



Robbinsdale Area Schools

## Reimagine Rdale: Vision 2030 Community Engagement Recap

5:30-7:30 p.m. | March 26, 2025 | Location: Meadow Lake Elementary

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### Executive Summary

On March 26, 2025, Robbinsdale Area Schools (Rdale) held its eighth and final [Reimagine Rdale: Vision 2030](#) community engagement meeting at Meadow Lake Elementary School. A total of 17 individuals attended.

Families, students, staff, and community members shared bold ideas and offered feedback that will guide long-term planning for the district. Attendees participated in facilitated breakout room conversations around three guiding questions focused on reimagining what school could be, identifying what's working in Rdale today, and helping define the qualities and skills every student should possess when they graduate. The responses below summarize the key themes that emerged during this important engagement session.

### What if...? Reimagining School for the Future:

Participants imagined schools as safe, joyful spaces where students have more freedom, personalized learning, and real-world preparation. Common ideas included:

- **Personalized, Student-Led Learning:** Interest in flexible schedules, choice-based learning, self-paced environments, and career pathway options starting early. Students learning through play, inquiry, and exploration was strongly emphasized.
- **Whole-Child, Hands-On Education:** Suggestions included more physical activity, sensory experiences, outdoor lessons, and classes that focus on life skills like nutrition and financial literacy.
- **Rethinking Structure & Calendars:** Support for non-traditional calendars (e.g., shorter summer breaks), alternative grading models, and grouping students by skill level instead of age.
- **Inclusive & Empowering Spaces:** A desire for safe, welcoming schools rooted in restorative practices and cultural belonging—where students are supported in being independent, confident, and creative thinkers.
- **Innovative & Relevant Experiences:** Integration of real-world learning through partnerships, teaching robots, technology application, and experiential teaching styles.

### What's Working in Rdale:

Attendees shared appreciation for a number of current practices and programs they hope the district maintains or builds upon:

**Believe. Belong. Become.**



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- Caring Staff & Class Size: Families noted the importance of positive, personalized staff and keeping class sizes small to allow strong teacher-student connections.
- Technology Tools: Programs like Lexia, IXL, and other classroom tools were seen as valuable, especially when paired with individualized instruction.
- Arts, Sports & Magnet Schools: Continued support for music, arts, extracurriculars, and magnet schools was recommended. Families also highlighted the importance of events that build community.
- Inclusive & Supportive Structures: Attendees supported maintaining restorative practices, social-emotional learning, and alternative programs such as Highview and online options.
- Community Partnerships & Volunteerism: Encouraged growth in community connections and volunteer involvement to enrich the school experience.

### Profile of an Rdale Learner:

Participants described a vision for graduates who are self-aware, resilient, and ready to thrive in a global society. Key attributes included:

- Life Skills & Independence: Students should graduate with the ability to manage finances, make smart decisions, and take care of themselves.
- Confidence & Problem-Solving: Families emphasized the need for students to be confident, resourceful, and able to tackle real-world problems creatively.
- Collaboration & Empathy: Graduates should be able to cooperate with others, communicate effectively, and show empathy in diverse situations.
- Social-Emotional Strength: Strong executive functioning, time management, and emotional intelligence were named as critical for success.
- Global & Technological Readiness: Students should be tech-savvy, financially literate, culturally aware, and engaged members of a connected world.

March 26, 2025

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