



Robbinsdale Area Schools School Board Meeting Agenda

Monday, March 4, 2013 at 6:15 PM

Work Session

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

1. **Robbinsdale Cooper High School Athletic Conference** 2
Presenter: Principal Favor/John Oelfke
Time: 6:15 - 6:35 p.m.
2. **International Baccalaureate Update** 10
Presenter: Gayle Walkowiak/Molly James/Katy Nelson/Kari Christiansen/Holly
Lewis
Time: 6:35 - 7:15 p.m.
3. **Break**
Time: 7:15 - 7:25 p.m.
4. **Strategic Planning** 25
Presenter: Helen Bassett/Patsy Green/Aldo Sicoli
Time: 7:25 - 7:45 p.m.
5. **Listening Time Discussion** 26
Presenter: Patsy Green/Linda Johnson
Time: 7:45 - 8:05 p.m.
6. **School Board Participation in Contract Negotiations** 27
Presenter: Helen Bassett/Mark Bomchill/Sherry Tyrrell
Time: 8:05 - 8:25 p.m.
7. **West Metro Education Program Joint Powers Board Finance Task Force** 30
Presenter: Helen Bassett/Jeff Priess
Time: 8:25 - 8:45 p.m.



MEMO

DATE: February 27, 2013

TO: Members of the School Board

FROM: Aldo Sicoli, Superintendent

RE: Athletic Conference for Cooper High School

Robbinsdale Cooper High School is currently a member of the North Suburban Conference. Three of the eleven schools will leave the conference in 2013-2014. A number of the remaining schools are applying for entrance into a new conference for 2014-2015, which could leave Cooper in a precarious position for that and subsequent years. Therefore, Cooper High School has spent considerable time exploring options for a conference change in 2014-2015. We have determined that it is in the best interest of Cooper's students to enter a new conference in the 2014-2015 school year. The new conference will include the following high schools, in addition to Robbinsdale Cooper: Bloomington Jefferson, Bloomington Kennedy, Chanhassen, Chaska, Richfield, and St. Louis Park. It is possible that other schools may apply to join these seven schools in the new conference. This conference option appears to be the best fit for Cooper High School. Please note that the enrollment numbers in the attached materials are for grades 10-12, which is what the Minnesota State High School League uses to determine competition classes (i.e. A, AA).

Robbinsdale Cooper High School

Conference Discussion

03/04/13

Background

Three northern schools have withdrawn from the North Suburban Conference starting with the 2013/14 school year. They are leaving to the Mississippi 8 Conference.

- *Chisago Lakes*
- *North Branch*
- *St. Francis*



NSC Conference

Currently (2012-13)

1. Benilde St. Margaret's
2. Chisago Lakes (leaving to Miss 8 Conference)
3. Columbia Heights
4. Robbinsdale Cooper
5. Fridley
6. Irondale
7. North Branch (leaving to Miss 8 Conference)
8. St. Francis (leaving to Miss 8 Conference)
9. St. Louis Park
10. Spring Lake Park
11. Totino Grace

Next Year (2013-14)

1. Benilde St. Margaret's
2. Columbia Heights
3. Robbinsdale Cooper
4. Fridley (applied to Tri-Metro Conference)
5. Irondale
6. St. Louis Park (forming a new conference)
7. Spring Lake Park (applying to NWSC)
8. Totino Grace

NSC Conference

2013-14

1. Benilde St. Margaret's
2. Chisago Lakes
3. Columbia Heights
4. Robbinsdale Cooper
5. Fridley
6. Irondale
7. North Branch
8. St. Francis
9. St. Louis Park
10. Spring Lake Park
11. Totino Grace

Proposed New Conference Schools

1. Bloomington Jefferson
2. Bloomington Kennedy
3. Chanhassen
4. Chaska
5. Robbinsdale Cooper
6. Richfield
7. St. Louis Park

Demographics “New Conference”

	Enrollment	Students of Color	F/R Lunch	Spec. Ed.	ELL
Jefferson	1593	22%	18%	10%	0%
Cooper	1485	58.9%	53%	14.4%	9%
Chanhassen	1470	7.2%	8.7%	7.7%	1.2%
Kennedy	1253	52%	50%	13%	7%
St. Louis Park	1178	37.4%	34%	13.2%	6.5%
Chaska	1106	18.4%	22.2%	9%	4.7%
Richfield	891	58.6%	55%	14%	10.4%

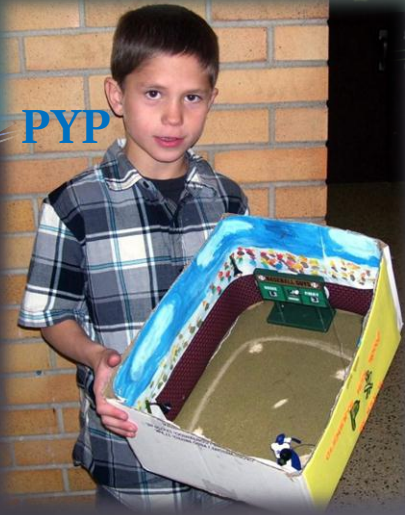
Trip Comparison

Average one way mileage between conference schools:

	Current Conference	New Conference	One Way Trip Difference	
Jefferson	13.7	9.9	3.8	28%
Cooper	20.3	15.8	4.6	22%
Chanhassen	25.4	12	13.4	53%
Kennedy	11.5	10.8	.7	6%
St. Louis Park	22.6	10.6	12.0	53%
Chaska	26.8	14.6	12.2	46%
Richfield	18.8	9.9	8.9	47%



PYP



IB

Robbinsdale Area Schools

MYP

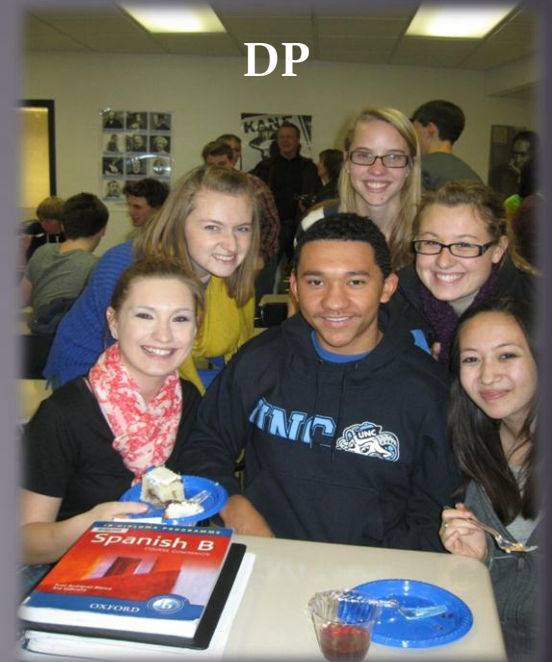
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MYP



DP

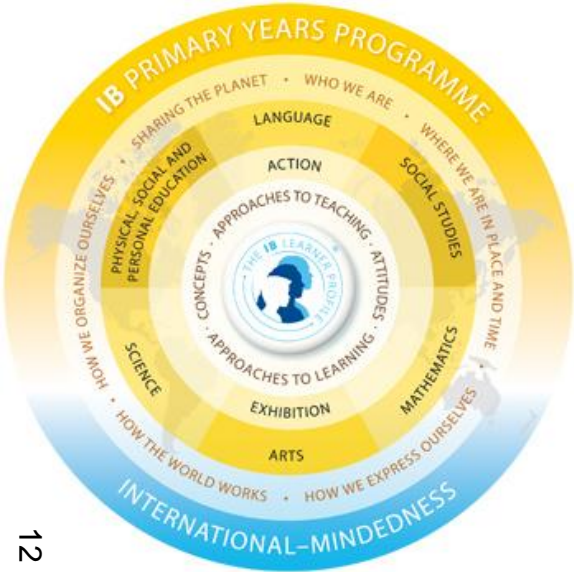


IB MISSION STATEMENT

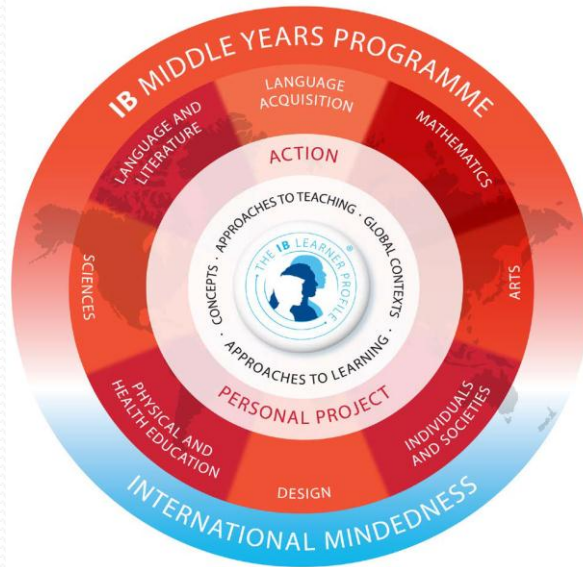
IB LEARNER PROFILE

	PYP	MYP	DP
Nature	<ul style="list-style-type: none"> • Framework • District curriculum • School-wide • State/District priority standards • Prepares students for MYP • International-mindedness 	<ul style="list-style-type: none"> • Framework • District curriculum • School-wide • State/District priority standards • Prepares students for DP • International-mindedness 	<ul style="list-style-type: none"> • Prescribed curriculum, with flexibility • Self-select • State/District priority standards • Prepares students for higher education • International-mindedness
Structure	<ul style="list-style-type: none"> • Transdisciplinary <i>Units of Inquiry</i> • Higher order thinking skills inquiry-based 	<ul style="list-style-type: none"> • Disciplines, contextualized learning via <i>Areas of Interaction</i> • Higher order thinking skills • Inquiry-based 	<ul style="list-style-type: none"> • Disciplines, connected by <i>Theory of Knowledge</i> course • Higher order thinking skills • Inquiry-based
Policies	<ul style="list-style-type: none"> • Academic Honesty • Special Education Needs • Language 	<ul style="list-style-type: none"> • Academic Honesty • Special Education Needs • Language • Assessment 	<ul style="list-style-type: none"> • Academic Honesty • Special Education Needs • Language • Assessment
How assessed	<ul style="list-style-type: none"> • Internal • Assesses all aspects of student learning 	<ul style="list-style-type: none"> • Internal; based on subject-specific criteria; can opt for external <i>moderation</i> of internal assessments 	<ul style="list-style-type: none"> • External moderation of internally assessed work and external exams
Learning to learn	<ul style="list-style-type: none"> • Transdisciplinary concepts and skills 	<ul style="list-style-type: none"> • Approaches to Learning 	<ul style="list-style-type: none"> • Theory of Knowledge
Learning through experience	<ul style="list-style-type: none"> • Action 	<ul style="list-style-type: none"> • Community and Service 	<ul style="list-style-type: none"> • Creativity, Action, Service(CAS)
Language learning	<ul style="list-style-type: none"> • Support for 'mother tongue' development • School's additional language from age 7 	<ul style="list-style-type: none"> • Support for 'mother tongue' development • Second Language Acquisition 	<ul style="list-style-type: none"> • Support for 'mother tongue' development • Second Language Acquisition
Culminating experience that synthesizes learning	<ul style="list-style-type: none"> • Exhibition 	<ul style="list-style-type: none"> • Personal Project 	<ul style="list-style-type: none"> • Extended Essay

PYP



MYP



DP



Evaluation Process is based on . . .



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Primary Years Programme, Middle Years Programme and Diploma Programme

Programme standards and practices

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).
4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.
8. The school participates in the IB world community.
9. The school supports access for students to the IB programme(s) and philosophy.

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
5. The school develops and implements policies and procedures that support the programme(s).
6. The school has systems in place for the continuity and ongoing development of the programme(s).
7. The school carries out programme evaluation involving all stakeholders.

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

1. The governing body allocates funding for the implementation and ongoing development of the programme(s).
2. The school provides qualified staff to implement the programme(s).
3. The school ensures that teachers and administrators receive IB-recognized professional development.
4. The school provides dedicated time for teachers' collaborative planning and reflection.
5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
6. The library/multimedia/resources play a central role in the implementation of the programme(s).
7. The school ensures access to information on global issues and diverse perspectives.
8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
9. The school has systems in place to guide and counsel students through the programme(s).
10. The student schedule or timetable allows for the requirements of the programme(s) to be met.
11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
12. The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

1. Collaborative planning and reflection addresses the requirements of the programme(s).
2. Collaborative planning and reflection takes place regularly and systematically.
3. Collaborative planning and reflection addresses vertical and horizontal articulation.
4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
5. Collaborative planning and reflection is based on agreed expectations for student learning.
6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
7. Collaborative planning and reflection is informed by assessment of student work and learning.
8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
9. Collaborative planning and reflection addresses the IB learner profile attributes.

Note: "Collaborative planning and reflection" is used as a single concept as the two processes are interdependent.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

1. The written curriculum is comprehensive and aligns with the requirements of the programme(s).
2. The written curriculum is available to the school community.
3. The written curriculum builds on students' previous learning experiences.
4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
6. The written curriculum incorporates relevant experiences for students.
7. The written curriculum promotes students' awareness of individual, local, national and world issues.
8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
10. The written curriculum integrates the policies developed by the school to support the programme(s).
11. The written curriculum fosters development of the IB learner profile attributes.

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

1. Teaching and learning aligns with the requirements of the programme(s).
2. Teaching and learning engages students as inquirers and thinkers.
3. Teaching and learning builds on what students know and can do.
4. Teaching and learning promotes the understanding and practice of academic honesty.
5. Teaching and learning supports students to become actively responsible for their own learning.
6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
8. Teaching and learning demonstrates that all teachers are responsible for language development of students.
9. Teaching and learning uses a range and variety of strategies.
10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
11. Teaching and learning incorporates a range of resources, including information technologies.
12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
13. Teaching and learning engages students in reflecting on how, what and why they are learning.
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.
16. Teaching and learning develops the IB learner profile attributes.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

What's up at Lakeview, RMS and Cooper?

21 Evaluation time 😊



Where is our PYP in the process?

- Still in the self-study process and supporting documents will be uploaded June 1.
- IB visit= Fall 2013



Where is our MYP in the process?

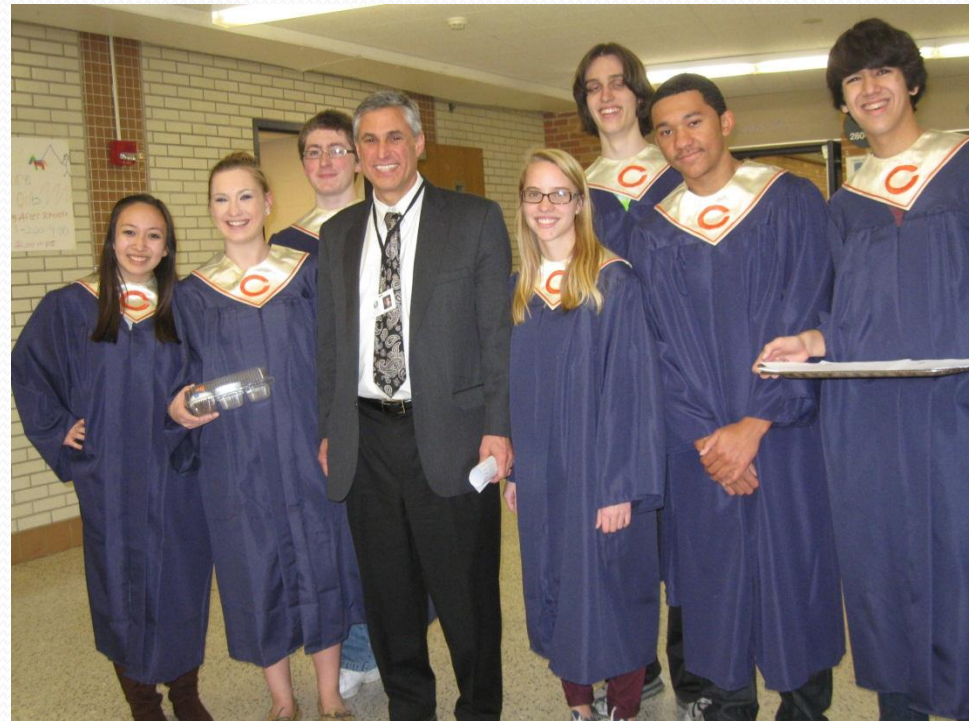
- The self-study and supporting documents were uploaded on December 1. 😊
- IB visit = April 3 – 5, 2013.
- Findings & recommendations by July 2013

23



Where is our DP in the process?

- Study - October 1, 2012, to October 1, 2013.
- Cross-departmental groups & department-pure groups discussed and evaluated Parts A, B, and C. Narrative is written.
- What's left? compiling school characteristics, data, policies, teacher profiles, organization of teaching time, budget, procedures, systems and an action plan
- Evaluation visit for DP are not typical. We do not expect one.





MEMO

DATE: February 22, 2013

TO: Members of the School Board

FROM: Aldo Sicoli, Superintendent

RE: Strategic Planning Process

The board discussed strategic planning at its January 12, 2013 workshop. At the March 4, 2013 work session, the school board will hear an update on the strategic planning process and will discuss next steps.



Date: March 4, 2013

To: Robbinsdale Area School Board
Aldo Sicoli, Superintendent

From: Patsy Green and Linda Johnson
School Board Directors

RE: Listening Time

The School Board will be presented a document, Tips for a Productive Listening Time, for discussion. This is the third part of a three-part effort to update the School Board's Listening Time. The first two parts included a new School Board Listening Time Procedure and Form and School Board Listening Time Topic Tracking Form.



Date: March 4, 2013

To: Members of the School Board
Aldo Sicoli, Superintendent

From: Sherry Tyrrell, School Board Chair

RE: Board Representation at Contract Negotiations

The sub-committee of the board (Helen Bassett, Mark Bomchill, Sherry Tyrrell) met to discuss representation at Contract Negotiations. We looked at our current practice and how other districts handle their negotiations.

Questions considered:

We asked what value would be added with board representation and what message we would send if we did add board members.

We considered whether board observation would have value and again the message that would be sent.

We also discussed the implications of having a board member on the negotiating team and the potential consequences of all meetings outside negotiations having to be open.

Our recommendation is to continue current board practice that recognizes contract negotiations as an administrative function and the board, therefore, will not directly participate at the bargaining table. This board practice reflects the role of this and future boards in the negotiation process and retains the expertise of our licensed/unlicensed negotiating team.

Contract Negotiation Strategies

Note: Any time a board director serves on a committee ALL meetings MUST be open. (strategy sessions)

Robbinsdale: Per interview with Stephanie Crosby, the Board meets with administration to set parameters for negotiations with our bargaining units, but we are not on the negotiating team. Our administrative team conducting negotiations includes our Executive Director of Human Resources, Executive Director of Business Services, and Executive Director of Educational Services. They report back to the entire board via closed sessions on the status of negotiations

Considerations:

Do we have a problem? Do bargaining groups doubt that the negotiating team does not have the backing of the board or reflect the will of the board?

7 bargaining groups; Teachers, EA's, Nutrition, AFSME (office staff), SEIU (custodial, drivers), Principals, Program Directors and assistants, Cabinet. Over 100 meetings. Times vary with bargaining groups. Would need to sit in for all groups – at least when new practice implemented.

How to define role of individual board member at table – Currently no direct role not already filled by administration. 1 of 7 could/should they have a voice? Benefit of first person account?

PROCEEDURE IN OTHER DISTRICTS

Brooklyn Center #286: We have a HR/Finance committee made up of 3 Board members - we work with the Budget/Finances with the Business Manager, and also sit in negotiations with employee groups - we actively participate in the negotiations with our Business Manager, Supt and HR Manager, representing the district. The HR Committee also reviews personnel decisions and attends Meet & Confer with the teachers

Westonka: School Board (usually 2 per contract) is at the table for all contract negotiations—as we are such a small school—we take on the role to reduce costs, but also, to alleviate levels and to get the contracts negotiated and done—small town, small school—the dynamics are different in that type of environment.

Osseo: An administrative team handles the negotiations. The administrative team meets periodically with the Board (2 or more times) in closed session at which time the Board provides key parameters, interests and objectives; the Board also receives updates on the negotiation process.

St. Louis Park: An administrative team handles the negotiations. The administrative team meets periodically with the Board (1 to 3 times usually) in closed session at which the Board provides economic and any other key parameters and goals and gets updated on the negotiation process

Orono: Three members attend teacher negotiations, 100% involvement in all meetings. For the other groups, there are usually one or two members present at all meetings. The negotiating team reports back to the rest of the board and parameters are discussed or changed as needed depending on how negotiations are going.

Richfield: Actually adopted a policy about Board members participating in negotiations. I have attached a copy. This was done to make it clear that negotiations' positions of designated administrators are supported by the entire Board and to reduce efforts by teacher/classified staff or their negotiators to contact/pressure individual Board members outside the negotiating table. It has helped reduce "divide and conquer" efforts. It was also designed to mitigate any personal agendas that individual Board members might want to bring to negotiations. Prior to this policy, two Board members were designated as "Board representatives to negotiations", but they did not participate at the negotiating table. The communication between those Board representatives and the rest of the Board did not always work well. Now administrators meet in closed session with the entire Board and work within agreed-upon parameters.

ROBBINSDALE AREA SCHOOLS NEGOTIATIONS WITH EMPLOYEE GROUPS

Because the Board of Education has the interests of students as its highest priority, it is the Board's responsibility to provide quality education services that support the mission of the Robbinsdale Area Schools.

The Board will therefore plan comprehensively to negotiate master agreements with the exclusive representatives of licensed and non-licensed employees, while retaining the district's management rights. Through the bargaining process, the Board will promote the concept of quality and enhance programs for students by developing compensation schedules which encourage productivity and offer incentives.

The Board recognizes contract negotiations as an administrative function and will therefore not directly participate at the bargaining table; however, each Board member has the individual responsibility to review and understand the current contract(s) under consideration and other relevant information, including the following:

- Key statutory obligations
- Cost implications of current contract and proposals
- Appropriate comparisons with other groups (***districts***)
- Financial condition of the district
- Program/Staffing implications

***Impact on fund balance**

After meeting in Executive session, the Board will establish negotiating guidelines so that the negotiating team can function with flexibility. Specific directions on proposals, bargaining strategies, and final contract language are functions of the negotiating team.

The Board will be provided with regular summary reports on the progress of negotiations.

The Board will be provided with a summary of all changes when a proposed settlement is presented for ratification.

***Adapted from Richfield Public Schools Board Policy: Negotiations with Employee Groups**



Date: March 4, 2013

To: Members of the School Board
Aldo Sicoli, Superintendent

From: Helen Bassett, School Board Vice-Chair
Jeff Priess, Executive Director of Business Services

RE: West Metro Education Program (WMEP) Joint Powers Board Finance Task Force

The Board will hear an update on the work of the WMEP Finance Task Force. The Task Force has reviewed tuition billing for WMEP member districts.

Thank you to all members of the WMEP tuition work group, who met four times to fully understand the current tuition model and discuss changes. The current WMEP tuition model is based on the theory that each member district views the WMEP schools as 'our' schools, and therefore should be provided the same funding the district generates for a student attending the regular district schools.

We agreed on following principles to guide our recommendations:

1. The tuition model should be transparent and explainable.
2. It should be logical enough that it can 'self-adjust' with future legislative changes, e.g., if a particular category of funding goes up, or is eliminated, the same thing happens within the WMEP tuition model.
3. State funding attributed to the student should travel with the student to WMEP (this is subject to resolution of the integration funding question below)
4. Unless the state funding is for a particular purpose that is not relevant to WMEP operations, in which case it should stay with the member district.

Based on the principles set for above, the work group recommends that the WMEP joint powers board:

1. Eliminates the 3% discount on the state basic funding given to MPS (no one knows why it exists)
2. Eliminate the reduction of \$253.61 given to all districts (amount reflects historical state funding for transportation that was later rolled into the basic aid – districts are reimbursed at 100% for their costs of transporting students to WMEP schools)
3. Eliminate the pension adjustment roll-in (WMEP does not have that expense)
4. Eliminate the transition funding (it is intended for PreK programming that WMEP does not provide)
5. Include general integration revenue that is provided to all districts, but not any integration revenue awards that the legislature grants specifically to one district. Under the current integration revenue model, that would cap Minneapolis' contribution to the \$129 received by most WMEP member districts. (Member districts receiving the smaller amount of \$92 would continue to contribute the \$92.) We believe this concept will be transferable to the new integration revenue proposals under consideration at the legislature.
6. Adjust for the special education cross-subsidy incurred by member districts but not by WMEP: WMEP does not serve students with the most severe (and expensive) disabilities, and is fully reimbursed for special education costs by state funding and member districts. Accurate calculations of the cross-

subsidy are difficult and out of date (the current calculations on the MDE website are for 2010), and for small districts, the amount can change significantly from year to year based on student mobility and the types of disabilities.

We agreed to calculate an average cross-subsidy amount for all districts, and take that sum out of the tuition amount. The calculation is: Using the most recent MDE cross-subsidy numbers, add the total cross-subsidy for all member districts and divide by the total basic education aid, resulting in a percentage amount. Reduce the basic education aid amount by that percentage for all member districts. The result is a reasonable estimate that can be used for several years. [Note: during our deliberations we estimated that amount to be around 5%. The actual calculation is 10%, so the board may want to cap that cross-subsidy at 5% or other number.]

7. Referendums: We did not reach a recommendation. The amount of voter-approved levy funding varies considerably across member districts, and is currently included in the tuition calculation. Several members support the current philosophy that districts send the funds the student generates for the district. They note that WMEP does not have levy (or bond) authority, and any funds for maintaining the school buildings must be raised through tuition (or assessments on member districts.) Several other members oppose sending referendum funds, arguing that the voters assumed the funding was going to member district schools. They note that WMEP buildings are relatively new (built around 1999 to 2001-VERIFY), and that referendum funding doesn't flow to charters. All acknowledge that eliminating referendum funds from tuition would have a severe impact on the WMEP schools, and are willing to consider a phased approach should the board decide to change the tuition model.