) o Communication with staff o Monitor and Evaluate 	<ul style="list-style-type: none"> o RMS Behavior plan o Funds for PBIS support (signage, posters, reward system) o ENVoX training for whole staff o Data team process - Professional development

Student Characteristic: Motivation

Leadership Responsibility: Focus	Leadership Responsibility: Affirmation	Leadership Responsibility: Culture
<ul style="list-style-type: none"> • Student Videos 	<ul style="list-style-type: none"> o CARE fests, o CARE cards o Incentives: Award days, PBIS individual rewards o Public acknowledgement of improvements 	<ul style="list-style-type: none"> o Using student leadership to lead o Foster positive peer pressure: Video, Skits, music songs o Announcements by students o Mascot - re-branding

Next Step

- NUA Leadership Training



Focus on instructional leadership

599 KINDERGARTEN ADMISSION TO MAGNET SCHOOLS

I. Purpose

~~Robbinsdale Area Schools provides a fair and open process for admitting students in magnet schools.~~ The purpose of this policy is to define the Kindergarten admissions process for accepting students into district schools that have been designated as magnet schools.

II. General Statement of Policy

Kindergarten admission to magnet schools shall be determined through a computer generated randomized lottery if the number of applicants exceeds the number of openings. A pre-determined number of spaces are reserved each year for specified provisions and priorities.

III. Definition

- A. "Employee" means an individual currently employed by Robbinsdale Area Schools in a permanent position and excludes independent contractors, temporary, substitute and seasonal employees.
- B. "Federal Lunch Subsidy" means the family has an approved application with Robbinsdale Area Schools for the National School Lunch Program, otherwise known as free or reduced lunch or the federal lunch subsidy.
- C. "Magnet School Teacher or Administrator" means an employee who holds a current Minnesota license and is currently working 50% more in a district magnet school and is regularly scheduled to teach or perform administrative duties.
- D. "Minnesota Choice is Yours" means a student residing within the legal boundary of Minneapolis who has applied to the program and whose family qualifies for the federal lunch subsidy.
- E. "Non-resident Student" means the student's primary resident address is outside of the legal boundary of Robbinsdale Area Schools.
- F. "Primary Resident Address" means the address of residence for the student. Students having more than one residence will identify as primary the residence where they live more than 50% of the time. The primary residence of students with parents who are divorced, legally separated or residing separately, and who have joint physical custody, is designated by the students' parents.

- G. “Qualified Applicant” means all parts of the most recent magnet school application were completed and submitted before the application deadline.
- H. “Racially Identifiable School” means the enrollment of minority students is more than 20 percentage points above the enrollment of minority students in the district for that level (elementary, middle school or high school).
- I. “Resident Student” means the student’s primary resident address is within the legal boundary of Robbinsdale Area Schools.
- J. “Sibling” means the applicant shares at least one parent or guardian with another child who is currently enrolled at the magnet school at the time of the lottery, and would be concurrently enrolled in the magnet school with the applicant.
- K. “Walk Boundaries” means the area surrounding a school that is designated by the district as an area where district bus transportation is not provided.

IV. Admission Process

- A. The admission process shall be conducted through a computer generated randomized selection protocol until all lottery selections have been confirmed. Then a wait list shall be maintained as specified within resident and non-resident categories.
- B. Students are admitted into half-day Kindergarten through this selection process. They are eligible and may be considered for selection into full-day Kindergarten per the district full-day Kindergarten lottery procedure.
- C. The application deadline and admissions procedure shall be published each year.
- D. The number of students admitted shall be calculated using the midpoint of the expected class size range based on the school board adopted ratio of students to teacher at Kindergarten, multiplied by the number of sections offered at the magnet school.
- E. The number of seats available for the lottery shall be reduced by the number of automatically enrolled siblings and other provisions as specified in this policy.
- F. Only qualified applicants shall be accepted into the lottery.
- G. In the event that siblings from the same grade apply, only one name shall be entered into the lottery and if selected, each of those students shall be admitted.
- H. Applicants not selected for enrollment shall be placed in order within resident and non-resident categories on a wait list.
- I. The wait list will be in effect for the duration of the school year.

- J. Once the wait list has been exhausted, open seats will be filled according to Policy 509, Enrollment Options Policy.

V. Provision for Automatic Enrollment

A. Siblings

Qualified applicants with siblings currently enrolled in the same elementary or middle school magnet school and, for Robbinsdale Spanish Immersion School only, in the Middle School Immersion Program, at the time of the lottery shall be enrolled automatically.

~~1. In the event that siblings from the same grade apply, only one name shall be entered into the lottery and if selected, each of those students shall be admitted.~~

B. Magnet school teachers and administrators

1. Currently employed magnet school teachers and administrators who complete and submit an application before the annual application deadline may have their kindergarten child enrolled automatically at the magnet school where they are employed.
2. Students admitted under this provision do not displace other students admitted through the lottery process or students on the wait list for the school.
3. Students admitted under this provision shall be automatically enrolled in half-day Kindergarten. They may be considered for selection into full-day Kindergarten according to the district full-day Kindergarten lottery procedure.

VI. Other Provisions and Priorities

A. Resident students

1. Seats equal to the percentage of resident students attending Robbinsdale Area Schools shall be reserved for resident applicants.
2. In the event that resident applicants do not meet or exceed the number of reserved seats in the resident category, the openings shall be filled in order from the non-resident wait list.
3. Seats shall be reserved for resident students who live within the school walk boundaries.

- a. Seats shall be reserved for applicants who live within the district walk boundaries of the magnet school.
 - b. The number of reserved seats shall be based on the ratio of walkers to neighborhood elementary schools.
 - c. Priority shall be given to applicants qualifying for the federal lunch subsidy within this category.
 - d. In the event that the number of applicants who walk to school at the time of the lottery does not meet the number reserved for walkers, the seats shall be available for other resident applicants.
4. Seats shall be reserved for resident students living in attendance areas of neighborhood schools nearing capacity.
- a. Seats shall be reserved for resident students living in designated elementary attendance areas in order to reduce enrollment in schools that are near capacity.
 - b. If this category is needed, the number of seats reserved for this purpose shall be determined annually by the district prior to the lottery.
 - c. Seats equal to the percentage of district students qualifying for the federal lunch subsidy shall be reserved for applicants qualifying for the federal lunch subsidy within this category.
 - d. In the event that the number of applicants in this category does not meet the number reserved, the seats shall be available for other resident applicants.

B. Non-Resident Students

1. Seats equal to the percentage of non-resident students in the school district shall be reserved for non-resident applicants.
2. Priority shall be awarded to non-resident applicants qualifying for the federal lunch subsidy and shall include students enrolled through the Minnesota Choice is Yours program.
3. In the event that non-resident applicants do not meet or exceed the number of reserved seats, the openings shall be filled in order from applicants on the wait list.

C. Applicants Qualifying for Federal Lunch Subsidy

1. Seats equal to the percentage of district students eligible for the federal lunch subsidy shall be reserved for applicants qualifying for the federal lunch subsidy
2. The number of applicants granted priority in other categories by qualifying for federal lunch subsidy will not exceed the percentage of district students eligible for the federal lunch subsidy.
3. The number of seats reserved for resident applicants solely qualifying for the federal lunch subsidy shall be determined after subtracting the number of non-resident and resident applicants selected under other priority categories, and automatically enrolled students who are also eligible for the federal lunch subsidy.
4. Priority shall be granted to applicants from racially identifiable elementary schools.
5. In the event that the number of resident applicants who qualify for the federal lunch subsidy does not meet the number reserved for this purpose, the seats shall be available for other resident applicants.

Approved January 23, 2012
Revised September 10, 2012



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

FROM: Jeff Priess, Executive Director of Business Services

DATE: January 7, 2013

RE: Budget Assumptions/Staffing Ratios (2013-14)

DISCUSSION:

Enclosed are the revenue and expenditure assumptions utilized to develop the 2013-14 preliminary General Fund budget. General Education Basic revenue is estimated to increase 1% and other State Categorical Aids are calculated using funding formulas prescribed in current law. Local property tax revenue is derived from the District's certified levy. Miscellaneous and other revenues are projected at current year amounts except where known changes exist. Expenditure assumptions provide for the same level of staffing that exists in the current year (2012-13) budget.

QUESTIONS:

For questions please contact Jeff Priess at 763-504-8037 or jeff_priess.rdale.org

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

REVENUE ASSUMPTIONS

GENERAL FUND REVENUE ASSUMPTIONS (Fund 01/03)

State General Education Aid:

State Basic General Education Aid is budgeted to increase by \$849,827 over the 2012-13 school year. The increase is attributable to **an estimated increase** in the per pupil unit allocation of \$52. The basic general education aid serves as the district's primary funding source. It makes up the majority (55%) of the general operating fund revenue and is estimated to be \$75,200,877.

Per-Pupil-Unit Allocation-Basic General Education

2007-08	\$5,074 2% increase in funding formula
2008-09	\$5,124 1% increase in funding formula
2009-10	\$5,124 No increase in funding formula
2010-11	\$5,124 No increase in funding formula
2011-12	\$5,174 1% increase in funding formula
2012-13	\$5,224 1% increase in funding formula
2013-14	\$5,276 1% increase (estimated)

Other components of General Education Aid amount to \$11,741,599, an increase of \$531,126 over the prior year. Other components of General Education Aid are listed below:

General Education Aid	2013-14	2012-13
Gifted and Talented	\$ 171,033	\$ 170,791
Extended Time	920,200	920,200
Compensatory	9,704,802	9,173,997
LEP	941,993	941,993
Transportation Sparsity	3,571	3,492
TOTAL	11,741,599	11,210,473

Other "Formula Revenue " consists of Alternative Attendance Adjustment and Pension Adjustment. These items are budgeted at -\$6,673 and -\$783,251 respectively for the 2013-14 school year.

Enrollment

Pupil Units-The district has projected annual average daily membership served to be 11,992 for the 2013-14 school year. This represents a slight decrease in total weighted average membership of 53 students from the current year. The average daily membership (ADM) is based upon enrollment and is the basis for the basic general education aid calculation.

ADM calculates actual “membership time” rather than simple enrollment counts at a given point in time. This also includes the net impact of “open enrollment” agreements with other Minnesota districts.

ADM includes students who leave the district through tuition agreements with another district and excludes students who enter the district with a tuition agreement.

Projected enrollment for the 2013-14 school year (Students Served):

Grade Level	ADM	Weight	WADM
Pre Ktg	89	1.25	111.25
Handicapped Ktg	46	1.00	46.00
Kindergarten	833	.612	509.80
Grade 1-3	2,678	1.115	2,985.97
Grade 4-6	2,634	1.06	2,792.04
Grade 7-12	5,712	1.30	7,425.60
Total	11,992		13,870.66

ALC/Tuition WADM 382.04

Property Taxes:

Property tax revenue is budgeted to increase from 2012-13 by \$148,060. Revenue from property taxes provides the second largest source of revenue for the General Fund, representing 19.8% of total General Fund non-capital revenue. Operating referendum revenue is estimated to be \$24,264,207 and accounts for nearly 89% of General Fund property tax revenue. The District’s operating referendum authority for the 2013-14 school year is currently estimated at \$1,590.95 per resident student. The operating referendum is set to expire effective with the 2016-17 school year.

General Fund Designated	2013-14	2012-13
Equity	\$ 1,002,985	\$ 972,959
Referendum	24,264,207	23,889,632
Transition	260,428	255,642
Integration	536,149	536,149
Safe Schools	570,587	555,084
Career Technical	240,345	280,260
Re-employment	425,000	426,063
Adjustments	34,375	270,227
TOTAL	27,334,076	27,186,016

Other State (Categorical) Aid:

State supported programs are anticipated to increase by \$424,026 and are estimated to be \$14,894,007. Special education aid makes up 74% of this category and is estimated at \$10,979,115. State aid for special education is a formula that is based upon district special education expenditures and statewide funding limits. Other State Aid components are listed below:

Other State (Categorical Aid)	2013-14	2012-113
Special Education	\$10,979,115	\$10,556,841
Shared Time	12,000	12,000
Integration	1,302,914	1,314,089
Nonpublic Transportation	490,029	485,177
Integration Transportation	815,500	807,425
State Grants	307,275	307,275
Endowment Fund	363,976	363,976
Literacy Aid	623,198	623,198
Total	14,894,007	14,469,981

Federal Sources:

Federal Revenue is budgeted at \$5,339,827.

Title Programs-Entitlement computations use federal funding limits, enrollment data and the number of pupils in various programs. Expenditures will match total revenues in the Title Programs.

Local Tuition, Fees and Admissions:

Revenue in this category is budgeted to increase \$70,628 over the 2012-13 budget and is estimated at \$4,106,542. Items in this category include misc. fees, admissions, gate receipts and interest revenue.

EXPENDITURE ASSUMPTIONS

GENERAL FUND EXPENDITURE ASSUMPTIONS (Fund 01/03)

The General Fund expenditure budget is increasing by \$2,043,293 over the current year 2012-13 budget and total expenditures are estimated at \$138,159,819. This includes the following for 2013-14:

The **salaries and employee benefits** budget (\$84,570,819 and \$27,710,118) includes salary and benefits for all employee groups covered in the general fund. The salaries and wages and employee benefits budget includes:

- a) Increased salary and wage costs for longevity, education, pay rates and other items included in bargaining agreements.
- b) Increased costs for statutory benefits (TRA, PERA, FICA, unemployment and workers compensation).
- c) Increased costs for other collectively bargained benefits (health & dental insurance) associated with all employee groups.

Other District Staffing Assumptions:

Student to Staff Ratios

ELEMENTARY

	Ratio	Range
KINDERGARTEN	25	(18-25)
1 ST GRADE	26	(19-26)
2 ND GRADE	28	(21-28)
3 RD GRADE	28	(21-28)
4 TH GRADE	29	(22-29)
5 TH GRADE	30	(23-30)

MIDDLE SCHOOL STUDENT TO TEACHER RATIO

GRADE 6-8	24.22
-----------	-------

HIGH SCHOOL STUDENT TO TEACHER RATIO

GRADE 9-12	27.10
------------	-------

Special Education Staffing Ratios

The special education department will utilize the same staffing ratios in planning for 2013-14 as were utilized for 2012-13. They are as follows:

Weighted student numbers (based on amount of special education service received):

- Federal setting I – 1.0
- Federal setting II – 1.25
- Federal setting III – 1.5

Licensed resource-level teachers: Elementary 18:1 (weighted student #)
Middle School 18:1 (weighted student #)
High School 20:1 (weighted student #)

Center-based classrooms (ASD, DCD, EBD): 8:1; can be adjusted based on amount of time students participate in the mainstream.

Early Childhood Special Education classrooms: 8:1

Speech/Language: 50:1

Psychologist: 1,500 students: 1.0 (total student population): additional allocation based on number of center-based classrooms in the building.

Social Workers: Elementary 100:1 (weighted student #)
Middle School 200:1 (weighted student #)
High School 250:1 (weighted student #)

Occupational Therapists: 50:1

Physical Therapists: 50:1

Adapted Phy Ed: 6 students = 1 class/.1 FTE
Center-base classrooms DCD/CID 2 classes = .15 FTE
EBD 2 classes = .10 FTE

Support Staff

All support staff position currently in place will remain in place for 2013-14 unless reduced due to loss of revenue for a specific program (i.e. grants, special funding).

Purchased Services

These costs will be calculated based on historical increases and future estimates. They will be amended as the budget is developed at additional information is known.

Other Expenditures

The per pupil unit amount budgeted for instructional supplies will not change from the current year budget. Carryover will only be allowed for specific items approved prior to final budget approval. Increases due to inflation and other known cost increases will be included for other required items. Miscellaneous costs increases will be included at 1%. Expenditures for grants will be budgeted to equal revenue.



MEMO

DATE: January 7, 2013

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Al Ickler
Executive Director – Community Education

Lori Simon,
Executive Director -- Educational Services

RE: Early Childhood Task Force

The Early Childhood Task Force (ECTF) began meeting in August to examine the value of pre-kindergarten programs, models for delivering Pre-K programs, and to assess the resources needed to deliver additional high quality early childhood programs in Robbinsdale Area Schools.

The ECTF was co-facilitated by Executive Directors Lori Simon and Al Ickler. They will present the work of the task force to the school board.

Early Childhood Task Force Report

Charge of the Task Force

The Early Childhood Taskforce was charged with examining how programs for 4 year olds could be expanded in RAS over the next few years. The work of the task force focused on four primary areas:

1. What is the value of four-year old programs?
2. What is the space capacity for a potential four-year old program in our elementary schools?
3. What is the best program model to serve RAS families?
4. What resources would be needed?

Membership of the Task Force:

Lori Simon, Executive Director of Educational Services
Al Ickler, Executive Director of Community Education
Gayle Walkowiak, Executive Director of Teaching and Learning
Jeff Priess, Executive Director of Business Services
Connie Grumdahl, Principal, Forest Elementary
Ellen Voit, Director, Special Education
Tia Clasen, Program Director, Marketing and Communications
Stephanie Skelly, Math Specialist, Teaching and Learning
Melissa Kivi, Literacy Specialist, Teaching and Learning
Sally Ginn, Program Director, Early Childhood
Monica Potter, Program Director, Early Childhood Family Education

Work of the Task Force

The task force met seven times between August and December of 2012. Over the course of the meetings the task force heard reports from program leaders of current early childhood programs in the district in order to gain a more complete understanding of current opportunities; were provided with information regarding space at the district's elementary schools, and had presentations from early learning staff from both Bloomington Public Schools and the Saint Paul Public Schools. Additional information was gathered from other districts through phone conversations in the North/West metro as the work progressed.

Value of Preschool Programs

The first five years of life are the most critical in the development of a child's brain. Children begin to develop their cognitive, social, emotional, and language skills and how they relate/interact with the world around them. The task force examined research on the value of preschool programs, which confirmed the validity of the widely held public belief that high quality early childhood programs are a good investment yielding benefits for children, schools, and communities.

Preschool's impact on preparing children, especially disadvantaged children, to be "ready for kindergarten," is now well documented. Additionally, longitudinal studies examined whether

program effects “faded out” over time (High/Scope Perry Preschool Project, the Chicago Parent Centers, and the Abecedarian Project) show long term positive effects. (The Center for Public Education, 2012).

Less well known, but striking, is research demonstrating that pre-k programs have significant effect on non-academic success also. Researchers theorize that the intensive early childhood experiences build “intellectual skills, social adjustment, and motivation” that support children in navigating their environment (Science, 2011, University of Minnesota study).

Finally, research shows that family involvement, including family/parent education; positively impact the success of the child (Family Involvement Makes a Difference, Harvard Family Research Project, Spring, 2006).

Key points include:

- All children benefit from high quality preschool experiences and show significant, academic gains (Tulsa, Oklahoma study)
- Children from families living in poverty receive the largest positive impact from the preschool experience (The Carolina Abecedarian Project)
- Participation in preschool programs provide early learners with the pre-literacy skills needed for academic success (High/Scope Perry Preschool)
- Preschool programs help children develop the ability to persevere and cognitive development leading to long-term outcomes of increased graduation rates and higher wages (Isaacs, 2008; The Center for Public Education, 2012)

Locally, the following points were ascertained through the information gathered from RAS early childhood staff, and the presentations from Bloomington and Saint Paul Public Schools:

- Students who have participated in preschool programs in RAS enter Kindergarten more ready than their peers
- Disadvantaged students participating in Bloomington’s Kinderprep program were on par with their more advantaged peers both when entering Kindergarten, as well as at third grade.
- Significantly more children in Saint Paul enter Kindergarten ready after participating in their four-year old program.

Space

Executive Director of Technology, Dennis Beekman, provided information regarding space in the district elementary schools. Space is a complex issue based on enrollment projections and the challenges of using limited space for competing purposes. Enrollment projections from several years ago are on target. Student growth at the elementary level is projected because of the opening of the School of Engineering and Arts.

Enrollment and the size of a school are factual numbers. It is more difficult to measure capacity due to the many ways classroom space is used (Pre-K, All Day Kindergarten, pull-out rooms,

science labs, etc.) in the elementary schools. However, with the opening of SEA and through student movement, eight classrooms across the district, listed below, have opened up in the elementary schools that have been repurposed for the current school year, but might provide an opportunity for expanding preschool programs. In addition, two other high needs elementary schools, Noble and Lakeview, have space that could be repurposed to create space for a pre-kindergarten program.

- Forest – 1 classroom
- Meadow Lake – 2 classrooms
- Neill – 2 classrooms
- Zachary Lane – 1 classroom
- Northport – 1 classroom

Program Design

The task force investigated the following components of a pre-kindergarten program. Below is best practice, and implementation of the program would reflect these principles.

Curriculum	Must be aligned with RAS primary grade curriculum. Current RAS preschool programs’ curriculums are aligned.
Assessment	Currently, pre-kindergarten programs primarily rely on work sampling for assessment. Work sampling will continue but additional formative assessments will be examined by Teaching and Learning.
Entrance Criteria	Children must be four years old by September 1 and 18 students per classroom will be enrolled. Students will only be enrolled from a school’s attendance area. A lottery system would be implemented should the number of applicants exceed the number of seats.
Program structure	Best practice is to have a continuum of options that serve the diversity of family/children need in the district. Children with high need benefit from programs with high intensity (more hours per day and days per week), and duration (number of weeks per year). RAS program will be 12.5 hours per week (2.5 hours per day, 5 days per week, per the school calendar), and aligned with kindergarten.
Professional Development	Early childhood staff will need to participate in school-based professional development (PD), including professional learning communities (PLCs). They will also need preschool focused PD coordinated/delivered through the early childhood program structure.
Parent Involvement & Parent Education	The home is the child’s first learning environment and parents are the primary and most important teachers. The 4-year old program would work to involve parents in their preschooler’s learning. Additionally, a parent education component would be implemented.

Busing	Transportation is a major barrier to participation by low-income families. Pre-kindergarten students would ride the bus. It is expected that this would not add much additional cost because the buses are already transporting students/kindergarteners, and adding a small number of preschoolers per route would be done efficiently.
Cost to the family	The pre-kindergarten program would serve low-income students at no cost to families.
Administrative Support	A collaborative approach to supporting this program will be implemented. A similar model is the special education model. Building principals will be responsible for the daily operation and supervision of the program and of program staff. Professional development and support for PLCs will be provided by Teaching and Learning in collaboration with Community Education. Community Education will provide administrative support through the Creative Play Preschool structure. Support will include performance appraisal, student outreach and registration, coordination of assessment processes and curriculum alignment, marketing/outreach, professional development, and statewide reporting.

Note: Research clearly shows that alignment to the early primary grades curriculum is critical to sustain literacy gains and achieve the goal of all children reading proficiently by third grade. Therefore, preschool teachers will participate in PLCs at their school, while receiving additional professional development support through the early childhood programs. The district is committed to further strengthening its pre-kindergarten through third grade alignment through continual work on professional development, curriculum, and assessments.

Resources

The attached budget provides specific information regarding the cost of each section of Pre-Kindergarten. The model includes a teacher, an educational assistant, curriculum, supplies, and parent education.

Potential sources of revenue for the program include:

- Title 1
- Compensatory
- School Readiness
- Integration Aid
- Literacy Aid
- Fees

Implementation

It would be academically advantageous to invest in the expansion of a preschool program for 4-year old children at our high need schools. The program would offer children a high quality, literacy and math rich preschool experience for a half day, five days per week. A parent education component would be a vital component of the program. It is proposed that only children from families living in the attendance area of the designated schools would be eligible for enrollment, targeting students who are English Learners (EL) or who qualify for free or reduced lunch status. The task force suggests that the program be fully implemented over a number of years.

It is proposed to have one section (morning or afternoon) at each identified high needs school. Several schools were initially considered for the pilot proposal, including Northport, Lakeview, Meadow Lake, Forest, Noble and Neill elementary schools. Given that Northport and Lakeview will be under construction over the summer, it would be difficult to set up and open a new pre-kindergarten program at either of these sites. These schools should be considered a top priority should pre-kindergarten programs be expanded following the pilot year. For the pilot year, four schools – Meadow Lake, Forest, Noble and Neill elementary schools – are being considered as potential sites for a pre-kindergarten program for the following reasons:

- A high level of children from families living in poverty attend these schools
- These schools have experienced principals that are established in their buildings
- These schools have classroom space that can be made available

Estimated Cost Per Section:

Revenue Sources:

Compensatory Revenue		55,322
Community Education		6,000
Teaching & Learning		1,500
Special Ed		
Total Revenues		62,822

Expenditure Plan:

Program Administration	0.1	4,500
Pre K teacher		
Salaries / Benefits	0.5	25,443
Educational Assistant		
Salaries / Benefits	0.5	11,934
Parent Education		1,500
Professional Development		1,500
Supplies - Instructional		1,250
Supplies - Non instructional		1,250
Postage/Printing/Copies		650
Transportation		5,000
Start-up costs (one time costs)		9,795
Total Expenditures		62,822

RECEIVED

DEC 18 2012

ISD 281
Superintendent's Office

10 South 10th Street
Minneapolis, MN 55403
612-752-7201
612-752-7206 – fax
www.wmep.k12.mn.us

Dr. Daniel L. Jett, Superintendent



WEST METRO EDUCATION PROGRAM
An integration district focused on student success

West Metro
Education
Program
Members

Brooklyn
Center

Columbia
Heights

Eden Prairie

Edina

Hopkins

Minneapolis

Richfield

Robbinsdale

St. Anthony-
New Brighton

St. Louis Park

Wayzata

To: School Board Members of the Member Districts of West Metro
Education Program, Joint Powers District#6069

C/O: School Board Chairs

From: Executive Committee, West Metro Education Program
Joint Powers Board, Mrs. Helen Bassett, Chair

Date: December 13, 2012

Re: Recommended Changes to the Joint Exercise of Powers
Agreement for the West Metro Education Program (WMEP),
Joint Powers School District, #6069

In accordance with the provisions in Section VI., Amendments, of the
above referenced document, the WMEP Joint Powers Board recommends
that its member districts approve the proposed changes in that same
document, in Section V (A)., as indicated in the attached.

These changes, upon approval by WMEP's member districts will accomplish
the following:

Section V. (A):

Allow Members to withdraw from the West Metro Education
Program by providing a minimum of 6-months' notice.

This proposed change to the Joint Exercise of Powers Agreement for the
West Metro Education Program (WMEP), Joint Powers School District,
#6069 have been thoroughly discussed by its current eleven members Joint
Powers Board and are unanimously recommended for approval on their
behalf by its Executive Committee.

The Executive Committee requests that all member districts schedule a
public vote at the next available regular school board meeting to act on this
recommendation. Subsequent to that vote, the clerks of the respective

WMEP member district are asked to promptly notify the WMEP Joint Powers Board Chair by signing and returning the enclosed certification form.

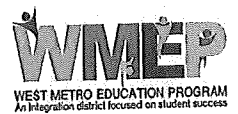
Please return the certification form as soon as possible, and in any case, prior to March 01, 2013.

The effective date of the changes, if approved, will be March 14, 2013.

Thank-you,

A handwritten signature in cursive script that reads "Helen Bassett (ae)".

Helen Bassett, Chair
West Metro Education Program
Joint Powers Board, #6069



**Joint Powers School District #6069
West Metro Education Program (WMEP)**

Joint Powers Board Meeting

**Title: Some Considerations of A 6-Month Notice
to Withdraw Membership in WMEP**

Date: December 13, 2012

Background:

Since its formal beginning, WMEP has operated under a Joint Powers Agreement (JPA) that requires notice that a member district is withdrawing its membership in WMEP by February 1st and such withdrawal becomes effective on June 30th of the year after which the notice is provided to WMEP. To date, none of WMEP's eleven member districts have fully exercised this option, however, in accordance with the above Minneapolis Public Schools has provided notice of withdrawal effective June 30, 2013. Minneapolis has stayed that decision contingent upon a change to the Joint Powers Agreement in the length of notice for withdrawal of membership from the current 17 months notice to a minimum of six months notice.

The original intent of providing for a 17-month period from notice of withdrawal from membership in WMEP was (and is) to provide ample and adequate time for all parties to make reasonable arrangements to accommodate the pending changes. Below are selected examples of potential arrangements and accommodations for the identified parties:

1. For WMEP

- Magnet School students, families, and staff
- District budgeting to accommodate possible reductions in revenue
- Its JPB in terms of possible changes to the JPA and By-Laws
- The impact on programs and services that WMEP can provide

2. For the withdrawing member district

- Current WMEP Magnet School students, families and staff
- Future internal staffing changes
- School options and assignments

3. For the remaining WMEP member districts

- Potential changes in Magnet School allocations
- Potential changes in financial requirements for membership
- Reduced access for students to WMEP programs and services

A change from a 17-month time frame to a six-month minimum time frame to consider the implications and to make accommodations based on the withdrawal of a member district from WMEP will truncate the above activities and the results of this shorter timeline are difficult to anticipate with any precision. However, time for careful deliberation, identification of options, and communications with member district stakeholders in both the withdrawing and the remaining WMEP member districts may be challenging at best. That such withdrawal has not ever occurred in the past also means that there is no prior record of the actual implications of such action on the part of a WMEP member district.

While it could perhaps be intuitively argued that seventeen-months is the optimal length of time needed to affect a withdrawal of membership in WMEP by a member district, there is no proof that such is the case either. And, in fact, from a practical perspective it may end up being very unlikely that a withdrawing WMEP member district would wait until the very last minute to provide the JPA mandated minimum notice of withdrawal. In other words, to best evaluate the current request for change from 17 to a minimum 6-months notice of withdrawal from WMEP, one has to estimate the likelihood that a district would be deliberating possible withdrawal of membership from WMEP in an iterative process, out of public view, and come only to its final decision to withdraw on the very last day possible in order to provide the minimum six months notice of withdrawal of WMEP membership.

It seems more likely that a WMEP member district contemplating withdrawal of membership will be very public and transparent about its deliberations in this regard, including at public board meetings where the topic is discussed and where pros and cons of withdrawal are considered. It is also likely that a district considering such action will have its WMEP JPB member bring its district's concerns and interests to the JPB for possible resolution well in advance of any official vote to withdraw its membership in WMEP. Thus, while "official" notice of a district's withdrawal of its membership from WMEP could occur at the very minimum six month in advance notice moment; however, it seems more likely that advance notice that is unofficial will certainly be known well ahead of the final date for notification.

Further, from a practical perspective, districts contemplating withdrawal of membership in WMEP, because of internal district timelines and deadlines for printing, communications, staff assignments, student assignments and other important matters related to the next school year, will likely want and need to make their decision well in advance of the proposed minimum 6-month notice deadline. Therefore, we anticipate that most likely such notice would be given in June at the conclusion of the prior school year and that would provide a 12 month advance notice of withdrawal. If not made at that time, it seems reasonable that at least such a decision would be made in the early fall and if so that would provide a notice of somewhere between 6 and 12 months.

After weighing all of the known factors and anticipating some of the unknown factors that could affect a smooth and constructive withdrawal from membership in WMEP by a member district, we would prefer to maintain the current 17-month advance notice time period for withdrawal from membership in WMEP. However, given the practical aspects of operating public school districts as briefly described above, it seems reasonable to amend the JPA to change the notice of withdrawal time frame from 17-months to a minimum of 6 months. We would hope that a district entertaining such a move would want to and would provide as much advance notice of its withdrawal as possible, both to the service of its own students, families and staff members; and as a show of mutual respect for the remaining WMEP member districts.

A minimum six-month notice of withdrawal allows WMEP's JPB and Administration a full budget planning cycle (from January to June) to make any necessary adjustments to both revenue and expenditures. It would also provide a full staffing cycle that takes place simultaneous with WMEP's annual budget development.

This change in the minimum time period for notice of withdrawal from membership in WMEP can be evaluated as to its fairness and effectiveness should a district decide to withdraw membership in WMEP under the new minimum 6-month notice requirement; and, if that process is not deemed to be satisfactory the members of the JPB can modify the notice deadline sometime in the future.

Administrative Recommendation: Approval

**FOURTH ENGROSSMENT OF
JOINT EXERCISE OF POWERS AGREEMENT
FOR THE
WEST METRO EDUCATION PROGRAM (WMEP)
JOINT POWERS SCHOOL DISTRICT, #6069**

This Fourth Engrossment of the November 28, 2001 First Engrossment Joint Powers Agreement, and subsequent amendments thereto, is entered into on the ____ day of _____, 2012, by and between the following School Districts: Special School District No. 1, (also known as Minneapolis Public Schools), Independent School District No. 273, (also known as Edina Public Schools), Independent School District No. 270, (also known as Hopkins Public Schools), Independent School District No. 281, (also known as Robbinsdale Area Schools), Independent School District No. 286, (also known as Brooklyn Center Public Schools), Independent School District No. 280, (also known as Richfield Public Schools), Independent School District No. 282, (also known as St. Anthony/New Brighton Public Schools), Independent School District No. 283, (also known as St. Louis Park Public Schools), Independent School District No. 13, (also known as Columbia Heights Public Schools), Independent School District No. 284, (also known as Wayzata Public Schools) and Independent School District No. 272 (also known as Eden Prairie Public Schools) hereinafter referred to collectively as “the Members” and individually as “Member.”

This Engrossment reflects the codified and legally effective terms of the Joint Exercise of Powers Agreement as of the date hereof.

WITNESSETH THAT:

WHEREAS, the members are organized for the purpose of providing public school education for persons within their geographical boundaries, and

WHEREAS, each of the members is interested in cooperating with other members in acquiring lands and buildings, organizing, establishing, financing, maintaining and operating jointly one or more cooperative Interdistrict Education Program(s), including Interdistrict Downtown School and Fine Arts Interdisciplinary Resource School, (hereinafter “magnet schools”) upon a site or sites to be selected, and

WHEREAS, the members are eligible to organize a Joint Board of school districts pursuant Minnesota Statutes Section 471.59 and other applicable statutes for such purposes,

NOW THEREFORE, for and in consideration of the mutual covenants and promises herein contained, the Members do hereby agree as follows:

I. NAME

The name of the Joint Board of School Districts hereby established shall be the West Metro Education Program, Joint Powers School District No. 6069 (hereinafter referred to as “WMEP”).

II. PURPOSE

A. The purpose of this Agreement is to establish a governing organization through which the Members shall, consistent with the mission established by the Joint Powers Board, govern and manage the construction and/or operation of joint use educational facilities, programs and services to benefit learners of the Member Districts and foster voluntary, interdistrict integration among WMEP school districts by providing opportunities for students, families and staff from diverse backgrounds to learn from and with each other.

III. JOINT POWERS BOARD

A. WMEP shall be governed by a Board with each participating Member District appointing one local board representative to serve a one year term. Each participating Member shall have voting privileges. A quorum shall be defined for the purpose of transacting business as a simple majority of members of the Board.

B. One WMEP member district superintendent, selected by a majority of member district superintendents, shall serve as a non-voting observer/advisor of the WMEP Joint Powers Board. The Superintendent Observer/Advisor shall serve a one-year term beginning in January of each year.

IV. POWERS AND DUTIES OF BOARD

A. The Board shall have the authority to exercise any power and take any action which any or each of the Members are by law authorized to exercise in implementing the purpose of part II-A. The Board shall have the authority to function as an entity separate and apart from any of the Members and generally to act for the Members in furtherance of their joint interests and intentions hereunder. The Board, however, may exercise short-term borrowing powers of school districts under Minnesota law only if the exercise of such powers is approved in advance in writing by all Member Districts. The Board shall not have the power to issue bonds.

B. At the Annual meeting the Board shall elect an Executive Committee which shall include, but not be limited to, a Chair, Vice-Chair, Secretary and Treasurer. The Executive Committee shall be convened by the Board Chair and conduct the business of the Board between meetings.

C. The Board shall take such action as it deems necessary and proper to accomplish the purposes of WMEP, or any other action necessary and incidental to the implementation of said purpose or action. Any of the stated activities may be accomplished by entering into contracts, leases or agreements with a Member District or others, whenever the Board shall deem such action to be advisable.

D. The Board may solicit and accept gifts, apply for and use grants of money or other property from the state or any other type of organization, and may enter into agreements required in connection therewith, to further the stated purpose of WMEP.

E. The Board shall adopt policies, regulations and an annual budget for the conduct of WMEP, and shall otherwise manage, supervise and control all activities of WMEP commensurate with the Members' legal obligations.

F. Pursuant to Minnesota Statutes section 466.07, and other applicable laws, no Member shall have individual liability for the debts and obligations of the Board. To the extent permitted by law, WMEP shall indemnify, defend, and hold harmless each Trustee and Officer from and against any claim, demand or cause of action to which such Director or Officer may be made a party by reason of being connected with this enterprise. The Board may purchase and maintain insurance therefore.

V. ADDITION/DELETION OF MEMBERS

A. Any Member may withdraw from the WMEP Board and cause representatives to cease to function in such capacity upon written notice given to the chair of the WMEP Board, such notice to be accompanied by a certified copy of an appropriate resolution of the individual Member's School Board, authorizing and directing such withdrawal from the WMEP Board. Any such withdrawal resolution shall be given on or before December 30 of a given school year, and the withdrawal shall be effective on June 30 of the same school year in which the notice was given. Any member district submitting a resolution to withdraw shall maintain full obligations of WMEP membership until the final effective date of the withdrawal. Such withdrawal shall not affect any Member liability for indebtedness of the WMEP Board to that date.

B. Other Independent School Districts, not signatory hereto, may become Members of the WMEP Board hereafter upon fulfilling the requirements set forth in the process for new member application, as adopted by the WMEP Joint Powers Board. The Board shall periodically review the membership process and make amendments as necessary by a majority vote.

VI. AMENDMENTS

This Agreement may be amended by an instrument executed by the parties hereto. The proposed amendment shall be recommended by the Executive Committee and notice of the proposed amendment and copies thereof shall be sent to each Member of the WMEP Board not less than thirty (30) days before the proposed effective date of such amendment. The proposed amendment shall not become effective until it has been executed by all Members.

VII. DISSOLUTION

A. The WMEP Board shall continue in existence until two-thirds of its members vote for dissolution at an Annual meeting or special meeting called for the purpose of considering dissolution. The dissolution shall not become effective until it has been ratified by at least two-thirds of the local boards of all Member Districts.

B. Upon dissolution of the Board, all of its property remaining after payment or reservation for debts and liabilities shall be divided among all school districts which have been Members of the WMEP Board, or among the Members of the WMEP Board at the time of such dissolution, as a majority of the Members may determine at their discretion.

VIII. FINANCE

A. Resident pupils of each Member District who are educated at WMEP's Magnet Schools shall be counted as resident pupils of their Resident District in the calculation of pupil units for all state aid and levy purposes. The Resident District of the pupils attending WMEP's Magnet Schools shall not be deemed to have changed by reason of their attendance at the Magnet Schools.

B. The WMEP Board shall annually establish a tuition rate for students attending WMEP Magnet Schools. Member districts shall transmit to WMEP funds necessary to satisfy the tuition rate.

C. Payments to meet the cash flow needs of the Magnet Schools as identified in this article shall be transmitted by Member School Districts to the WMEP district office according to a schedule established by the WMEP board, commencing on July 1 of each fiscal year.

D. The fiscal year of WMEP shall be from July 1 though June 30.

E. It is the expectation of Member School Districts that the WMEP Magnet Schools' operational costs will be financed by a variety of resources, including but not limited to, tuition payments, integration funds, and state and federal grants. The Board shall not have the power to assess a Member School District without the written agreement of the Member School District.

IX. TRANSPORTATION

A. Each Member District shall be responsible for providing necessary transportation of its resident students to WMEP Magnet Schools.

B. The parties to this Agreement may agree among themselves to a cooperative transportation system, and may agree to a system of cost sharing. Such agreements shall be memorialized in writing, signed by the affected Member Districts.

Approved by Joint Powers Board: December 12, 2012

Ratification process completed and effective date: _____

**West Metro Education Program
Joint Powers School District, #6069**

Certification of Approval of Amendments to the
Joint Exercise of Powers Agreement
For the West Metro Education Program (WMEP),
Joint Powers School District, #6069

Member District: _____

This will certify that the above named independent school district's school board did on _____, 2013, at a regularly scheduled public school board meeting, approve the changes to the Joint Exercise of Powers Agreement for the West Metro Education Program (WMEP), Joint Powers School District, #6069 as recommended by the WMEP Joint Powers Board Executive Committee.

Certified by _____, its Clerk.

Date: _____

Please promptly return this certification to the WMEP Joint Powers Board Chair in the enclosed stamped self-addressed envelope.