

GENERAL MEETING OF THE BOARD
Thursday, June 9, 2016 6:30 PM

Boardroom / Teleconference
1820 Xenium Ln N
Minneapolis, MN 55441-3790

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 May 26, 2016
 - 4.2. Target Farm to School Grant
5. **SHARE THE SUCCESS & RECOGNITION** - None
6. **SUPERINTENDENT'S REPORT - (30 minutes)**
 - 6.1. Q Comp (*Action*)
7. **INSTRUCTIONAL REPORT - (15 minutes)**
 - 7.1. Literacy Report
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (15 minutes)**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report
 - 8.2.1. Food Services Report (*Information*)
 - 8.2.2. Annual Food Service Program Resolution (*Resolution*)
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (10 minutes)**
 - 9.1. Policy Review & Revision (*Action*)
 - 9.1.1. Curriculum & Instruction Policy Bucket Scheduled Review
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. 2015-2016 Graduation Update
 - 9.2.2. AMSD Report (Ann Bremer)
 - 9.2.2.1. June 2016 AMSD Newsletter
 - 9.3. District News
 - 9.3.1. School Board Planning Calendar
 - 9.3.2. June 9, 2016 Board Event Calendar
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 REGULAR BOARD MEETING
Intermediate District 287
May 26, 2016
MINUTES

1. CALL TO ORDER

Board Treasurer Michèle Kunz 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
270	Hopkins	Laura Ronbeck
276	Minnetonka	Karen Filla
278	Orono	Michèle Kunz
279	Osseo	Dean Henke
280	Richfield	Nancy Rowley
281	Robbinsdale	Sherry Tyrrell
273	Wayzata	Andrea Cuene

Absent: 272/Bomben, 273/Neville, 283/Gores, and 277/Bremer

Guests:

287 Administration: Sandra Lewandowski, Michelle Axell, Anne Becker, Mike Cowles, Mae Hawkins, Rachel Hicks, Tina Houck, Chad Maxa, Jenny Nelson, Elisabeth Rogers, Jon Voss, and Wauneen Mgeni

287 Staff Members: Doug Booth, and Julie Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from May 12, 2016, Life Insurance and Long-Term Disability, and routine human resource activities for May 26, 2016. *Motion by Andrea Cuene, seconded by Laura Ronbeck, to approve the Consent Agenda as presented. Motion carried.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Lewandowski updated the Board on the [May 26th Kudos!](#)

6. SUPERINTENDENT'S REPORT

Superintendent Lewandowski introduced Mr. Chad Maxa, Executive Director of Technology & Innovation. Chad presented an overview of the West Metro Partnership. He explained it is one of several ways District 287 is tackling the teacher shortage and the lack of diversity among licensed staff. The primary focus of this off-campus special education cohort is to provide on-site courses that enable undergraduate and graduate students to obtain special education licensures. Chad presented a summary document "[West Metro Partnership Update](#) & [West Metro Partnership Handbook](#)".

7. INSTRUCTIONAL REPORT

Superintendent Lewandowski introduced Dr. Elisabeth Lodge Rogers, Executive Director of Student Services & Educational Programs. Elisabeth briefly highlighted the School Improvement Plan (SIP) results and feedback on the process. Elisabeth presented a summary document "[What the Board Members Need to Know about School Improvement Plans \(SIPs\)](#)".

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report

Ms. Mae Hawkins, Executive Director of Business Services, presented and recommended approval of the District 287 Long Term Facilities Plan. *Resolution motion by Dean Henke, seconded by Nancy Rowley, to waive the reading of the resolution and approve the District 287 Long Term Facilities Plan. The following voted in favor of the resolution: Cuene, Palm, Henke, Kunz, Tyrrell, Ronbeck, and Rowley. There was one abstention. The resolution passed.*

Financial Report

Ms. Mae Hawkins, Executive Director of Business Services, presented the monthly financial report for April 2016. *Motion by Nancy Rowley, seconded by Andrea Cuene, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

Human Resources Report

Michelle Axell, Director of Human Resource, presented two resolution motions. *Resolution motion by Dean Henke, seconded by Nancy Rowley, to waive the reading and approve the termination and non-renewal of probationary Non-Licensed Employees as provided by the printed documentation shared. The following voted in favor: Rowley, Ronbeck, Tyrrell, Kunz, Filla, Henke, Palm, and Cuene. There were no abstentions or no votes cast. The resolution passed. Resolution motion by Dean Henke, seconded by Sherry Tyrrell, to waive the reading and approve the termination and non-renewal of probationary Teachers as provided by the printed documentation shared. The following voted in favor: Cuene, Palm, Henke, Filla, Kunz, Tyrrell, Ronbeck, and Rowley. There were no abstentions or no votes cast. The resolution passed.*

9. BOARD BUSINESS

Policy Review & Revision

Ms. Anne Becker, General Counsel briefly presented to the Board the Curriculum & Instruction Policy Bucket for a First Read.

Chair Report

Board Treasurer Michèle Kunz presented the [Superintendent Evaluation Summary](#). School Board members recognized Superintendent Lewandowski for her exemplary work in Intermediate District 287.

Once Around the Table

Board member Tyrrell present a video entitled [Northport Elementary students perform at White House](#).

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:48 PM.

The next general meeting will be held on June 9, 2016, 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

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

Date: June 9, 2016

To: Sandra Lewandowski, Superintendent

From: Mae L. Hawkins, Executive Director of Business Services

Re: **Recommendation for Board Acceptance of the Target – Farm to School Grant**

Intermediate District 287 has been awarded \$40,000.00 for the Target – Farm to School project for West and South Education Centers. The school farm project will scale up our innovative and successful current school gardening program to improve healthy eating for low-income and at-risk students and their families. We plan to add new food choices at WEC by planting fruit trees, and will pilot an aquaponics at WEC. The grant will run from May 1, 2016 – June 30, 2017.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 9, 2016

AGENDA SECTION: SUPERINTENDENT REPORT

ITEM: Q Comp MOU

PRESENTED BY: Dr. Elisabeth Lodge Rogers, Executive Director of Student Services & Education Programs

1. Background Information

Approval of the Q Comp Memorandum of Understanding is an important step in the District's continuous improvement process. Rewarding staff based on performance will help recognize and retain our high-performing, specialized staff and provide increased incentives to innovatively meet the challenges associated with educating some of the most high needs students in the State. Q Comp will build upon the strong foundation of the District's teacher evaluation system, school improvement process, and professional learning communities (PLCs).

2. Fiscal Impact/Funding Source: None. We anticipate approximately \$1.2 million.

3. RECOMMENDED ACTION: The Board approves the Q Comp Memorandum of Understanding as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

**MEMORANDUM OF UNDERSTANDING FOR INTERMEDIATE DISTRICT 287'S
ALTERNATIVE TEACHER COMPENSATION SYSTEM ("Q COMP")**

This Agreement ("MOU") is entered into between Intermediate District 287 ("District") and Education Minnesota-Local 2209 ("Union") to implement the Q Comp plan approved by the Minnesota Department of Education by letter dated May 27, 2016.

Purpose: Implementing Q Comp is an important step in the District's continuous improvement process. Rewarding staff based on performance will help recognize and retain our high-performing, specialized staff and provide increased incentives to innovatively meet the challenges associated with educating some of the most high needs students in the State. Q Comp will build upon the strong foundation of the District's teacher evaluation system, school improvement process, and professional learning communities (PLCs).

Agreement, Minor Changes, and Necessary Revisions: The District and the Union agree to the terms of this MOU through the conclusion of the 2016-17 school year. The parties may mutually agree to minor changes to this MOU without reopening the entire agreement.

Any changes to the Application approved by the Minnesota Department of Education on May 27, 2016 must be made by mutual agreement of the parties. The original application and subsequent amendments to it, if any, will be available on the District and Union websites.

Should there be any change to the alternative teacher professional pay systems law (MN Stat. §§122A.413-415) which requires changes to this MOU, both parties agree to reopen negotiations to discuss necessary revisions.

I. Term of the Agreement

- A. This MOU is effective for the 2016-17 school year.
- B. Should both parties agree to renew the MOU, ratification of the successor agreement must take place no later than June 1, 2017.
- C. If either party declines to renew the MOU, that party shall provide notice to the other by May 1. If the MOU is not renewed, it will expire on June 30, 2017 and the District's participation in Q Comp will end. All performance pay and performance increments earned in the 2016-17 school year will be paid according to the terms of this Agreement and the Master Contract between Intermediate District 287 and Education Minnesota Local 2209 ("Master Contract").
- D. If the MOU expires, teachers will revert back to step advancement as provided in Section 25 of the Master Contract.

II. Funding and Allocation

- A. All alternative compensation funding from the State of Minnesota will be used exclusively for Q Comp and any funds not used in one school year will carry over to the following year, unless the MOU is not renewed. If the MOU is not renewed, then any funds not used will be allocated by the Q Comp Oversight Team in accordance with the Application and this MOU.
- B. If, at any time, the State's allocation for the District's Q Comp program is diminished or withdrawn in whole or in part, this MOU shall become null and void, unless otherwise agreed upon by the parties.
- C. Under no circumstances shall this MOU be construed to require the District to fund the Q Comp program at a level exceeding the actual allocation for alternative teacher compensation received from the State.
- D. The Q Comp Oversight Team will have responsibility for reviewing and approving the annual budget for Q Comp.

III. Eligibility for Q Comp

- A. All licensed staff are eligible for and shall participate in Q Comp.
- B. Licensed staff who take Armed Services leave will receive the entire performance pay amount that they would have been eligible for based on their FTE for the school year.

IV. Career Ladder Positions

The following career ladder positions, as outlined in the Application, are included in the Q Comp program.

- A. Peer Coach
 - 1. Peer coaches will earn one additional performance increment (see Part VII) after three years of service in his/her position if s/he earns a score of 3 or above on the summative leadership rating (see Application) for three consecutive years within the role. If s/he is at the top of the salary schedule, s/he will earn a \$500 stipend instead.
 - 2. Peer coaches are released 0.2 FTE from their regular assignment and will work one additional week of extended summer time. The ratio of peer coaches to licensed staff is 1:20.
 - 3. Qualifications, including the requirement that peer coaches must be licensed and tenured, job responsibilities, and the hiring and

evaluation processes are described in the Application.

4. Peer coaches must commit to three years in the position and may serve a maximum of two three-year terms.

B. Q Comp/Teacher Evaluation Coordinator

1. One member of the tenured licensed staff will serve in this position.
2. The Coordinator will earn one additional performance increment (see Part VII) after three years of service in the position if s/he earns a score of 3 or above on the summative leadership rating (see Application) for three consecutive years in the role. If s/he is at the top of the salary schedule, s/he will earn a \$500 stipend instead.
3. The Coordinator must commit to three years in the position and may serve a maximum of two three-year terms.

V. Observation/Evaluation Process

The observation and evaluation process is outlined in full in the Application and District documents related to the Teacher Evaluation Process.

A. Tenured Staff

1. In years one and two of the three-year performance review cycle, staff will receive at least one formative peer review conducted by a peer coach.
2. Each formative review consists of a pre-conference, an observation using the District staff performance evaluation rubric, and a post-conference. The staff member who is reviewed will decide whether or not the peer review is shared with the administrator who performs a summative evaluation in the third year of the cycle.
3. Staff members may elect to observe a colleague in the district or a member district in years one and two of the cycle. This observation should be reflected in the licensed staff members' professional review cycle.
4. In the third year of the performance review cycle, a summative evaluation is conducted by the licensed staff member's administrator based on three elements:
 - a. A summative evaluation consisting of a pre-conference, an evaluation using the District staff performance evaluation rubric, and a post-conference;

- b. A review of student engagement elements on the performance evaluation rubric; and
- c. An assessment of the student achievement outcomes using the District student goal rubric. All elements are weighted to yield a final summative evaluation rating of (1) unsatisfactory, (2) basic or developing, (3) proficient, or (4) distinguished.

B. Non-tenured Staff

Non-tenured licensed staff receive three performance reviews each year from their administrator; each performance review uses a different subset of the District tenured teacher rubric.

VI. Performance Pay

- A. Performance pay is considered a bonus and does not become part of a staff person's base salary amount. Performance pay is determined annually; receiving the total possible amount of performance pay in one school year does not determine the amount of total performance pay that staff person will receive in subsequent years. Each staff person will receive all performance pay which s/he earned during the 2016-17 school year in the June 30, 2017 paycheck.
- B. Licensed staff participating in full in Q Comp (see Part III. above) are eligible for a total of one thousand one hundred dollars (\$1100) in performance pay annually based on the following measures:
 - 1. One dollar (\$1) will be awarded to each staff member if the annual site goal is met;
 - 2. One hundred-fifty dollars (\$150) will be earned by each staff member for implementing the PLC action plan and for having reflections completed; and an additional one hundred forty-nine (\$149) will be awarded to each staff member who meets the PLC student achievement goal;
 - 3. Tenured staff will receive six hundred dollars (\$600) if:
 - a. For those staff in the third year of the performance review cycle: s/he attains a rating of at least "Proficient" in his/her summative evaluation.
 - b. For those staff in years one or two of the performance review cycle: s/he earned a "Proficient" rating or above in his/her most recent summative evaluation.

4. Non-Tenured staff will receive six hundred dollars (\$600) if:
 - a. For those staff in the third year of the performance review cycle: s/he attains a rating of at least “Proficient” in two of the three performance reviews.
 - b. For those staff in years one or two of the performance review cycle: s/he earned a “Proficient” rating or above in two of the three performance reviews.
5. Tenured staff will earn an additional two hundred dollars (\$200) if:
 - a. For staff in year three of the performance review cycle: s/he achieves a “Distinguished” rating on his/her summative evaluation.
 - b. For staff in years one or two of the performance review cycle: s/he earns a “Distinguished” rating on his/her most recent summative evaluation.
6. Non-tenured staff will earn an additional two hundred dollars (\$200) if they receive a “Distinguished” rating on all three performance reviews that year.

VII. Salary Schedule

- A. Salary schedules A and B of the Master Contract remain in full force and effect.
- B. The structure and value of the salary schedule are negotiated through the collective bargaining process and, during the term of this MOU, are determined by the 2015-17 Master Contract.
- C. Teachers will continue to make horizontal movements (lane changes) per Section 26 of the Master Contract.
- D. Steps are re-labelled as “performance increments.”
- E. For tenured staff, vertical movement on the schedule will be as follows:
 1. A staff person earning a rating of “Proficient” or higher on the summative evaluation will move up one performance increment effective the next year and each subsequent year until their next summative evaluation. Staff who are already at the top of the salary schedule will earn \$500 the next year and each subsequent year, prorated by FTE, in lieu of step movement.
 2. A staff person rated as “Basic” on the summative evaluation may

request another summative evaluation, which would take place during the subsequent school year. The rating earned on this requested summative evaluation, if “Proficient” or above, will result in the staff person moving up one performance increment the next year and each subsequent year until their next summative evaluation.

3. A staff person rated as “Unsatisfactory” on the summative evaluation will automatically have a new summative evaluation during the following school year.

F. For non-tenured staff, vertical movement on the schedule will be as follows:

1. Staff who have achieved continuing contract status in another district or who are in their third year of the probationary period must earn a rating of “Proficient” or above in two of three performance reviews that year in order to move up one performance increment effective the next year.

2. Staff in the first or second year of the probationary period must attain a rating of “Proficient” or above in at least one of three performance reviews that year move up one performance increment effective the next year.

G. Staff whose performance results in their eligibility for vertical movement on the schedule will be placed on the next performance increment up effective July 1, 2017. This new performance increment, together with the staff person’s lane, determines the staff person’s new base salary.

VIII. Joint Q Comp Oversight Committee

A. The Joint Q Comp Oversight Committee (“Committee”) will be composed of three administrators, appointed by the Superintendent, one of whom must be the Director of Planning & Improvement, and three Union representatives, appointed by the President, one of whom must be the Q Comp/Teacher Evaluation Coordinator. The Q Comp/Teacher Evaluation Coordinator will chair the Oversight Committee.

B. All six Committee members are equal members, and a quorum of four members is necessary to hold a meeting. Members are expected to attend all meetings; if a member must miss a meeting s/he may appoint a proxy to attend in his/her place by providing notice to the Q Comp/Teacher Evaluation Coordinator prior to that meeting. Proxies will have all of the rights of appointed members. Decisions will be reached by consensus.

C. The Committee will work with the Minnesota Department of Education as

needed and as outlined below. All communications regarding Q Comp between District administration or Local 2209 representatives and MDE shall be shared with the Committee, unless such communications are classified as non-public, private or confidential under the Minnesota Government Data Practices Act.

- D. The Committee may make recommendations to the District and Union on revisions to the District's Q Comp program on an annual basis, or as needed.
- E. The Committee has the following responsibilities, and its meeting schedule and frequency will be determined accordingly:
 - 1. Review applications and recommend teachers for career ladder positions;
 - 2. Meet at least quarterly to discuss the progress of the Q Comp plan and any ongoing issues with it, review feedback from teachers and administrators, and plan/prepare for changes for the next year;
 - 3. Recommend solution(s) for program issues;
 - 4. Recommend improvements to the plan for subsequent years;
 - 5. Complete an annual program evaluation to be submitted to MDE;
 - 6. Provide guidance and assistance to the Q Comp/Teacher Evaluation Coordinator;
 - 7. Ensure annual reports to MDE are completed with fidelity;
 - 8. Review, and make any necessary changes, to the annual Q Comp program budget;
 - 9. Work with the Union and District administration to ensure alignment of the Q Comp and Teacher Development and Evaluation processes.
 - 10. Serve as the Appeal authority as described in Part IX below.

IX. Appeal Process

- A. Any teacher who believes that, despite the processes in place to ensure a fair and equitable summative evaluation, s/he has not been evaluated properly, is encouraged to speak with his/her evaluating administrator to communicate any concerns. If this informal approach does not resolve the issue, the teacher may complete an Appeal Form.
- B. [The Appeal Form](#) must be submitted within 10 school days of the summative evaluation post-conference to the Q Comp/Teacher Evaluation Coordinator.

The Q Comp/Teacher Evaluation Coordinator will bring the appeal to the Oversight Committee which will function as the Q Comp appeals authority.

- C. Based on the information provided on the Appeal Form, the Committee may choose to investigate further. Any investigation would be conducted by the Executive Director of Special Services & Educational Programs and the Director of Planning & Improvement, with input from the Committee. After reviewing and discussing the Appeal Form and information from the investigation, if applicable, the Committee will reach consensus regarding its assessment/response.
- D. The Committee will provide its written assessment/response to the teacher and the administrator within 30 days of receipt of the Appeal Form or, in the case of an investigation, within 30 days of completion of the investigation (calling a special meeting if necessary to meet the timeline).
- E. The administrator may change the summative evaluation based on the Committee's assessment.
- F. The Master Contract does not provide a mechanism for grieving the evaluation process and/or ratings. The Q Comp program appeal process does not change the issues that can be grieved.

By signing below, the parties signify their agreement and intent to be bound by this MOU:

EDUCATION MINNESOTA LOCAL 2209

INTERMEDIATE DISTRICT 287

By: _____

By: _____

Its President

Its School Board Chair

By: _____

By: _____

Its Vice-President

Its Superintendent

Date: June 9, 2016

Date: June 9, 2016

Q Comp

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.



Local 2209
District 287 Federation

What's Q Comp?

- Quality Compensation (Q Comp) gives teachers more ways to earn compensation and become teacher leaders.



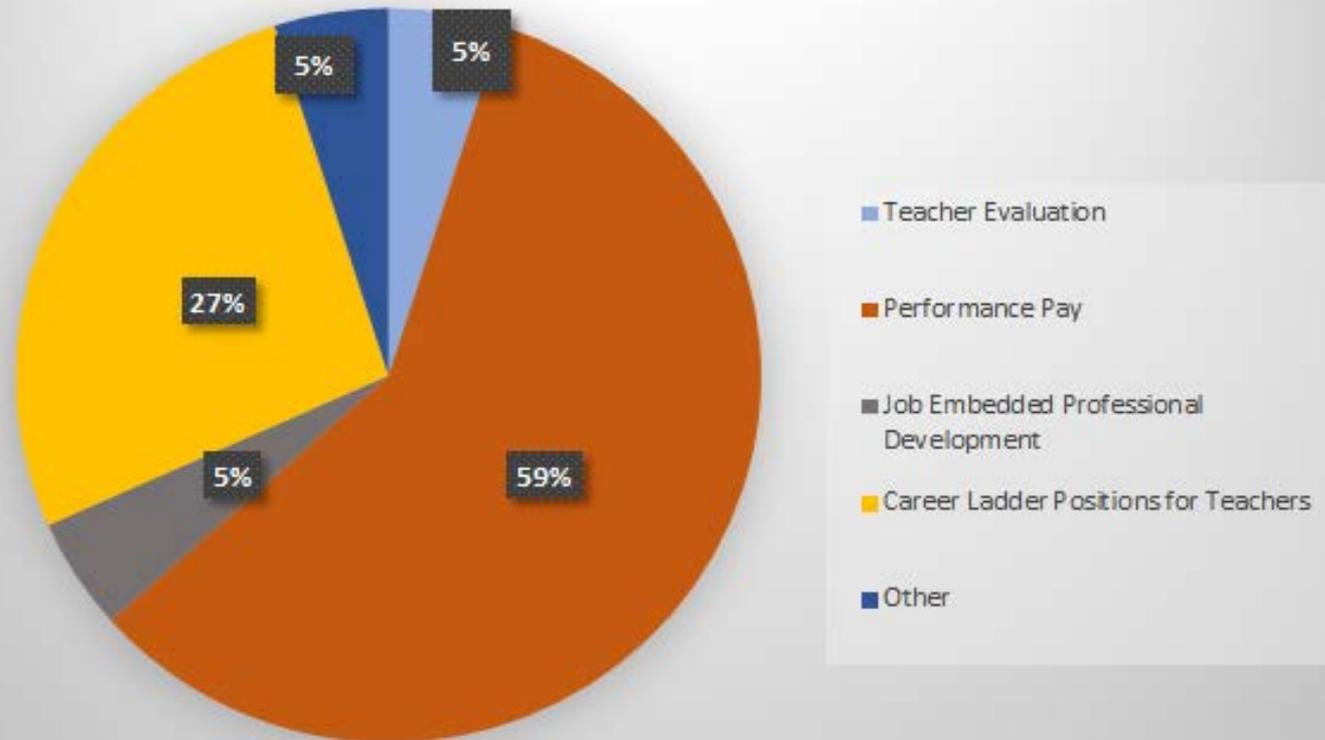
Intermediates

- Intermediates can apply for Q Comp funds from the State.
- 287 and 2209 submitted an application last fall that was just approved.

287 & 2209 Q Comp Plan

Over \$1 million to Support:

Core Components of District 287's Comp Plan



What's in the Plan?

1. More teacher leader opportunities
2. Bonuses for performance
3. Enhancement of the teacher salary



Teacher Leaders



- An additional 10 Peer Coaches.
- Q Comp/Teacher Evaluation Coordinator

Licensed Staff Bonuses

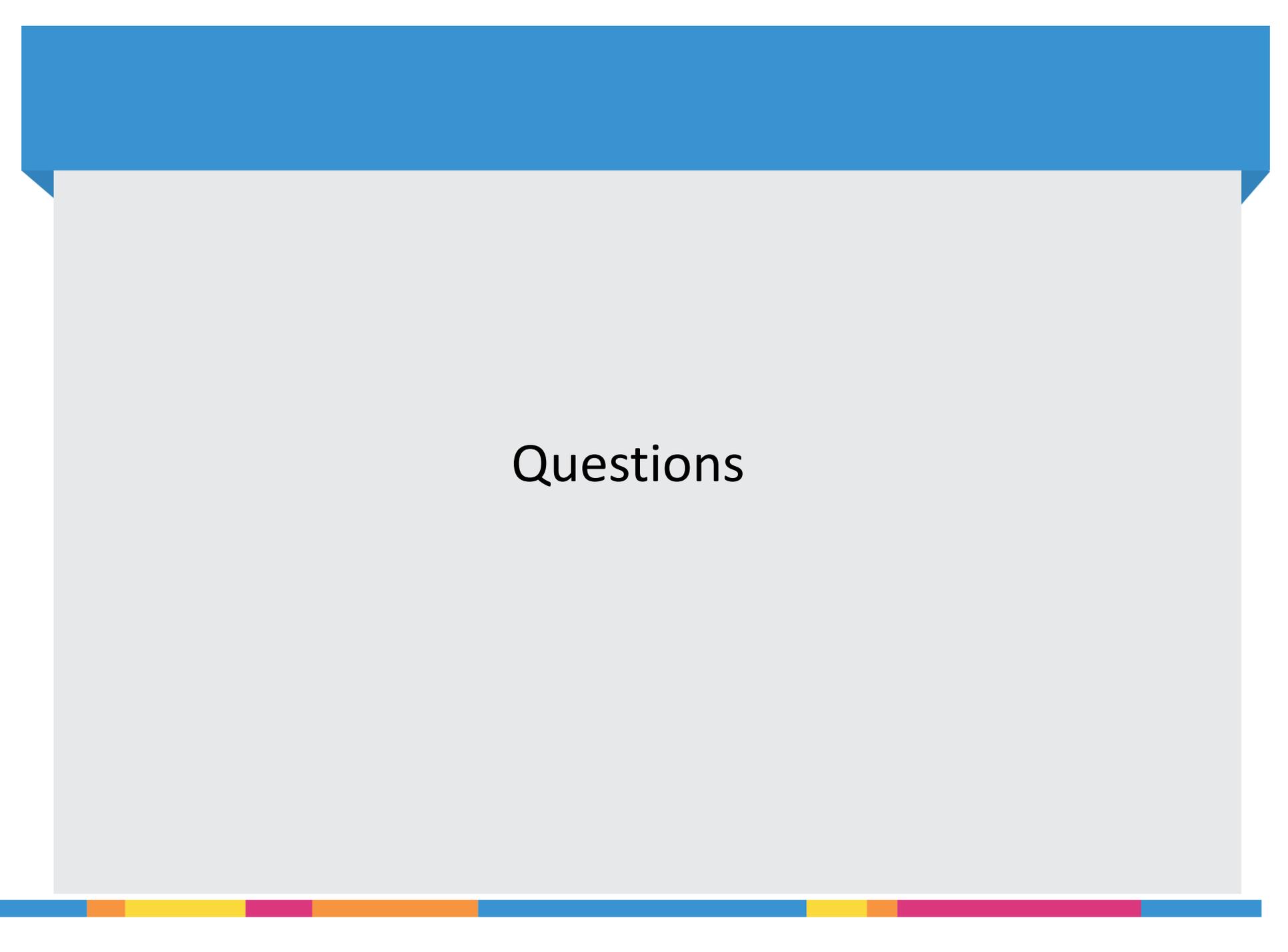
Available bonuses:

*Achievement of school-wide goal	\$1
*Progress made to achieve PLC goal	\$150
*Achievement of PLC goal	\$149
*Proficient rating on summative evaluation	\$600
*Distinguished rating on summative evaluation	\$200
Total possible annual bonus amount	\$1100

Salary Schedule

- No change in amounts listed in the 2015-2017 contract
- Steps earned by proficient or higher ratings on summative evaluations

Tenured Rating	Earned in 2014-15
Basic	0
Proficient	46
Distinguished	31

The slide features a solid blue header bar at the top. The main content area is a light gray rectangle with a subtle gradient and a slight drop shadow, giving it the appearance of a page floating on a white background. The word "Questions" is centered in this area in a black, sans-serif font. At the bottom, there is a horizontal bar composed of several colored segments: blue, orange, yellow, pink, orange, blue, yellow, orange, pink, and blue.

Questions

Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

TO: Sandra Lewandowski, Superintendent
FROM: Brooke Peterson, Literacy Coordinator
DATE: June 9, 2016
RE: **What Board Members Need to Know about Literacy at 287**

District 287 has many super star readers and would like to celebrate the accomplishments of these students.

SIP Literacy Goals:

<i>Care and Treatment Programs</i>	85% of students will increase their summative writing by 2 points.
<i>Edgewood Education Center</i>	85% of Explore students will increase 2.5 Lexile literacy points/week; 60% of Transition student readers will increase 1 MAP point overall or 8 points in one strand area; 70% of Transition student emergent readers will increase one pre-reading skill level.
<i>Hennepin Gateway to College</i>	All students will increase their writing rubric score by two points.
<i>Hennepin Technical Pathways</i>	By the end of each semester 90% of students enrolled will show mastery of program-specific technical vocabulary.
<i>Itinerant</i>	Students with IEP driven reading goals will increase their reading score by 10%.
<i>North Education Center</i>	85% of students will increase literacy skills by at least one year's growth in 1 of 3 areas
<i>Northwest Tech Center</i>	80% of students in READ 180 will demonstrate an average 1.5-year literacy growth. Students enrolled in the College Reading Readiness course will achieve 150 point Lexile growth
<i>South Education Center</i>	75% of students will increase their MAP RIT by 1 point or more.
<i>West Education Center</i>	75% of students will increase their MAP RIT by 1 point or more.

*Note: green text = goal achieved, black text = progressing towards goal

Literacy Reflections:

- It is important to utilize current instructional strategies that are working well but also to add new strategies within the overall structure of classes to further understanding even more
- Literacy conferences with students were successful (601 students had conferences).
- We need to examine multiple literacy interventions and match each student with the one that is most appropriate for that student
- Implementation of Unique Learning Systems with SUN programs
- Building-wide effort to increase independent, self-selected reading were successful (SEC)
- Read 180 Success: 54 students met their goal in February, 64 met their goal by the end of the year. Sixteen students achieved grade level proficiency in February, 11 students achieved this by the end of the year.
- Explore Middle read 1,000,000 words over 5 weeks! One student contributed over 500,000! (EEC)

Share the Success- SIP and Super Readers

— Student Reading Results —

By

Scott Wright & Brooke Peterson

SIP and Literacy

Edgewood: 85% of Explore students will increase 2.5 Lexile literacy points/week; 60% of Transition student readers will increase 1 MAP point overall or 8 points in one strand area; 70% of Transition student emergent readers will increase one pre-reading skill level.

NEC: 85% of students will increase literacy skills by at least one year's growth in 1 of 3 areas.

NWTC: Students enrolled in the College Reading Readiness course will achieve 150 point Lexile growth.

SEC: 75% of students will increase their MAP RIT by 1 point or more.

Literacy Goals Continued

Care and Treatment: 85% of students will increase their summative writing by 2 points.

Gateway to College: All students will increase their writing rubric score by two points.

Pathways: By the end of each semester 90% of students enrolled will show mastery of program-specific technical vocabulary.

Itinerant: Students with IEP driven reading goals will increase their reading score by 10%.

Literacy Goals Continued

NWTC: 80% of students in READ 180 will demonstrate an average 1.5 year literacy growth.

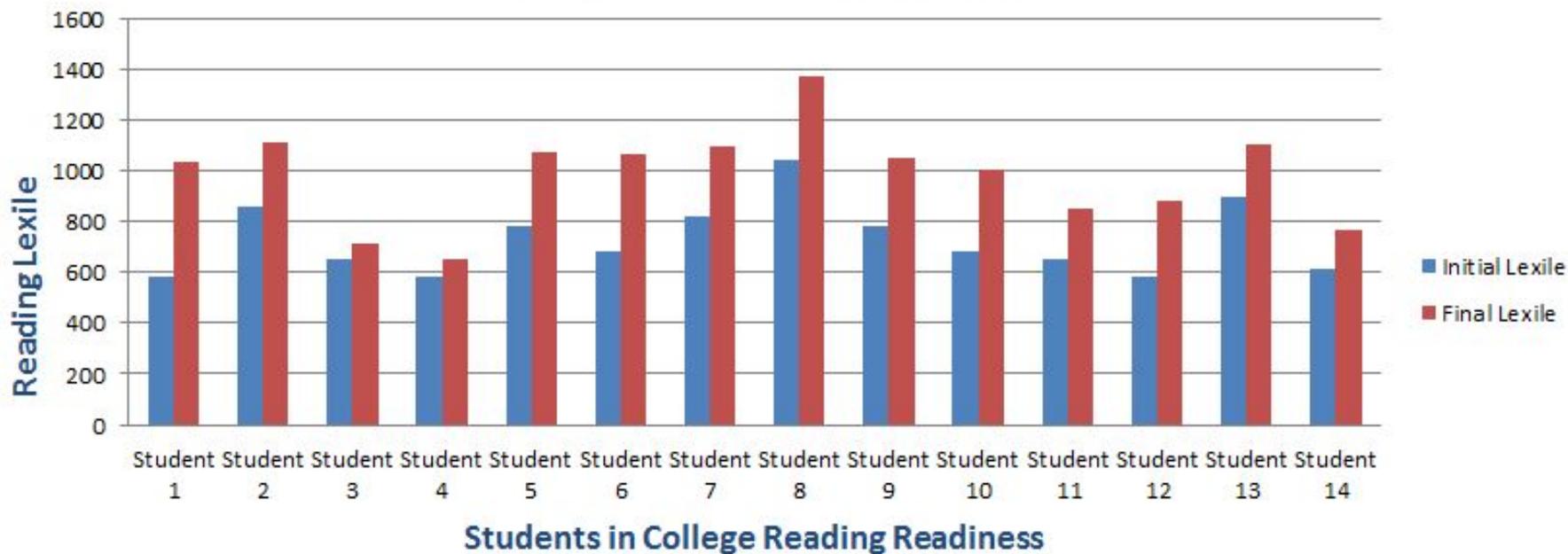
WEC: 75% of students will increase their MAP RIT by 1 point or more.

Literacy/Writing Conferences

Site	Number of Students
NEC	22
NECA	91
EEC	54
Gateway	26
Care and Treatment	297
SECA	39
WEC	35
W-Alt	37
TOTAL	601

NWTC: College Reading Readiness

2015-2016 Reading Growth



February Super Stars

- Read 180
 - 24 Identified Super Stars
 - 287 Analysis:
 - 54 Super Stars
 - 16 Students achieved grade level proficiency
- System 44
 - 287 Analysis:
 - 4 Super Stars
 - 3 Students moved into a higher decoding band

287 February Super Stars by Site

Site	Met/Exceeded Goal	Grade Level Proficiency
NEC	27	12
EEC	4	1
NWTC	2	
SEC	3	1
SECA	4	
WEC	5	1
W-Alt	9	1
TOTAL	54	16

End of Year Super Stars

- Read 180
 - 287 Analysis:
 - 64 Super Stars
 - 11 Students achieved grade level proficiency
- System 44
 - 287 Analysis:
 - 4 Super Stars
 - 1 Student moved into a higher decoding band

287 End of Year Super Stars by Site

Site	Met/Exceeded Goal	Grade Level Proficiency
NEC	33	9
EEC	6	
NWTC	1	1
SEC	4	1
SECA	5	
WEC	7	
W-Alt	8	
TOTAL	64	11

1,000,000 Words!!!

2016 Spring Reading Challenge

- Edgewood Education Center
- Jen Curtis' class
- 1,346,500 WORDS READ!

Reading Superstar Laron!

- Contributed over 541,179 words during the challenge!



Scott Wright @NoDiggity247 · 21h

CONGRATS! Jen's class passed their goal & read over 1MILLION words in the Reading Challenge! #287edchat #Read180



1



6



2015-16 Food Services

A Year of Nutritional &
Educational Opportunities

Improved Practices

New Nutrition and Menu Planning Program

My Oncore, a web based nutrition program was implemented to increase efficiency and accuracy of menu planning and nutritional analysis, to ensure district menus are meeting regulations. The program also came with over 10,000 recipes that are being utilized in district menu planning.

Parent/Family Communication

District wide food service forms were created to communicate account information to students and families to help decrease the number of negative accounts and encourage submission of eligibility forms.

Training and software updates on Point of Sale System

Software running versions were updated to improve tracking of meals for reimbursement and food service staff were trained on new features.



New Seasonal Menus



The district's first
Spring menu cycle
began on April 1st.



Fall & Winter menu
cycles are currently
being created for
next school year.

MEAL COUNT TOTALS

Total district wide meal counts for 2015-16:

Breakfast - 49,426

Lunch - 76,777

Average District Wide Daily Meal Count Increase for 2015-16 (from Sept. - April):

28% increase

Improved practices, seasonal menus and student involvement in menu planning led to this increase.

CURRENT NUTRITION GUIDELINES

BREAKFAST DAILY NUTRITION GUIDELINES:

1 cup of fruit
2oz grains which must be whole grain rich or substitute 1oz grain for 1oz protein.
8oz of fat free or low fat milk
450-600 calories
<640mg of sodium
<10% of total calories from saturated fat
0g trans fat

LUNCH DAILY NUTRITION GUIDELINES:

1 cup of fruit
1 cup of vegetables
2oz grains which must be whole grain rich.
2oz meat or meat alternate
8oz of fat free or low fat milk
750-850 calories
<1420mg of sodium
<10% of total calories from saturated fat
0g trans fat

- There are no changes to the nutrition guidelines for the 2016-17 school year. Additional sodium restrictions that were planned have been put on hold until further research can justify a health benefit.
- Waiver to use non whole grain rich pasta continues for the 2016-17 school year.

How do we meet the guidelines?

MY ONCORE

A web based program that calculates nutritional information to determine if menus meet the guidelines. Menus cannot be published until all guidelines are met.

ORDER GUIDES

Order guides include only products that meet the guidelines which are utilized by food service staff during inventory and ordering to ensure that the guidelines are met.

RECIPES

Recipes are developed and followed to ensure daily menus meet the guidelines.



WEEKLY MENU DETAILS : Spring Week 1

	FEDERAL GUIDELINES	CURRENT VALUE	
FRUIT	5.0000	5.0000	☑
JUICE (max)	2.5000	0.0000	☑
VEGGIES	5.0000	9.7500	☑
JUICE (max)	2.5000	0.0000	☑
DARK GREEN	0.5000	0.5000	☑
RED/ORANGE	1.2500	1.2500	☑
BEANS/PEAS	0.5000	0.5000	☑
STARCHY	0.5000	0.5000	☑
OTHER	0.7500	0.7500	☑
ADD'L VEG	0.0000	6.2500	☑
WG Rich (oz)	10.00	11.75	☑
DESSERTS (ea)	2	0	☑
MEATS (oz)	10.00	11.50	☑
FLUID MILK	5.0000	5.0000	☑
CALORIES	750 / 850	828	☑
SAT FAT	10.00	3.58	☑
SODIUM	1420	1211	☑
TRANS	0.00	0.00	☑

Food Service Department Result:

Provide students with opportunities to give input into district menu planning to increase menu variety and student meal satisfaction.

Student Council Meetings



Chicken Burrito Bowl inspired by the SEC Student Council's request for a "Chipotle" lunch.

This meal is a scratch recipe that contains brown rice, seasoned chicken, corn, black beans, lettuce, salsa & sour cream. It was a hit at all sites and has become a regular part of the district menu cycle.



OR



YUCK!

Student Food Service Survey

CULINARY CLASSES

This Valentine's inspired menu was prepared by the NEC Prostart Culinary class on February 12th. Over 700 cookies were frosted & decorated by students throughout the district for this event.

The cookies were whole grain and met all nutrition regulations. But shhhh..... don't tell the students, it will be our secret.



CULINARY CLASSES

This BBQ inspired meal was prepared by another NEC culinary class on May 6th to help celebrate School Lunch Hero Day. Students husked 250 cobs of corn and washed 225 potatoes to make this meal happen.

The culinary class at WEC also prepared chicken fajitas for the school on March 11th.





Collaborating with Culinary Classes is not only providing variety to the district menus but also proving that learning can happen.....

ANYTIME, ANYWHERE



PLANS FOR NEXT YEAR:

Purchase, install & implement a salad bar at WEC with an \$11,000 equipment grant awarded by MDE.

Collaborate with WEC on their \$42,000 farm to school grant award on the processing and use of produce grown in the WEC gardens.

Work with low breakfast count sites on grab-n-go breakfast options.

Utilizing our cooks talents and the new menu program, increase the number of scratch items on the district lunch menus and continue with the theme of seasonal menus.

Continued student involvement and nutrition education opportunities!

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 9, 2016

AGENDA SECTION: Business Services/Food Service

ITEM: Approval of Food Service Resolution FY17

PRESENTED BY: Mae L. Hawkins, Executive Director of Business Services

1. Background Information

As this School District has facilities to provide reimbursable meals to students, and
As this School District has participated in the Federal Commodities Program, and
As this School District has invited family participation in the Educational Benefits program in past years, and as the Nutrition Services program must be self-supporting and follow the requirements of the State and Federal Child Nutrition programs.

THEREFORE, BE IT RESOLVED by the School Board of Intermediate School District No. 287 that effective for the 2016-17 school year the District provide reimbursable meals and milk to its students and staff according to the following:

- A. Families may apply to learn of student eligibility for free or reduced price meals through the Educational Benefits program. Applications are available at all school sites and on the Food Service page on the District web site.
- B. Student lunches shall be \$3.00 per meal.
- C. Students that qualify for free or reduced price meals through the Educational Benefits program will not be charged for one reimbursable lunch with milk per day.
- D. Adult lunches shall be \$3.50 per meal.
- E. One carton of milk shall be furnished with each reimbursable meal at no extra charge. Additional milk may be purchased at \$0.50 per half-pint carton.
- F. The District's Nutrition Services Department may offer ala carte items to all district students and staff at appropriate prices.
- G. Student breakfasts shall be \$2.00 per meal.
- H. Adult breakfasts shall be \$2.50 per meal.
- I. Students that qualify for free or reduced price meals through the Educational Benefits program will not be charged for one reimbursable breakfast with milk per day. Kindergarten students will not be charged for one reimbursable breakfast with milk per day.
- J. The School Board reserves the right to change prices during the school year.

2. Fiscal Impact/Funding Source: This resolution is required for federal funding.

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.

3. **RECOMMENDED ACTION:** The Board approves the resolution authorizing the food service program and meal/milk prices for the FY17 school year.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 9, 2016

AGENDA SECTION: BOARD BUSINESS

ITEM: Curriculum & Instruction Policy Bucket

PRESENTED BY: Anne Becker, General Counsel

1. Background Information

The Policy Curriculum & Instruction Bucket is presented for a second read and approval.
A motion is necessary to approve this policy as presented.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the agenda as presented.

Motion by: _____ Yes ___ Passed ___

Second by: _____ Yes ___ Failed ___

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DRAFT POLICY

SECOND READ

POLICY SERIES: Curriculum & Instruction

SUBJECT: Goals

BOARD APPROVED: March 2012/June 2016

REVISION DATE:

CI 100 Goals

I. PURPOSE

The purpose of this policy is to ensure that the District is compliant with curriculum and instruction goal setting practices and requirements established by federal and state educational agencies.

II. GENERAL STATEMENT OF POLICY

As an extension of its member districts, it is the intent of the Board to align its curriculum and instruction with all federal and state requirements established by law. The Board recognizes its role in supporting its member districts to achieve their World's Best Workforce strategic and system accountability plans.

In addition, the Board is committed to designing and providing a continuum of direct and indirect innovative educational services to ensure that each member district can meet the unique needs of its students. To that end, the Board believes that its students should receive high quality, effective instruction and be challenged to reach their maximum potential.

III. CURRICULUM AND INSTRUCTION GOALS

The Board seeks to accomplish the following goals:

- A. Foster a love of learning that unlocks human potential;
- B. Promote a recognition of each individual's intrinsic value and capacity to contribute to society;
- C. Develop respect for all people and the diversity of ideas that enriches the individual and strengthens society;
- D. Prepare students to thrive in a rapidly changing, technology-rich world;
- E. Provide professional development opportunities to advance staff members' knowledge, skills and abilities in effectively delivering the curriculum through evidence-based instructional practices;
- F. Endorse online learning options that represent quality teaching and learning, align with the appropriate state academic standards, and have equivalent instruction, curriculum and assessment requirements to other courses offered to enrolled students;

- G. Ensure that students receive opportunities to participate in structured learning experiences outside the classroom and co-curricular activities as integral parts of its programs;
- H. Approve the purchase of instructional equipment and supplies;
- I. Implement procedures for testing, test security, reporting, documentation and notification to students and parents or guardians in conjunction with the student's resident district; and
- J. Encourage the use of community members as educational resources;
- K. Ensure that curriculum developed for use in schools establishes and maintains an educational program that is culturally responsive, gender-inclusive, and reflective of all students.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DRAFT POLICY

SECOND READ

POLICY SERIES: Curriculum & Instruction
SUBJECT: School District System Accountability
BOARD APPROVED: March 2012/ June 2016
REVISION DATE:

CI120 School District System Accountability

I. PURPOSE

The purpose of this policy is to ensure that the strategic and operational work of the District promotes high quality and effective instruction, utilizes data to make programming decisions, and involves stakeholder input.

II. GENERAL STATEMENT OF POLICY

The Board recognizes that the District is an extension of its member districts and not a separately accountable system to the public and state for purposes of measuring and reporting student achievement in the same way that independent districts are accountable. Nevertheless, the Board is committed to providing high quality and effective instruction and fulfilling the goals of the District's educational program. In that spirit, the District maintains a system to continuously review and improve instruction, curriculum and assessment that includes substantial input from member districts, staff, students, and parents or guardians.

III. ACCOUNTABILITY STRUCTURES

A. Strategic Plan

The District will develop and maintain a current strategic plan that outlines the District's objectives, which consist of achievable, feasible and verifiable results that ensure that the District fulfills its mission. The strategic plan is submitted to and approved by the Board. The strategic plan is available on the District's website.

B. District Advisory Committee/Stakeholder Input

The District maintains a flexible and responsive system of curriculum review and improvement, continually seeking input from its stakeholders. Conditions of satisfaction of each member district are assessed individually and identified needs will be met with solutions that promote consistent quality and value. The District uses an annual measurement tool, customized for each member district's conditions of satisfaction that includes accountability metrics in special education, teaching and learning, and finances. The District will carefully consider their responses and make necessary changes in collaboration with each member district.

C. Student Outcomes

Student outcomes are an important measure of the District's ability to meet the needs of each member district. Standard measurements of academic achievement are ineffective because many of the District's students have individualized plans. Thus, the District supports a system of Professional Learning Communities where licensed staff set measurable goals for each group of similarly-situated students. Student outcomes will be evaluated based on measurable goals for each group of similarly-situated students. The District will communicate student outcome data with its stakeholders in a system of learning conversations and seek their input.

D. Staff Development

A system is in place for licensed staff to participate regularly in Professional Learning Communities that provide opportunities for professional learning, information sharing, collaboration, identification of needs, and problem solving.

E. Reporting

The District will report to the Board annually on progress on the strategic plan through measurement of the strategic objectives. This report will also be available on the District's website.

F. Improvement Plan

The Board will review the results of the District's annual reports and will direct the Superintendent to recommend plans and programs designed to make improvements if established goals have not been reached.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DRAFT POLICY

SECOND READ

POLICY SERIES: Curriculum and Instruction
SUBJECT: Instructional Services
BOARD APPROVED: June 2016
REVISION DATE:

CI 140 or 160 **Instructional Services**

I. PURPOSE

The purpose of this policy is to set forth the position of the Board on the development and provision of instructional services.

II. GENERAL STATEMENT OF POLICY

The Board is committed to the development and provision of instructional services that address the unique needs of its students and complement the programs and services provided by its member districts. The District's educational programs and services are an extension of the work of its member districts, and not a separate or comprehensive set of curricular or extracurricular programs.

III. SPECIAL EDUCATION PROGRAMS

- A. The Board recognizes that some students need specialized educational services and further recognizes the importance of providing a free appropriate public education and delivery system for eligible students in need of special education. The District's provision of special education programs and services will be based on individual needs and will conform to special education laws and regulations.
- B. The Board affirms the right of parents/guardians and students with disabilities to be involved in the process of identification, assessment, program planning, development of individual educational plans, and placement into the appropriate educational setting. The District will provide proper notice and conduct meetings in accordance with due process procedures. The student's resident or referring district will implement due process procedures in response to disagreements about the provision of a free appropriate public education. Where appropriate, the District will serve as a resource and provide support.
- C. The Board designates the Superintendent or designee to develop procedures related to the development and provision of a free appropriate public education and delivery system. Eligibility criteria for enrollment into the District's special education programs will be developed by the Superintendent, with highest priority given to referrals from member districts.

IV. STUDENT CHOICE PROGRAMS

- A. The Board endorses the District's development of a broad spectrum of innovative instructional services to meet the unique learning needs of students. Students may request to enroll in student choice programs directly with the District. A request for enrollment will be considered under criteria developed by the Superintendent or designee.
- B. Student choice programs may include, but are not limited to:
 - 1. Gifted and talented instructional services;
 - 2. Alternative programs;
 - 3. Online, digital or blended learning; and
 - 4. Career and technical programs.

The Board designates the Superintendent or designee to develop procedures to implement this policy relating to the District's student choice programs.

2016 Gateway to College Graduate Quotes

"Gateway was definitely the school for me. It's a great alternative from regular high school. The support from teachers is fantastic & I recommend coming here."

"Gateway is one of the best programs I've been in. A program like Gateway requires selfless and caring people. Gateway gave me hope."

"Gateway was a life saver with lots of support from staff and good at healthily pushing careers and life goals. I am proud I went from a high school dropout to a graduate. Do your work and you will succeed."

"It is one of the best support systems ever to help a student graduate."

"Be patient, school takes time. Make as much effort in managing your time."

"Gateway is an experience that changed my high school experience for the better in so many ways."

"Gateway gave me confidence to succeed in college with PSEO classes"

"I felt very accepted here at Gateway. I loved that feeling; I didn't get that at my old high school. My advice to future Gateway students is to GO TO CLASS EVERYDAY!"

"It was a good alternative way to finish high school. I'm proud that I chose to finish school."

"Gateway lifted a lot of weight off of my shoulders. I felt that I was in an environment that was suitable for me. To future Gateway students: you are lucky to be accepted into this program, don't take it for granted!"

"I am very thankful for this program. My advice to anyone who may struggle in high school, apply to Gateway!"

"I love Gateway. Everything feels simplified and easy and I [am] proud of the fact that I even got this opportunity because I don't know what I would've done without it."

"I'm so grateful to have this opportunity to go to school here."

"Gateway has been a positive experience for me. The students and staff have all been nice and helpful. My favorite thing about Gateway is how fast you can get through classes compared to traditional schools."

"My experience at Gateway was exciting and wonderful. I'm glad I got accepted into this program"

"This is the best program for students like me. The teachers are the best science, math and history teachers I've ever had."

"I enjoyed attending at Gateway since it gave me a taste of college. The staff here also made me feel at home."

"Very helpful; I enjoyed all of the teachers."

"I really appreciated Gateway. This was a new experience for me and has been the best 3 years."

"I wouldn't be graduating if it wasn't for Gateway and their staff. Not only do they help us graduate but they show that they care about us personally and as well as our education. They show us that this is more than just a job for them."

"All the staff and students were super cool; I don't think I ever had a problem with any of them. There's rarely any drama, and when there is it's inconsequential and forgotten about the next day."

"I am so glad that I was able to attend Gateway; it has changed my life. Being able to take 3 college classes and master with B's. I love the environment and the staff members. The staff in the office was always supportive. Thanks, Ms. Anne for being on my back and supporting me; without you it's not possible."

"Extremely helpful and understanding group of people. Makes you feel like anything is possible."

"Gateway helped me graduate without so much stress. With the caring staff, it was helpful to stay on track."

"Gateway is a wonderful program for students who have had past difficulties. It allows students to get their diploma with plenty of help and helpful resources."

"Gateway has been helping me get back on track. I like how there is less people in classes so there's more one on one help from teachers."

"I'm proud that I continued to keep focusing on getting my high school diploma, with all the credits I needed. What I have to say about Gateway is they're fantastic. They're very helpful and always there when you needed them."

"Gateway made graduation a breeze for me. This is one of the best schools I have been with. I hope to see this school continue to succeed and expand."

"I've had an amazing time here at Gateway. Everyone has treated me so well."



Prior Lake –Savage’s Glendale Elementary: Innovation Abounds in this 2016 U.S. Department of Education Green Ribbon School

June 10, 2016 Executive Committee Meeting

7:30 a.m.
Lexington Room,
TIES Conference Center
St. Paul

July 15, 2016 Executive Committee Meeting

7:30 a.m.
Lexington Room,
TIES Conference Center
St. Paul

August 12, 2016 Board of Directors Meeting

7:00 a.m.
Grand Hall,
TIES Conference Center
St. Paul

SAVE THE DATE! November 15, 2016 AMSD Annual Policy Conference

Details coming soon!
8:00 a.m.—1:00 p.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

On a recent afternoon at Glendale Elementary School in Savage, MN, second graders in Ms. Kelly Williams’ class were anxiously awaiting their next destination.

“Who wants to see the ocean?” Ms. Williams asked.

Hands shot up excitedly, “Me!” “I do!” “Yes!”

After a few minutes, Ms. Williams asked her class to count to three and then open their eyes.

“Whoa!!!”

“Oh my gosh! That’s a shark!”

“This is soooooo cool!”

Students at Glendale—along with two others in the Prior Lake-Savage Area Schools—were part of Google Expedition’s Pioneer Program this spring, in which they got to explore the ocean, the Arctic and outer space all in one day. Using a tablet and one of the Google Expeditions apps, teachers guided students wearing virtual reality viewers like Google Cardboard. Google Expeditions is just one of the many innovative tools Glendale teachers are using to engage their students in learning. And the innovation doesn’t stop there.

Last year, Glendale became the first elementary school in the district with a new student group—SWAT Jr. (Students Working to Advance Technology)—focused on using technology for learning.

Continued on page 2



Glendale students have the opportunity to use and explore the City of Savage’s McColl Pond Environmental Learning Center and its grounds. One of the Richardson Nature Center naturalists works with students on an insect lesson during the 2015 E-STEM Festival.

From the Chair

As this month’s research article notes, the recently adopted supplemental budget bill includes some worthy educational investments such as establishing a pre-kindergarten grant program, addressing the teacher shortage and diversifying the teacher workforce. It is very disappointing, however, that state policymakers did not address the \$600 million special education cross-subsidy that has a tremendous impact on school district budgets across the State.

Our attention now must turn to preparing for the 2017 Legislative Session. Candidate filings for state legislative offices closed on May 31 and the 2016 campaign is underway. All 201 legislative seats are up for election. The results of the 2016 session make it clear that we need to actively engage and educate legislative candidates over the next five months.

AMSD staff is busy preparing an election guide that will be distributed later this summer. The guide will include important data and facts about education funding and policy, as well as nonpartisan election information including sample questions to ask your local candidates. I encourage AMSD members to begin thinking now about holding a candidate forum this fall so your community can find out where the candidates stand on important education issues. It is also a good idea to meet with your local candidates and invite them to tour one or more of your schools so you can answer their questions and provide them with information about your school district.

This election is much too important to stand on the sidelines. We owe it to our students, staff, parents and taxpayers to get involved and make sure important education issues are addressed by those who will represent us at the Capitol.

Rebecca Gagnon, school board member from Minneapolis Public Schools, is chair of AMSD.

Glendale Elementary Continues to Make Learning Interactive

Continued from page 1

The group shared a passion for digital tools, learned together and even provided professional development sessions for teachers.

In February and early March of this year, Glendale teachers created an Innovation Week to provide students opportunities to create, design and practice cooperation. Students worked in groups to develop ideas to solve problems or engage in design challenges. And even though the students struggled at times to find a solution, the goal of the activities was giving them a voice and choice in how they completed the learning challenge.

Teachers at Glendale are continuing to make learning interactive, both inside and outdoors, with a wide variety of tools and methods, including E-STEM. Environmental Education, Science, Technology, Engineering and Math, or E-STEM, is an interdisciplinary approach to instruction focused on inquiry and real world problem-solving, applying hands-on science, technology, engineering and mathematical practices with projects and field experiences related to the environment.

For the past seven years, Glendale has held a school-wide Environmental Education Festival, now called the E-STEM Festival. Grade-level teachers and specialists plan outdoor, hands-on lessons that engage students in content specific to state standards. Richardson Nature Center naturalists also partner with the school on that day to teach lessons.

And E-STEM isn't just a one-day practice; it's a way of life at Glendale, and a passion for both staff members and students alike. It's also one of the reasons why Glendale was named a 2016 U.S. Department of Education Green Ribbon School.

Green Ribbon schools are honored for their accomplishments in the three pillars of the award program: reducing environmental impact, improving health and wellness, and providing effective environmental education.

Glendale is the fourth elementary school in the district to receive this honor, which is a testament to its long-standing commitment to environmental education and sustainability practices.

"Teachers past and present have invested time and energy with a variety of district partners to provide authentic learning opportunities about health, sustainability, E-STEM and the environment," said Principal Sam Richardson. "Adults have worked collaboratively to make this a reality. Not only do our students benefit, but they enjoy it and are actively engaged in their learning."



Richardson Nature Center naturalists share amphibians with students during the 2015 E-STEM Festival. The partnership with the naturalists supports learning with hands-on exploration for students and professional development for teachers. For the past two years, naturalists have provided curriculum planning support, and taught or co-taught lessons for science and engineering. This is one example of the many great partnerships.



Students learn about different types of trees and leaves during the 2015 E-STEM Festival.

Glendale's location is ideal for learning about the environment. There is a direct walking path to McColl Pond Environmental Learning Center from the school, allowing teachers to conduct lessons on plants and animals in all seasons, taking advantage of natural and paved trails, the fishing pier and wooded areas.

Limiting its environmental impact has been a focus since the building's conception. The school is equipped with an automated energy management system for controlling and maintaining a healthy environment and for running the building efficiently. Natural daylight is used as much as possible in the lunchroom and in classrooms throughout the building. There are butterfly and perennial gardens on school grounds, along with several bird feeders that are maintained by the junior naturalists for student observation.

In addition to the building's features and the surrounding grounds, Glendale has maintained an Energy Star account since 2007. The school has participated in the Schools for Energy Efficiency® (SEE) program and received an Outstanding Achievement in Energy Reduction Award and the Milestone Award for Most Efficient Use of Energy per Square Footage from SEE®. Daily practices at Glendale also model environmental stewardship

and sustainability. Students and staff participate in a district organics recycling program through a partnership with the Shakopee Mdewakanton Sioux Community to minimize non-organic waste, and to recycle and compost as much waste as possible. Also, Glendale has purchased reusable plates, cups and flatware for school events.

Its dedication to environmental and sustainability concepts are evident based on their students' level of proficiency on the Minnesota Comprehensive Assessments in Science (MCAs). In 2015, 75.6% of Glendale 5th grade students met or exceeded the standards on the Science MCAs. Glendale 5th graders have scored 10-20% higher than the state average since the inception of the state science assessments. Overall, the staff and students at Glendale believe in the importance of maintaining strong environmental

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Minnesota School Board Directors of African Heritage The Warmth of Fellowship Sparks Visioning Among Directors of Color

African and African American school board directors, across Minnesota received invitations to attend a historic gathering in St. Louis Park. Directors from rural, suburban and urban districts attended. Although unable to attend, directors from various districts expressed interest including, St. Cloud, Wayzata, Winona and several directors from Minneapolis Public Schools.

Director Abdi Sabrie, elected to the Mankato School Board in November 2015, found himself wishing for more of a connection to fellow directors of color across the state. Soon, educational acquaintances pointed him toward Helen Bassett, a member of the Robbinsdale School District. A spontaneous meeting took place and sparks flew! The two quickly found themselves lamenting the plight of students of color, similar to many others concerned with educational disparities in Minnesota. That synergy provided the basis for a deliberate decision to reach out to other school board directors of color in Minnesota and to convene a visioning and sharing session.

“Excellence in leadership at all levels of the public school service delivery continuum is critical and working on behalf of children demands rigor of thought, stability of emotion and clear vision.” Pondering those issues provided direction for the first meeting of this group on May 14, 2016. The warmth of fellowship, commitment and interest in effective board governance prompted the group to affirm the value of ongoing visioning efforts in the future.

Printed with permission by Helen Bassett, Robbinsdale Area Schools.



Back row: Zuki Ellis, St. Paul School District, John Solomon, Brooklyn Center School District, Kim Ellison, Minneapolis Public Schools, Siad Ali, Minneapolis Public Schools, Abdi Sabrie, Mankato Public Schools.
Front row: Linda Etim, Osseo Public Schools, Helen Bassett, Robbinsdale Area Schools, Ruthie Dallas, Brooklyn Center Public Schools.

Prior Lake-Savage: Glendale Elementary

Continued from page 2

awareness and promoting stewardship and live it each and every day. These daily practices, along with their longstanding focus on environmental education, exhibits a solid foundation and a strong desire for continued progress.

Being a 2016 U.S. Department of Education Green Ribbon School is also about the health of the people in the school. The school has taken large steps to eliminate student exposure to contaminants and to provide nutritious food to students. Custodians monitor the school for cracks, leaks or other problems that could lead to dangerous situations. They also have a strict pest management policy that keeps pests from bringing germs and diseases into the school.

The school's lunch program -- Laker Marketplace -- has also made an effort to promote recycling and educate students on the impact their eating habits have. Glendale uses local, fresh foods in its cafeteria, which is an important nutritional offering for an elementary school.

In alignment with the district's mission to increase environmental education and stewardship, teachers began integrating and assessing environmental science standards in 2001 using the Global Learning and Observation to Benefit the Environment (GLOBE) Program.

“Our district's programs have set the standard for environmental education and care in schools, but it's so important to always explore additional opportunities for our students,” Richardson said. “We're excited to connect with other innovative Green Ribbon Schools from around the U.S. this summer. Learning from them and looking for ways to enhance student learning, health and wellness, and knowledge of sustainable living will help us continue to move forward. All of this work goes toward preparing our students to be well prepared as 21st century citizens.”

This month's member spotlight was submitted by Ashley Franks, marketing and technology integrationist, Prior Lake-Savage Area Schools, and John Katzmarek, senior at Prior Lake High School.

Supplemental Budget Bill Includes Modest E-12 Investments

The 2016 Legislature adjourned sine die on May 23 after approving a supplemental budget bill that includes modest investments in E-12 education. The Legislature also approved an omnibus tax bill that includes a building bond credit for agricultural land, as well as tax credits and deductions for student loan debt and contributions to a 529 savings plan. Governor Dayton has signed the supplemental budget bill into law, but did not sign the tax bill due to a drafting error that could cost the state more than \$100 million in lost revenue.

The supplemental budget bill contains several AMSD platform priorities, but did not include AMSD's top priority – investing in special education to reduce the growing special education cross-subsidy. While 2016 was not a budget-setting session, the \$900 million dollar budget surplus provided state policymakers a golden opportunity to begin to address the massive special education funding shortfall that creates enormous pressure on school district budgets. The supplemental budget bill will do little to address the combined \$53 million budget shortfall facing AMSD member school districts in the 2016-17 school year.

Some of the noteworthy provisions included in the Supplemental Budget Bill include:

- Pre-kindergarten grant program
- Teacher Workforce Package (Recruitment and Retention of Teachers)
- Programs to Diversify the Teacher Workforce
- Intermediate District Staff Development Grants
- Positive Behavioral Interventions and Supports Grants
- Student Support Staff grants

In addition, one of AMSD's top policy priorities, restoring the ability of school boards to fill a vacancy by appointment, was included in the Omnibus Elections Bill that was passed and signed into law. This change will save school districts and taxpayers tens of thousands of dollars in special election costs.

A full summary and details of the E-12 provisions approved in the 2016 session, is available on the AMSD web page: <http://www.amsd.org/2016-legislative-session>

The 2016 Legislative Session has adjourned, but it is possible that Governor Dayton will call a special session at some point to approve a corrected tax bill, as well as a capital projects bonding bill and possibly other issues if legislative leaders and the Governor can reach an agreement.

The 2017 Legislative Session will convene at 12:00 pm, Tuesday, January 3, 2017.

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, Eastern Carver County Schools, Eden Prairie Schools, Edina Public Schools, Elk River Area School District, Equity Alliance MN (Associate Member), 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, Metro ECSU (Associate Member), 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, Rochester Public 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 Intermediate District (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 2016 – December 2016

1 st Meeting of the Month	2 nd Meeting of the Month
START TIME 6:30 PM	
JANUARY 14, 2016 CANCELED for MSBA	
JANUARY 28, 2016 <i>Organizational Meeting</i>	
<p>Election of Board Officers Financial Report December Oath of Office</p>	<p>Financial Report November FY15 Audit Status of Revised MOU</p>
<p>Superintendent Mid-Year Evaluation Procedure TOC - Substitute Staffing Solution: Consent Agenda and What the Board Needs to Know (Strategy 3 Update) Discussion with Board on Effective Communications with Member Districts: Guiding questions</p>	
<p>FEBRUARY 11, 2016 Data Portability Project: Final Report from Work-group. MOU will be moved forward to member districts Proposed new Para-to-Teacher Program plan. Q-Comp Application Update Strategy 1 & 3 Presentations Uber Goal Report</p>	<p>FEBRUARY 25, 2016 2-3 ALC students and parents will give a short board presentation about their experiences at W-ALT, NECA, Gateway and SECA Approval of revised Administrative Organizational Plan Approval of the Legislative Platform Financial Report January FY17 Budget Assumption/Program Withdrawal Report FY16 Budget Revision Local 2209 Survey Results Round 2 New Policy -First Read Facilities Bucket Staff Reduction ULA Resolution for upcoming year Strategy 2 & Measurement Implementation Team Update</p>
<p>MARCH 10, 2016 AVID, Mid-Year update on Big 3 Results: Student Presentation Operational Results Report</p>	<p>MARCH 24, 2016 Consent Agenda: Approval of Contract for New SIS System Financial Report February Innovation in 287 Presentation Kudos-Rosie Palan will attend this board meeting! Proposed District 287 School Calendar 2016-2017 Focused Recruitment and Growth Efforts: ❖ Proposed Signing Bonus and Higher Ed Partnerships</p>
<p>APRIL 14, 2016 Consent Agenda: Recommended Insurance rates for 16-17 Consent Agenda: Transportation contracts Facilities Report Parameters for SEIU Local 284 Negotiations Share The Success & Recognitions: Alisa Anderson & 4 CIP Students from NEC Short-Mid-Long Term HR recruiting/retention/para-to-teacher presentation</p>	
<p>MAY 12, 2016 Financial Report March Implementation of the Strategic Plan (CPT mtg 4-21-16) SCSU Timeline and Budget Plan Superintendent Evaluation</p>	<p>MAY 26, 2016 2015-16 School Improvement Plans Results Curriculum & Instr. Policy Bucket Scheduled Review - 1st read Financial Report April Probationary Licensed, and Non-Licensed Non-Renewal Resolutions Superintendents Evaluation Update</p>

1st Meeting of the Month	2nd Meeting of the Month
<p>JUNE 9, 2016</p> <p>Food Services Report Annual Food Service Program Resolution Curriculum & Instruction Policy Bucket - 2nd read Instructional - Student Reading Results Strategic Plan</p>	<p>JUNE 23, 2016</p> <p>2016-17 Original Budget Approval Financial Report May Non-Licensed Permanent Employment Status Position Elimination Resolutions Closed Session for Local 284 Tentative Agreement Ratification</p>
<p>AUGUST 25, 2016</p> <p>Financial Report June & July Information on Alternative Teacher Pay Application Superintendent Uber Goals What the Board Needs to Know about number of Graduates 2015-2016 What Board Members Need to Know About “2016-2017 Back to School Start-Up” Kudos: Jessica Alleyne - Edgewood Parent</p>	
<p>SEPTEMBER 8, 2016</p>	<p>SEPTEMBER 22, 2016</p> <p>Cultural Competency Work Financial Report August Operational Results Report</p>
<p>OCTOBER 13, 2016</p> <p>Communication with Local School Boards-How to Connect More Effectively Learning Walks/Coaching/DSC Presence in Buildings Student Rights & Responsibilities Policy Bucket</p>	<p>OCTOBER 27, 2016</p> <p>Financial Report September What the Board Needs to Know about Emergency and Crisis Plans for 2016-17</p>
<p>NOVEMBER 10, 2016 <i>(Only one Board meeting this month!)</i></p> <p>World’s Best Work Force Report</p>	
<p>DECEMBER 8, 2016 <i>(Only one Board meeting this month!)</i></p> <p>Financial Report October Legislative Platform Prior Year Finance Review</p>	

INTERMEDIATE DISTRICT 287
June 9, 2016
SCHOOL BOARD CALENDAR

 June 2016

08	Wednesday	FOCUS Graduation	9:00AM	SEC – Gym
08	Wednesday	NWTC InVest/Venture High School Graduation	9:30AM	NWTC 2 nd Flr
08	Wednesday	North Education Center Elementary Graduation	10:30AM	NEC
08	Wednesday	VECTOR & InVEST (South) Graduation	11:30AM	SEC – Gym
08	Wednesday	NWTC VECTOR/InVest/Venture Transition Program Graduation (Richard Emory Auditorium)	12:30PM	HTC Brklyn Prk
08	Wednesday	Headway Academy South	1:00PM	Eisenhower
08	Wednesday	North Education Center Graduation (Special Ed)	1:00PM	NEC
08	Wednesday	SEC/SUN Transition and PHASE Graduation	1:00PM	SEC – Gym
08	Wednesday	West Education Center Graduation\W-ALT	4:00PM	HTC – Eden Prairie Campus
08	Wednesday	North Education Center Academy Graduation	6:00PM	NEC
08	Wednesday	South Education Center Academy Graduation	6:00PM	SEC – Gym
08	Wednesday	SUN Graduation @ SEC	1:00PM	SEC – Multi-Purpose Room
09	Thursday	Edgewood Education Center	10:00AM	Gym
09	Thursday	General Board Meeting	6:30PM	Board Rm
23	Thursday	General Board Meeting	6:30PM	Board Rm

 July 2016

No Meeting

 August 2016

25	Thursday	General Board Meeting	6:30PM	Board Rm
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 September 2016

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

 October 2016

13	Thursday	General Board Meeting	6:30PM	Board Rm
27	Thursday	General Board Meeting	6:30PM	Board Rm

 November 2016

10	Thursday	General Board Meeting	6:30PM	Board Rm
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 December 2016

08	Thursday	General Board Meeting	6:30PM	Board Rm
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◆ General Board Meeting – Date Change

◆ New Event

◆ Event Date Change