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ROBBINSDALE

Area Schools

Individual focus. Infinite potential.

DATE: November 4, 2017

TO: Members of the School Board and Superintendent Jenkins

FROM: Kristine Wehrkamp, Executive Director of Community Education

RE: Presentation of Minnesota Community Education Association Project Award for An Adult Academic Program Project

The Adult Academic Program (AAP) will receive an award from the Minnesota Community Education Association (MCEA). Region Three representative, Joel Dahl, the Director of Community Education for Westonka Public Schools, will present the award. The Project Award is presented to outstanding projects that exemplify the concept of Community Education.

The “Altered Shoes and Life Journey Project” was spearheaded by Colleen Crossley, Academic Skills teacher, for her Level 1 Academic Skills class. Students painted and decorated a pair of shoes to create visual metaphors reflecting their personality and life experiences. The students also provided written explanations for their art. The culminating event was an art show where all AAP classes were invited to see and read about the projects.

Staff to be recognized include Theresa Zingery, AAP Program Director, and AAP teacher Colleen Crossley.



ROBBINSDALE

Area Schools

Individual focus. Infinite potential.

MEMO

DATE: December 4, 2017

Superintendent Jenkins is most pleased to recognize our School Board as a recipient of the Minnesota School Board Association's 2018 District Award of Distinction. To achieve this award, a majority of current board members must have received either the MSBA President's Award or the Director's Award.

Congratulations to our School Board!



Where Minnesota School Boards Learn to Lead

November 17, 2017

Carlton Jenkins, Supt.
I.S.D. #281
4148 Winnetka Avenue North
New Hope, MN 55427-1210

Dear Superintendent Jenkins:

I am most pleased to inform you that your school board will receive MSBA's District Award of Distinction at the 2018 Leadership Conference this January. Representatives of the MSBA Board of Directors will present your district with this award (an engraved plaque) during the Recognition Luncheon scheduled for Thursday, January 11, 2018 at the Minneapolis Convention Center.

To achieve this award, a majority of your current board members has received either the MSBA President's or Directors' Award.

I hope that your entire board can be in attendance at the Recognition Luncheon to receive this plaque, and I urge you to order your luncheon tickets as soon as possible. If you have any questions or concerns, please contact me at the MSBA office (800-324-4459).

Again, our congratulations, and we look forward to seeing you in January!

Sincerely,

Katie Klanderud
Director of Board Development

cc: Patsy Green, Board Chair

MINNESOTA SCHOOL BOARDS ASSOCIATION

1900 West Jefferson Avenue, St. Peter, MN 56082-3015 Phone: 507-934-2450 or 800-324-4459
www.mnmsba.org

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601 SCHOOL DISTRICT GOALS FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district ~~for curriculum, instruction and assessment~~ that align to encompass the Minnesota Graduation Standards and ~~the~~ federal law Elementary and Secondary Education Every Student Succeeds Act (ESSA) and are aligned with creating the World's Best Workforce.

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II. GENERAL STATEMENT OF POLICY

~~Student learning in Robbinsdale Area Schools is based on effective implementation of the interrelated components of standards, assessment, curriculum and instruction. Successful implementation of these systems results in best practice instruction toward meaningful educational goals, clear benchmarks for student learning and equity of opportunity.~~

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

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A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

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B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

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C. "Curriculum" means a district or school adopted programs and written plan including standards, benchmarks, learning targets, essential questions, instructional resources and time allocations to inform emphasis plans for providing

A. students with learning experiences that lead to expected knowledge, skills, and pacing for the content to be taught career and college readiness.

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D. "Instruction" means ~~recognized best practice, standards based teaching~~ methods designed to provide meaningful and engaging of providing learning experiences that enable all students to

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B. meet and exceed state and district academic standards and graduation requirements.

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E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

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student performance on the National Association Assessment of Educational Progress where applicable;

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other ~~statutorily recognized~~ rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
2. student performance on the Minnesota Comprehensive Assessments;
3. high school graduation rates; and
4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2015 Every Student Succeeds Act (ESSA) and two student gender categories of male and female;
2. a process for assessing and evaluating to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
- d. creative and critical thinking, decision making, and study skills;
- e. work readiness skills;
- f. global and cultural understanding.

2. Each²² ~~mean multiple~~ student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
- b. bring many perspectives, including historical, to contemporary issues;
- c. develop an appreciation and respect for democratic institutions;
- d. communicate and relate effectively in languages and with cultures other than the student's own;
- e. practice stewardship of the land, natural resources, and environment;

C. ~~f. use a variety of tools used and technology to gather information about the student's performance on the standards taught.~~

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~~D. “Evaluation” means the process of making judgments about the level of students’ understanding or performance, or the process of making judgments about the effectiveness of a particular instructional program or strategy.~~

~~E. “Standard” means a statement of what the student will be able to know,~~

~~F. understand and do as directed by the state and Common Core Academic Standards and use~~

~~=~~

~~F. “Benchmark” means a clear, specific description of knowledge or skills the student should acquire by a particular point in the student’s schooling.~~

~~G. “Core Instructional Materials” means resources determined through a District process and used by teachers to provide a required common content for students to achieve intended learning.~~

~~H. “Supplementary Materials” means resources selected by teachers and principals, and approved by district curriculum specialists and district technology leadership, which support the core materials and provide for different student needs as required to meet the intended student learning.~~

~~I. “Differentiated” means the process teachers use to plan learning experiences that intentionally respond to learner differences by using a tiered delivery of curriculum, instruction, assessments and evaluation of the state and local standards.~~

~~J. “Learning Target” means the discrete skills and information students may need to enhance learning, solve problems, and increase human productivity.~~

~~order to understand the more broadly stated processes and concepts of the benchmarks or standards~~

~~3. Students~~ **IV. STUDENT PERFORMANCE GOALS**

~~A. As a result of our efforts, students will meet or exceed state or district standards for academic proficiency in all content areas.* In addition, the following will be embedded within the local curriculum plan:~~

- ~~1. Global Awareness~~
- ~~2. Financial, Economic, Business and Entrepreneurial Literacy~~
- ~~3. Civic Literacy~~
- ~~4. Health Literacy~~
- ~~5. Environmental Literacy~~

~~B. As a result of our efforts, students will develop critical thinking and problem solving skills including:~~

- ~~1. Reason Effectively~~
- ~~2. Use Systems Thinking~~
- ~~3. Make Judgments and Decisions~~
- ~~4. Solve Problems~~

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- C. ~~As a result of our efforts, students will have the opportunity to develop creativity and innovation skills including:~~
~~1. Think Creatively~~
~~2. Work Creatively with Others~~
~~3. Implement Innovations~~

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- D. ~~As a result of our efforts, students will develop communication and collaboration skills including:~~
~~1. Communicate Clearly~~
~~2. Collaborate with Others~~

- E. ~~As a result of our efforts, students will develop a range of functional and critical thinking skills including:~~

- ~~1. Information Literacy

 - ~~a. Access and Evaluate Information~~
 - ~~b. Use and Manage Information~~~~
- ~~2. Media Literacy

 - ~~a. Analyze Media~~
 - ~~b. Create Media Products~~~~
- ~~3. Technology Literacy

 - ~~a. Effective Use~~
 - ~~b. Appropriate Use~~~~

- F. ~~As a result of our efforts, students will develop skills that enable them to navigate complex global and verbal images, music, literature, world languages, movement, and the performing arts.~~

4. ~~School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:~~

- ~~a. establishing and rapidly changing life-achieving personal and work environments through career goals;~~

~~Flexibility~~ b. ~~adapting to change:~~

- ~~1. c. leading a healthy and Adaptability

 - ~~a. Adapt to Change~~
 - ~~b. Be Flexible~~~~

- ~~2. Initiative~~ fulfilling life, both physically and ~~Self-direction~~mentally;

- ~~a. Manage Goals and Time~~
- ~~b. Work Independently~~

~~Be-Self~~ d. ~~living a life that will contribute to the well-being of society:~~

- ~~e. e. becoming a self-directed Learners~~ learner;

- ~~3. Social and Cross-cultural Skills~~

~~Interact Effectively~~ f. ~~exercising ethical behavior.~~

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5. Students will be given the opportunity to acquire human relations skills necessary to:

a. appreciate, understand, and accept human diversity and interdependence;

b. address human problems through team effort;

~~a. resolve conflicts with Others~~

~~b. Work Effectively in Diverse Teams~~

~~4. Productivity and Accountability~~

~~a. Manage Projects~~

~~b. Produce Results~~

~~5. Leadership and Responsibility among others:~~

~~a. Guide and Lead Others~~

~~b. Be Responsible to Others~~

~~*Note: The criteria for acceptable performance may need to be modified for students with unique learning needs as reflected in the Individualized Education Program (IEP) or Section 504 Accommodation Plan.~~

~~V. ACADEMIC STANDARDS AND INSTRUCTIONAL CURRICULUM~~

~~—d. function constructively within a family unit;~~

~~e. promote a multicultural, gender-fair, disability-sensitive society.~~

C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments *in English and in the predominant languages of district students, where practicable*, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.

2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:

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- a. student's reading proficiency as measured by a locally adopted assessment;
- b. reading-related services currently being provided to the student; and
- c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

1.3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

~~The district shall provide or develop a guaranteed, viable and comprehensive core instructional curriculum for the following areas:~~

- ~~Science~~
- ~~Social Studies~~
- ~~Reading and Language Arts~~
- ~~Mathematics~~
- ~~Physical Education~~
- ~~Health Education~~
- ~~Arts Education~~
- ~~Global Languages~~
- ~~Career and Technical Education~~

~~The instructional curriculum shall align to the academic standards established by the Minnesota Department of Education or by local adoption as provided in statute and shall be available to all licensed staff.~~

- ~~A framework will be developed for each curricular area that includes:~~
 - ~~priority standards~~
 - ~~learning targets that are vertically articulated pre-K-12~~
 - ~~formative and summative assessments~~
 - ~~best practice instructional models including tiered differentiation and culturally relevant teaching materials and pedagogy~~
 - ~~core curriculum materials and other resources~~
 - ~~integration of technology where appropriate~~
 - ~~integration of the Common Core Standards where indicated~~

~~Each curricular content area will be reviewed and revised on a cyclical basis as provided in statute for continuous improvement.~~

~~The District System Accountability Committee, including membership from the District-wide Curriculum Council, shall approve all academic standards and instructional curriculum revisions.~~

VI. ASSESSMENT

~~Curriculum and assessment plans must clearly describe where standards will be taught and where standards will be measured and documented. Quality assessments provide clear, accurate and timely pictures of what a student has learned against a specific benchmark expectation. Differentiation, by design, requires pre-assessment and multiple, ongoing forms of specific feedback, assessment and evaluation. A comprehensive assessment plan shall:~~

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~~Enhance and inform student learning.~~

~~Provide quality and timely feedback to students.~~

~~Match the assessment methodology to the demands of the standards.~~

~~Require that assessment results be reported in a timely manner to students, educators, families, community members, and policymakers as applicable.~~

~~Specifically identify how the data will be used to assess and evaluate instructional effectiveness.~~

~~Provide information necessary for public accountability and reporting.~~

~~Be balanced in terms of time, resources and capacity required.~~

~~Require multiple measures when making important decisions about students or groups of students.~~

~~Discourage using test scores as the sole determinant when granting or denying access to a particular course or program.~~

~~VI. PROFESSIONAL LEARNING~~

~~The district shall provide professional learning opportunities to advance staff members' knowledge, skills and abilities to meet the standards and goals for student performance.~~

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: 613AP (Graduation Requirements)
615AP (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
School Board Policy Governance Policies

ADMINISTRATIVE PROCEDURE

613AP:

Graduation Requirements

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

Revised: November 30, 2017

Previously Approved: ~~April 28, 2017~~

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the ~~2011-2012 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 8 in the 2012-2013 school year and later, the school district's policy is that students~~2012-2013 school year and later, must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of all state and local academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. ~~"GRAD" means the graduation required assessment for diploma that measures the~~

~~reading, writing, and mathematics proficiency of high school students.~~

IV. DISTRICT ASSESSMENT COORDINATOR

~~(*Position Title*)~~The Director of Research, Evaluation and Assessment shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the cabinet and/or the school board for review and/or approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

~~A. Students enrolled in grade 8 through the 2009-2010 school year are eligible to be assessed under:~~

~~1. the graduation required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(e)(1) and (2) and Subd. 1(d) (2012) as follows:~~

~~a. for reading and mathematics:~~

~~i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;~~

~~iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

~~v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

- ii. ~~achieving a passing score as determined through a standard setting process on the state identified language proficiency test in writing for students designated as English language learners;~~
 - iii. ~~achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~
 - iv. ~~achieving an individual passing score on the state identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~
- e. ~~Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under V.A.1., above, are eligible to receive a high school diploma if they:~~
 - i. ~~complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;~~
 - ii. ~~participate in district prescribed academic remediation in mathematics; and~~
 - iii. ~~fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.~~
- 2. ~~the WorkKeys job skills assessment;~~
- 3. ~~the Compass college placement test;~~
- 4. ~~the ACT assessment for college admission;~~
- 5. ~~the armed services vocational aptitude test; or~~
- 6. ~~the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~
- B. ~~Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are eligible to be assessed under:~~
 - 1. ~~the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(e)(1) and (2) (2012) as follows:~~
 - a. ~~for reading and mathematics:~~
 - i. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as~~

determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;

- ii. — achieving a passing score as determined through a standard setting process on the state identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
- iii. — achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;
- iv. — obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
- v. — achieving an individual passing score on the state identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. — for writing:

- i. — achieving a passing score on the GRAD;
- ii. — achieving a passing score as determined through a standard setting process on the state identified language proficiency test in writing for students designated as English language learners;
- iii. — achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or
- iv. — achieving an individual passing score on the state identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

2. — the WorkKeys job skills assessment;

3. — the Compass college placement test;

4. — the ACT assessment for college admission;

5. — the armed services vocational aptitude test; or

6. — the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.

€. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state

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graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. an opportunity to participate on a nationally normed college entrance exam in grade 11 or grade 12;
2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:
 - a. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
 - b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
3. consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students

are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

7. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

A. Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following ~~high school level credits~~ for graduation:

1. Four high school level credits of language arts sufficient to satisfy or exceed all academic standards in English language arts;
2. Three high school level credits of mathematics, including ~~an one credit of algebra II-credit or, its equivalent, geometry, statistics and probability, or its equivalent, an approved math class that requires algebra II as a prerequisite (e.g. pre-calculus).~~ The combination of credits must be sufficient to satisfy or exceed all of the academic standards in mathematics;
3. ~~Students in the graduation class of 2015 and beyond must complete an algebra I~~ One credit of algebra I by the end of 8th grade sufficient to satisfy or exceed all of the 8th grade standards in mathematics;
4. Three high school level credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy or exceed (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
5. Three and one-half high school level credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy or exceed all of the academic standards in social studies;
6. One credit in the arts sufficient to satisfy or exceed all of the state or local academic standards in the arts;
7. One half credit in the health sufficient to satisfy or exceed all of the state or local academic standards in health education;
8. One credit in the physical education sufficient to satisfy or exceed all of the state or local standards in physical education; and
- 7-9. A minimum of ~~seven~~six and one half elective credits.
- 8-10. Credit equivalencies

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- a. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under VI.A.5., above, if the credit is sufficient to satisfy all of the academic standards in economics.
- b. An agriculture science or career and technical education credit may fulfill the elective science credit required under VI.A.4., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under VI.A.4., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under VI.A.4., above.
- c. A career and technical education credit may fulfill a mathematics or arts credit requirement under VI.A.2. or VI.A.6., above.
- d. A computer science credit may fulfill a mathematics credit requirement under VI.A.2., above, if the credit meets state academic standards in mathematics.
- e. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under VI.A.2. or VI.A.4., above, if the credit meets the state academic standards in science or mathematics.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards ~~on a nationally-normed college-entrance exam:~~
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in

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accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards, Physical Education K-12.

- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* ~~(No Child Left Behind Act)~~ Every Student Succeeds Act

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)



ROBBINSDALE
Area Schools

Individual focus. Infinite potential.

TO: Members of the School Board
Dr. Carlton Jenkins, Superintendent

FROM: Stephanie Crosby, Executive Director of Human Resources
Dale Sundstrom, Executive Director of Business Services

DATE: December 4, 2017

RE: Child Nutrition, Tentative Agreement

RECOMMENDATION:

District administration is recommending a two-year contract with the Child Nutrition staff. The contract is effective July 1, 2017 through June 30, 2019. SEIU local 284 represents this employee group.

In the proposed agreement, rates of pay will increase 2.5% in year 1 and 2.0% in year 2. Increase in rates of pay are funded through the Child Nutrition program.

There are no other changes in the Terms and Conditions of Employment for the Child Nutrition staff.

School Board Regular Meeting

Monday, November 20, 2017 - 7:00 p.m.

Draft Minutes

A regular meeting of the Robbinsdale Area Schools was held on November 20, 2017, in the Boardroom of the Robbinsdale Area Schools, 4148 Winnetka Ave. No., New Hope MN.

1. Call to Order and Roll Call

Chair Green called the meeting to order. Present: Helen Bassett, David Boone, Patsy Green, Michael Herring, Pam Lindberg, and Sherry Tyrrell, Directors; and Carlton Jenkins, Superintendent.

John Vento, Vice Chair was absent.

There was a quorum and the meeting was called to order.

2. Acceptance of Agenda

Director Herring moved to accept the revised agenda. Director Lindberg seconded the motion.

Motion carried.

3. Sharing the Success.

FAIR Performance from Fall Musical

Superintendent Jenkins and the School Board heard selections performed by FAIR students from their fall musical, James and the Giant Peach.

School Board Recognition

The Superintendent and The School Board pleased to recognize Armstrong High School senior Helen Radovic and Cooper High School senior David Necas. Helen and David recently received the prestigious Academic All American Award from the National Speech and Debate Association. This award is annually earned by only the top half of one percent of all students nationwide.

4. Superintendent's Report

Superintendent Jenkins reported on his visits to schools and the pride he has in the students and our staff. He also highlighted some of the letters and emails he has received from the community.

5. Special Report

Fall Enrollment Report

The School Board heard a report on 2017/18 Fall Enrollment, Demographic Profile, and Class Size. The presenter was Dennis Beekman.

6. Academics

ACT Report

The School Board heard an ACT Data Presentation. The ACT Test is a standardized college readiness achievement test for high school students. The presenters were Dr. Richard Gregory, Executive Director of Strategic Communication and Achievement Accountability and Dr. Chery Videen, Director of Research, Evaluation, and Assessment.

7. Operations

Request for Approval of District 287 Tuition Request Agreement

District Administration recommended approval of a request to approve the Agreement for Tuition Contributions to Alternative Learning Programs from District 287 (for one year). Director Tyrrell moved to waive the reading and approve the agreement. Chair Green seconded the motion. In a subsequent voice vote all present voted approval. The motion carried.

Request for Approval of Tentative Bargaining Agreement with Educational Assistants

District administration is recommending a two-year contract with the Education Assistants. The contract is effective July 1, 2017 through June 30, 2019. The Robbinsdale Federation of Teachers – Local 872, represents this employee group. Director Boone moved approval and Director Lindberg seconded the motion. In a subsequent voice vote all present voted approval. The motion carried.

Request for Approval of Tentative Agreement with Cabinet

Superintendent Jenkins recommended Board approval of the Cabinet Terms and Conditions of Employment for the 2017-2018 and the 2018-2019 school years. Director Bassett moved approval and Director Tyrrell seconded the motion. In a subsequent voice vote all present voted approval. The motion carried

8. Consent Agenda

The Consent Agenda included administrative matters, personnel matters, and financial matters. Superintendent Jenkins congratulated David Peterson on his upcoming retirement.

As part of the Consent Agenda, School Board approval was also requested for Federal Procurement Guideline Implementation Delay. Director Herring moved approval of all items on the consent agenda and Director Tyrrell seconded the motion. Motion carried. In a subsequent voice vote all present voted approval. The motion carried and all consent agenda items were approved.

9. Board Reports

10. Adjournment

Director Herring moved to adjourn the meeting. Director Tyrrell seconded the motion. Motion carried.

8B1. Non-Licensed Personnel

8B1a. New Hire

	<u>Name</u>	<u>Building</u>	<u>FTE/Title</u>	<u>Lane</u>	<u>Step</u>	<u>Eff Date</u>
8B1a1.	Olukorede Adebimpe	NHLC	ECFE EA	CL3	2	11/15/17
8B1a2.	Trevor Campbell	FAIR	Monitor EA	CL1	3	11/08/17
8B1a3.	Linda Darmer	NHLC	ECFE EA	CL3	2	11/20/17
8B1a4.	Nedelka DeLeon	RSI	Monitor EA	CL1	3	11/15/17
8B1a5.	Heather Hahn	FAIR	Child Nutrition	CAT2	4	11/16/17
8B1a6.	Emma Guttchen	RMS	Media EA	CL2	3	11/08/17
8B1a7.	Shavonte Powell	SMS	Special ed. EA	CL3	3	11/15/17
8B1a8.	Janiece Ward	RSI	Special ed. EA	CL3	3	11/27/17
8B1a9.	Stacy Zahler	CHS	Special ed. EA	CL3	3	11/15/17

8B1b. Resignation

	<u>Name</u>	<u>Building</u>	<u>Title</u>	<u>Eff Date</u>
8B1b1.	Tonya Penister	NHLC	ECFE EA	09/07/17

8B2. Licensed Personnel

8B2a. Part Time Mobility

	<u>Name</u>	<u>Building</u>	<u>FTE/Title</u>	<u>Lane</u>	<u>Step</u>	<u>Eff Date</u>
8B2a1.	Bruce Beidelman	ESC-1 st Fl	1.0/POSA			01/08/18- 06/29/18

8B2b. Re-hire

	<u>Name</u>	<u>Building</u>	<u>FTE/Title</u>	<u>Lane</u>	<u>Step</u>	<u>Eff Date</u>
8B2b1.	Carolyn Larson	NO	.6/Psychologist	Spec	21	10/25/17

8B2c. Resignation/Retirement

	<u>Name</u>	<u>Building</u>	<u>Title</u>	<u>Eff Date</u>
8B2c1.	Debra Pieczonka (14 yrs)	ML	Media Spec	01/19/18

Contracts
December 4, 2017

<u>Item</u>	<u>Business</u>	<u>School/Program</u>	<u>Amount</u>	<u>Purpose</u>
1	Amity Institute, Ltd.	Robbinsdale Spanish Immersion School	16,000	Administrative fees for the 2017-18 school year for 10 interns-funded by PTO
2	Burch, Leah	Youth and Adult Enrichment	1,500	Community Ed Instructor for the 2017-18 school year
3	Clark, Roberta	Windows of Oppurtunity	1,000	Instructor for the 2017-18 school year
4	Coffman, Craig (IKI, Inc.)	Youth and Adult Enrichment	1,000	Community Ed Instructor for the 2017-18 school year
5	Community Mediation & Restorative Services, Inc.	Cooper	9,500	Restorative circles and conferences for students referred through the MDH MN Model Grant, September 1, 2017-June 3-, 2018
6	Cooper, Abby	Plymouth Middle School	1,000	Author visit November 14 and December 8, 2017
7	Creative Solutions Together	Adult Basic Education	2,500	Website support for the PANDA website for the 2017-18 school year
8	Fox, Barry	Districtwide	\$125 per event	Instrument demonstrations for elementary students, juggling and accompanying district events for the 2017-18 school year
9	Grams, Sheila	Windows of Oppurtunity	1,000	Instructor for the 2017-18 school year
10	Hartman, Dan	Youth and Adult Enrichment	1,950	Community Ed Instructor for the 2017-18 school year
11	Hennepin County Human Services and Public Health Department	ECFE	108,000	Annual revenue contract to support HUG home visiting (Helping Us Grow) home visits and referrals for prenatal to age 2. January 1, 2018-December 21, 2021
12	Holtmeyer, Kris	Youth and Adult Enrichment	2,000	Community Ed Instructor for the 2017-18 school year
13	Ingina, LLC	Youth and Adult Enrichment	3,000	Community Ed Instructor for the 2017-18 school year
14	Jenson, Erica	Windows of Oppurtunity	1,000	Instructor for the 2017-18 school year
15	John Noltner Photography	FAIR School Crystal	3,500	Exhibits and workshops with 5th grade students as part of their "Perspectives" program
16	Lewis, Cheryl	Youth and Adult Enrichment	1,000	Community Ed Instructor for the 2017-18 school year
17	Mid America Business Systems	Special Education	7,500	Convert special education student files to electronic format, elimating the need for storage of paper files

Contracts
December 4, 2017

18	NAMI, Minnesota	Redesign-Districtwide	4,000	Provide educational mental health sessions to district staff, parents, students and community, September 1, 2017-June 30, 2018
19	Northpoint Health & Wellness Center	Sandburg Middle School and Highview Alternative School	22,500	Therapeutic groups to students and various related ancillary services to students, staff and parents at Sandburg and Highview October 1, 2017-June 30, 2018
20	Novinska, Tod	Youth and Adult Enrichment	1,500	Community Ed Instructor for the 2017-18 school year
21	Performance Tours	Cooper High School	53,375	Performing tour for Cooper Orchestra trip to San Francisco, March 23-27, 2018-Paid by students
22	Reents, Cindy	Districtwide	\$125 per event	Accompanist or judge for district music events for the 2017-18 school year
23	Severson, Laurel	Youth and Adult Enrichment	2,000	Community Ed Instructor for the 2017-18 school year
24	Smith, Sybil	Youth and Adult Enrichment	1,000	Community Ed Instructor for the 2017-18 school year
25	Success Beyond the Classroom	Gifted and Talented	5,830	Creativity Festival on January 11, 2018 for students grades 3-5
26	Swanson, Kathy	Youth and Adult Enrichment	1,750	Community Ed Instructor for the 2017-18 school year
27	Three Rivers Park District	Sonnesyn	3,470	Partnership to supplement Science and Physical Education instruction October 16, 2017-April 11, 2018
28	Total Entertainment/Kidsdance Productions	Northport	2,425	DJ for PBIS monthly celebrations October, 2017-June, 2018
29	YMCA	Robbinsdale Transition Center	3,432	Student access for purposes of recreation, leisure and healthy living course work for the 2017-18 school year

Donations
December 4, 2017

BE IT RESOLVED by the School Board of Independent School District No. 281 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors:

<u>Item#</u>	<u>School/Program</u>	<u>Amount/Other</u>	<u>Donor</u>	<u>Purpose</u>
1	ARMSTRONG HS	\$500.00	NEW HOPE LIONS	DONATIONS
2	ARMSTRONG HS	14,970.00	ARMSTRONG FALCONS BASEBALL BOOSTER CLUB	DONATIONS
3	ARMSTRONG HS	57.42	THE BENEVITY COMMUNITY IMPACT FUND-KELLY APPELATE	DONATIONS
4	ARMSTRONG HS	20.00	THE BENEVITY COMMUNITY IMPACT FUND-VALERIE BERGMAN	DONATIONS
5	ARMSTRONG HS	1,500.00	COLLEGE BOARD	DONATION
6	ARMSTRONG HS	100.00	COMMUNITY SHARES OF MINNESOTA-LEEANN MATEFFY	DONATION
7	ARMSTRONG HS	26.12	OHIOPYLE PRINTS	DONATION
8	COMMUNITY ED.	5,000.00	PLYMOUTH LIONS GAMING	DONATION
9	COMMUNITY ED.	300.00	CENTERPOINT ENERGY SERVICE COMPANY LLC-JERRY KALLSTROM	DONATION
10	DISTRICT-WIDE	2,200.00	NHWT CRAFT FAIR	DONATIONS
11	DISTRICT-WIDE	10.00	MIGIZI COMMUNICATIONS, INC	DONATIONS
12	FAIR CRYSTAL	KEYBOARD	DAVID SUSSMAN - DONATION OF A KEYBOARD	DONATIONS
13	FOREST	487.77	ST JAMES LUTHERAN CHURCH	DONATIONS
14	MEADOW LAKE	788.23	HOLY NATIVITY LUTHERAN CHURCH	DONATIONS
15	MEADOW LAKE	12.44	THE KULA FOUNDATION-Q2 RED ROBINS DONATION	DONATIONS
16	MEADOW LAKE	DRUM & BELLS	BELVA WILLIAMS - DONATION OF A VIC FIRTH SNARE DRUM AND BELLS	DONATIONS
17	NOBLE	LAMINATOR	MATTHEW BOFENKAMP AND STEPHANIE STUART - DONATION OF COMMERCIAL LAMINATOR	DONATIONS
18	ROBBINSDALE MS	12.31	THE KULA FOUNDATION-RED ROBINS	DONATIONS
19	ROBBINSDALE MS	PIZZA	JETS PIZZA - PIZZA DONATION VALUE \$425.76	DONATIONS
20	ROBBINSDALE MS	CHROMEBOX	TWO CHROMBOXES FOR RMS MEDIA CENTER - DONATED BY PATRICK DREHER	DONATIONS
21	RSI	16,000.00	RSIS PTO	DONATIONS
22	RSI	4,500.00	RSIS PTO	DONATIONS
23	SEA @ OLSON	200.00	DELUXE CORPORATION FOUNDATION	DONATIONS
24	SEA @ OLSON	1,975.00	AMERICAN DRAPERY SYSTEMS, INC	DONATIONS

Donations
December 4, 2017

25	DISTRICT-WIDE	SCHOOL SUPPLIES	SCHOOL SUPPLY DONATIONS FOR DISTRICT ENGLISH LEARNER (EL) STUDENTS - KARYLANNE MARCHAND, MARY BAREIS, ANNA MARCHAND, LAURA GENDEK, ELIZABETH BRUESKE, TRACI MAREK, MARY OLSON-PFEIFER, DAWN DRESSER, BRENDA, LANDWEHR, BARB SWAIMAN, CHIOMA EJIMKONYE, TARA RUTZ, STEPHANIE MARKER, GINNY SCHULER, AISLING DOHENY, NAOMI SCHULER, GREG SICHENDEDER, ALICIA DEDREICKSON, PANERA WEDNESDAT SMALL GROUP, JIMMY STANCHFIELD, JUSTIN FARGE, 281 GROUNDS CREW	DONATIONS
	Total	\$48,659.29		