

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - October 22, 2012 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|---|----|
| 1. | CALL TO ORDER/ROLL CALL | 3 |
| 2. | ADMINISTRATIVE | |
| | A. Board Policy 226 - "Citizen Complaints" | 4 |
| | B. Board Policy 310 - "Administrative Personnel Professional Development" (For Deletion) | 5 |
| 3. | TEACHING AND LEARNING | |
| 4. | HUMAN RESOURCES | |
| 5. | FINANCIAL | |
| | A. Enrollment Balancing and Attendance Area Process and Update - D. Cheesebrow - 60
<i>minutes</i> | 6 |
| | B. Facilities Update - J. Westrum - 10 <i>minutes</i> | |
| 6. | BOARD REPORTS | |
| | A. West Metro Education Program Update - S. Droegemueller, C. Anderson, J. Johnson - 45
<i>minutes</i> | 29 |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for November 12, 2012 - 5 <i>minutes</i> | 64 |
| 8. | ADJOURN | 65 |

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – October 22, 2012

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Hesby

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Ms. Cheryl Polzin	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

CITIZEN COMPLAINTS

POLICY: 226

Complaints expressed directly to Board members will be referred to the Superintendent for investigation.

The Superintendent will provide the Board members with a ~~written~~ report, if requested, ~~or will report orally~~ when the investigation has been completed.

ADOPTED: January 10, 2005
REVIEWED: January 14, 2008
FIRST READING: October 8, 2012

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**ADMINISTRATIVE PERSONNEL
PROFESSIONAL DEVELOPMENT
OPPORTUNITIES**

POLICY: 310

~~The School Board recognizes the value of in-service professional growth activity for its administrators including attendance at seminars, conference and conventions. Authorization to participate in such professional activities will be provided by the Superintendent of Schools. The Superintendent shall be guided in this authorization decision by the appropriateness of the activity and the availability of funds for such purpose.~~

ADOPTED: October 8, 1973
AMENDED: February 10, 1986
AMENDED: May 9, 2005
REVIEWED: May 8, 2006
FIRST READING: October 8, 2012

WAYZATA PUBLIC SCHOOLS ATTENDANCE AREA PROCESS – 2013

In partnership with



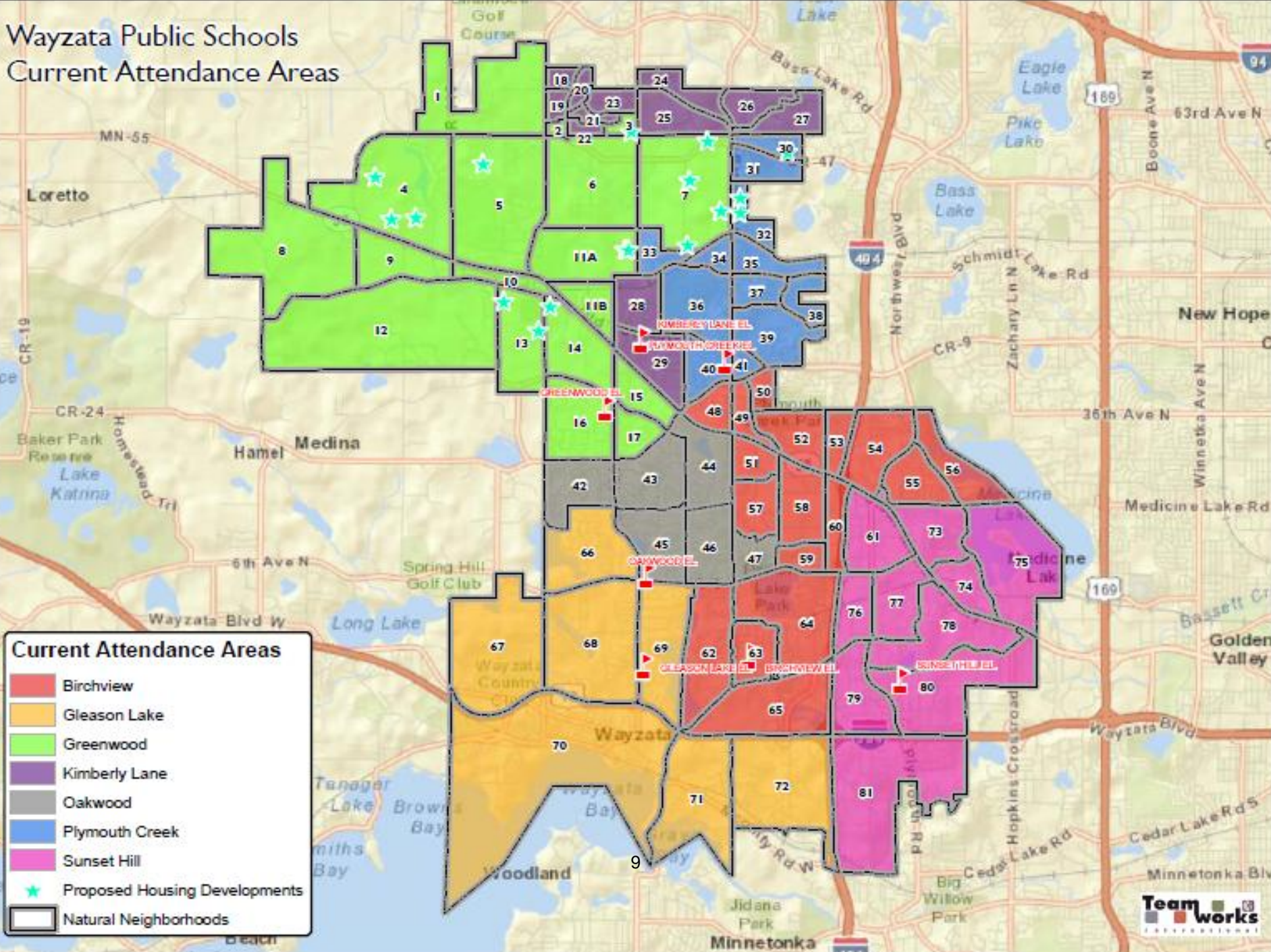
DISCUSSION OBJECTIVES

- 1. Review Current Reality**
- 2. Review Decision Making Process**
- 3. Review and Refine Guiding Change Document**
- 4. Review Scenarios for Public Meetings**
- 5. Clarify Key Messages**

HISTORY

- **2006 Comprehensive Boundary Study**
- **Annual Enrollment Projections/Census mailing**
- **Facility Study – Investment/Reinvestment**
- **Resident Enrollment Growth offset by limiting open enrollment**
- **Several administrative boundary adjustments**
- **“Right Sizing” Efficient Elementary Additions**

Wayzata Public Schools Current Attendance Areas



Current Attendance Areas

- Birchview
- Gleason Lake
- Greenwood
- Kimberly Lane
- Oakwood
- Plymouth Creek
- Sunset Hill
- Proposed Housing Developments
- Natural Neighborhoods

Birchview Elementary



Oakwood Elementary



Gleason Lake Elementary



Plymouth Creek Elementary



Greenwod Elementary



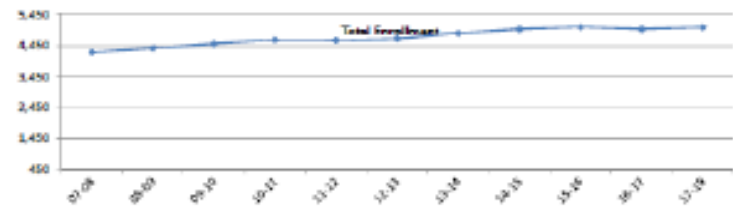
Sunset Hill Elementary



Kimberly Lane Elementary

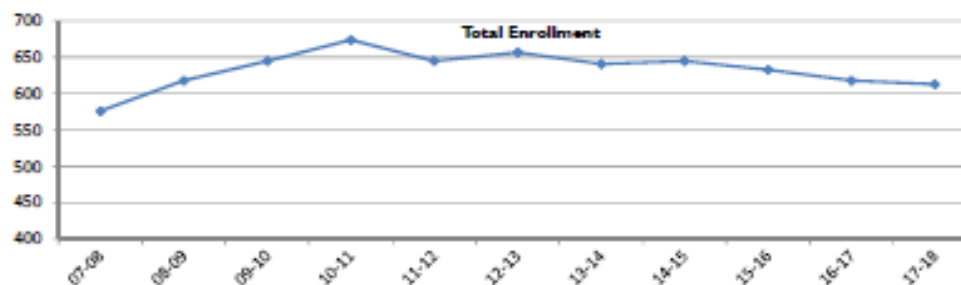


All Elementary Schools



Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	82	102	105	119	84	94	103	95	107	109	98
1	108	92	111	118	122	110	101	103	98	107	109
2	103	108	97	117	116	121	103	101	103	95	107
3	101	110	105	99	109	124	124	103	101	103	95
4	88	99	114	110	103	107	119	124	103	101	103
5	94	107	109	111	111	101	91	119	124	103	101
Total	576	618	645	674	645	657	641	645	633	618	613

	New Housing Development Growth				
	13-14	14-15	15-16	16-17	17-18
# of Units	0	0	0	0	0
Projected Students	0	0	0	0	0
Total Projected K-5 Students	641	645	633	618	613



Potential Kindergarteners Based on Live Births - Birchview Attendance Area

Birth Year*	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	112	102	134	123	114	118	120	112	128	127	115
% Retention**	72.2%	100.0%	79.1%	96.7%	73.7%	79.7%	85.8%	84.8%	85.6%	85.8%	83.2%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

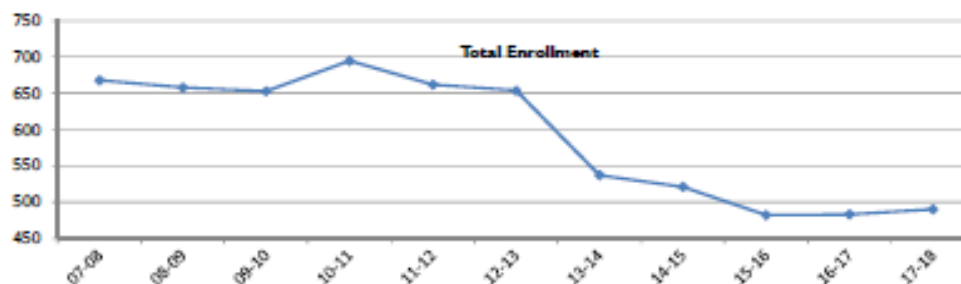
** % Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

Facilities Utilization

	Capacity*	Current Enrollment 12-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization
Practical Capacity	638	657	103%	638	641	100%	638	645	101%	638	633	99%	638	618	97%	638	613	96%

Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	77	96	108	120	95	109	83	79	86	73	80
1	128	84	104	127	97	99	80	83	79	86	73
2	110	125	90	114	133	94	82	80	83	79	86
3	121	116	122	96	113	133	72	82	80	83	79
4	118	118	112	123	101	110	123	72	82	80	83
5	116	119	117	113	123	109	95	125	72	82	80
Total Enrollment	668	656	653	695	662	654	537	521	482	483	490

	New Housing Development Growth				
	13-14	14-15	15-16	16-17	17-18
# of Units	0	0	0	0	0
Projected Students	0	0	0	0	0
Total Projected K-5 Students	537	521	482	483	490



Potential Kindergarteners Based on Live Births - Gleason Lake Attendance Area

Birth Year*	01-02	03-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	108	97	114	100	97	79	82	78	85	72	80
% Retention**	72.3%	99.0%	94.7%	120.0%	97.9%	138.0%	101.2%	101.3%	101.2%	101.4%	101.1%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

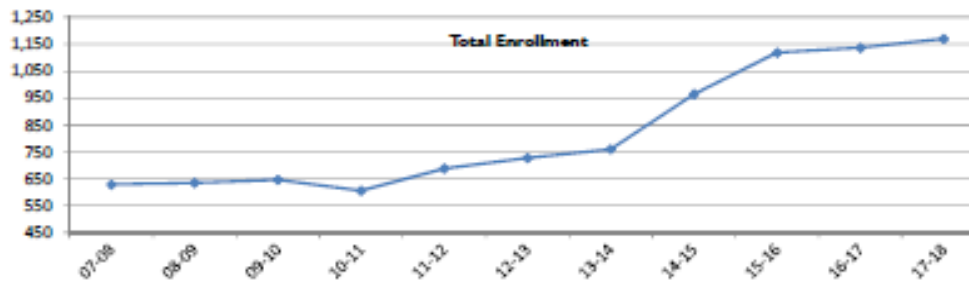
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Facilities Utilization

	Capacity*	Current Enrollment 12-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization
Practical Capacity	709	654	92%	709	537	76%	709	521	73%	709	482	68%	709	483	68%	709	490	69%

Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	73	100	93	100	129	109	103	129	126	124	124
1	97	87	115	89	117	112	100	124	129	133	129
2	107	103	93	113	104	133	108	121	135	148	140
3	124	107	108	92	124	115	118	129	132	143	133
4	110	130	106	108	104	137	103	137	140	140	140
5	118	108	131	107	110	121	123	126	148	148	146
Total Enrollment	629	633	646	606	688	727	657	766	820	838	871

New Housing Development Growth					
	13-14	14-15	15-16	16-17	17-18
# of Units	210	193	205	0	0
Projected Students	103	96	100	0	0
Total Projected K-5 Students	760	964	1,119	1,137	1,170



Potential Kindergarteners Based on Live Births - Greenwood Attendance Area

Birth Year*	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	82	81	74	47	37	31	48	55	44	36	47
% Retention**	89.0%	103.0%	128.7%	212.8%	226.3%	213.7%	214.6%	234.5%	286.4%	344.4%	327.7%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

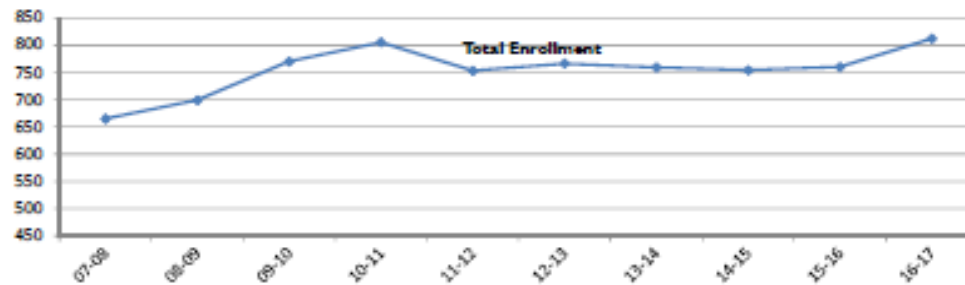
** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

Facilities Utilization

	Capacity*	Current Enrollment 12-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization
Practical Capacity	709	727	103%	709	760	107%	709	964	136%	709	1119	158%	709	1137	160%	709	1170	165%

Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	93	82	120	108	64	94	138	110	148	132	145
1	116	114	110	147	122	83	128	138	111	148	133
2	114	127	129	117	183	122	92	130	139	112	140
3	120	133	132	144	122	151	127	94	131	140	113
4	107	130	142	140	147	119	156	129	95	132	140
5	113	113	137	152	145	146	127	158	130	96	132
Total Enrollment	663	699	770	803	753	715	766	739	734	760	812

	New Housing Development Growth				
	13-14	14-15	15-16	16-17	17-18
# of Units	0	0	0	0	0
Projected Students	0	0	0	0	0
Total Projected K-5 Students	766	759	754	760	812



Potential Kindergarteners Based on Live Births - Kimberly Lane Attendance Area

Birth Year	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	39	36	63	33	43	36	39	47	63	36	61
% Retention**	141.0%	146.4%	184.6%	190.9%	148.8%	167.9%	230.5%	234.0%	234.0%	235.7%	237.7%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

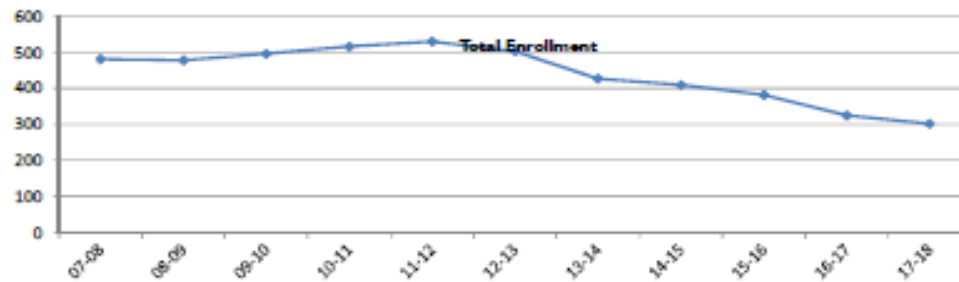
** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

Facilities Utilization

	Capacity*	Current Enrollment 13-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization
Practical Capacity	709	715	101%	709	766	108%	709	739	107%	709	734	106%	709	760	107%	709	812	115%

Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	72	68	64	66	67	59	50	55	52	40	50
1	71	63	73	63	101	84	55	50	55	52	40
2	68	74	90	75	86	94	73	55	50	55	52
3	77	92	71	96	76	88	97	73	55	50	55
4	85	76	101	77	100	80	80	97	73	55	50
5	68	65	73	99	80	98	72	80	97	73	55
Total Enrollment	481	478	496	516	530	503	427	410	382	325	302

New Housing Development Growth					
	13-14	14-15	15-16	16-17	17-18
# of Units	0	0	0	0	0
Projected Students	0	0	0	0	0
Total Projected K-5 Students	427	410	382	325	302



Potential Kindergarteners Based on Live Births - Oakwood Attendance Area

Birth Year*	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	77	67	77	83	88	61	55	61	58	44	55
% Retention**	92.2%	101.5%	106.1%	103.6%	150.0%	96.7%	90.9%	90.2%	89.7%	90.9%	90.9%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

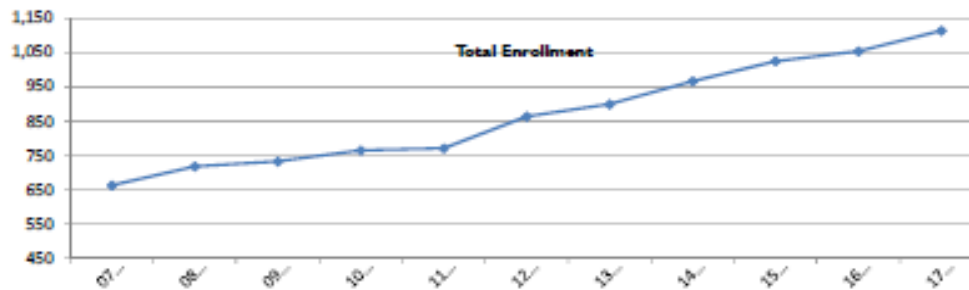
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Facilities Utilization

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Practical Capacity	709	503	71%	709	427	60%	709	410	58%	709	382	54%	709	325	46%	709	302	43%

Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	93	106	116	120	70	130	138	168	195	190	199
1	124	120	117	139	153	131	145	141	170	197	191
2	122	132	118	114	150	166	131	148	143	172	197
3	104	129	144	125	118	161	171	134	150	146	172
4	115	112	120	147	128	128	135	174	136	154	146
5	102	118	117	119	151	127	128	158	176	140	154
Total Enrollment	662	717	732	764	770	863	868	923	970	999	1,059

	New Housing Development Growth				
	13-14	14-15	15-16	16-17	17-18
# of Units	63	24	24	0	0
Projected Students	31	12	12	0	0
Total Projected K-5 Students	899	966	1,024	1,053	1,113



Potential Kindergarteners Based on Live Births - Plymouth Creek Attendance Area

Birth Year*	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	70	71	69	87	69	78	73	88	102	98	102
% Retention**	125.7%	149.3%	168.1%	137.8%	101.4%	192.3%	189.0%	190.9%	191.2%	193.9%	193.1%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

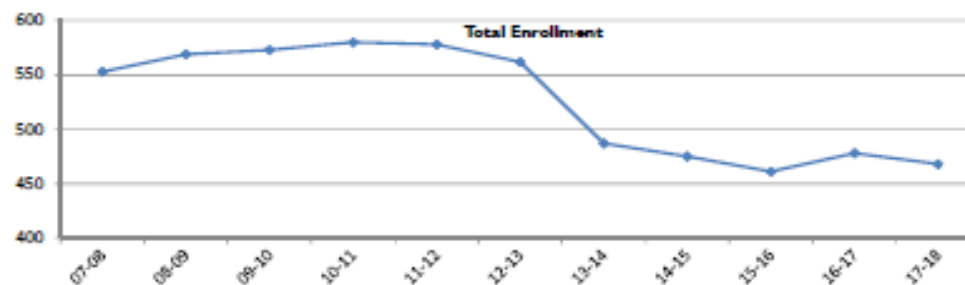
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Facilities Utilization

	Capacity*	Current Enrollment 12-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization
Practical Capacity	709	863	122%	709	899	127%	709	966	136%	709	1024	144%	709	1053	149%	709	1113	157%

Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	88	92	86	91	91	92	72	76	69	93	71
1	91	92	105	88	104	94	87	72	76	69	93
2	109	92	91	110	92	96	81	87	72	76	69
3	91	105	94	86	103	90	76	81	87	72	76
4	84	93	100	101	89	101	83	76	81	87	72
5	90	95	94	104	99	89	88	83	76	81	87
Total Enrollment	553	569	573	580	578	562	487	475	461	478	468

	New Housing Development Growth				
	13-14	14-15	15-16	16-17	17-18
# of Units	0	0	0	0	0
Projected Students	0	0	0	0	0
Total Projected K-5 Students	487	475	461	478	468



Potential Kindergarteners Based on Live Births - Sunset Hill Attendance Area

Birth Year*	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	74	78	81	73	88	93	77	80	74	99	76
% Retention**	115.2%	117.9%	106.2%	121.3%	103.4%	98.9%	93.5%	95.0%	93.2%	93.9%	93.4%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st
 ** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

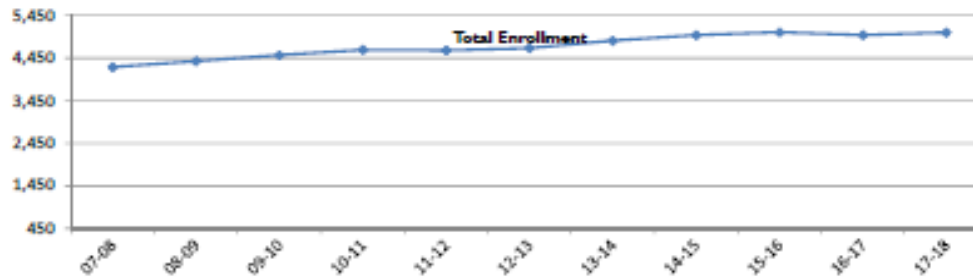
Facilities Utilization

	Capacity*	Current Enrollment 12-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization
Practical Capacity	709	562	79%	709	487	69%	709	475	67%	709	461	65%	709	478	67%	709	468	66%

Historical Enrollment							Projected Resident Enrollment				
Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	552	646	713	741	820	707	685	712	783	781	806
1	733	672	740	791	816	713	698	711	725	794	768
2	733	761	708	760	834	826	670	722	728	737	800
3	738	792	779	738	763	862	783	696	736	737	743
4	707	758	793	808	772	782	823	809	710	749	743
5	721	745	780	805	819	791	726	849	823	723	755
Total Enrollment	4,234	4,374	4,515	4,640	4,826	4,681	4,383	4,499	4,502	4,501	4,615

New Housing Development Growth					
# of Units	13-14	14-15	15-16	16-17	17-18
Projected Students	273	219	229	0	0
	134	107	112	0	0

Out of District Students					
	13-14	14-15	15-16	16-17	17-18
	336	245	195	132	75
Total Projected K-5 Students	4,853	4,985	5,050	4,986	5,043



Potential Kindergarteners Based on Live Births - Birchview Attendance Area

Birth Year*	01-02	03-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Begin K Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Births	661	332	614	570	326	336	314	321	331	332	344
% Retention**	100.2%	121.4%	116.1%	130.0%	117.9%	131.9%	133.3%	136.7%	142.1%	143.0%	148.2%

*Both Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

Facilities Utilization

Grade	Capacity*	Current Enrollment 12-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization
Practical Capacity	4537	4681	103%	4537	4853	107%	4537	4685	110%	4537	5050	111%	4537	4686	110%	4537	5043	111%

METHODOLOGY

- It was assumed that students will attend the school in the attendance area *in which they reside*.
- Current 2012/2013 K-5 students were projected forward within each attendance area in successive years. Therefore, if a student enrolled at Birchview is in kindergarten in 2012/2013 they were projected to attend 1st grade at Birchview in school year 2013/2014.
- Future kindergartners were projected based on an average retention rate of the total number of public births for a given year within each attendance area versus the total number of kindergartners going out 6 years.

For example, if a child was born in school year 2004-2005 (in this case a school year begins September 1 and ends August 31) it is assumed that they will attend kindergarten in school year 2010-2011.

Thus, if there were 100 births within a particular attendance area in school year 2004-2005, and there were 120 kindergartners in school year 2010-2011, then the retention rate would be 120% (for illustrative purposes, assume 120% is the average rate historically).

Therefore, if 80 kids were born in school year 2007-2008, we would project 96 kindergartners in school year 2013-2014.

- In addition, we also took into account recent growth from grade to grade, especially in those attendance areas in the northern part of the district – namely, Greenwood and Plymouth Creek, and to some extent, Kimberly Lane.
- These attendance areas tend to gain students as they progress from grades K-5, and it is assumed that they will continue to do so.
- This growth is generally due to migration of student families moving into the district where housing turnover is occurring.
- To account for these students we used a simple survival cohort formula to determine average retention rates from grade to grade.
- This rate was then applied forward to reflect this growth going forward. These students were then added to those projected above to give a Projected Resident Enrollment count by grade for each attendance area.
- Those attendance areas in the south of the district, namely Oakwood, Gleason Lake, Birchview and Sunset Hill all have generally declined or were flat from grade to grade recently. Thus, a 0% retention rate was applied to these attendance areas.

METHODOLOGY

- Also, there are several proposed new housing developments projected to be built in the district between 2013 and 2016 that could possibly add another 721 new homes, mainly in Greenwood and Plymouth Creek attendance areas.
- New housing has a tendency to yield a higher number of students than older stock homes.
- Thus, for this study we used a student yield of 0.49 per new housing unit to determine the number of student that might result from this proposed development (0.49 was determined by performing a spatial analysis on current students across the district that reside in homes built since 2009).
- The assumption here of course is that each of these units will be sold and that the student yield will indeed be 0.49 per unit.
- This number was then added to the total from the analysis above to give a Total Projected K-5 Students for each attendance area. This number is reported as a total rather than grade by grade since it is unknown which grades these students will be in.
- And finally, the district wide totals include projected out of district students. Out of district students will continually decline in the future as district policy will place a cap on the total number of students allowed to open enroll, thus their impact on capacity in the future will be minimal.
- It should be noted that the methodology performed here has a tendency to yield results on the high side, which makes for a relatively conservative model.

DECISION MAKING PROCESS

Who:

Parents , Staff,
Students and Public

When: October 29
& 30 and
November 5
7:00 – 9:00 PM
CMS

October 29–
November 7 District
Web site

Role: Provide
Consultation
through
Assessment,
Feedback and Ideas
for Refinement



Who:

Administration
and Consultants

When: October 8
& 9 and after
November 7

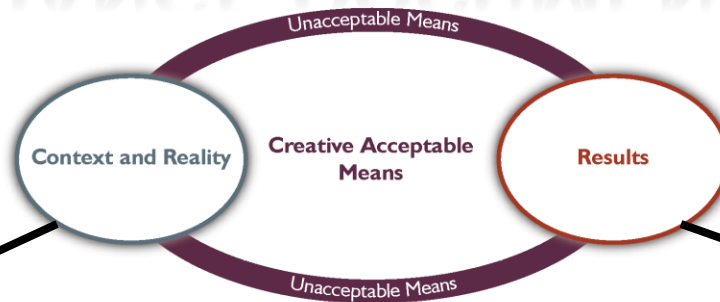
Role: Develop
viable Options
and refine based
on community
feedback

Who: School Board and
Superintendent

When: October 22,
November 26 and
December 10

Role: Overview Process,
Assess Options, Choose

GUIDING CHANGE DOCUMENT



Reality “The WHY”

Unacceptable Means “The NOT HOW”

Results “The WHAT”

- Current attendance boundaries result in mismatch of students to facilities capacities
- Planned investment in schools expand capacity
- Current attendance boundaries are a mismatch to planned investment
- Facilities planning and action is an ongoing need for district for next 10 years
- Open enrollment is declining by design
- Housing development is an asset and dynamic for many years

- Violate law, contract or binding agreements
- Create known imbalance or inequity of resources
- Disrupt the schools walking zones
- Hold open enrollment untouchable
- Exceed established budget and funding parameters
- Create known, unsustainable operational expectations

- Maximize balancing of students to elementary school capacities
- Design for at least a 3 year stability in attendance areas
- Sensitivity to current elementary students moved recently
- Lead to greater All Day K stability
- Alignment of Middle School Boundaries and greater balancing of students to facility capacities
- Link to possible long range options

SCENARIOS IN DEVELOPMENT

Scenario 1:

- *Neighborhoods 54,55 & 56*
- *Neighborhood 7*
- *Neighborhoods 1,4,5,8,9,10,12 & 13*
- *Neighborhoods 18,19,20,21,22 & 23*
- *Neighborhoods 30,31 & 32*

Birchview to Sunset Hill
Greenwood to Kimberly Lane
Greenwood to Gleason Lake
Kimberly Lane to Greenwood
Plymouth Creek to Kimberly Lane

Scenario 2:

- *Neighborhoods 54,55 & 56*
- *Neighborhood 72*
- *Neighborhoods 1,4,5,8,9,10,12 & 13*
- *Neighborhoods 2 & 3*
- *Neighborhoods 30,31 & 32*

Birchview to Sunset Hill
Gleason Lake to Birchview
Greenwood to Gleason Lake
Greenwood to Kimberly Lane
Plymouth Creek to Greenwood

Scenario 3:

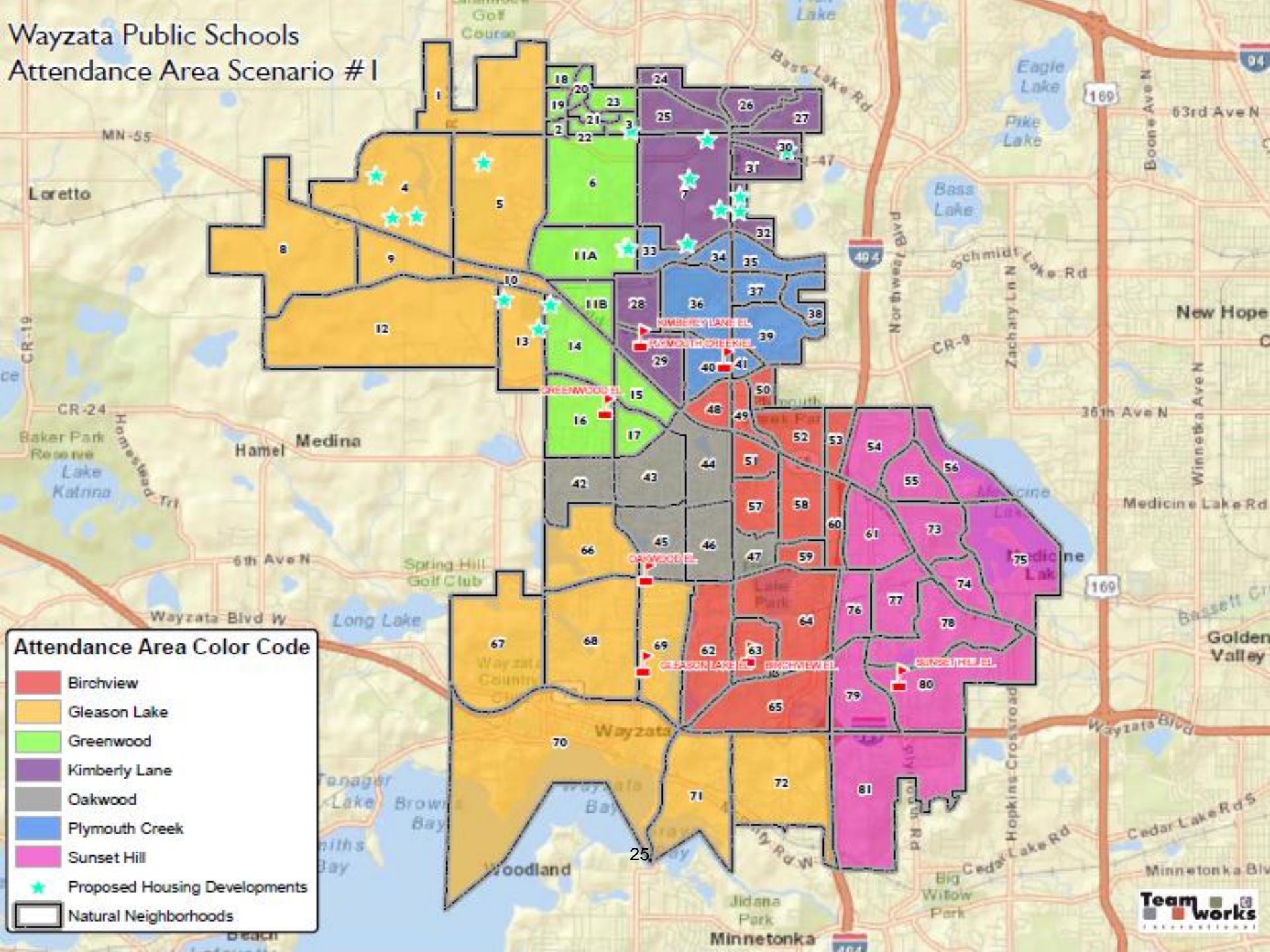
- *Neighborhoods 54,55 & 56*
- *Neighborhood 42*
- *Neighborhoods 11A,8,9,10,12 & 13*
- *Neighborhoods 2 & 3*
- *Neighborhood 33*

Birchview to Sunset Hill
Oakwood to Gleason Lake
Greenwood to Oakwood
Greenwood to Kimberly Lane
Plymouth Creek to Oakwood

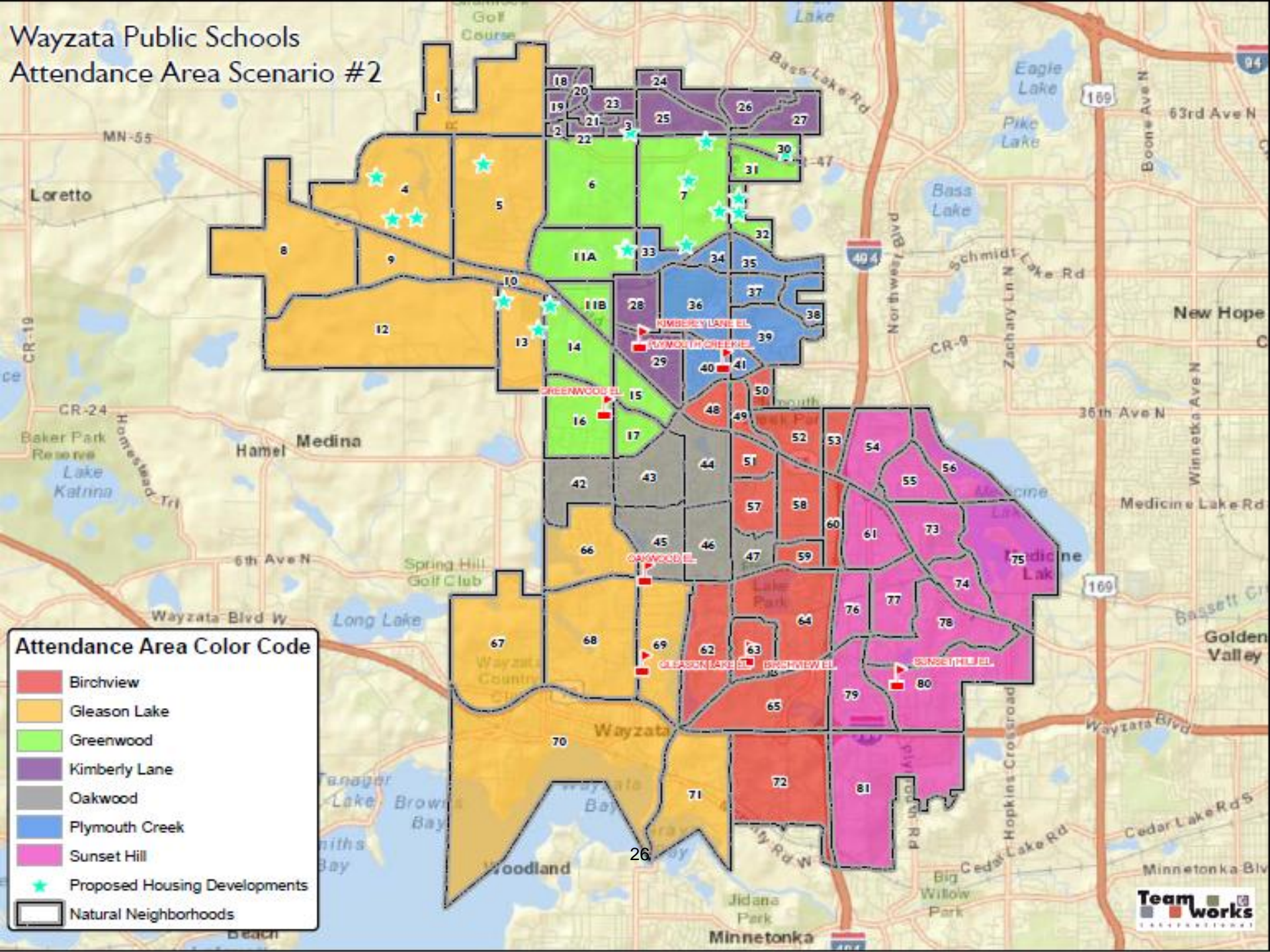
SCENARIOS COMPARISON FOR 2015-16 SY

Schools	Current Design	Scenario 1	Scenario 2	Scenario 3
Birchview	99 %	79 %	88 %	79 %
Gleason Lake	68 %	140 %	133 %	75 %
Greenwood	158 %	107 %	128 %	117 %
Kimberly Lane	106 %	126 %	105 %	110 %
Oakwood	54 %	54 %	54 %	103 %
Plymouth Creek	144 %	104 %	104 %	127 %
Sunset Hill	65 %	83 ₂₄ %	83 %	83 %

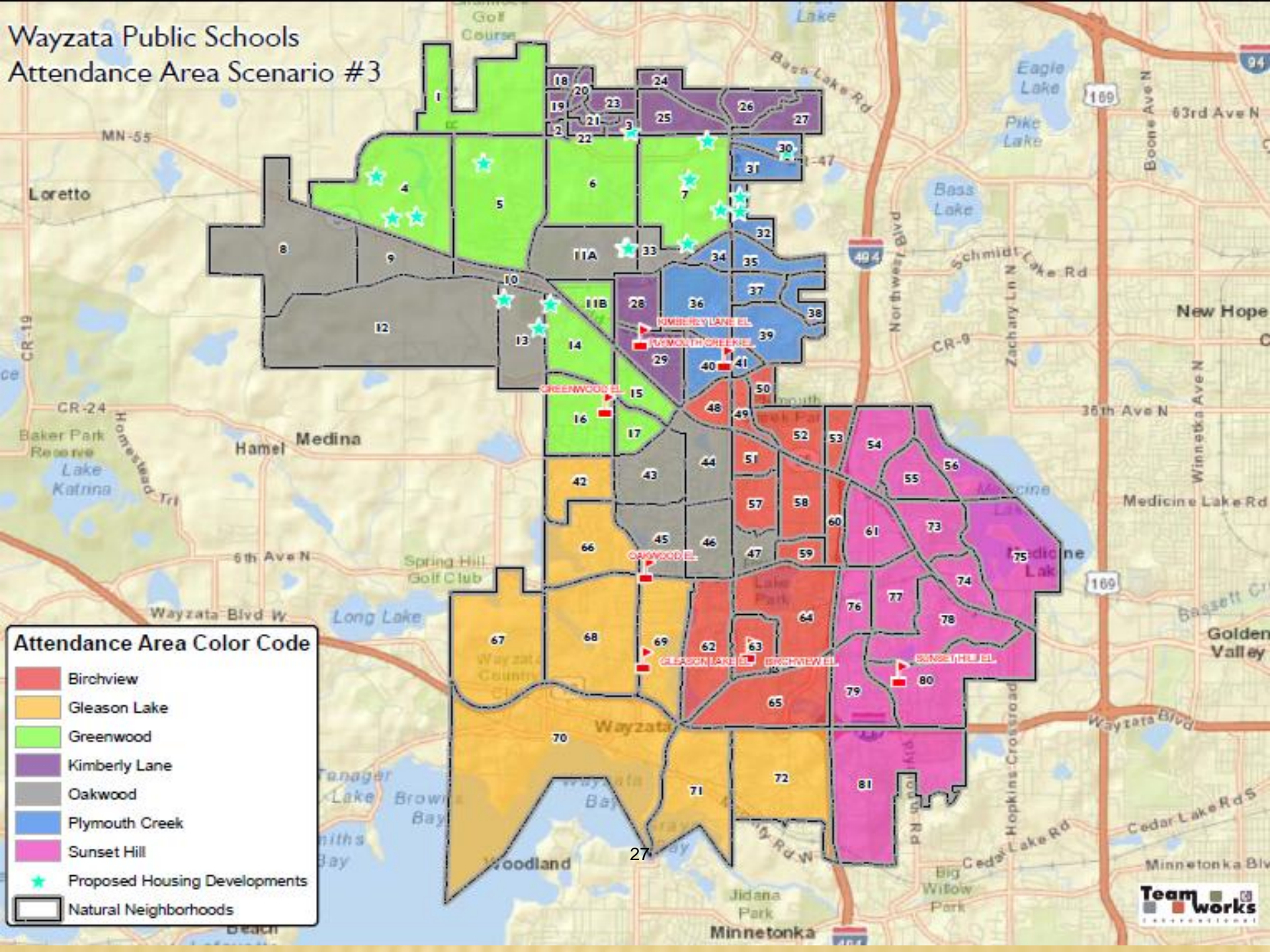
Wayzata Public Schools Attendance Area Scenario #1



Wayzata Public Schools Attendance Area Scenario #2



Wayzata Public Schools Attendance Area Scenario #3



KEY MESSAGES

- A. We know we need to balance school attendance areas to school capacities and create mid-term stability for families**
- B. Managing demographic change is and will be continuous priority work of the district and community**
- C. The Wayzata Public Schools is following a defined process which:**
 - Supports and reinforces the varying roles and responsibilities of School Board (governance), Administration (management) and Parents, Staff, Students and Public (consultation)**
 - Utilizes third party research²⁸ for Options and facilitation of public meetings**
 - Seeks to provide for inclusion, public discussion within**



School Board Work Session

10-22-12

***Summary of School District Legal Requirements of Desegregation/Integration and
The Wayzata Public Schools Partnership with the West Metro Education Program***

Sue Droegemueller, ISD #284 School Board Member & WMEP Board Member

Chace B. Anderson, Superintendent

Jill Johnson, Executive Director of Teaching and Learning

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Legal Requirements

There is no legal requirement that Wayzata Public Schools belong to WMEP. However, there are two relevant Minnesota laws which apply to Wayzata Schools and partially explain our membership in WMEP: the Desegregation/ Integration Rule and the Integration Funding Statute. Basic knowledge of these two companion laws and their unique terms is necessary background. In addition, you may find the historical context in which WMEP was founded and these two laws enacted helpful.

Special terms used in the Rule and the Statute

Protected students—students in the general racial categories of African/Black, Asian/Pacific, Chicano/Latino, and American Indian/Alaskan Native (or in a multi-racial category of one or more than one of these categories and the Caucasian category.)

Racial balance—the increased interaction of protected students and white students within schools and also between districts which have been identified as ‘racially identifiable’, ‘racially isolated’, or ‘adjoining.’ (Note: There are no qualitative or quantitative measures to define racial balance.)

Racially identifiable school within a district—a school where the enrollment of protected students at that school is more than 20 percentage points higher than the enrollment of protected students in the entire district for the grade levels served by the identified school.

Racially isolated school district—a district where the district-wide enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points.

Adjoining district—a district which is contiguous to and has a protected race concentration which is at least 20 percentage points less than that of the racially isolated district

Voluntary district—a district which is not contiguous to a racially isolated district but chooses to belong to a multidistrict integration collaborative

Segregation—the intentional act(s) by a school district with a discriminatory purpose to cause a student to attend or not attend particular programs or schools on the basis of the student’s race and that causes a concentration of protected students at a particular school. It is not segregation if a concentration of white or protected students is not due to an intentional, discriminatory act, if equitable opportunities are provided to the students, and if the concentration of protected students has occurred as a result of parent and/or child choice. (Note: As used in these laws, the term segregation is limited to intentional discriminatory action.)

The Desegregation/Integration Rule (Minn. Rule 3535.0100 to 3535.0180)

Introduction

Minnesota's current school Desegregation/Integration Rule was adopted in 1999. Administered by the Minnesota Department of Education (MDE), it is commonly called the "Deseg Rule." The Rule addresses "racial concentrations" due to both intentional, discriminatory acts by a school district (segregation) and to unintentional acts or circumstances. The rule also addresses racial concentrations which occur both within a district and between multiple districts. School districts must annually submit demographic data about their schools to the MDE in order for the MDE to determine if any of these situations exist. Compliance with the Rule is necessary to receive integration revenue.

Racially Identified Schools

If the MDE determines that there is a "racially identifiable school" within a district based on the data submitted or if the MDE receives complaints of discriminatory acts of segregation, the MDE investigates and makes a determination as to whether the situation is one of intentional segregation or racial concentration due to other circumstances.

For a district found to have engaged in intentional segregation, the district must work with the MDE to remedy the situation under a mandated and approved plan. Districts who fail to cooperate may have state aid reduced, are reported to the education committees of the legislature, and are referred to the Department of Human Rights for investigation and enforcement.

For a district found to have a racially-identifiable school which is not the result of intentional discriminatory action on the part of the district, the district must create a diverse intra-district Community Collaboration Council. The Council helps the district prepare a plan to submit to the MDE which identifies goals and activities to provide increased opportunities for interracial contact. The MDE reviews the plan, evaluates annual progress, and reports that progress or regression to the legislature.

Racially Isolated Districts

If the MDE determines that a district is "racially isolated" based on the data submitted, the MDE notifies the affected district and its adjoining districts. These districts must establish an inter-district, diverse Multi-District Collaboration Council. Membership on a Joint Powers Board meets this requirement. The Council proposes a plan which identifies activities and goals to create cross-district opportunities to improve integration, and each member district must ratify this plan. Each district also provides a district plan to the MDE that describes how the goal of greater interracial contact will be met.

In order to prevent burdensome and duplicative collaborations, neither isolated nor adjoining districts are required to be part of more than one council, and districts adjoining a joint powers member do not need to join the joint powers board. Every two years, the MDE evaluates whether goals have been substantially met and a report is made to the legislative education committees.

Application of Desegregation/Integration Rule to Wayzata

Wayzata has been subject to the Desegregation Rule under three identifications. The newest identification is as a “racially isolated district.” Wayzata became a racially isolated district in 2012 because Wayzata’s protected student enrollment now exceeds 20% of that of “adjoining” districts Delano, Orono, and Rockford. Because of that designation, we are required to collaborate with all of our adjoining districts: Delano, Hopkins, Minnetonka, Orono, Osseo, Robbinsdale, and Rockford. However, our membership in WMEP satisfies that collaboration requirement; we do not need to belong to another collaborative and our adjoining districts do not need to join our collaboration, WMEP.

A second identification has been as an “adjoining” district because Wayzata adjoins the Robbinsdale, Hopkins, and Osseo districts which were earlier identified as racially-isolated. But as those identifications occurred, Wayzata was not required to set up new collaborations with those three districts because all four districts were already members of collaborations (such as WMEP). Finally, a third identification is as a “voluntary district” because Wayzata chose to be a voluntary member of a collaborative before becoming contiguous to a racially isolated district. Wayzata district does not have a “racially identified school”, so we are not subject to the rule on that basis.

Integration Revenue Statute (Minn Stat.124D.855)

Introduction

The Statute, passed in 1997 for implementation in 1999, is the companion law to the Deseg Rule. The Integration Revenue Statute funds school district activities included in a desegregation plan filed with the MDE under the Deseg Rule, or under a court order. Districts are required to use the funds to improve both integration and the achievement gap. The following districts are eligible for integration funds: a district with a racially identifiable school, a district which is racially isolated, a district which adjoins a racially isolated district, a district which voluntarily joins an integration collaborative, and a district subject to a relevant court order. Funds were made available on a limited basis in 2000-01, with full-scale implementation to participating districts in 2001-02. New districts have been added over the past decade as demographic changes increased the number of eligible districts.

The legislature has voted to sunset the Integration Revenue law in 2013 and has not yet determined a replacement. The companion Deseg Rule, described above, is not affected.

Covered Activities

Integration Revenue is used for both “increased and sustained inter-racial contact” and “improved educational opportunities and outcomes designed to close the academic achievement gap” through classroom experiences, staff initiatives, and other educationally related programs. Activities must be a part of a filed Deseg plan with the MDE.

Procedures

The school district’s board or multi-district council must approve the annual desegregation plan before any revenue can be received. In addition, the district must submit an annual Integration budget to the MDE which details the specific costs of the filed Deseg plan. Integration Revenue must be maintained in a separate account.

Amount of Revenue and Aid

The revenue rate varies. Minneapolis, St. Paul, and Duluth respectively receive \$480, \$445, and \$206, per pupil unit. In general, other districts receive an amount equal to the per pupil unit count multiplied by a rate that differs according to the district’s characteristics (\$129 for a district with protected student enrollment exceeding 15%, \$92 for a district with a protected student enrollment less than 15%, and \$92 for a voluntary district.)

Districts levy 30% of the integration revenue and receive “integration aid” for the 70% difference between the district’s integration revenue and its integration levy.

An adjustment to the revenue received is made in the form of Alternative Attendance Aid for districts who serve certain students who participate in various attendance options programs, including Choice is Yours.

Multi-district Collaborative

If a district is a member of a multi-district collaborative, such as WMEP, the collaborative may collect a percentage of the integration revenue received by the district in order to provide multi-district programming and services. The rate is negotiated between the collaborative and the individual member school districts, and may vary by individual district.

Application to Wayzata

We have been eligible for and have received integration revenue every year since 2001-2002, for a total of over \$15M. Eligibility is determined under the Desegregation Rules. Wayzata’s 2011-12 integration revenue was \$1,600,000, received at the rate of \$129 per pupil unit. (Our protected student enrollment was 2,613 or 24%).

As allowed by law, Wayzata then forwards a certain negotiated percentage of that integration revenue to its collaborative organization, WMEP, for use in programs and services offered to all member districts, such as the Science House program through the Science Museum of Minnesota,

the other Cultural Collaborative in-house programs, and Elder Wisdom Children's Song. The forwarded monies are not used for the Fair Schools, which are now self-supporting. Per the negotiated agreement among the WMEP member districts, the current amount forwarded is \$19 per pupil unit. The total amount Wayzata forwarded to WMEP in 2011-12 was \$229,157 (12,060 Wayzata pupil units x \$19). The forwarded amount represents approximately 14% of Wayzata's integration revenue and 1.6% of Wayzata's overall budget. The remaining \$1,370,843 of state integration revenue is retained for use in Wayzata's internal integration activities.

Wayzata levies 30% of the Integration revenue and receives the remaining 70% in the form of Integration Aid.

Wayzata also received an additional \$70,000 in adjustment for the Alternative Attendance Aid in 2011-12. This amount is not included in the total integration revenue amount of \$1.6M and represents an additional source of revenue for the district's desegregation activities.

Landscape of Key Legal and Educational History

In 1954 in the case of *Brown v. Board of Education*, the Supreme Court of the United States held that state-sanctioned segregation (de jure segregation) in the public schools is unconstitutional. But since that time, courts and departments of education have struggled with not just how to dismantle the state-authorized school segregation banned in *Brown* but how to address other related and evolving issues: for example, whether and how to address segregation caused by factors outside the school district's control (defacto segregation); the appropriate use of mandates as opposed to voluntary measures; the relationship and relative importance of quality and adequacy of education as it relates to segregation/integration; the relationship and relative importance of the achievement gap as it relates to segregation/integration; and how changing demographics and the passage of time affect these issues. These issues prompt a variety of solutions from schools and an equal variety of legal arguments supporting or opposing the solutions. Except for the holding in *Brown*, much of the legal landscape is unsettled.

Below is a timeline of some key events, primarily in Minnesota and the west metropolitan area, which reflects some of these issues. These events put the passage and revisions of the Deseg and Integration laws and the establishment of organizations such as WMEP in context. (Wayzata and WMEP events in **bold**.)

Key Historical Dates

- 1954 State-sanctioned segregation (de jure segregation) in public schools is unconstitutional because it violates the Equal Protection Clause of the 14th Amendment to U.S. Constitution. *Brown v. Board Education*.
- 1964 Only 2% of the schools affected by the decision in *Brown* have desegregated. Civil Rights Act is passed allowing more ability of the federal government to enforce the *Brown* holding.

- 1960's Minneapolis schools work actively to design and implement integration programs to address de facto segregation, including a 1967 voluntary intra-district busing program.
- 1970 MDE issues a 30% guideline: establishes a ceiling of no more than 30% minority population allowed within a given school; school districts not meeting guideline are required to submit a desegregation plan to the MDE or have state aid withheld.
- 1971 MDE finds in April that Minneapolis is out of compliance with the 30% guideline and orders development of a correcting plan.
- 1971 Minneapolis School district is sued in a class action in federal court in August for intentional segregation of students. The district counters that the segregation is due to factors outside the district's control. *Booker v. Special School District No. 1*.
- 1972 Court in *Booker* finds that the Minneapolis Schools has intentionally segregated the schools. The district is ordered to implement a comprehensive plan developed by the school board and is ordered, among things, not to allow any more than a 35% minority population at any given school. The district is placed under court supervision.
- 1970's Minneapolis uses intra-district busing and racial quotas, as well boundary changes, changes to school structure and curriculum, paired schools, and a move to a four-year high school, in order to facilitate integration.
- 1973 MDE adopts the 15% Rule: if the minority population at any school exceeds by 15% the district's average minority population, the district is required to implement a comprehensive plan for elimination of the segregation or face a reduction in state aid.
- 1974 US Supreme Court finds that a racial imbalance across school districts, without an intent to segregate or to draw lines with a racist intent, is not a constitutional violation. *Milliken v. Bradley*.
- 1977 Federal court supervising *Booker* is noted as making revisions over time to the plan in order to bring changing demographics into compliance.
- 1983 Minneapolis school district released from court supervision in the *Booker* case, provided that the MDE enforces integration.
- 1984 Legislature authorizes Minneapolis, St. Paul, and Duluth school districts to levy a property tax to fund their integration plans.
- 1987 Legislature provides funding to help Minneapolis, St. Paul, and Duluth with integration plans.
- 1988 MDE determines that existing rules becoming problematic due to changing demographics, including increased minorities in central cities and suburbs
- 1989 Minneapolis and west metro suburban districts begin discussions of a cooperative model for school integration
- 1990 Minneapolis and 8 west metro districts create the Cooperative Inter-district Integration Project, which later becomes WMEP**
- 1993 Minnesota students have a fundamental right to a general and uniform system of education. *Skeen v. State* (although disparities in funding is acceptable to encourage local districts to supplement as long as a basic level of funding is met).

- 1991-4 State task forces recommend implementation of a metro-wide desegregation plan and the approach is endorsed by the Minnesota State Board of Education
- 1995 Schools in Minneapolis have re-segregated and minority students are now the majority.
- 1995 WMEP Joint Powers Board established and state funding received for the downtown school.**
- 1995 NAACP sues the State of Minnesota for not providing an adequate education to minority students due to concentrated poverty and segregation
- 1990s Developing case law puts into question the use of racial balance tests and race-based classifications, as such classifications are “inherently suspect” and must pass a constitutional test of “strict scrutiny” (requiring that use is narrowly tailored to meet a compelling state interest.)
- 1997 Wayzata joins WMEP as a voluntary, associate member.**
- 1997 Legislature enacts an enlarged Integration Funding program to cover qualifying schools in the entire state.
- 1998/9 WMEP’s Downtown Inter-district (Downtown FAIR) school opens.**
- 1999 Attorney General advises MDE that state actions mandating integration may not pass the strict scrutiny constitutional tests
- 1999 MDE adopts a voluntary, choice-based set of new Deseg rules, in lieu of the earlier task force recommendation for metro-wide desegregation. The previous 15% rule is replaced.
- 2000 WMEP’s FAIR school Crystal opens.**
- 2000 NAACP lawsuit is settled with several conditions placed upon the schools, including the transportation of some Minneapolis low-income children to suburban schools—program become Choice is Yours. Program is under court supervision until 2004.**
- 2000-1 Integration Revenue program funding begins.
- 2001 Integration Revenue Statue adds a provision allowing a “voluntary”, i.e. non-contiguous district in a collaborative, may also receive Integration funding.
- 2001-2 Wayzata receives its first funding under the Integration Revenue Program.**
- 2002 Governor vetoes bonding for the planned 3rd FAIR school.**
- 2004 First Superintendent of WMEP is hired.**
- 2005 Legislative Auditor recommends clarifying the purpose and oversight of the Integration Revenue program.
- 2007 Suburban minority population is 23%.
- 2007 When considering voluntary desegregation, schools have a compelling interest in fostering diversity and eliminating racial isolation. However, school action which classifies individual students by race must meet the “strict scrutiny” constitutional standard (narrowly tailored action to meet a compelling interest.). *Parents Involved in Community Schools v. Seattle School District 1.*
- 2008 The purpose of the Revenue Statute is broadened from improving interracial contacts to also including “opportunities and outcomes designed to close the achievement gap.”

- 2011 Legislature votes to end the current Integration Revenue Program in the year 2013 and establishes a task force to consider if and how to repurpose the funds; task force directive emphasizes the goal of student achievement and does not mention integration.
- 2011 Students of color are 23.5% of the Wayzata k-12 enrollment and 26% of the total k-12 enrollment in Minnesota.**
- 2012 Task Force makes report to the Legislature but no action taken.
- 2012 Wayzata is notified by the MDE that the district is now defined under the Deseg Rule as a “Racially Isolated District.”**

West Metro Education Program

Overview

The West Metro Education Program (WMEP), District #6069, is a voluntary consortium of 11 urban and suburban school districts in the Minneapolis metropolitan area that was formed in 1989 to cooperatively address integration issues in the west metro area. The current member school districts of WMEP include: Brooklyn Center, Columbia Heights, Eden Prairie, Edina, Hopkins, Minneapolis, Richfield, Robbinsdale, St. Anthony-New Brighton, St. Louis Park, and Wayzata. WMEP operates two magnet schools, enrolling a little over 1,100 students and provides professional development and student programming for the staff and students of member districts. In addition to the superintendent, the district employs 132 staff members. The 2012-13 annual operating budget of the district is \$13,260,630. Revenues are from three primary sources: a percentage of member district integration revenue forwarded to WMEP for cooperative use (10%), student tuition (88%), and federal/state grants (2%). Specifically, member districts will forward a total of about \$1,432,500 in integration revenue; this amount is based on \$19 ppu of district students for all districts except Minneapolis and St. Paul, which do not send any of their monies, per JPB action; \$11,646,004 in student tuition for attendance at the Fair Schools, and \$292,374 thousand in grants.

Joint Powers Board

The district is governed by a Joint Powers Board (JPB), consisting of one board member from each member district school board and one superintendent liaison representing all member-district superintendents. The District and JPB have the powers and responsibilities of other district school boards, with the exception that the district cannot levy. The board meets monthly at the Crystal FAIR school.



1. Brooklyn Center	John Solomon	9. St. Anthony	Andi Scamehom
2. Columbia Heights	Missy Lee		New Brighton
3. Eden Prairie	Holly Parker	10. St. Louis Park	Julie Sweitzer
4. Edina	Cathy Cella	11. Wayzata	Susan Hayes
5. Hopkins	Irma McIntosh Coleman		Droegemueller
6. Minneapolis	Carla Bates	12. Superintendent	Aldo Sicoli
7. Richfield	John Easterwood		Liaison
8. Robbinsdale	Helen Bassett	13. WMEP	Dan Jett
			Superintendent

Key Dates in the History of the WMEP Program

- 1989 6 metro area school boards (Minneapolis, Bloomington, Edina, Hopkins, St. Louis Park, and Richfield) endorse a series of “consensus points” to guide cooperative planning to facilitate metropolitan desegregation. Efforts stall when legislature fails to provide funding for continued planning.
- 1990 Cooperative Inter-district Integration Project (CIIP) Steering Committee formed by 9 districts—Minneapolis and its 8 contiguous suburban districts, Brooklyn Center, Columbia Heights, Edina, Hopkins, Richfield, Robbinsdale, St. Anthony/New Brighton, St. Louis Park to plan voluntary inter-district integration activities. Legislative funding supports planning efforts.
- 1991 Formal guidelines established and approved by each district’s school board.

- 1992 Program proposes 3 different magnet schools in three different geographic areas:
- k-3 Northwest area/Robbinsdale magnet (focus on outcome-based/multicultural education)
 - k-3 Southwest area magnet school (Glasser's Quality schools and outcome based)
 - k-3 Downtown magnet school (multicultural, experiential learning)
- Because legislative funding is not adequate to support three schools, the group identified downtown as the first priority, northwest as the second, and southwest as the third
- 1992 A planning group from all 9 districts begins to plan the DT school. Decision Resources conducts community survey of parents to obtain attitudinal and opinion data about interest in voluntary integration programs. Results indicate substantial number of households willing to participate in the 9 district project and that a good likelihood of success
- 1993 The 9 school boards endorse the Downtown plan. But the Legislature does not approve additional funds for continued planning and implementation of inter-district integration efforts.
- 1994 Metro area superintendents collaborate on a legislative effort to get funding for the West Metro and East Metro desegregation program. Department of Children, Families, and Learning (CFL) grants the West Metro program \$700 million for the DT school, creation of a staff development center, and continued planning for future sites
- 1995 Coordinator hired. Site criteria developed. First inter-district best practices conference and other development. Exploratory activities for NW schools. Summer exchange program between the 9 districts.
- 1995 Joint Powers Board of the 9 districts created, consisting of one appointed (voting) board member and the (non-voting) superintendent.
- 1996 Architects complete DT school plan. St. Thomas School of Education and WMEP agree to joint development of the Downtown Site. Internet-based curriculum project "True North" implemented in 29 classrooms in the 9 districts. Professional Development expanded to non-member staff and board. Design planning for the NW School begins. CFL gives approval to DT plans and a grant of \$10 million for construction. WMEP program coordinator created with a CFL grant.
- 1997 Minneapolis City Council approves the Downtown site over a parking ramp. WMEP grants \$130,000 to districts for staff development and funds staff attendance at diversity workshops. Both legislature and CFL award WMEP monies for planning and activities. Joint Powers board votes to offer membership in WMEP to surrounding districts. Ground broken on Downtown school. Joint Lab school grant with the University of Minnesota and St. Thomas from CFL. Planning begins for SW school in Edina.

- 1998 Legislature allocates bonding for Downtown School (\$1.9 million), NW school (\$14.5 million) and SW Fair School (\$2 million.). CFL awards \$1 million magnet school grant. Fridley, Minnetonka, Spring Lake Park, and **Wayzata become Associate Members**. Planning begins on the SW school at an Edina Site and developer hired. Admissions Board conducts a lottery for first DT class of 1998-99. Staff hired and DT school opens at temporary sites due to delays in construction. Ground broken on the NW Fair School site. Developer hired for proposed Edina site.
- 1999 Permanent Downtown facility opens. Districts commit to support a specific number of students from each district. Edina City Council approves Edina site but cancels when legislature allocates only partial funding of \$4 million. St. Louis Park investigates building SW school in SLP. **Wayzata applies for and is granted full membership**. First Executive Director is hired. Legislature enacts new voluntary integration funding at \$93 per pupil unit
- 2000 Fair School in Crystal opens. WMEP holds community forum to solicit input on its 4-year Desegregation Plan. Plan is written and approved by CFL. Receives start-up funding for Magnet School from legislature.
- 2001 Board moves to a school district Model for governance to be fully implemented by 2003. Bonding project for the planned southwest school to be built in St. Louis Park school submitted to CFL and receives favorable comment. Governor does not include project in bonding bill.

Fall 2003

WMEP JPB decides to organize and operate the district in the manner of an independent school district: hiring a full time superintendent and establishing internal services in areas that had previously been outsourced on a fee basis to member districts, such as HR, food service, business, etc.

April 2004

Superintendent hired to provide oversight to the operations and programs of WMEP.

July 2004

WMEP begins transition to become an independently functioning school district with its own superintendent and internal functions.

June 2006

All WMEP employees have either transitioned to direct employment by WMEP or returned to their former districts. About 90 % stay and sign contracts with WMEP. WMEP business and HR offices are created and become operational.

July 2007

First contract is bargained between the district's Education Support Staff and WMEP. WMEP begins to downsize its district office by out-sourcing its business office.

July 2008

Discussion begins about 're-theming' and renaming the Interdistrict Downtown School. Dare To Be Real, Elder Wisdom Children's Song, and WMEP summer school programs are widely used by students in member districts.

July 2009

FAIR School Downtown emerges from the former Interdistrict Downtown School. The grade levels for Downtown are identified as Grades K -3 AND 9-12, and the phase-out of grades 4-8 at Downtown begins. A single principal is responsible for both schools.

July 2010

WMEP Professional Development courses and programs via its Cultural Collaborative completes its tenth year, averaging approximately 1,700 member district participants per year.

September 2011

The largest ninth grade class in its history enrolls at the FAIR School Downtown with the majority of students in that class having attended FAIR School Crystal.

May 2012

WMEP adopts Vision Cards for its Strategic Plan, WMEP 2.0

WMEP Strategic Plan

The WMEP board worked with Dennis Cheesbrow of Teamworks during 2011 and 2012 to develop a new strategic plan, WMEP 2.0., following.

Mission: Our Core Purpose with Distinction

West Metro Education Program's mission is to build our collective capacity to achieve educational excellence and racial equity. We will serve our 100,000+ students and staff through regional leadership, collaboration, commitment and mutual support.

Vision: What We Intend to Create

To live out our Mission Statement by creating and engaging in Programs and Services of:

Regional Equity Leadership

- Preferred resource for research of the linkage of race/poverty/mobility and learning at the District/school/grade levels.

- Preferred resource for community and district conversations about race, poverty and equity in education.
- Preferred resource for equity advocacy and legislative action in the State of Minnesota.

Racial Equity Leadership 2011-2013 Work Plan:

- Build data and research capacity into learning/instruction/engagement across student race, gender, income and housing type beginning in 2011/2012 SY.
- Develop and pilot an approach for community conversations on learning and equity based on research above in at least 3 districts in 2012/2013 SY.
- Board development of legislative platform and develop more influence in partnership with public education associations and lobbyists.

FAIR Schools

- Arts schools with an integration lens for students and staff providing learning performance which is “above the race and income demographics” with instructional and cultural practices studied and transferred to member districts.

FAIR School 2011-2013 Work Plan:

- Realignment of staff, prioritization, initiatives and expectations to FAIR School Vision.
- Realignment of professional development and HR practices to FAIR School Vision.
- Design and implementation of performance targets and measurement tools (VisionCards) and the capacity development needed.
- Development of data and documentation of curriculum, instruction and engagement practices and evidence leading to increased learning.
- Development of structures and practices to share learning and practices with member districts.

Staff Development

- Valued and utilized resource for member district staff in professional development around issues of race and equity integrated with member district professional development.
- Provided at the individual and network levels including teacher cohorts and principals, and in a variety of formats and modes.

Staff Development 2011-2013 Work Plan:

- Identify, innovate and deliver professional development proven to be effective in advancing the WMEP Mission.
- Develop an assessment and feedback system for professional learning and application.
- Offer professional development in multiple formats and delivery methodologies.

Student Programs

- Valued and utilized resource for students across member districts which is proven effective around student learning and engagement in equity in learning, living, athletics, and activities.

Student Programs 2011-2013 Work Plan:

- Evaluate each program for value, alignment and effectiveness.
- Assess the needs of our member districts and students for such programs.

Choice is Yours (Delegated to superintendents for further research and development.)

WMEP Overall Strategic Directions

- A. Increase the regional and district capacity for deep listening and dialogue.
- B. Increase the knowledge and awareness basis for:
 - District strengths and weaknesses
 - Data, research and analysis
 - Design/scaffolding of programs and services
- C. Increase recognition and appreciation for the differences between districts providing for 'pull' of services and value.
- D. Increase the level and quality of collaboration within WMEP and across member districts and communities.
- E. Increase WMEP message specificity, focus, and intentionality in a comprehensive and clear manner understood by a broad array of stakeholders

WMEP Programming: Introduction to the Four Programmatic Areas

Program Area #1: FAIR Schools (Information obtained from WMEP website)

Introduction

The FAIR School is a K-12 Fine Arts magnet school with two campuses, FAIR School Downtown and FAIR School Crystal. FAIR School Downtown is currently a K-3 and 6-12 campus, transitioning over the next few years to a K-3 and 9-12. FAIR is the only K-12 school in downtown Minneapolis and adjoins the School of Education at St. Thomas University. The school building, architecturally designed and built for the WMEP program, opened in 1999 (after classes were initially held in temporary facilities for the 1998 year.) It is completing remodeling updates to create a 21st Century learning environment. The operating budget for the downtown school is about \$6 M, with almost 600 students.

FAIR School Crystal is a suburban 4-8 campus, located in a residential area of Crystal. Opened in 2000, the Crystal school was also designed and built to meet the educational programming of the WMEP program. Crystal is a nationally recognized school by both the U.S. Department of

Education and the Kennedy Center for the Arts. The operating budget for the Crystal school is about \$4.4M; enrollment is about 550 students.

Teaching and learning in both schools is focused on creating an academically challenging environment that promotes critical and creative thinking. A commitment to arts education gives students the opportunity to actively engage in culturally relevant and student-centered curricula. Through an interdisciplinary approach to instruction, students make cognitive connections across several disciplines. The student experience is enhanced by the school's partnerships with the community through the FAIR + Program, where students gain access to opportunities with business, arts, and academic organizations. Through the use of intentional and integrated learning opportunities, the FAIR model tries to provide the tools and support necessary for students to achieve academic excellence and prepares them to thrive in a diverse world.

Total enrollment at the FAIR schools in 2011-12 was 1, 053. Applications for enrollment exceed available openings. Students from all 11 member districts attend the FAIR schools. Minneapolis sends the most students, St. Anthony the least. Each member district is allocated seats based on the district's student enrollment as a percentage of the total student enrollment of the 11 districts combined, which is about 107,000 students. Most districts use their allotment. Enrollment includes about 100 students from 16 non-member districts. Seats become available if a member district does not use its allocation.

Tuition rates vary by member district, from a low of \$5,468 for Brooklyn Center to a high of \$7,561 for Minneapolis. The average rate is \$6,649. (The tuition rate formula includes 11 separate factors, most which vary by district, leading to the variations.) About 110 students from non-member districts also attend the FAIR schools. Students from non-member districts pay a tuition of \$7,700, higher than any member district.

Wayzata Resident Student Attendance at FAIR Crystal and FAIR Downtown

During the 2011-2012 School Year, Wayzata had a total of 70 students attending FAIR schools: 45 at Crystal and 25 at the Downtown School. Wayzata's allotment was 106 slots, leaving an excess of 36 unused slots. (Wayzata's allocation for 2012-2013 increased slightly to 108.)

Grade Level	Fair Crystal	Fair Downtown
K	0	6
1	0	4
2	0	5
3	0	4
4	10	1
5	9	0
6	7	0
7	8	0
8	8	1
9	0	6
10	0	4
11	0	2
12	0	1
Total	42	34

Wayzata Cost for Participation in FAIR Schools

The Wayzata tuition rate is \$6,918.65. In 2012, Wayzata submitted approximately \$480,000 in tuition to WMEP for the Wayzata residents who attend the FAIR schools. The state aid for these students first comes to Wayzata, which then writes a check back to WMEP to transfer the State Aid to the FAIR School.

This flow-through payment arrangement is per the joint powers agreement. In contrast, if the WMEP FAIR schools were charter schools or another school district into which our resident students were open-enrolled, these dollars would be paid by the state directly to WMEP. Wayzata Public Schools also remits about \$100,000 of referendum revenue to WMEP annually. This is a difference in how referendum funds are handled for Wayzata district residents who attend FAIR Schools and Wayzata residents who attend charter schools or other schools under the open enrollment program; in those cases, school referendum revenue is not sent to those other school districts or to charter schools (although recently proposed legislation would require that districts send referendum revenue to charter schools.)

Program Area #2: Student Programs

Summer Scholar Institute

The West Metro Education Program invites students entering grades 1-8 to be part of the Summer Scholar Institute. Classes offered integrate rigorous academic content framed within an engaging curriculum that utilizes high quality instructional practices and supports our district mission. The Summer Scholar Institute keeps students active and engaged for two three-week sessions over the summer holiday at no cost to WMEP families. Session 1 classes are generally offered from mid to

late July and Session 2 classes are offered from late July/early August through mid-August. Classes typically run Monday through Friday from 8:30 to 11:30.

The Summer Scholar Institute is intended primarily for non-FAIR school students, that is, it is intended for students who are enrolled in member districts. Very few FAIR School students attend as almost 100% are resident students of member districts. The theory is to expose as many students and families as possible to WMEP and its work; and, to bring together people from different backgrounds to learn from and with each other as is consistent with the WMEP mission. There is no cost to any of the participants.

Wayzata Participation Information and Costs for the Summer Scholar Institute Program

Wayzata has been a participant in the Summer Scholar Institute Program. The school district does not incur additional costs for participation in this program.

Elder Wisdom Children's Song

From: <http://www.communitycelebration.org/elders-wisdom-childrens-song/about>

Elders' Wisdom, Children's Song™ is an intergenerational program created by Smithsonian Folkways recording artist and social justice advocate [Larry Long](#), director of the 501(c)(3) nonprofit, Community Celebration of Place. Working with young people in schools throughout the nation Larry has generated an unparalleled collection of life stories of American elders in both song and narrative.

Maintained in print as well as audio and video recordings, this richly diverse collection chronicles several generations of American life through the recollections of over 500 elders from 65 communities in 25 states. Collected over 20 years, the stories span the nation's cultures from elders both long established and newly arrived.

Larry Long's collection uniquely documents how Americans pursue honest and honorable ways of living that affirm hope in what the country aspires to at its best. The songs and stories affirm values and provide models that are core to American life. They also personalize the tragedies and triumphs of our country by revealing the grit and determination of people to lead good lives - often against injustice and terrible odds - while contributing to the wellbeing of their communities and the nation.

Wayzata Participation Information and Costs for the Elder's Wisdom Children's Song Program

Wayzata has been a participant in the Elder's Wisdom Children's Song Program. On at least two occasions, Birchview Elementary School has hosted an Elder's Wisdom Children's Song event. The school district does not incur additional costs for participation in this program.

Elite Academy:

Minnesota is becoming diverse and teachers of color are needed to match the diversity. To meet this ever growing need, a consortium of Minnesota School districts in partnership with institution of Higher Education has developed and implemented a program called Emerging Leaders in Teaching and Education (ELITE) Academy. Elite Academy is designed to build a diverse teacher group to meet the needs of Minnesota's students.

ELITE Academy is a week long, residential program for high school students of color with an interest in teacher education or students who have the potential to be future educators. This program is held during the summer months at either the campus of the University of Minnesota or Hamline University (alternate years). The program will provide participating students an opportunity to explore the teaching profession by working with current Minnesota educators, to make connections with other students with similar interest and an opportunity to experience life on a university campus.

Wayzata Participation Information and Costs for the Elite Academy Program

Wayzata has been an active participant in the Elite Academy Program. Each year, Wayzata sends about 8-10 students. It is funded out of a combination of monies from: WMEP and EMID. And, then the University of Minnesota and Hamline fund the cost of the facilities, etc. There is also a cost for each student we send but that is funded out of Education Minnesota and the local Wayzata Education Association.

Dare to be Real:

WMEP conducts several student-learning programs for students who attend its member districts. One of the most popular student learning programs is Dare 2 Be Real, which promotes, addresses, and discusses racial equity and anti-racist leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation to tackle these difficult conversations in the midst of rapidly changing demographics. Another program is "The Underground Railroad" experience that simulates southern slaves frightening and sometime brutal experiences as they fled to the north and to freedom.

- In the Dare 2 Be Real program, students explore their own racial and cultural identity through their: Study of critical race theory, United States History, and the development of racial identity.
- Attendance at Courage Retreats for Leadership Development.
- Experience in the Underground Railroad Simulation (a 30-year-old program founded in Minnesota).
- Immersion in cultural experiences.
- Development of school programs and events to engage their school communities in a larger conversation about equity and inclusion.

Students in Dare 2 Be Real have made presentations at local and national educational conferences including the Summit for Courageous Conversations about Race in Baltimore, Maryland. These students have also led retreat experiences for elementary students to help them address issues involving racial conflict and bullying.

WMEP currently has five active Dare to be Real groups and four in development. The individual Dare 2 Be Real groups have partnered together to form a larger regional discussion and share best practices.

Wayzata Participation Information and Costs

Wayzata has not participated in the Dare to be Real program. The costs associated with this program are included in the \$19 per pupil fee charged to member districts by WMEP.

Program Area #3: Professional Development

From the WMEP Website: We invite you to participate in the rich, varied, and challenging professional development opportunities sponsored by the West Metro Education Program (WMEP). Our goal is to promote student success and community acceptance of differences by providing opportunities for students, families, and staff from diverse backgrounds to learn from and with each other. We believe:

1. Adult learning promotes strategies and the necessary transformation for addressing racial predictability in student achievement, college readiness, discipline, gifted and talented programs and special education.
2. Adult learning increases cultural competence in district staff to help authenticate relationships and increase participation and engagement with students and families of color.
3. Adult learning provides leadership team training for equity work and support districts in evaluating and monitoring equity transformation work.
4. Through WMEP's Adult Learning, districts access local experts and find a forum for shared wisdom, collaboration and support.

Offerings listed in the 2011-2012 Cultural Collaborative Catalog

1. Serving the Hard to Serve: What high performing, high poverty schools can teach us about what it takes to close the gap (Pedro Noguera)
2. Designing learning networks: Integrating digital and traditional texts and tools in schools (Jabari Mahiri)
3. Beyond Diversity: A strategy for de-institutionalizing racism and improving student achievement (Will Walker)
4. Good teaching is not just good teaching: Engaging courageous conversation and culturally relevant teaching practices to eliminate racial disparities in education (Marlecia Autrey)
5. Theory to practice mini-session (Marlecia Autrey)
6. A three-part series designed to foster the deeper development of an anti-racist/racial justice lens (Heather Hackman)
7. Finding and Nurturing Young Scholars (Carol Horn)
8. Language, culture, and multicultural: Going beyond and knowing more (Evelyn Rothstein)

9. Concrete strategies for building strong cross-cultural Alliances with African American parent and students (Bravada Garret-Akinsanya)
10. Teaching children of color: How racialized mythologies distort learning in the classroom (Syl Jones)
11. Just Cause disciplinary moments and African American students (Mack Hines)
12. Beyond Diversity: A strategy for deinstitutionalizing racism and improving student achievement (Will Walker)
13. Reversing underachievement among black students (Donna Ford)
14. Beyond Diversity II (PEG staff)
15. Creating healthy and productive learning environments (Anthony Muhamad)
16. Power: Relationships in the classroom: Explorations in student engagement (Stephanie Rome)
17. Beyond Diversity: A strategy for deinstitutionalizing racism and improving student achievement (Courtland Butts)
18. Beyond Diversity- Latino Strand (PEG Staff)
19. Teaching children of color: How racialized mythologies distort learning in the classroom (Syl Jones)
20. Failure is not an option: Exploring culturally responsive pedagogy with children of African descent (Bravada Garret-Akinsanya)
21. Coaching for racial equity (David Davidson)
22. Dare to be real (Patrick Duffy and Anthony Gallaway)
23. Beyond Diversity: A strategy for deinstitutionalizing racism and improving student achievement (Will Walker)
24. Alas, can we have a courageous conversation about the systemic educational destruction and demise of black boys? (Glenn Singleton and /Will Walker)
25. Racially and culturally relevant strategies for teaching African American students (Mack Hines)
26. Perception and expectations: Strategies for improving instruction in diverse classrooms (Kati Pearson)
27. Beyond Diversity: A strategy for deinstitutionalizing racism and improving student achievement (Marlecia Autrey)
28. De-centering whiteness in my instructional space: Engaging courageous conversation and culturally relevant teaching practices to eliminate racial disparities in education (Marlecia Autrey)
29. Theory to practice mini session (Marlecia Autrey)
30. Beyond Diversity: A strategy for deinstitutionalizing racism and improving student achievement (Courtland Butts)
31. Beyond Diversity II (PEG staff)
32. The biracial and multiracial student experience: A journey to racial literacy (Bonnie Davis)
33. Pedagogy of Confidence: Starting with strengths to transform learning and teaching (Yvette Jackson)

34. Beyond Diversity: A strategy for deinstitutionalizing racism and improving student achievement (Will Walker)

Wayzata Participation Information and Costs

During the past three years, Wayzata staff participated in the following number of days of professional development sponsored through the WMEP Cultural Collaborative:

2009-2010	199 Days of Professional Development
2010-2011	152 Days of Professional Development
2011-2012	163 Days of Professional Development

There is no additional charge for WMEP member district teachers to attend classes offered through the Cultural Collaborative. Individual schools or the school district cover any costs for substitute teachers from the state integration funds the district receives, from their building staff development allocations, or from other district staff development resources.

Program Area #4: Regional Leadership (From the WMEP Strategic Road Map)

Regional Equity Leadership

- Preferred resource for research of the linkage of race/poverty/mobility and learning at the District/school/grade levels.
- Preferred resource for community and district conversations about race, poverty and equity in education.
- Preferred resource for equity advocacy and legislative action in the State of Minnesota.

Regional Equity Leadership 2011-2013 Work Plan:

- Build data and research capacity into learning/instruction/engagement across student race, gender, income and housing type beginning in 2011/2012 SY.
- Develop and pilot an approach for community conversations on learning and equity based on research above in at least 3 districts in 2012/2013 SY.
- Board development of legislative platform and develop more influence in partnership with public education associations and lobbyists.

WMEP-Wayzata Budget Relationship

WMEP receives a flat rate per student of \$19 per pupil unit from the Wayzata Public Schools and each of the other member districts. Wayzata had 12,060 pupil units in 2011-2012 which resulted in a total of \$229,140 to WMEP. Each school district submits this \$19 per pupil unit regardless of how much they use WMEP. The funds collected from member districts are used to fund the staff

development activities offered through the Cultural Collaborative. Staff members from member districts do not have to pay additional fees for participating in Cultural Collaborative offerings.

All other payments made to WMEP are based upon the district's use of other WMEP services. Wayzata did not make any other substantial payments to WMEP in 2011-12.

WMEP and Wayzata Demographics

A. WMEP Demographics

- FAIR Crystal – 56% White, 33% Black, 5% Hispanic, 5% Asian, 2% Am Indian
- FAIR Downtown – 49% Black, 36% White, 6% Hispanic, 5% Asian, 3% Am Indian

B. Wayzata Demographics

- All Schools – 75% White, 13% Asian, 9% Black, 3% Hispanic, .03% Am Indian
- Central Middle School – 76% White, 13% Asian, 9% Black, 3% Hispanic, .02% Am Indian
- East Middle School – 73% White, 14% Asian, 9% Black, 2% Hispanic, .02% Am Indian
- West Middle School – 84% White, 6% Asian, 5% Hispanic, 4% Black, .03% Am Indian
- Wayzata High School – 80% White, 9% Asian, 7% Black, 3% Hispanic, .03% Am Indian

Choice is Yours Program (CIY)

The Program

The Choice is Yours (CIY) is not a WMEP program but WMEP has administered the program on behalf of the communities involved.

CIY is a voluntary, school choice program offered to low-income students in the Minneapolis School District. Eligible students may attend school at one of eight, voluntary participating suburban districts: Columbia Heights, Eden Prairie, Edina, Hopkins, Richfield, St. Louis Park, St. Anthony, Robbinsdale, and Wayzata. Enrollment in CIY is about 2,300 students. Funding for transportation of participants is provided by the state through Integration Transportation Revenue. Additional monies received through the federal Voluntary Public School Choice grant from 2003-2012 were forwarded to participating districts for purposes of providing support services to students; the grant also covered costs for WMEP to coordinate the program. The grant expired on June 2012 and to date has not been renewed.

History

The CIY program was created as part of a lawsuit settlement between the NAACP and the Minnesota Department of Education. The suit was filed in 1995 on a charge that the concentrated poverty and de facto racial segregation in the schools interfered with the delivery of an adequate education. The 2000 settlement included an agreement to implement an inter-district transfer program for low-income students attending schools with high minority populations. The settlement, set to expire in 2004, included an agreement that the above participating districts (excluding Eden Prairie, which did not become a participant in 2005) would reserve a total of 500 seats in their combined districts each year for the next four years, i.e. from 2000-2004. Those particular districts, including Wayzata, were chosen because they were already partnering around integration issues through their membership in WMEP. The court administered the program during the early years until the end date of the settlement agreement. At that time, the participating districts agreed to voluntarily continue the program and WMEP volunteered to provide coordinating support.

Current Status

Federal funding for support services has ended; districts wishing to continue programs and staffing previously provided through this grant will need to use other district funds. State Integration Transportation funding continues for participating receiving districts as long as districts have included the CIY program in their Desegregation Plans. WMEP no longer has federal grant money to coordinate the program. Finally, the WMEP Joint Powers Board has not included the CIY program in its 2012-2016 four-year Desegregation/Integration Plan. The future administration and funding of the program has yet to be determined.

Wayzata Participation in the Choice is Yours Program (10 Year History)

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-2013	0	6	2	0	9	7	8	10	13	17	26	15	19	132
2011-2012	7	4	3	12	9	11	13	13	16	27	18	21	11	165
2010-2011	3	3	13	8	12	17	13	19	23	19	21	16	8	175
2009-2010	2	13	8	11	17	14	22	25	20	23	22	18	18	213
2008-2009	11	8	15	16	15	15	28	22	26	28	21	20	24	249
2007-2008	9	8	8	9	15	21	23	27	33	21	20	31	21	246
2006-2007	8	8	8	10	14	17	14	28	28	19	28	25	16	223
2005-2006	2	7	5	11	10	9	17	10	18	25	25	18	12	169
2004-2005	3	2	8	7	8	10	16	16	23	17	18	21	12	161
2003-2004	2	7	3	4	6	5	9	12	15	21	13	18	4	119

Status of Minneapolis Membership in WMEP

Minneapolis is a founding member of the West Metro Education Group. Minneapolis expressed a possible interest in ending its membership and, per WMEP by laws, submitted a Notice of an Intent to Withdraw on January 24, 2012 to the WMEP Joint Powers Board (JPB). The effective date of withdrawal was to be June 30, 2013, again per the bylaws.

Minneapolis administration and the Minneapolis school board have spent the months since the January announcement studying the benefits and costs of their membership. On October 9, 2012 a formal recommendation was made to the board by the administration to rescind the Intent to Withdraw and to remain a WMEP member. The Minneapolis school board will take a vote on the recommendation to rescind their withdrawal notice at their October 23, 2012 meeting. However, the Minneapolis District is also asking the WMEP JPB to consider some modifications to Minneapolis' membership arrangements. Those requests are itemized in a proposed Agreement and Commitment to Equity and Excellence, also attached. The JPB, member districts, and WMEP administration will evaluate the proposal in the coming weeks and continue discussions with Minneapolis about possible changes. There is no timeline yet established for the decision-making process regarding the proposal. Here is the text from the "Recommendation to Rescind" document for the Minneapolis Public Schools.

RECOMMENDATION TO RESCIND THE RESOLUTION PROPOSING MINNEAPOLIS PUBLIC SCHOOLS WITHDRAW FROM PARTNERSHIP WITH WEST METRO EDUCATION PROGRAM ("WMEP")

On January 24, 2012, The Board of Education of Minneapolis Public Schools passed a resolution to give notice to West Metro Education Program on their intent to withdraw from the WMEP Voluntary Consortium. MPS provided the required 18 month notice to WMEP. Through continued work between MPS and WMEP, the Board of Education would like to rescind the resolution of January 24, 2012. The Superintendent of MPS recommends the approval to rescind the resolution to withdraw from WMEP.

Recommendation: That the Board of Education, Special School District No. 1, approve to rescind the resolution of January 24, 2012 to withdraw from WMEP.

While the Minneapolis School Board has not yet taken action on this, it will be on an upcoming school board agenda. The following was also included as an agenda item for discussion at the October 9, 2012 Minneapolis Public Schools school board meeting;

Minneapolis Public Schools (MPS) and West Metro Education Partnership (WMEP) Agreement and Commitment to Equity and Excellence

Background

In February 2011, the Minneapolis Public School Board served notice to the WMEP Joint Powers Board of its intent to withdraw from the WMEP Integration Collaborative district effective June 30,

2013. Subsequent to the submission of this notice, the Board directed staff to collect, review and analyze data to determine whether Minneapolis Public Schools would continue participation in the WMEP Integration Collaborative district. The data collected was presented to MPS Board members and focused on: 1) Whether WMEP was still serving its original purpose; and 2) how MPS students enrolled in WMEP's schools are performing academically. The analysis also reviewed other WMEP services including professional development and school related programming. Based upon the data collected and presented to the MPS Board, staff provides the following recommendation to the MPS Board of Directors.

Recommendation

MPS staff recommends that MPS remain a member of the West Metro Education Partnership for the next 2 years, expiring June 30, 2015, and that MPS and WMEP recommit to strengthening the relationship to fulfill the terms of WMEP inter-district integration collaboration.

MPS and WMEP Mutual Accountability and Commitment

MPS and WMEP are committed to the integration goals of producing interracial student contact within its respective school districts, creating regional integration strategies and also significantly closing, and eventually eliminating, the racial achievement gap. In order to achieve these goals, MPS believes there must be mutual accountability and commitment from MPS and WMEP.

MPS and WMEP agree to the following conditions of satisfaction as part of the renewed commitment to equity and excellence:

1. MPS and WMEP value equity and diversity. We believe that equity, diversity and integration includes more than racial diversity. Equity and diversity includes multilingual student diversity (ELL), free and reduced lunch student diversity, special education student diversity and homeless and highly mobile student diversity. In order to create an equitable and diverse learning environment for students, MPS and WMEP agree to order to create a more inclusive lottery admissions process that will increase the diversity of multilingual, free and reduced lunch, special education and homeless and highly mobile students. WMEP agrees to adequately staff WMEP schools to support both academically and emotionally the specific needs of these student populations. In addition, WMEP agrees to provide building-wide professional development focused on supporting the needs of these students. MPS and WMEP agree that this more inclusive lottery and admissions process will be implemented for the 2013-2014 school year;
2. MPS and WMEP value fiscal accountability and the equitable allocation of resources. We believe that all WMEP participating school districts should be treated equitably with respect to tuition payment for students attending WMEP schools. In order to create more fiscal accountability and the equitable allocation of resources, MPS and WMEP agree to enter into good faith negotiations in order to determine the allowable per student cost for MPS students attending WMEP schools. Good faith negotiations will include the discussion of integration and referendum aid currently distributed on a per student basis from MPS to WMEP. MPS and WMEP agree that all negotiations will be completed and the new allocation of resources implemented and effective for the 2013-2014 budget;
3. MPS and WMEP value equity professional development and equity programming for staff and students. We believe that professional development and student programming can create an equitable school environment that promotes interracial student contact and the elimination of the

racial achievement gap. MPS and WMEP agree to work collaboratively to create a more diverse offering of staff professional development and student programming that will benefit staff and students. We agree to work collaboratively to establish measurable outcomes and metrics to evaluate the success of professional development and student programming and its respective impact on student achievement. MPS and WMEP agree that all suggested modifications to professional development and student programming will be implemented for the 2013-2014 school year; and

4. MPS and WMEP agree to collaboratively work with the State of Minnesota, Minnesota Minority Education Partnership, Integration Repurposing Task Force, Minnesota School Integration Council and other racial equity leaders in creating a transformative integration policy and rule that provide a more equitable and inclusive approach for the inclusion of all students, including but not limited to: multilingual, free and reduce

Terms and Conditions of Agreement

MPS and WMEP agree that in order for WMEP to serve its purposes of creating interracial student contact and closing the racial achievement gap, MPS, WMEP and other member districts must hold each other mutually accountable to satisfy the terms of this agreement. MPS and WMEP agree that if MPS or WMEP does not satisfy the terms and conditions of this agreement, either party may provide 30-day notice and request a meeting to resolve any outstanding issues or concerns. Such issues or concerns must be clearly stated in the notice and the party stating the issue or concern must offer an equitable solution for such issues or concerns. If the meeting does not provide a mutually agreeable resolution, either party can provide 6-month notice of intent to withdraw from this agreement. Such notice shall also serve as official notice of intent to withdraw from WMEP and supersedes any notice requirements of the Joint Powers Agreement.

Full and Final Agreement

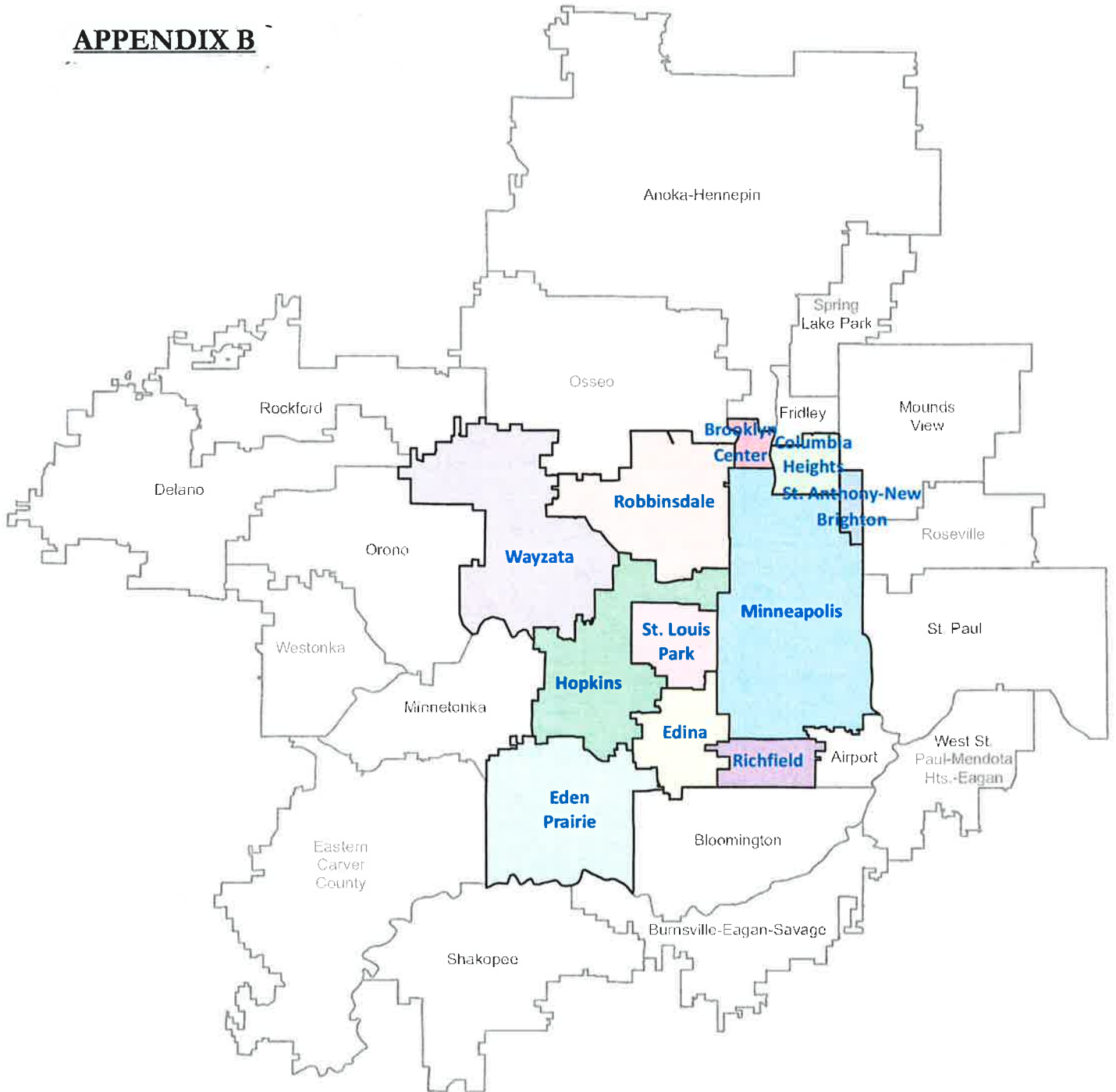
MPS and WMEP remain committed to increasing racial equity and closing the achievement gap. MPS and WMEP agree to recommit to the mission and purpose of WMEP and in good faith commit to productively engaging in an inter-district integration strategy that will benefit the achievement of all students.

Signatures to be included on the document:

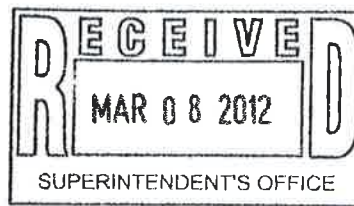
Bernadeia Johnson, Superintendent Minneapolis Public Schools, Dan Jett, Superintendent WMEP, Helen Bassett, WMEP Joint Powers Board Chair, Alberto Monserrate, Minneapolis Public Schools Board Chair.

West Metro Area Education Program (WMEP) Joint Powers School District 6069 and surrounding Metro Area School Districts

APPENDIX B



Minnesota Department of
Education



1500 Highway 36 West
Roseville, MN 55113-4266

651-582-8200

March 5, 2012

APPENDIX C

Superintendent Chace Anderson
Wayzata Public Schools #284
210 County Road 101 North
Wayzata, MN 55391

Dear Superintendent Anderson:

This letter is to advise you that based on school year 2011-2012 data, **Wayzata Public School District #284** is defined as racially isolated under Desegregation Rule 3535.0110, Subpart 7. A racially isolated school district is one in which district-wide enrollment of protected students is more than twenty percentage points higher than enrollment in an adjoining district.

Because your district is classified as racially isolated, you must work with adjoining districts **Delano, Hopkins, Minnetonka, Orono, Osseo, Robbinsdale, and Rockford** to develop an inter-district integration plan that will increase interracial contact for students.

Your first step is to establish a planning process with a corresponding planning budget. These need to be submitted to our office no later than **May 15, 2012** to avoid delays in accessing Integration Revenue. *Please note:* a district is not required to participate in more than one multi-district collaborative.

Your district is encouraged to develop a plan that includes activities with high integrative value and promotes opportunities to narrow the academic achievement gap. As you develop your plan, MDE will be available to provide technical assistance for the development of these activities.

In addition to a copy of the rule, enclosed is an outline of the steps for inter-district planning. Please contact Dr. Anne M. Parks, Integration/Desegregation, at (651)582-8337 or anne.parks@state.mn.us if you have questions on starting the desegregation planning process.

Sincerely,

Anne Parks
Integration/Desegregation

Elia Bruggeman
Assistant Commissioner



Paul R. Beilfuss, Ed.D.

Superintendent of Schools

210 County Road 101 North

P.O. Box 660

Wayzata, MN 55391-0660

612.745.5001

Fax: 612.745.5097

0284supt@informns.k12.mn.us

December 10, 1997

APPENDIX E

Joint Powers Board
WEST METRO EDUCATION PROGRAM
1001 Highway 7
Hopkins, MN 55305

Dear Board Members:

Please consider this a formal request for associate member status in the West Metro Education Program.

Our Superintendent, Dr. Paul R. Beilfuss, recommended our participation as an associate member following his study of your organization and attendance at your October 15 information meeting. In addition, Dr. Rosemary Ruffenach and Mr. Ron Davis attended the Wayzata School Board work session on November 17, 1997, at which time they provided background information and answered School Board members' questions. We extend our thanks and appreciation for their willingness to take the time to be with us.

We understand that upon approval of our request for associate membership, we will be asked to send a staff person to WMEP Steering committee meetings to participate in its deliberations. We will designate a person upon learning of our associate membership approval.

Thank you for this opportunity.

Sincerely,


Debra L. Jamrogiewicz
School Board Chair


Paul R. Beilfuss
Superintendent of Schools

DLJ:PRB:LMB/92



Paul R. Beilfuss, Ed.D.

Superintendent of Schools

210 County Road 101 North

P.O. Box 660

Wayzata, MN 55391-0660

612.745.5001

Fax: 612.745.5097

0284supt@informns.k12.mn.us

December 10, 1997

APPENDIX F

Rosemary Ruffenach, ED.D.
WEST METRO EDUCATION PROGRAM
1001 Highway 7
Hopkins, MN 55305

Dear Dr. Ruffenach:

First, let me thank you on behalf of the School Board for your participation at our November 17 School Board work session. The background information you and Ron Davis provided on the West Metro Education Program (WMEP) and your forthright answers to School Board members' questions were most helpful.

The School Board of Wayzata Public Schools took official action at their December 8, 1997, regular meeting to authorize requesting associate member status with WMEP, and we've enclosed a letter to the Joint Powers Board requesting this action. If anything further is needed at this time, please let me know.

We are also returning the drawing and site plan of the "downtown school" prepared by the Cuningham Group, which you shared with us at the November 17 work session.

Again, Dr. Ruffenach, thank you for your assistance in this matter. We are looking forward to our participation as an associate member of WMEP.

Truly yours,

A handwritten signature in black ink that reads "Paul".

Paul R. Beilfuss, Ed.D.
Superintendent of Schools

PRB:LMB/92
Enclosures

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - November 12, 2012 - 6:00 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 1. Regular Meeting - October 8, 2012
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
 - A. November Employee of the Month -
 - B. Wayzata Public Schools Retirees - 2012-2013
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
 - A. Student Council - Student Council Vice President - Mitch Condon
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. RESOLUTION - American Education Week - November 11-17, 2012
 2. Board Policies and Regulations - Second Reading and Adoption
 - a. Board Policy 227 - "Citizen Complaints"
 - b. Board Policy 310 - "Administrative Personnel Professional Development" - (for deletion)
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. OTHER BOARD ACTION
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
10. NATIONAL MERIT SCHOLARSHIP SEMI-FINALISTS AND ESTEEMED TEACHERS
11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – October 22, 2012

AGENDA SECTION: 8. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Chair Hesby

If there is no additional business before the School Board, the Chair will adjourn the meeting.