

The Mission of the Grand Rapids Child Discovery Center is to continuously expand the potential of children, the experiences of educators and the involvement of parents within a diverse community of Grand Rapids. The Vision of the Grand Rapids Child Discovery Center is to base all decisions on the principles of Reggio Emilia incorporating current research on learning as well as developmentally appropriate practice.

Grand Rapids Child Discovery Center Board of Directors Meeting

6:00-8:00pm, September 12, 2016
Grand Rapids Child Discovery Center
409 Lafayette Ave. SE, Grand Rapids, MI 49503

Agenda

Topic	Person Responsible	Time	Type	
Opening				
1	Call to Order	Lisa	6:00	
2	Roll Call, Welcome of Guests, Overview of the Meeting	Lisa	6:02	Action
3	Approval of the Agenda	Lisa	6:03	Action
4	Approval of the minutes	Lisa	6:04	Action
5	Public comment on items not on the agenda (request to limit individual comments to 3-5 minutes)			
Educational and behavioral data, goals and support				
6	DAL Review from August 8 Meeting <ul style="list-style-type: none"> • Board asked for update on Family and Staff Handbooks • Board asked for update on data plan 	John/Beth/Sarah	6:13	Information and DAL
Progress and needs towards GRCDC Strategic Vision Planning				
7	Family Team Report	Natasha	6:20	Information and DAL
8	Administrator Reports: Current, short and long term goals and responsibilities per school calendar Key question: How are we starting the year attending to the teacher concerns from last year in a proactive way?	John and Sarah	6:35	Information and DAL
9	Executive Team Report: Update on Board Retreat and Board Priorities for the year	Lisa/Jon B/Andrew	6:55	Information and DAL
10	Board Priority 1: Reauthorization	Andrew/Abby	7:05	Information and DAL
11	Board Priority 2: School Leadership	Lisa/Jason	7:15	Information and DAL
12	Board Priority 3: Communication Infrastructure	Ted/Jon B	7:25	Information and DAL
13	Finances	Andrew	7:35	Information and DAL
14	Presentation on Junior League Project	Sarah + Junior League Rep	7:45	Information and DAL
New Business				
15	MOU Approval for the Junior League Project	Sarah	8:05	Action
16	Call to Adjourn	Lisa	8:07	Action

08/08/2016 GRCDC Board Minutes (draft)

1. **Call to Order (6:02pm)**- Lisa Nuyens Heyne presiding
2. **Roll** - Lisa Nuyens Heyne, Jon Beer, Jason Ferenczi, Abby Sutter, Ted Jauw (Andrew Brower absent - quorum achieved)
3. **Guests** - John Robinson, Sarah Cooper (Administration), Sana Amash (Teachers and EDC) Natasha Nyberg (Family Team)
4. **Agenda Approval** - John R asks amendment to include 'lunch server' as New Business. TJ 1st, AS 2nd. So moved as amended.
5. **Reggio Reflection** - N/A
6. **Public Comment** - Sana Amash reported on EDC activities and relationship building in light of new partnership with GRCDC.
7. **DAL - (Educational Behavior, data and supports)**

DAL - GRCDC board asked John R. to move forward and report on 'Discovery Care' with EDC. John R. reports that MOU is signed, license activated and two of several employees hired and will report as they progress. Report attached and accepted without objection.

DAL - GRCDC board asked Leadership Team to come up with assessment and data plan that engages teachers and aligns with MSTEP testing. Sarah C. reported and provided report and language to support DAL. Report attached and accepted without objection.

DAL - Board asked for updates on, both, Employee Handbook and Family Handbook. John R. and Sarah S. report that they are on track to have both ready by school opening day. Report attached and accepted without objection.

8. **Family Team Report** - Natasha N. reported for Family Team summer activities, final meetups before school begins and commitment to a closer relationship with board, administration, teachers and students. Report accepted without objection.
9. **Administration Report** - John R. reported on new hires, upcoming hires, lunch room attendants and GREA changes reflected on website. He also touched on outdoor addition progress. He also answered questions on Discovery Care and overall readiness for upcoming school year. Discussion was entered into meeting teachers needs in a proactive way and a further meeting and DAL was discussed as well as a commitment from board to focus on this at board retreat. Report attached and accepted without objection.
10. **Board Updates** - Lisa NH reported on Board Retreat, acknowledged and thanked outgoing board members (Eric Doyle, Mary Witte and Raymond McDaniel) New Board members (Abby Sutter, Jason Ferenczi and Ted Jauw), Ted Jauw to act as interim Secretary and ongoing efforts to create and streamline processes, communications and relationships. Report accepted without objection.
11. **New Business** -
 - .1 **Sec. 504** - Sarah C. requests action for adoption of Sec. 504 requirements (see attached report) - report read and discussion ensued. So moved JB 1st, AS 2nd. Approved voice vote.

.2 FERPA - Sarah C. requests action on posting of FERPA requirements (see attached report) report read. Discussion ensued and question of 'opt out' document and FERPA postings was divided. Sarah C. to provide 'opt out language for publication' when written. Discussion on whether it needed to be part of enrollment, orientation, handbook, etc but no action taken here. So moved as friendly amended, JB 1st, AS 2nd. Approved on voice vote.

.3 Teacher Evaluations - Sarah C. reported and requested that board accepted state approved method of evaluation that most meets our style of teaching (see report). Discussion ensued as to other options and Sarah responded with a description of how they differ and how our needs are met in both evaluation and fairness to teaching staff. So moved. AS 1st, JB 2nd. Approved on voice vote.

.4 Lunchroom Positions - As accepted above, John R. reports and asks approval of language and descriptors for new lunch room helpers. Discussion ensues on who they report to, effects on teaching staff, paraprofessional duties and privatized outsource of services already in place. John R. friendly amends description to clarify (see report). So moved. AS 1st, JB 2nd. Approved as amended on voice vote.

12. Board Retreat Preview and Agenda - President Lisa NH reported and explained new board orientation, information and formulation of goals and objectives for upcoming year at upcoming retreat and throughout the year. Report accepted without objection.

13. Adjourn - Lisa NH entertains motion to adjourn. AS 1st JB 2nd. Adjourned on voice vote.

Memorandum of Understanding

This Memorandum of Understanding sets forth the terms of agreement for collaboration in implementing The Junior League of Grand Rapids Wellness Adventure Yard (“JL WAY”) Project between the parties identified below:

I. Parties to this Agreement

The Junior League of Grand Rapids (“JLGR”)
25 Sheldon BLVD. SE Grand Rapids, MI 49503
Contact Person: Jessica Hessler
Title: JL WAY Chairwoman
Phone: 616-451-0452
E-mail: jlwaygr@gmail.com

Grand Rapids Child Discovery Center (“GRCDC”)
409 Lafayette Ave. SE Grand Rapids, MI 49503
Contact Person: John Robinson
Title: Executive Director and Principal Phone:616-459-0330
Email: robinsonj@grcdc.org

II. Purpose of this Agreement

The JL WAY Project is subject to the terms of this Memorandum of Understanding. The purpose of the JL WAY Project is to work with the GRCDC with the goal to promote children’s physical health. The JLGR mission helps to develop the potential of women by improving communities through the effective action and leadership of trained volunteers. Its purpose is exclusively educational and charitable. This Memorandum of Understanding (MOU) sets forth the collective expectation for JLGR volunteers and GRCDC for the upcoming League years (2016-2017), which shall begin on 7/1/2016 and end on 6/30/2017.

Each year the JLGR and the GRCDC will renew the MOU and may make written modifications as necessary and agree to activities outlined in a new MOU. The parties also agree that the agreement may be amended at any time by mutual and written agreement of the parties, provided, however, no changes shall be effective until the amendment is sign by authorized representatives of both parties.

III. Benchmarks/ Outcomes

The Parties anticipate the following project results/outcomes:

1. Support outdoor coordination options for children, teachers, and the community to improve children’s physical health through access to play.
2. Enhance upon play space by use of the Reggio Emilio approach by promoting inclusiveness, health, nutrition, and environmental engagement.
3. Increase collaboration with the surrounding community by bringing families together through play.

IV. Scope of Work

1. The JLGR will implement a Parkour play structure or similar structure at the GRCDC.
2. The play structure will be designed for children 5-12 years old and meet the criteria required for placement on school grounds.

3. The JLGR will hire a third party project manager to oversee the site prep and construction work, which will include direct management and oversight of play structure installation. The funds for the project manager will be part of the allocated partnership award monies.
4. There will be a community build component to this project utilizing JLGR volunteers and GRCDC staff and families, as requested.
5. The JLGR designates a minimum of 150 volunteer hours for this project.
6. Upon completion, GRCDC is responsible for the long term maintenance of the JL WAY Project.
7. Both parties agree to work collaboratively on the JL WAY Project in an effort to meet the goals of the JLGR and the GRCDC.
8. The GRCDC will work with the JLGR to assist with data collection and student tracking as needed to support the JLGR Issue Based Community Impact Model (outcomes as indicators of improving children's physical health in our community).

V. Communication

Communication will typically consist of the following:

1. Regular email communication between the JLGR JL WAY Chairwoman and GRCDC School Contact to discuss the status of the project.
2. JLGR and the GRCDC will jointly review all public communications (e.g. press releases) regarding the JL WAY Project and will collaborate on donor activity throughout the process.
3. Both parties agree to keep primary contacts abreast of dramatic changes in the program and respond to communication in a timely manner.
4. A response to communications within a 72 hour time period is appreciated.

VI. Publicity

1. As discussed above, the GRCDC will allow the JLGR to include information about the GRCDC mission on its website and in newsletters or other publications. This permission includes the ability to display the GRCDC's logo.
2. All communications regarding the JL WAY Project will jointly be reviewed for appropriate language and to make sure there is no use of student photos in the publications without the approval of the student's parent or legal guardian.
3. The GRCDC will allow the JLGR to use information regarding the JL WAY Project, including its location and images of the JL WAY Project before, during, and after completion, for purposes related to JLGR fundraising, recruiting, and public relations.
4. The GRCDC will allow the JLGR to post signage at the JL WAY site to acknowledge contributions of the JLGR and its donors before, during, and after completion of the project. The JLGR will work with the GRCDC to determine the appropriate language, size, and location of any such signage.

VII. Fundraising

1. For the 2016-2017 JLGR fiscal years, a total of \$60,000 has been allocated by the JLGR for purposes of purchasing and installing the features of the JL WAY at the GRCDC. JLGR reserves the right to revoke funding in the event that this MOU is terminated by either party or by the JLGR in its sole discretion.
2. Fundraising efforts for the JL WAY Project will be coordinated between the JLGR Fund Development Chairwoman and a party designed by the GRCDC.

VIII. Warranty of Charitable Status

1. JLGR represents and warrants that it is a nonprofit organization and is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.
2. GRCDC represents and warrants, knowing that JLGR is relying thereupon, that it is a nonprofit organization and is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

IX. Confidentiality Each Party to this MOU shall use any private and/or

confidential information provided or owned by the other Party solely for the purpose for which the information was disclosed and shall not disclose it to a third party without the other Party's consent. "Private and/or confidential information" shall be understood as any information which a reasonable person would not want disclosed to other persons, including but not limited to, personal contact information, sources of funding, donor names, financial strategies, and/or student identifying information.

X. Assignment

The GRCDC may not assign or transfer any of its rights or obligations under this MOU without the prior written consent of the JLGR Board of Directors. JLGR may withhold consent for the assignment or transfer of this MOU in its sole discretion. XI. Conflict Resolution The Parties hereby agree to negotiate and resolve any disagreements related to the activities outlined in this MOU. When any such disagreements occur, the designated representative of each agency will discuss the matter and attempt to resolve the issue in accordance with the goals of the project.

XII. Governing Law

This MOU shall be governed by and construed in accordance with the laws of the State of Michigan and shall in all respects be interpreted, enforced, and governed under the internal and domestic laws of such state, without giving effect to the principles of conflicts of laws of such state. By execution and delivery of this MOU, each of the parties submits to the exclusive jurisdiction of the U.S. District Court for the Western District of Michigan, and the Circuit Court in and for Kent County, Michigan, as the exclusive proper forum in which to adjudicate any case or controversy arising hereunder. XIII. Limitations of Liability and Insurance. The GRCDC represents that as of the signing of this MOU the GRCDC carries general liability insurance sufficient to cover any injuries which may occur on its premises, including but not limited to injuries incurred during the construction of the JL WAY. GRCDC understands that JLGR is solely a non-profit, volunteer organization, and JLGR is not responsible for the engineering and/or design of the JL WAY and that any claims for injuries sustained on the JL WAY must be brought against other parties. GRCDC waives any claims for damages against JLGR arising out of the construction of and/or use of the JL WAY. In the event that any provisions of this MOU are determined to be unenforceable under Michigan law, the unenforceable provision of this MOU shall be deemed stricken, but the remaining provisions of this MOU shall remain effective.

XIV. Termination of Agreement

1. This MOU is to become effective as of the date signed and will remain in effect until tentatively September 1, 2017.
2. This MOU is subject to review at the discretion of any Party.
3. Any Party may terminate all or any portion of this MOU upon thirty (30) days' written notice to the other Party.

Discovery Center _____
 Printed Name: _____ Printed Name: _____
 Title: _____ Title: _____
 Date: _____ Date: _____

Principal/Executive Director/Superintendent Report to the Board of Directors

Date: September 12, 2016

Decision Action Log (DAL) from Previous Board Directives

Previous DAL: Assessment and data plan that engages teachers and aligns with MSTEP testing

See shared leadership report

Shared Leadership Team Priorities

(Administration, Facilities, Tier III of Intervention, Behavior Support, Human Resources, Special Education Compliance, External Partnerships and Relationships, State Reporting and Legal Compliance, Budget)

Administration

- We are working with the MI Excel Statewide System of Support to install their Blueprint for Turnaround/Acceleration. It will be a great resource and support to help us make sure we have the systems and structures in place to support student growth and our Reggio approach.
(<https://sites.google.com/a/calhounisd.org/mi-excel/home>)

Facilities

- The Facilities Subcommittee is looking for a Board representative to help have handle on the capital budget and a plan for facilities. Is there someone that can wear two hats for awhile?
- The Greenspace Project has gone very well. We are very grateful for everyone who has played a part. Dave Hathaway, as Owner's Rep, has been an amazing help.
- We may be nearing needing a more permanent fix of the roof. We will be pursuing quotes for short and long term solutions to our roof problems.

Human Resources

- We have hired for seven positions:
 - Elly Cotton, Discovery F Teacher
 - Sarah DeVries, Resource Room Teacher
 - Kristina Peterson, Cafeteria Worker
 - Mary Ann Peterson, Discovery A Paraprofessional
 - Bryan Snyder, Special Education Paraprofessional
 - Gabrielle Sorge, Discovery E Paraprofessional
 - Carolyn Thompson, Intervention Support Specialist (pending)
- We have one additional Cafeteria Worker to hire. We have also worked with the Family Team to obtain one volunteer per day for lunch.
- We have added one Guest/Substitute Teacher: Burt Bach. We have another pending: Rose Hoogterp. We will try to add more.

External Partnerships and Relationships

- A thank you reception for the Greenspace Project is being planned for 9/30 to coincide with afternoon meeting at 3:05 pm.
- Dr. Salinas, of Mind Meets Music, has had to back off from running choir for our older grades. (Mind Meets Music will continue for the younger grades.) Mind Meets Music has continued to grow, so she needs to focus on that. She will forward some people who could possibly take over running choir.
- Discovery Care under the Grand Rapids Early Discovery Center started at the beginning year according to plan. Everything is running smoothly.
- Mary Free Bed has been a great partner/neighbor in helping with our Greenspace Project transition, as we worked to make Cass a one way. The City of Grand Rapids played a supportive role as well.

- Aquinas College sent a team of students to volunteer on 8/19. They helped with painting the halls of the school.

Board Action and Requests

- Facilities Subcommittee board representative requested (see above)
- The Grand Rapids Early Discovery Center would like to take students from Congress School into the Discovery Care program. (Congress does not allow Kindergarteners into their after school program.)

Important and Timely Actions

- None at this time

Pedagogista Report to the Board of Directors

Date: September 12, 2016

Decision Action Log (DAL) from Previous Board Directives:

1. Share staff feedback regarding district assessments (see shared leadership report)
2. Share staff feedback regarding reading strategies applied to math (see below)

Instructional Responsibilities: *Curricular direction, teacher development and evaluation, math and science leads, special education instruction, data driven instruction, assessments, teaching and learning.*

Curricular Direction

Wendi Vogel, KISD Science Consultant presented a two day training to help us with the initial stages of the Next Generation Science Standards and their implementation. She stated that group was “a very dedicated and forward thinking staff,” and suggested the decision to begin implementation now was ahead of the curve. Other Science updates:

- Wendi Vogel is providing guidance on the implementation process; free resource
- Currently no fully aligned curriculum nationwide, limited resources and no assessments
- 2016-17 will be the last 4th grade science test using the older standards - Grade Level Content Expectations
- There will be no science test for the following 2 years
- Will adopt a new 5th grade science test based on the new Next Generation Science Standards in 2020.

Teacher Development and Evaluation

- 9/22/16 webinar scheduled for all teaching staff on the Thoughtful Classroom Framework (for teacher evaluations); this is a required training by the new legislation
- Educator Evaluation Section 95a grant provides \$8.07 per pupil to be spent on educator evaluation training, software, training time, etc. An initial progress report regarding our spending is due 9/16/16 to the KISD and a final report to the state on 9/30/17. I’m in communication with John and Tessa and will prepare the 9/16/16 report.
- Contracted with STAGES, a software company that will house all teacher and administrator evaluation documents, timelines, data, etc. Teachers will have individual access and will receive immediate feedback, access to timelines and places to submit evidence of student achievement. .

Teaching and Learning

What instructional strategies can be applied to math that we find successful in reading?

In May of 2016, 93% of students were at grade level or above in reading, based on district common assessments. School wide math scores were significantly lower. In addition to curriculum changes and professional development, staff suggested

- Identify clear levels for children to connect and set goals
- Increase intentional teaching around math vocabulary
- Provide context for mathematical learning
- Schedule and time – Consider the role of SSR in reading; how might this apply in math?
- Prioritize math in the Tier 2 system: paraprofessional support, documentation accountability
- Schedule annual times to share instructional gaps among Discoveries
- Apply guided/strategy groups to offer differentiated instruction

Assessments

- Our September 2016 district assessments will be completed and data shared by 9/26/16
- The MSTEP state assessment results were released to the public last week. The data reports are coming available slowly and are/will be used at multiple levels to reflect on practice. See handout outlining John and Sarah’s data dialogue re: grade level proficiencies compared to local districts.

Board Action and Requests

As indicated in an email to the Board members, we need to replace the teacher evaluation summary for the website (Board approved on 8/8/16) with the state approved research base published by the Thoughtful Classroom Framework.

Important and Timely Actions

Shared Leadership Report to the Board of Directors

Date: September 12, 2016

Decision Action Log (DAL) from Previous Board Directives

Previous DAL: Assessment and data plan that engages teachers and aligns with MSTEP testing

1. **June 2016 Retreat reflection over district assessment protocols:** *What might be all the factors that influence student performance on a district assessment (screeners)?*

Environment:

- How the test is administered (1 on 1, small group, large group, length) ///
- Time of year //// and Time of day ////
- Noise level in the classroom/outside ///
- Temperature (too hot or cold) /////
- Number of students near by

Basic Needs:

- Basic needs /////
- Home life /////
- Health ////
- Attention span //
- High absences ///

Social/Emotional:

- Test anxiety ////
- Not taking it seriously
- Feeling safe //
- Mood of the student /////
- Relationship with the teacher ///
- Confidence/self-perception //

Academics:

- Vocabulary is overwhelming ///
- Poor test taking skills
- Interest in material
- Not understanding the content; academic ability /////
- Time limits ////
- Ability to read directions

Role of the Adult/Teacher:

- Not understanding the purpose/intention behind assessment ///
- Too many other assessments ///
- Cramming content/assessments at the end of the year/mental fatigue ///
- Students given/not given appropriate accommodations ///
- Teachers rushing to get them done //
- Relevance to classroom/lessons
- Mood of the teacher
- Parental involvement //
- Test format //

What skills are needed for children to be successful on the district assessments?

- **Teacher Strategies/Setting Up a Safe Environment**

- Teaching relaxation strategies ///
- Teaching how to manage test anxiety //; to ask for help //
- Teaching how to understand your own needs
- Collect assessments at the end rather than when you finish
- Reframe purpose for children: finding out what students know and need help with
- Use “assessment,” not screener
- Define and practice individual vs. community work regularly
- Represent strategies visually
- Regularly practice strategies during classroom instruction
- Give appropriate accommodations
- **Test Taking Strategies**
 - Reading and following the directions ///
 - Relate directions to what you already know
 - Review test prior to starting
 - Visualization
 - Ability to navigate different test formats // (math screener not great)
 - Eliminating impossible answers
 - How to slow down
- **Academic Skills:**
 - How do I communicate what I know in writing?
 - How to identify appropriate strategies and choose most effective one?
 - Ability to read and listen to directions
 - Following directions
 - Showing what you know in multiple ways (explaining the why and how) //
 - Writing a complete explanation //
 - Identify what is being asked
 - Working independently
 - Deeper vocabulary knowledge
 - Using context clues
 - Handwriting/fine motor skills
- **System Wide:**
 - Better connection between Investigations and math screener (Belief or reality?)
 - Define purpose of math screener
 - Evaluate if the screener meets the purpose and adjust if necessary

2. **Engage Staff:** Reflect on District Assessments and MSTEP data with the full staff in Collaborative Planning meeting

- a. Use Acceleration Team to facilitate small group data dialogues comparing district data and MSTEP data results (Use of Data Dialogue Protocol)
- b. What assumptions or predictions do we have about how that data compares?
- c. How might the results of the two data points compare? Differ?
- d. Who are our low performing students on district and state assessments?
- e. Who are the students on the cusp of proficiency?

Shared Leadership Team Priorities

(School Vision, Reggio Emilia, Acceleration Team, MTSS, Special Education, Teacher Morale)

Tools/Strategies for Supporting Student Needs (Academic/Behavior)

1. Increased Transparency:

- a. Transparency regarding our low performing students
- b. Organize low performing students by class list (urgency)

- c. Identifying needs and resources (available and unavailable)
- d. Assigning a caring adult and develop parameters for the relationship
- e. Refer to Hattie's research regarding impact on student achievement

2. Regular Data Dialogues

- a. Monthly data dialogues at various levels (Leadership Team, J/S, Staff)
- b. Learning Walks - Monthly
- c. Cross reference MSTEP and district assessment data for overlap v. holes

3. Staff Engagement

- a. A-Team work - Problem Solving Driver installed
- b. Caseload meetings (Leadership Team with Special Ed. Staff)
- c. Sarah will join Student Support Team

4. Instructional Feedback

- a. ELA (writing & reading) coaching from Beth
- b. Clarifying instructional coaching methods and outcomes using Cognitive Coaching (planning, reflective and problem solving); teacher led process
- c. Teacher evaluation feedback will be given regularly using STAGES (software)
- d. Classroom observations and coaching sessions around differentiation

5. Resources

- a. Stronger relationships with KISD consultants
- b. KISD science and math professional development and curriculum support

Board Action and Requests

- Be prepared to review data prior to the next board meeting; in board packet

Important and Timely Actions

- None at this time