

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from February 26, 2015
5. **SHARE THE SUCCESS & RECOGNITION - (5 minutes)** (*Information*)
 - 5.1. Minnesota Teacher of the Year
6. **INSTRUCTIONAL REPORT - (35 minutes)** (*Information*)
 - 6.1. Adverse Childhood Experience Study (ACE) Study Report
7. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (10 minutes)**
 - 7.1. Financial Report
 - 7.2. Facilities Report - None
 - 7.3. Human Resource Report (*Action*)
 - 7.3.1. Insurance Committee Recommendation
8. **SUPERINTENDENT'S REPORT - (45 minutes)**
 - 8.1. Approval of Intermediate District 287 2015-2016 School Calendar (*Action*)
 - 8.2. Legislative Update (*Information*)
 - 8.3. ALC Legislation
 - 8.4. Strategic Plan 2015-2020 (*Information*)
9. **BOARD BUSINESS - (15 minutes)** (*Information*)
 - 9.1. Bloomington Withdrawal Matter
 - 9.2. Policy Review & Revision - None
 - 9.3. Board Reports
 - 9.3.1. Chair Report - None
 - 9.3.2. AMSD Report (Ann Bremer)
 - 9.3.2.1. March 2015 AMSD Newsletter
 - 9.4. District News
 - 9.4.1. School Board Planning Calendar
 - 9.4.2. March 12, 2015 Board Event Calendar
 - 9.4.3. 2014-2015 Get on the Bus & Local 2209/Board Breakfast Schedule
 - 9.5. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
February 26, 2015
MINUTES

1. CALL TO ORDER

Chair Ann Bremer called the regular meeting to order at 6:30 PM in the District Service Center Board Room. A quorum was declared with the following members in attendance:

286	Brooklyn Center	Jeffrey Palm
272	Eden Prairie	Carol Bomben
273	Edina	Regina Neville
270	Hopkins	Laura Ronbeck
276	Minnetonka	Karen Filla
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley

Absent: 281/Tyrrell, 284/Peterson, and 277/Bremer

Guests:

287 Administration: Michael Cowles, Mae Hawkins, Christina Houck, Chad Maxa, Jennifer McIntyre, Elisabeth Rogers, Gloria Wilder, Jon Voss, and Wauneen Mgeni

287 Staff Members: Naomi Satoh, Rose Hobson, Michelle Axell, Donna Moe, Jennifer Nelson, Anne Runck, Doug Booth, AnnaRae Klopfer, Bruce Mulder, and Julia Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Michèle Kunz, seconded by Regina Neville, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from February 12, 2015, and routine human resource activities for February 26, 2015. *Motion by Laura Ronbeck, seconded by Nancy Gores, to approve the Consent Agenda as presented. Motion carried.*

5. SHARE THE SUCCESS & RECOGNITIONS

Jennifer McIntyre, Special Education Director, announced to the Board that Demetrius (De) Parrett, Educational Assistant at Edgewood Education Center, was the February 2015 Above & Beyond employee.

Dr. Jon Voss, Director of Teaching and Learning, introduced Naomi Satoh, Japanese Instructor to the Board. Naomi updated the Board on the J-Quiz Regional Japanese Language Skills Competition, which will be held April 2015. Naomi thanked the Board for their support.

6. SUPERINTENDENT'S REPORT

Mae Hawkins, Executive Director of Business Services, Chad Maxa, Executive Director of Technology & Innovation, Michael Cowles, Director of Facilities, Gloria Wilder, Director of Finance, Rose Hobson, Food Service Coordinator, and Michelle Axell, Assistant Director of Human Resources presented to the Board an overview of their main results for the year.

7. INSTRUCTIONAL REPORT

Elisabeth Rogers, Executive Director of Student Services & Educational Programs, introduced Anne Runck, Program Facilitator, and Rose Hobson, Principal of the Gateway to College program. Anne and Rose presented to the Board a presentation on the five essential elements of this program.

Chad Maxa, Executive Director of Technology and Innovation, introduced Jennifer Nelson, Assistant Director of Planning & Improvement, and Donna Moe, Assistant Director of Research, Evaluation & Assessment. Jenny and Donna presented to the Board an overview on World's Best Workforce (WBWF) Report that will be submitted to Minnesota Department of Education. *Motion by Regina Neville, seconded by Karen Filla, to approve the World's Best Workforce (WBWF) Report as presented. All in favor. Motion carried unanimously.* A summary document *What the Board Needs to Know about World's Best Workforce Report* was also shared.

Elisabeth Rogers, Executive Director of Student Services & Educational Programs, presented to the Board a summary document, *What the Board Needs to Know about Early Learning Center National Accreditation.*

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Financial Report

Mae Hawkins, Director of Finance Services, presented the monthly financial report for January 2015. *Motion by Michèle Kunz, seconded by Laura Ronbeck, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

Mae presented the FY15 Budget Revision for approval. *Motion by Nancy Rowley, seconded by Michèle Kunz, to approve the FY15 Budget Revision as presented. All in favor. Motion carried unanimously.*

Mae presented the FY16 Budget Assumptions for approval. *Motion by Nancy Rowley, seconded by Michèle Kunz, to approve the FY16 Budget Assumptions as presented. Two no votes. Motion carried. Two no votes.*

Facilities Report – None

Human Resources Report

Michelle Axell, Assistant Director of Human Resource, requested approval of a Resolution directing the Administration to make recommendations for reductions in programs and positions (ULAs). *Resolution motion by Nancy Rowley, seconded by Michèle Kunz, to waive the reading of the resolution and approved the proposed resolution directing the administration to make recommendations for reductions in program and positions (ULAs). The following voted in favor of the resolution: Bomben, Filla, Henke, Kunz, Neville, Ronbeck, Rowley, Gores, and Palm. The resolution passed.*

9. BOARD BUSINESS

Policy Review & Revision – None

Chair Report

Board Vice-Chair Bomben shared two videos. The first video showed MASA Superintendent of the Year Sandy Lewandowski being honored at the American Association of School Administrators national conference in San Diego. The second video was of a speech that Sandy gave to the 2015 MASA delegation at the conference.

AMSD Report

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:43 PM.

The next general meeting will be held on March 12, 2015, at 6:30 PM in the DSC Board Room.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – March 12, 2014

AGENDA SECTION: HUMAN RESOURCE

ITEM: Insurance Committee Recommendation

PRESENTED BY: Anne Becker

1. Background Information

The District will be self-insured for health insurance beginning July 1, 2015. The District went out for bids and received responses from four health insurance carriers for a two-year contract to provide third-party administration and stop-loss insurance in FY16 and FY17.

The four bids were analyzed by the District’s insurance consultants and evaluated by a group consisting of District administration and Local 2209 leadership. We then negotiated with two bidders in order to reduce costs and improve services.

The District’s current health insurance carrier is HealthPartners. In an “apples-to-apples” comparison, HealthPartners’ final bid was the best one from the perspective of both coverage and cost.

The recommendation to proceed with HealthPartners was presented to the Insurance Committee, composed of representatives from all four employee groups. The Committee discussed the recommendation and approved bringing it forward to the School Board.

2. Fiscal Impact/Funding Source: There will be a decrease in insurance costs as a result of the move to self-insurance. The difference between current and future costs will be used to build up the reserve for payment of claims and applied to premium costs as appropriate.

3. RECOMMENDED ACTION: Approval of the Insurance Committee’s Recommendation to Enter into a Two-Year Contract with HealthPartners for Third-Party Administration and Stop-Loss Insurance.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – March 12, 2015

AGENDA SECTION: SUPERINTENDENT’S REPORT

ITEM: 2015-2016 District 287 School Calendar

PRESENTED BY: Superintendent Lewandowski

1. Background Information

Approval of Revised 2015-2016 District 287 School Calendar

The District calendar is built to align the 287 calendar with the majority of member districts and/or with those districts sending the most students to our programs whenever possible.

- Work Year Details:
- 175 student contact days
- 8 non-student contact days

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the proposed motion regarding Intermediate District 287 2015-2016 School Calendar.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

1820 Xenium Lane North, Plymouth, MN 55441

763-559-3535

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

2015-2016 School Calendar

	Holiday – No Students/No Staff (All)
	First and Last day for 10 month clerical
	New Instructional Staff Academy
	Staff Development – No Students
	First and Last Day of school for students
	No Students/No 2209 Staff
	Late Start Days- School begins at 11:30 a.m.
	Curriculum Groups – 8-11:00 a.m.

JULY				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

July 3 - Holiday – No Students/No Staff (All)

AUGUST				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 18 – First Day for 10 month clerical
 August 25-28 – New Instructional Staff Academy
 August 31 – Staff Development – No Students

SEPTEMBER				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

September 1-4 - Staff Development – No Students
 September 7 - Holiday – No Students/No Staff (All)
 September 8 - First Day of School for students/
 Start of 1st Semester
 September 24 - Late Start Days-School begins at 11:30

OCTOBER				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 15-16 - No Students/No 2209 Staff
 October 26 – Staff Development – No Students

NOVEMBER				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

November 25 - No Students/No 2209 Staff
 November 26-27 - Holiday – No Students/No Staff (All)

DECEMBER				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

December 3 -Late Start Days-School begins at 11:30am
 December 23-31 -Winter Break/No Students/
 No 2209 Staff
 December 24-25 - Holiday – No Students/No Staff (All)
 December 31 - Holiday – No Students/No Staff (All)

JANUARY				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 1 -New Year Holiday/No Students/No Staff (All)
 January 18 - MLK Holiday – No Students/No Staff (All)
 January 22 – End of 1st Semester
 January 25 – Staff Development – No Students
 January 26 – Start of 2nd Semester

FEBRUARY				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

February 15 - President's Holiday – No Students/
 No Staff (All)
 February 25 - Late Start Days-School begins at 11:30am

MARCH				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

March 21-24 - Spring Break/No Students/ No 2209 Staff
 March 25 - Holiday – No Students/No Staff (All)

APRIL				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May 5 - Late Start Days- School begins at 11:30 a.m.
 May 30 - Memorial Day Holiday - No Students/No Staff (All)

JUNE				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

June 9 - Last Day of School for students/End of 2nd Semester
 June 10 - Staff Development – No Students
 June 16 - Last Day for 10 month clerical

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Background for HF 876

A proposal to address inequities of funding for Regional Area Learning Centers that serve Minnesota students most at risk of not graduating from high school.

The Situation

Over the past several years, Minnesota has made strides to provide adequate educational funding of high quality programming for all students, those in general education and those in special education. There is a group of students, however, whose educational needs have not been addressed through increased funding. In fact, the 2014 legislature compounded the problem for these students by capping funding for regional Area Learning Centers (ALCs). There now is a marked financial disincentive for regional entities--co-ops, intermediate districts, or joint powers--to provide programs for those most at risk of not graduating from high school. Because of an increasing funding gap, regional ALCs will not be able to continue operating programs for the group of students that are disproportionately minority, homeless or highly mobile, or parenting teens.

The Analysis

It has become harder and harder to sustain regional ALCs on available funding. Despite regional ALCs educating those who often need the most learning supports to be successful. These programs have a strong track record of positively affecting literacy and graduation rates. However, the funding for these programs is capped so that even less than what is allocated for a general education student is allocated for those attending a regional ALC. Most regional ALCs do not have access to revenue sources other than general education revenue. The local referendum and optional revenues that are available to students in regular K-12 districts are not part of the regional funding mechanism. **This creates a funding gap where ALC students in regional centers receive up to 29% less revenue than students attending programs in their resident K-12 district.**

The Proposal: Equalize Funding for All ALC Students

Request

Allocate additional revenue that is the sum of the average referendum and local optional revenues of the member districts of a cooperative unit operating an ALC.

Rationale

Without the ability to access a similar level of funding as other districts there is a disincentive to create and an impossibility to maintain any regional ALC due to an insufficient funding stream to meet the extensive needs of these students.

ASSURING EQUITY FOR AREA LEARNING CENTER STUDENTS

SF1042/HF876 Provides Adequate Funding for Those Most at Risk of Not Graduating from High School

Prepared as an example using Intermediate District 287 ALC Data

The Schools



68% Minority

Average Reading Level Grade 4.4

80% Behind in Credits

MCA Proficiency Among Graduates Up Every Year

Up 7% in math & 3% in reading in 2013*

More Students Graduating Every Year

Up 7.4% in 2014

*MDE 2014 data not yet available

REGIONAL AREA LEARNING CENTERS (ALCs)

Operated by intermediates, co-ops, and joint powers to supplement local district programs

OUR STUDENTS

Those who need the most learning supports and who often are poor, minority, or teen parents

OUR SUCCESS

Increased proficiency rates and more students graduating with meaningful diplomas prepared for college and careers

The Dilemma

\$320,000
FY 15 Funding Gap

\$600,000
Anticipated
FY 16 Gap

Avg. of Member Districts Per Pupil = \$7,069

ALC Funding 25% less

ALC Per Pupil = \$5,287

OUR SHORTFALL CANNOT BE ABSORBED

OUR FUNDING DISPARITIES

Regional ALCs do not receive local referendum and optional revenue dollars creating a revenue gap of up to \$2000 per student

The Solution



FUNDING EQUITY WILL KEEP DOORS OPEN

Allocate additional revenue that is the sum of the average referendum and local optional revenues of the member districts of the cooperative unit operating the ALC

Produced using data from and in support of SF 1042 and HF 876 by:

Intermediate District 287

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powered by



STRATEGIC PLAN: 2015-2020

MISSION

The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

CORE VALUES

We Believe That...

- Each person has intrinsic value.
- Each person has the capacity to contribute to society.
- When people with varying perspectives collaborate, the impossible becomes possible.
- Learning unlocks human potential.
- Integrity is essential for sustaining effective relationships.
- Respect for each person and the diversity of ideas enriches the individual and strengthens society.
- Responsiveness and innovation are key to thriving in a changing world.
- Each person performs best when engaged, connected, and supported.

MISSION OUTCOMES

1. By 2020, each member district will declare satisfaction with student outcomes resulting from Intermediate District 287's specialized services.
2. By 2020, each member district will declare satisfaction with the level of racial equity and excellence in the services delivered by Intermediate District 287.

STRATEGIES

1. We will design and implement a student outcome measurement system so that each member district can ensure its students' unique learning needs are met.
2. We will focus on removing systemic inequities, increase opportunities and implement culturally responsive practices to eliminate achievement disparities.
3. We will implement an effective, multifaceted system of communication that informs each member district about 287 programs and services so that all options are understood and considered to ensure the success of each student.

STRATEGIC DELIMITERS

We Will Not...

1. Continue any existing, or adopt any new program or service unless it:
 - ❖ is consistent with and contributes to our mission, and
 - ❖ is accompanied by the resources, including staff development, necessary for effective implementation.
2. Allow a mindset to limit our possibilities or prevent us from creating ways to address when, where, and how learning occurs.

DRAFT

March 2015
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March 6, 2015

Board of Directors Meeting, 7:00 a.m., Grand Hall, TIES Conference Center, St. Paul

March 27, 2015

Executive/Legislative Committee Meeting 7:30 a.m., TIES Conference Center, St. Paul

April 10, 2015

Board of Directors Meeting, 7:00 a.m., Grand Hall, TIES Conference Center, St. Paul

April 24, 2015

Executive/Legislative Committee Meeting 7:30 a.m., TIES Conference Center, St. Paul

AMSD's Mission

To advocate for state education policy that enables metropolitan school districts to improve student learning.



Association of
Metropolitan School Districts

Brooklyn Center Community Schools Uniting Communities, Eliminating Barriers and Transforming Lives through the Community Schools Model

In 2009, Brooklyn Center School District became Minnesota's first Full-Service Community Schools district, also receiving honorable recognition from the Minnesota State Legislature for its efforts. In 2010, the School Board executed the Community Schools policy for the purpose of uniting community and eliminating barriers for the overall success of youth.

A Community School is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and family community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends. Full-Service Community Schools extends its reach through civic engagement and co-located services, such as onsite community and staff clinics, family resource rooms and social service support.

Community Schools' work in concert with an array of services for students, families, and the larger community. Unlike wrap-around services, Community Schools work to ensure that needs are continually met and barriers to learning are reduced. We work to reduce those barriers through the following components: College, Career and Citizenship; Community Engagement; Early Childhood Development-Early Learning; Engaging Instruction; Expanded Learning Opportunities; Family Engagement; Health and Social Support and Youth Development.

- **College, Career and Citizenship:** The goal of every Community School is to prepare its students to be successful in life after graduation. Community Schools partner with universities and colleges to prepare middle and high school students for college; they provide students with engaging and meaningful instruction; and they create service-learning and other youth development opportunities that train students to be active citizens.
- **Community Engagement:** What separates Community Schools from other wrap-around services is the essential role of community engagement. Community Schools are built on community strengths and focus on improving the well-being of the entire community. To make this happen, Community School leaders seek and act on community input; and they work in



Continued on page 2

From the Chair

The state budget forecast released last Friday projects a budget balance of nearly \$1.9 billion for the 2016-17 biennium. These funds provide a great opportunity for state policymakers to build on the momentum from the last two years! Our children's education is the best investment we can make to build the "World's Best Workforce." The AMSD legislative platform notes that while much was accomplished over the last two years, important work remains if we are to achieve the "thorough and efficient" education funding system envisioned in the State Constitution. The basic formula still lags well behind the rate of inflation since 2003. The special education "cross-subsidy" is nearly \$600 million and many of our school facilities are in need of repair. State policymakers have an opportunity to invest in our students' future and continue to build the foundation that will allow Minnesota to prepare the World's Best Work Force. AMSD board members stand ready to work with the Governor and legislators to achieve that common goal.

Bruce Richardson, school board member from St. Louis Park Public Schools, is chair of AMSD.

Brooklyn Center Community Schools

Continued from page 1

partnership with grass roots community organizations. In thriving and sustainable Community School initiatives, community stakeholders help develop the vision of the Community School and oversee its implementation. Shared ownership with the community paves the way for joint accountability and success, and serves as an organic vehicle for advocacy on behalf of the Community School.

- **Early Childhood Development-Early Learning:** Children who start kindergarten ready to learn are better prepared for the challenges and opportunities ahead, and all children should have access to high-quality early childhood opportunities. Early Childhood Family Education (ECFE) is an Early Childhood and Parent Education program for children from birth to 5 years old and their families. We believe that parents are a child's first and most important teacher, and offer many ways for the child and parent to learn together including classes and drop-in playtimes, new baby welcome visits and informational home visits.
- **Engaging Instruction:** Community Schools offer real-world learning opportunities. Support inside Community Schools are tailored to remove barriers that prevent a student from learning, while instilling the skills they will need for the 21st Century. Community Schools utilize partnerships with environmental organizations, local higher education institutions, businesses and others for educational activities such as urban gardening initiatives, mock banking lessons and much more.
- **Expanded Learning Opportunities:** Expanded Learning Opportunities are "activities that provide more time for academics and enrichment beyond the conventional school day (e.g., extended day, summer and after school) and include efforts to provide learning and development experiences that enhance school curriculum during the conventional school day (e.g., community-based learning, problem solving, linked learning). School staff, contracted providers, and/or community partners are responsible for providing more time and more opportunities." The 21st Century Community Learning Center grant program is one way we create innovative approaches for our youth, families, staff and the community. Examples of extended learning opportunities include: Out-of-School Time programs (academic support, enrichment programs, athletic programs, wellness programs - promoting physical activity, theater and band programs, family education programs, summer learning programs, etc.).
- **Family Engagement:** Parent and family engagement is critical to the success of children and youth. Community Schools consistently and sustainably increase parent participation in the education of their children and in their schools by empowering families providing them with a variety of supports. These include programs such as parent leadership and parenting education, GED and ELL classes, food and clothing pantries, and opportunities to participate in school decision-making. Community Schools are the hub and cultural center of many neighborhoods. They offer families activities such as cultural nights, performances, art exhibits and more.
- **Health and Social Support:** Poverty, family circumstances, limited access to health care and other social supports have a substantial impact on a student's ability to successfully learn and develop. These facts are not "excuses," they are realities that students, families, teachers, and principals address daily. Community Schools are making connections to important health and social supports by bringing community health agencies, dentists and mental health experts into schools. We offer families support on a consistent basis. These services help create the kind of supportive environment that keeps students healthy and safe and living in stable families.
- **Youth Development:** Children need enriching youth development opportunities if they are to grow into well-rounded, successful adults. Too often, the traditional school day has been dominated by math and reading, while enrichment and youth development has been pushed to the side.



In a Community School, partnerships are critical as they help design all types of innovative, fun and educational activities for students – from urban gardening programs to mentoring and internships. Young people have such varied interests and inspiring creative skills that should be acknowledged. Community Schools provide an opportunity, an outlet, for young people to explore their interests and grow into highly skilled, creative, and well-rounded adults.

As a Community Schools District, Brooklyn Center Community Schools is committed to working in partnership with parents, families and the entire community to ensure the academic, social and emotional development success of all students.

This month's member spotlight was submitted by Mark Bonine, Superintendent, Brooklyn Center Public Schools.

BROOKLYN CENTER
community
uniting communities
eliminating barriers
schools

School Readiness Programs Get Results

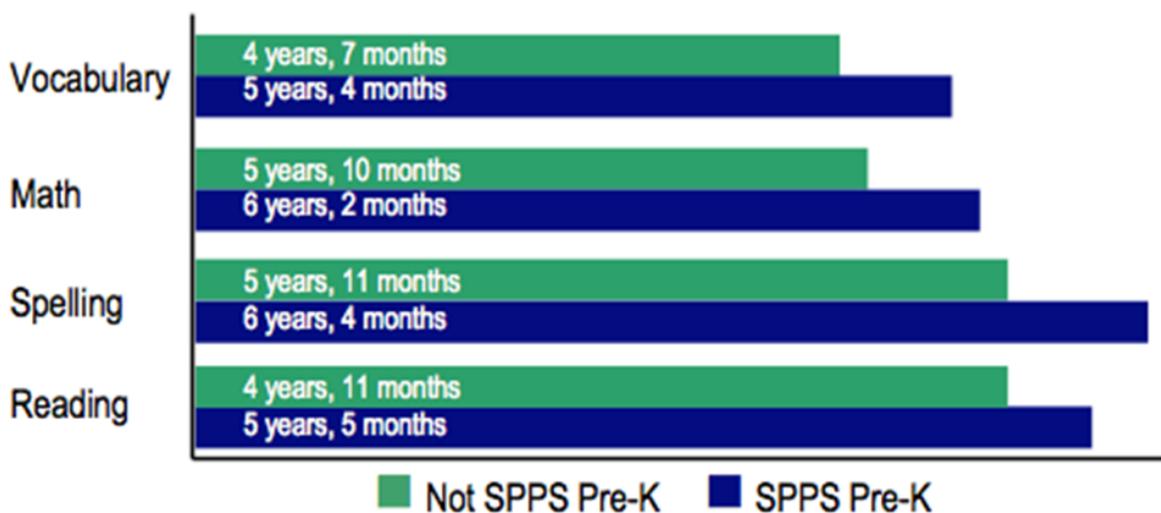
A broad array of research shows that providing students from low-income families the opportunity to attend a high quality pre-school program closes achievement gaps and offers extensive societal benefits. This overwhelming research has led to a growing interest among state policymakers to increase Minnesota’s investment in quality pre-K programming. Two options have garnered a great deal of attention in the 2015 session – expanding the existing scholarship program and rapidly moving toward universal 4 year-old pre-K. A third option, significantly increasing the investment in Minnesota’s School Readiness Programs, could provide a viable path to universal pre-K that immediately focuses on the students most at risk of not being ready for kindergarten, while providing school districts time to expand infrastructure and secure the teachers necessary for a universal program.

The School Readiness Program seems to be one of the state’s best-kept secrets. Minnesota was ahead of the curve in 1992 when it first established the program. In fact, Minnesota’s School Readiness Program has been a nation-leading example of how high-quality, school-based early learning programs can close the achievement gap and ensure that all students are prepared for kindergarten. The 1992 legislation required school districts to use the funds to serve at-risk 3 and 4 year-olds and prepare them for success in kindergarten. Children in school readiness programs, usually referred to as Pre-K, are involved in a variety of learning experiences that prepare and allow children to enter kindergarten with the skills, behavior and knowledge needed to progress and flourish. The School Readiness Program serves approximately 29,000 children, who are 3-5 year olds (approx. 19,000 are 4 year olds).

- The state has 150,000 3 and 4 year olds with approximately 40% in poverty
- School districts have been achieving strong student results with measures indicating 75%-90% readiness for kindergarten with at risk populations
- The program is based on strong public policy, but has been chronically underfunded for decades
- School Readiness Programs report that licensed teaching staff is used to deliver instruction (97% of the districts responding to survey)
- Current state funding for School Readiness is \$12 million

The results from school readiness Pre-K programs are impressive. For example, in Figure 1, data from Saint Paul Public Schools shows that students in the Pre-K program advanced in the areas of vocabulary, math, spelling and reading. Figure 2 (page 4) shows the incredible progress made by students in the Anoka-Hennepin School Readiness Preschool between the fall and spring. Figure 3 (page 4) shows that students who participated in the Bloomington/Richfield KinderPrep Program were almost twice as likely to be on track to read well by 3rd grade as were students not in the program.

Figure 1: Comparison of Kindergarten Academic Test Scores from 10 Schools Participating in Saint Paul Public Schools Pre-Kindergarten Program, First Three Cohorts (2013-14)



The graph shows the average scores of each group in terms of age-based norms.

Continued on page 4

A Path to Universal Pre-K

Continued from page 3

While maintaining school readiness funding for high-need students, many districts also expanded their Pre-K programs over the years so that any family could participate in Pre-K using a sliding fee scale. Last year, nearly 30,000 children statewide were served through Pre-K programs. Unfortunately, while Minnesota was an early leader in early childhood education, our state has fallen behind. School districts did not receive any additional funding for school-based preschool programs for more than 20 years. While the research continued to pile up showing the positive impact of high-quality early learning, especially for children living in poverty, investments stalled. New resources were finally allocated to school readiness programs during the 2014 Legislative Session.

The new investment allowed school districts to expand service to their most needy families. For example, through various funding sources, including grants that are now ending, Robbinsdale Area Schools opened eight new sections of Pre-K targeting at-risk children. All eight sections quickly filled up and a waiting list was soon needed because families were choosing high-quality programs from a district they trusted. Many school districts throughout the state shared a similar experience.

State policymakers have established a bold vision of universal Pre-K to prepare all students for kindergarten. Expanding Minnesota's School Readiness Program, arguably the most effective and efficient early learning program available, could provide a smooth transition to that ultimate goal.

Figure 2:
Anoka-Hennepin Student Progress in School Readiness Preschool (2013-14)

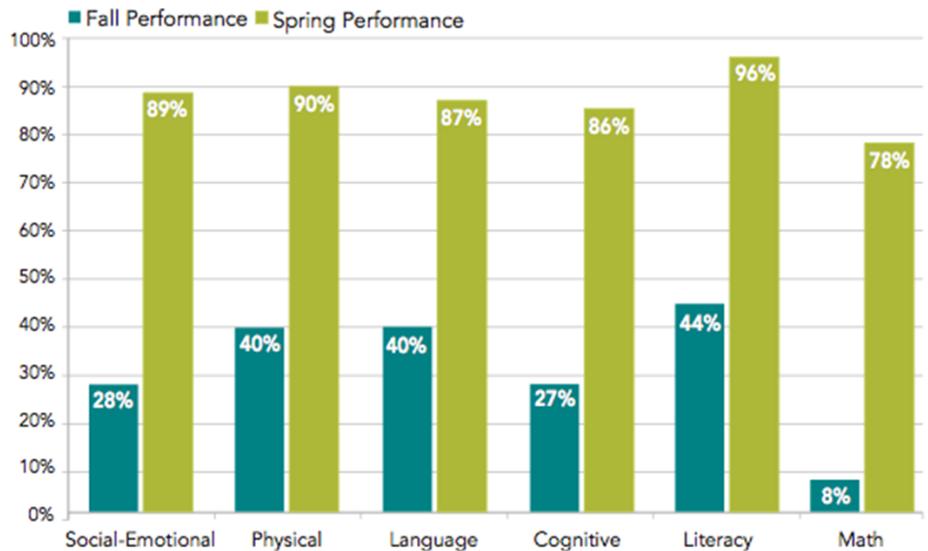
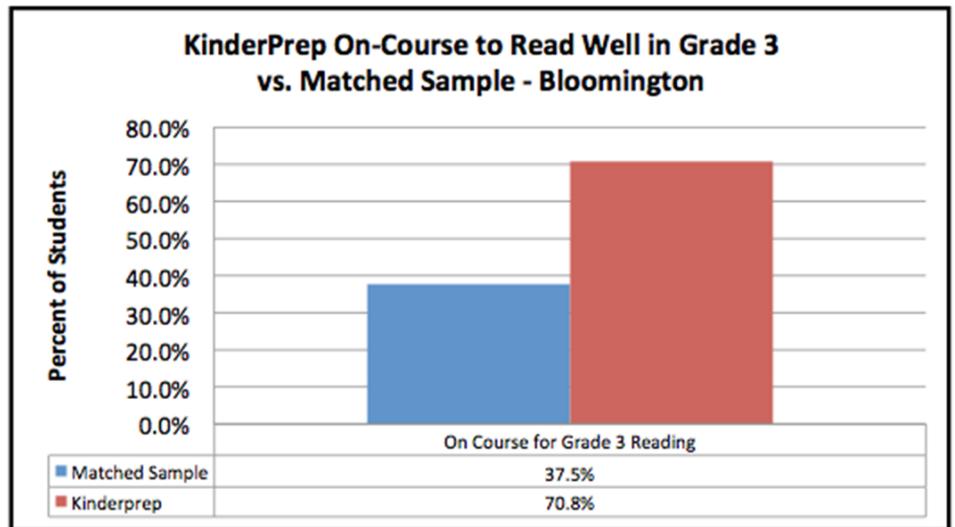


Figure 3:
Bloomington/Richfield School Districts KinderPrep On-Course to Read Well in Grade 3



AMSD Members: Anoka-Hennepin School District, Bloomington Public Schools, Board of School Administrators (Associate Member), Brooklyn Center Community Schools, Burnsville-Eagan-Savage, Columbia Heights Public Schools, East Metro Integration District (Associate Member), Eastern Carver County Schools, Eden Prairie Schools, Edina Public Schools, Elk River Area School District, Farmington Area Public Schools, Fridley Public Schools, Hopkins Public Schools, Intermediate School District 287, Intermediate School District 917 (Associate Member), Inver Grove Heights Community Schools, Lakeville Area Public Schools, Mahtomedi Public Schools, Minneapolis Public Schools, Minnetonka Public Schools, Mounds View Public Schools, North St. Paul/Maplewood/Oakdale School District, Northeast Metro Intermediate School District 916, Northwest Suburban Integration District (Associate Member), Orono Schools, Osseo Area Schools, Prior Lake-Savage Area Schools, Richfield Public Schools, Robbinsdale Area Schools, Rockford Area Schools, Rosemount-Apple Valley-Eagan Public Schools, Roseville Area Schools, Shakopee Public Schools, South St. Paul Public Schools, South Washington County Schools, SouthWest Metro Educational Cooperative (Associate Member), Spring Lake Park Schools, St. Anthony-New Brighton Independent School District, St. Cloud Area Schools, St. Louis Park Public Schools, St. Paul Public Schools, Stillwater Area Public Schools, TIES (Associate Member), Wayzata Public Schools, West Metro Education Program, West St. Paul-Mendota Heights-Eagan Area Schools and White Bear Lake Area Schools.

School Board Planning Calendar January 2015 – December 2015

1st Meeting of the Month	2nd Meeting of the Month
START TIME 6:30 PM	
<p>JANUARY 8, 2015 <i>Organizational Meeting</i> Election of Board Officers Oath of Office Financial Report November FY14 Audit Superintendent Mid-Year Evaluation Procedure</p>	<p>JANUARY 22, 2015 Financial Report December FY14 Audit Uber Goal #2</p>
<p>FEBRUARY 12, 2015 Report on Uber Goal Progress Toward Improvement Plan 1. What the Board Needs to Know About Data Portability Project: Final Report from Workgroup. 2. What the Board Needs to Know About Diploma On-What have we learned? What the Board Needs to Know about ALC Plus-What Have We Learned 3. Update on legislative progress on ALC Legislation 4. What the Board Needs to Know about The Better Way 5. What the Board Needs to Know about Grad MN Work Hennepin County Graduation Update Public Employees and Political Activities</p>	<p>FEBRUARY 26, 2015 Gateway Video Financial Report January FY16 Budget Assumption/Program Withdrawal Report (Mae?) FY15 Budget Revision World's Best Work Force Report New Policy -First Read? Staff Reduction ULA Resolution for upcoming year What the Board Needs to Know About ELC National Accreditation</p>
<p>MARCH 12, 2015 ACE Study Innovation in 287 Presentation Bloomington Update</p>	<p>MARCH 26, 2015 Financial Report February FY15 Budget Reduction Realignment Proposal Program Reduction Resolution Proposed District 287 School Calendar 2015-2016 Reduction ULA for tenured staff (<i>provide names</i>) Social Emotional/Mindfulness Presentation Strategic Plan Report What the Board Needs to Know: Update on Teacher Evaluation Process What the Board Needs to Know About New Richfield IS Model Local 2209 Negotiations Financial Parameters Request</p>
<p>APRIL 9, 2015 What the Board Needs to Know: Update on Gifted Ed Programs Facilities Report on FY15 Projects SEC Playfield Update</p>	
<p>MAY 14, 2015 Financial Report March Food Services Report Summary Status Report on Board Policy & Procedure What the Board Needs to Know About Data Portability Project</p>	<p>MAY 28, 2015 Areas of Literacy Focus for 2014-2015 Financial Report April Local 2209-District Tentative Agreement (TA)? Non-Renewals/Layoffs Probationary Licensed, and Non-Licensed Staff Reduction ULA Resolution</p>

INFORMATIONAL ITEMS TO REMEMBER:

**** Board role in setting/supporting goals
Board TLC**

Community use of Facilities Bucket

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

1st Meeting of the Month	2nd Meeting of the Month
<p>JUNE 11, 2015 Read 180 & Math 180 Results Superintendents Evaluation Update</p>	<p>JUNE 25, 2015 2014-2015 Budget Approval Annual Food Service Program Resolution Financial Report May Final ULA Resolution for Licensed Staff Presentation: Strategic Plan Final (Report & DVD) Written PLC Report</p>
<p style="text-align: center;">AUGUST 27, 2015</p> <p style="text-align: center;">Financial Report June & July Instructional Results Report SNEAK PREVIEW of Legislative Platform Superintendent Uber Goals What Board Members Need to Know About “2014-2015 Back to School Start-Up” What Board Members Need to Know About “2014-2015 Crisis Plans”</p>	
<p>SEPTEMBER 10, 2015 Work Session: A Better Way</p>	<p>SEPTEMBER 24, 2015 Cultural Competency Work Financial Report August Operational Results Report</p>
<p>OCTOBER 8, 2015 Student Rights & Responsibilities Policy Bucket</p>	<p>OCTOBER 22, 2015 Financial Report September What the Board Needs to Know about Emergency & Crisis Plans for 2014-2015 Work , Session: Personalizing Education</p>
<p style="text-align: center;">NOVEMBER 12, 2015 <i>(Only one Board meeting this month!)</i></p> <p style="text-align: center;">Annual Food Service Program Resolution</p>	
<p style="text-align: center;">DECEMBER 10, 2015 <i>(Only one Board meeting this month!)</i></p> <p style="text-align: center;">Financial Report October Legislative Platform Prior Year Finance Review</p>	

INFORMATIONAL ITEMS TO REMEMBER:

**** Board role in setting/supporting goals
 Board TLC**

Community use of Facilities Bucket

INTERMEDIATE DISTRICT 287
March 12, 2015
SCHOOL BOARD CALENDAR

 March 2015

12	Thursday	General Board Meeting	6:30PM	Board Rm
19	Thursday	Superintendent of the Year Celebration	4:30PM	Lafayette Club
24	Tuesday	Local 2209 & Board Breakfast	7:00AM	DSC-316
26	Thursday	General Board Meeting	6:30PM	Board Rm

 April 2015

09	Thursday	General Board Meeting	6:30PM	Board Rm
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 May 2015

14	Thursday	Retirement Celebration	4:30PM	DSC Rm 318
14	Thursday	General Board Meeting	6:30PM	Board Rm
21	Thursday	Career & Tech High School Award Ceremony	4:00PM	Eden Prairie Campus
28	Thursday	General Board Meeting	6:30PM	Board Rm

 June 2015

02	Tuesday	Gateway Graduation	11:00AM	Brklyn Park Campus
03	Wednesday	West Education Center & W-ALT Graduation	4:00PM	WEC
03	Wednesday	Focus/Invest/Vector (South & North) Graduation	12:00PM	SEC
03	Wednesday	South Education Center Alternative Graduation	6:00PM	SEC
04	Thursday	South Education Center/SUN Transition/ PHASE Graduation	12:00PM	SEC
04	Thursday	Northwest Tech Center High School Graduation	TBD	Brklyn Park Campus
04	Thursday	North Education Center Graduation	11:00AM	NEC
04	Thursday	North Education Center Elementary Graduation	1:00PM	NEC
04	Thursday	North Education Center Alternative Graduation	6:00PM	NEC
05	Friday	EEC Transition/Explore Graduation	TBD	TBD
05	Friday	Epsilon Graduation	1:30PM	Board Rm
25	Thursday	General Board Meeting	6:30PM	Board Rm

 August 2015

27	Thursday	General Board Meeting	6:30PM	Board Rm
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 September 2015

10	Thursday	General Board Meeting	6:30PM	Board Rm
24	Thursday	General Board Meeting	6:30PM	Board Rm

 October 2015

08	Thursday	General Board Meeting	6:30PM	Board Rm
22	Thursday	General Board Meeting	6:30PM	Board Rm

 November 2015

12	Thursday	General Board Meeting	6:30PM	Board Rm
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 December 2015

10	Thursday	General Board Meeting	6:30PM	Board Rm
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 ♦ General Board Meeting – Date Change

♦ New Event

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2014-2015

Local 2209 Breakfast

7:00 AM

Tuesday, March 24th
District Service Center
(3rd Floor – Room 316)

Ann Bremer

Carol Bomben

Michèle Kunz

Regina Neville

Karen Filla