

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - October 22, 2012 - 4:00 PM
District Administration Building, 210 County Rd, N., Plymouth

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 - <i>60 minutes</i>	6
B. Facilities Update - J. Westrum - <i>10 minutes</i>	
6. BOARD REPORTS	
A. West Metro Education Program Update - S. Droegemueller, C. Anderson, J. Johnson - <i>45 minutes</i>	29
7. SCHOOL BOARD	
A. Tentative Board Agenda for November 12, 2012 - <i>5 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.

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 valued employees;
- 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

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In partnership with



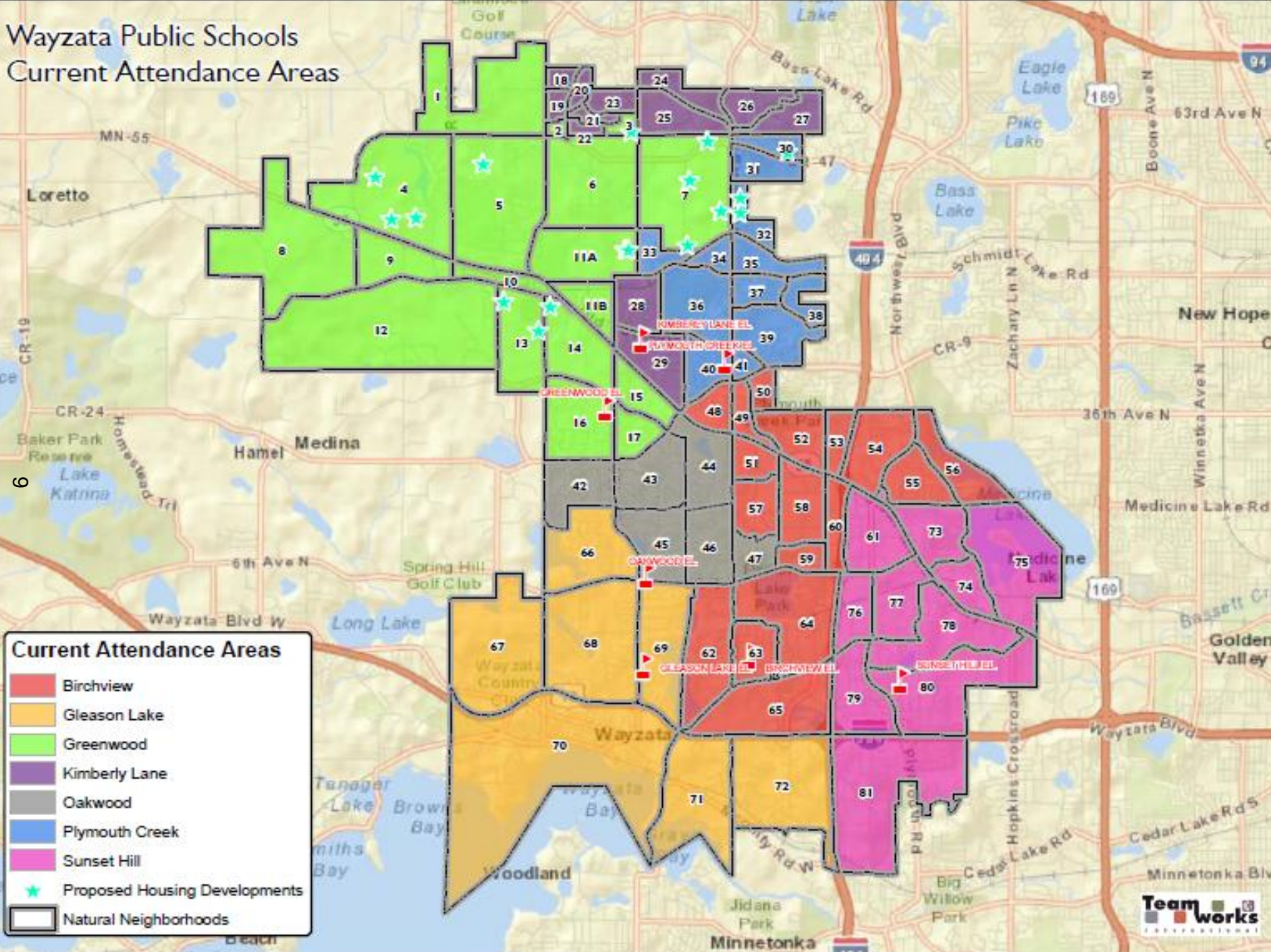
DISCUSSION OBJECTIVES

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



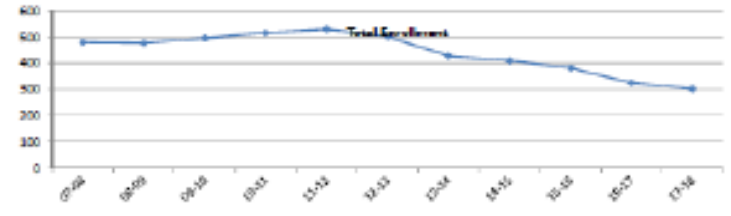
Current Attendance Areas

- 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



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Greenwod Elementary



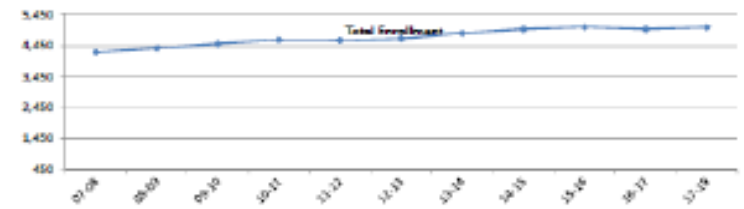
Sunset Hill Elementary



Kimberly Lane Elementary

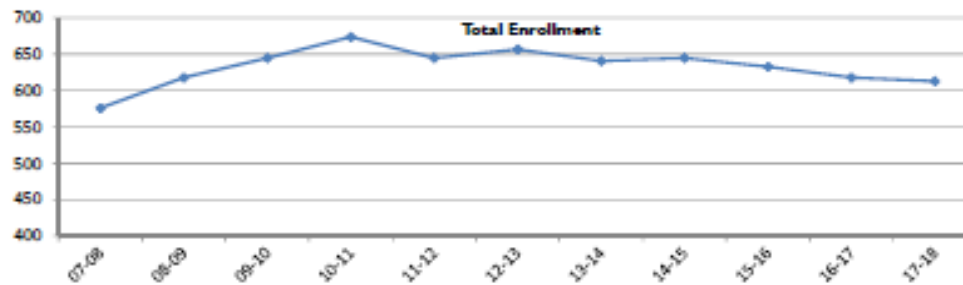


All Elementary Schools



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	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	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

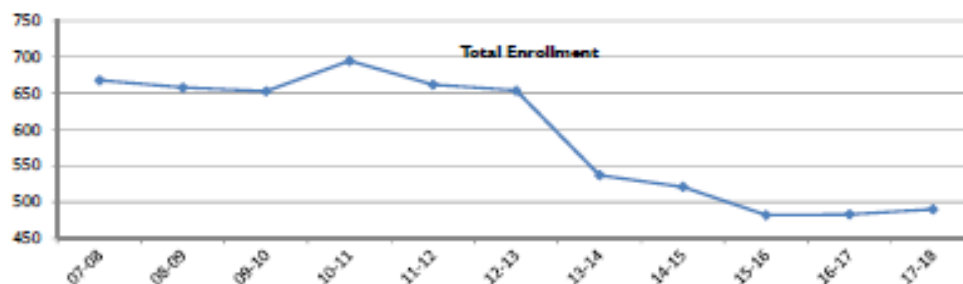
Facilities Utilization

	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%

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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	658	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	88
% 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

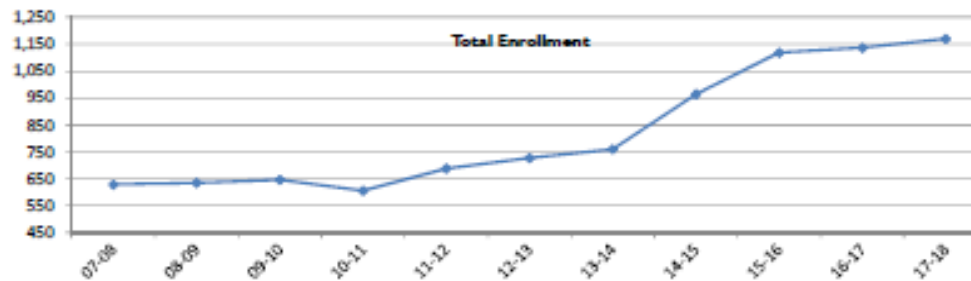
** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

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	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**	89.2%	103.9%	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

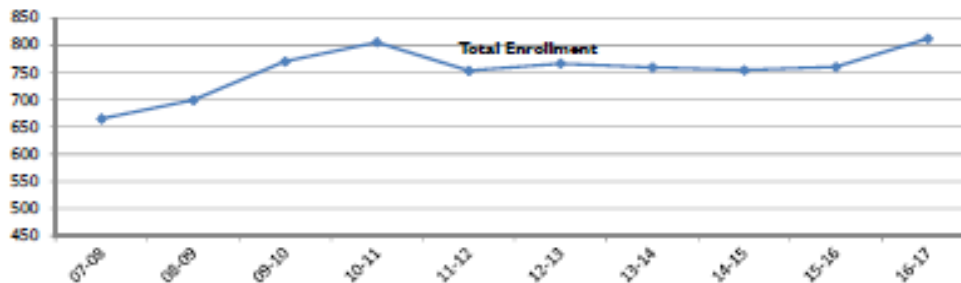
** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

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	759	754	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

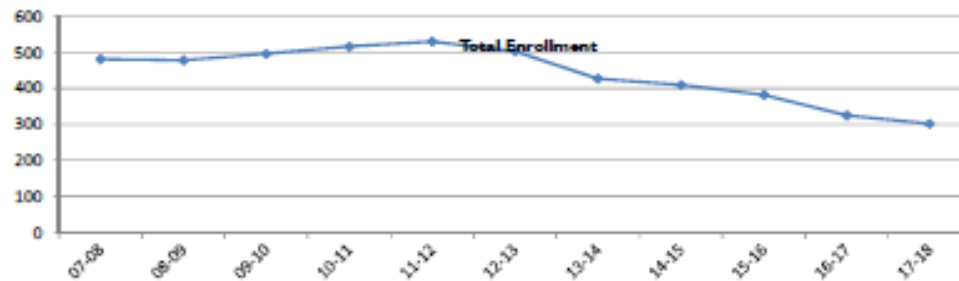
** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

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	759	107%	709	754	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	83	73	83	101	84	55	50	55	52	40
2	88	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	88	85	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

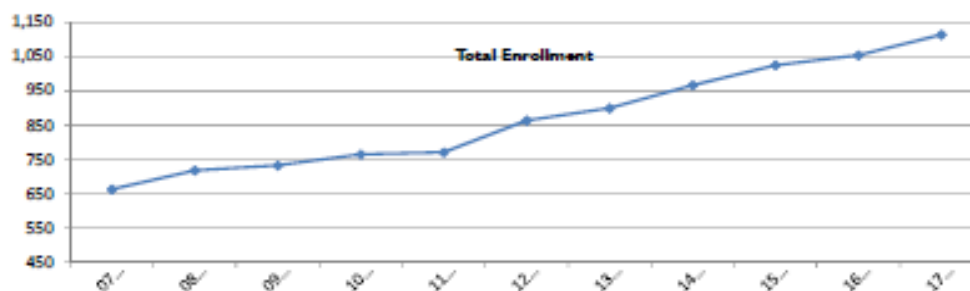
** % Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

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	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%

*6th Birth Year and Begin K Year is based on a School Year beginning on September 1st and ending on August 31st

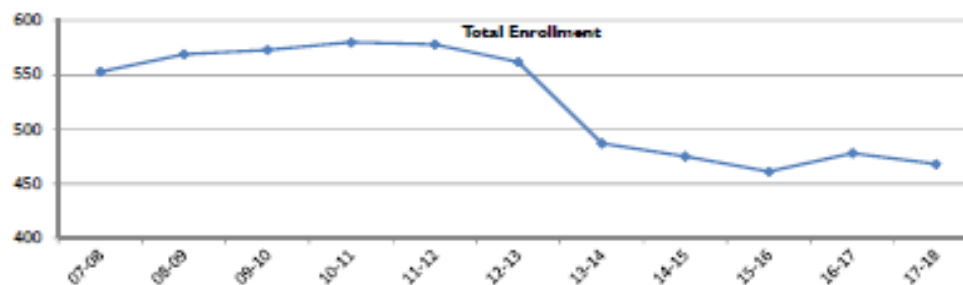
** %Retention is calculated by taking the total K for that given Begin K Year divided by the total births in that given Birth Year

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	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

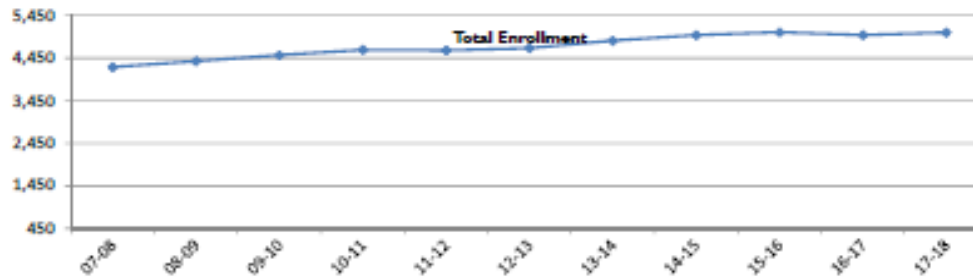
	Capacity*	Current Enrollment 12-13	% Utilization	Capacity*	Projected Enrollment 13-14	% Utilization	Capacity*	Projected Enrollment 14-15	% Utilization	Capacity*	Projected Enrollment 15-16	% Utilization	Capacity*	Projected Enrollment 16-17	% Utilization	Capacity*	Projected Enrollment 17-18	% Utilization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

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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	790	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

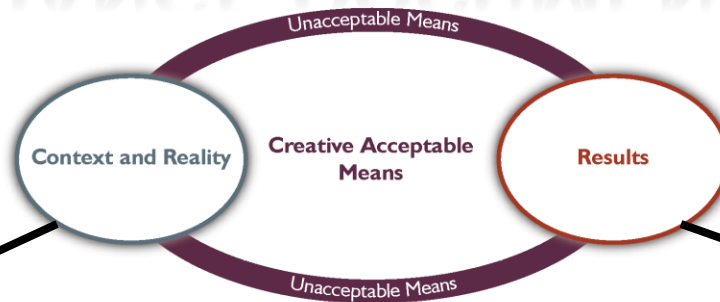
Role: Develop
viable Options
and refine based
on community
feedback

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:

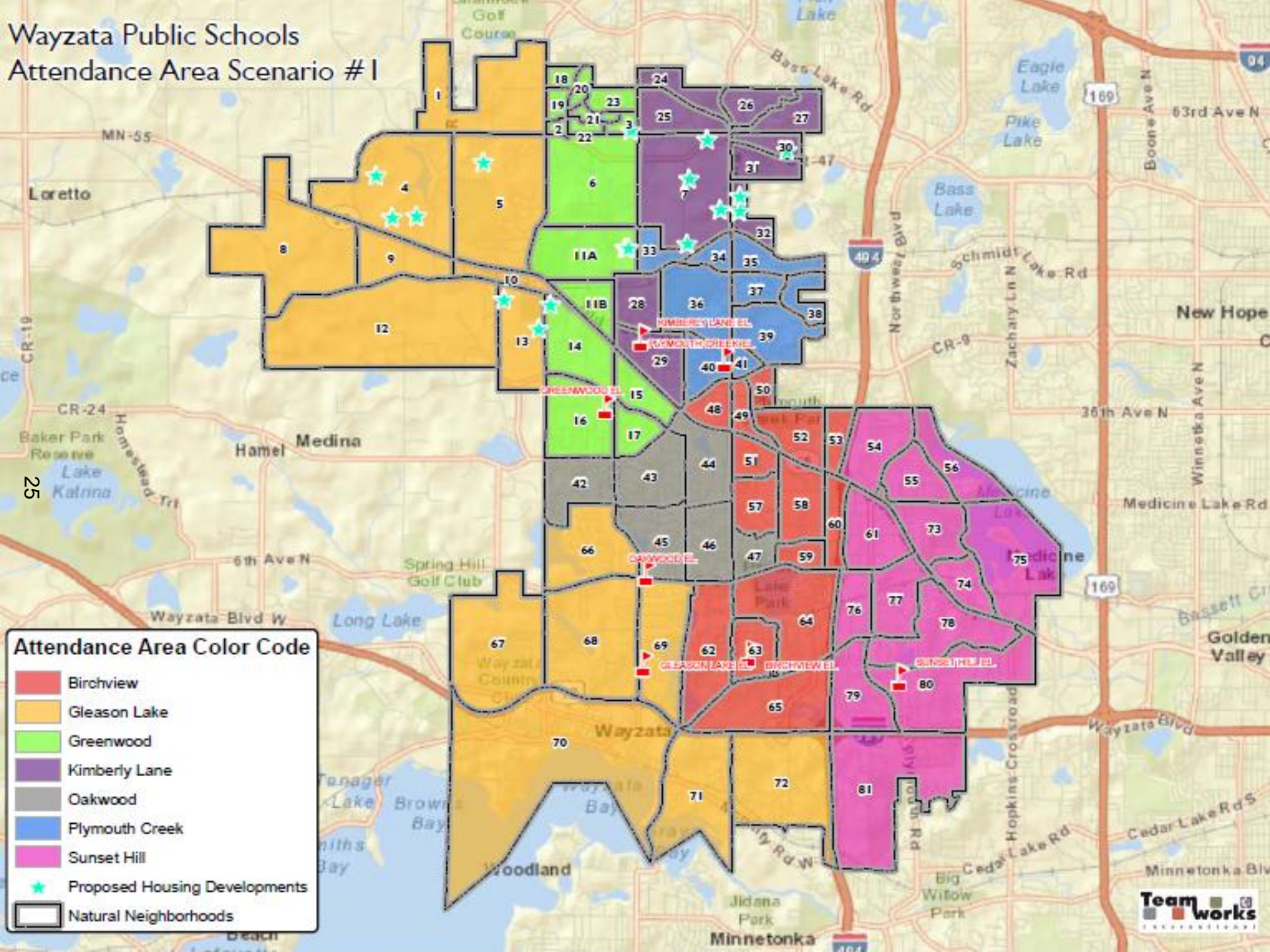
- *Neighborhoods 54,55 & 56*
- *Neighborhood 42*
- *Neighborhoods 11A,8,9,10,12 & 13*
- *Neighborhoods 2 & 3*
- *Neighborhood 33*

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 %
24 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 %	83 %	83 %

Wayzata Public Schools Attendance Area Scenario #1

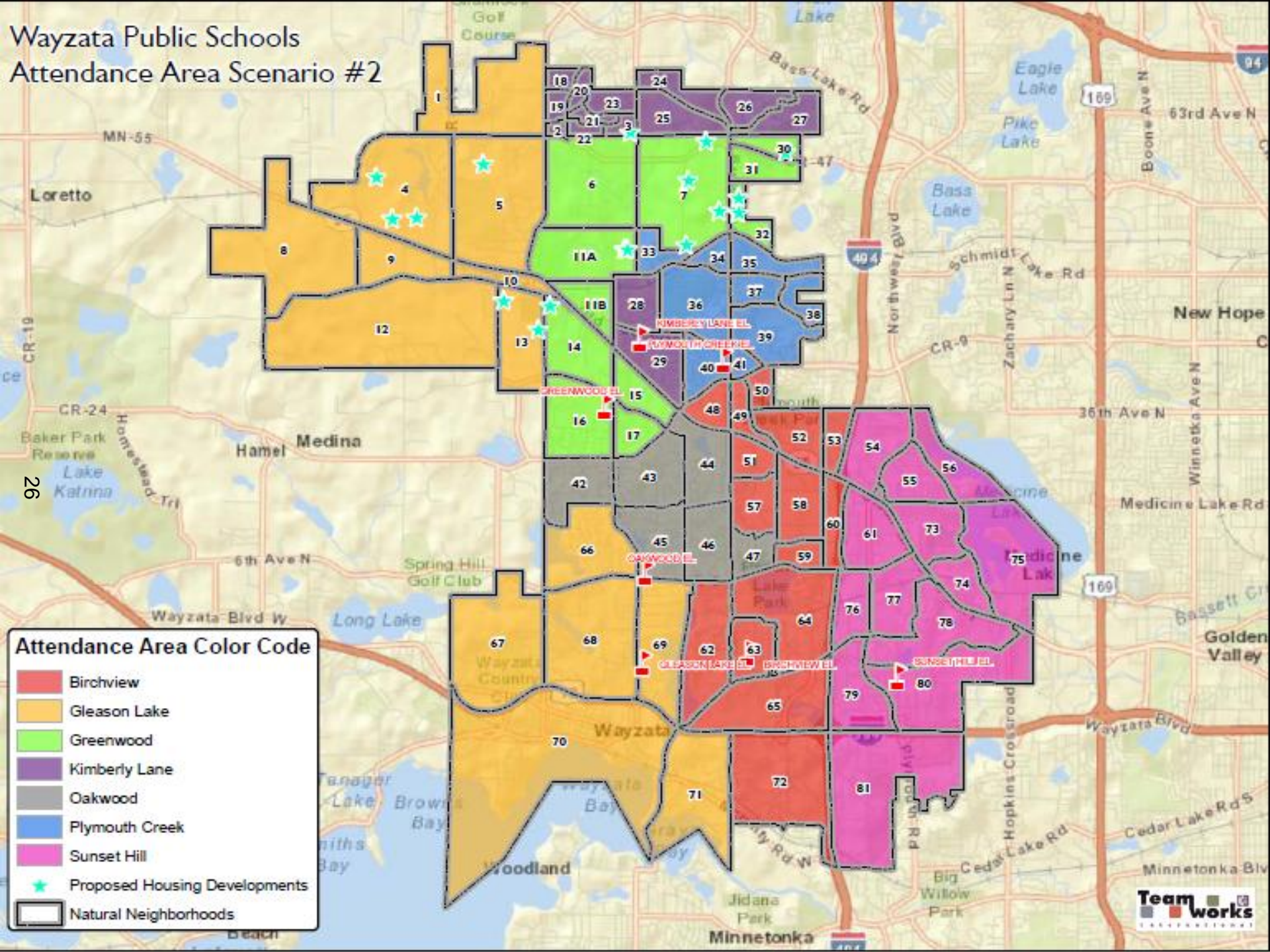


25

Attendance Area Color Code

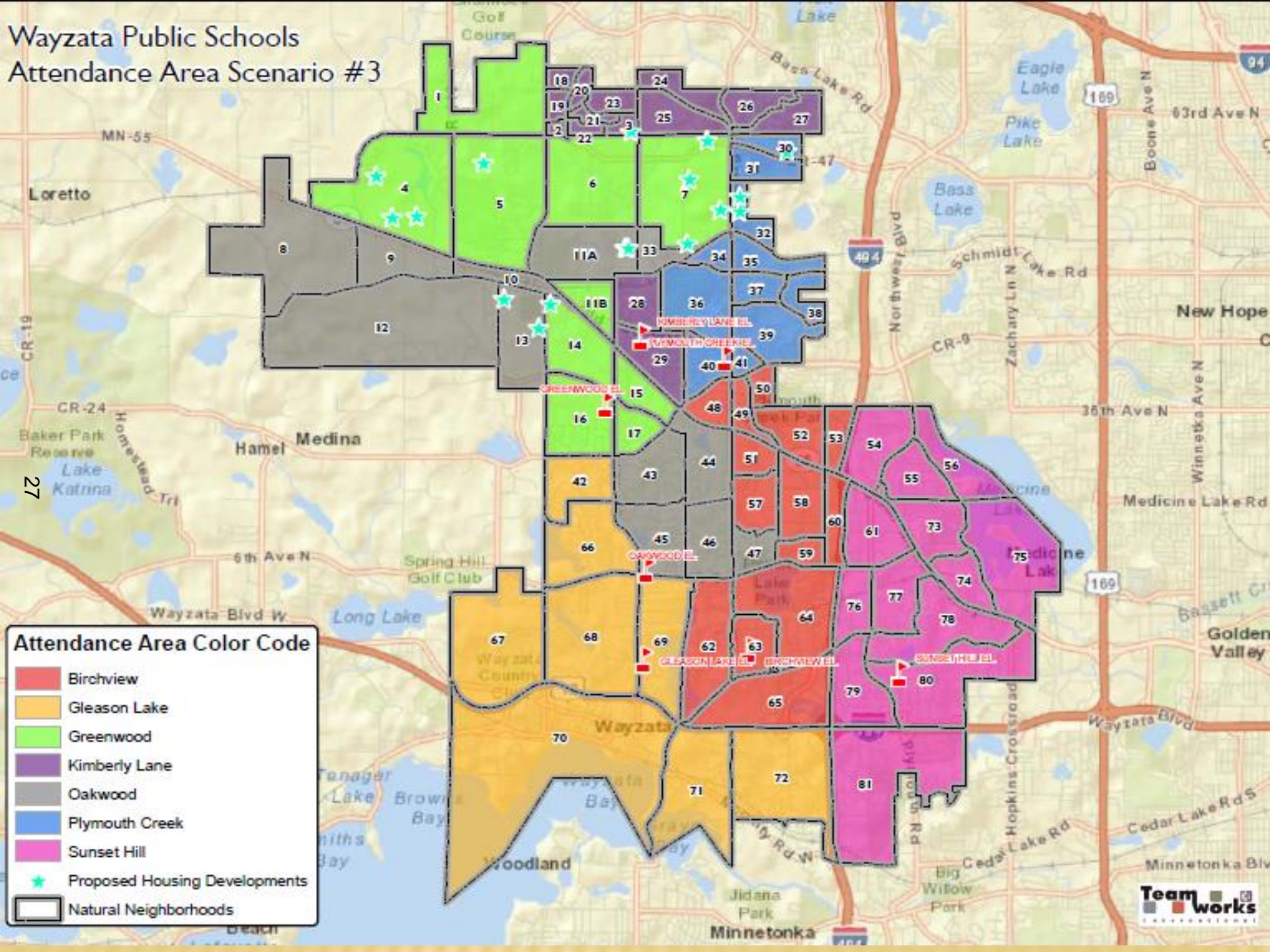
- Birchview
- Gleason Lake
- Greenwood
- Kimberly Lane
- Oakwood
- Plymouth Creek
- Sunset Hill
- Proposed Housing Developments
- Natural Neighborhoods

Wayzata Public Schools Attendance Area Scenario #2



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Wayzata Public Schools Attendance Area Scenario #3



27

Attendance Area Color Code

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

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 research 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

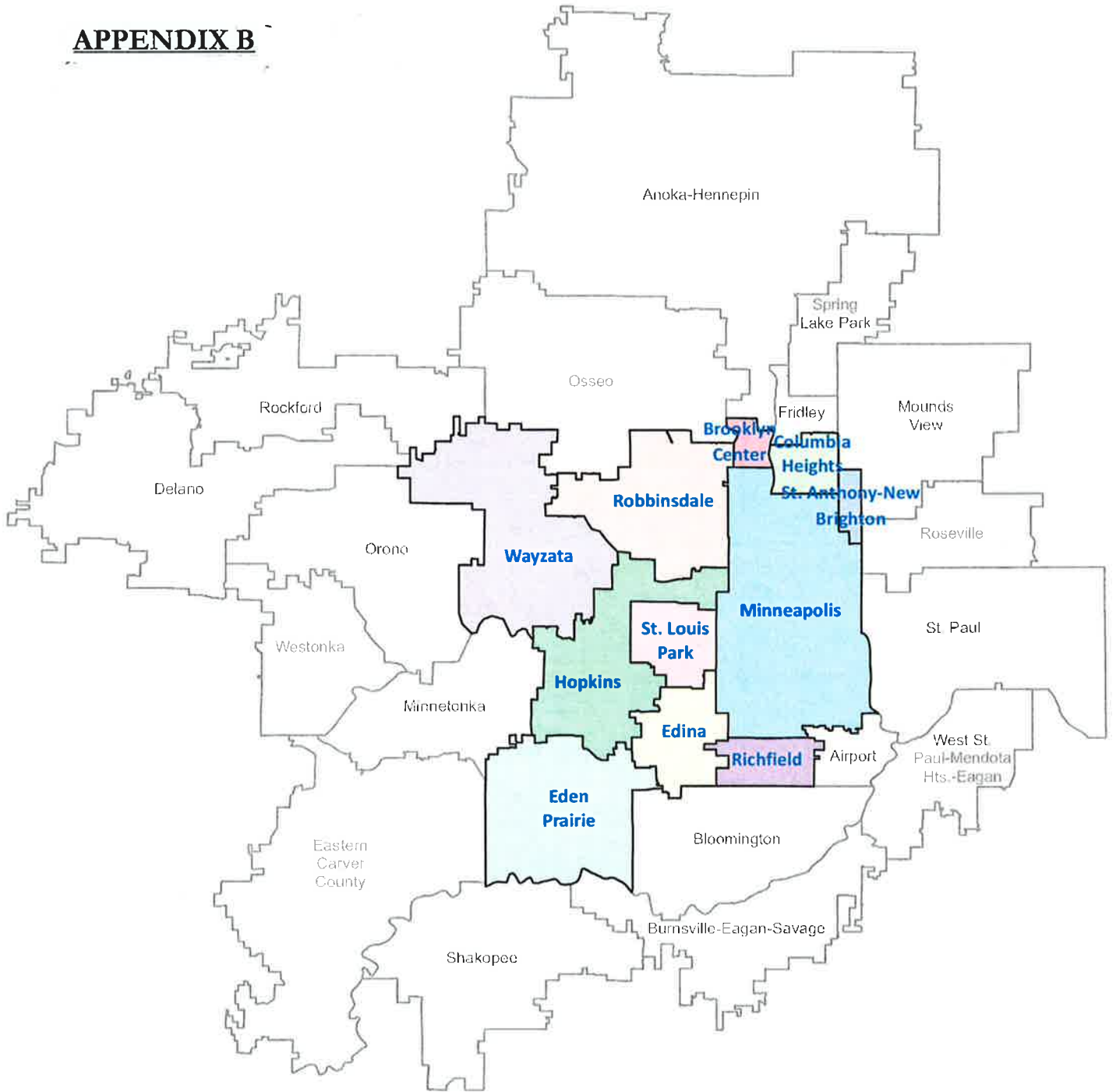
MPS and WMEP remain committed to increasing racial equity and closing the achievement gap. MPS and WMEP agree to recommit to the mission and purpose of WMEP and in good faith commit to productively engaging in an inter-district integration strategy that will benefit the achievement of all students.

Signatures to be included on the document:

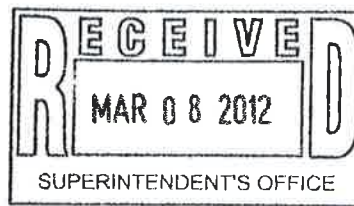
Bernadeia Johnson, Superintendent Minneapolis Public Schools, Dan Jett, Superintendent WMEP, Helen Bassett, WMEP Joint Powers Board Chair, Alberto Monserrate, Minneapolis Public Schools Board Chair.

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.



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Attend the 2013 NSBA Annual Conference
San Diego Convention Center



Register today!
www.NSBA.org/conference

CHARGE FORWARD WITH FRESH KNOWLEDGE

Soak in the wisdom and put it to work back home in your district

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Comprehensive Programming

- ★ **Enlightening topics** — 200+ sessions organized into focus areas
- ★ **Expanded technology track** — case studies, trends, and more
- ★ **Valuable updates** on legislation and court decisions that impact your district
- ★ **Tactics** for making the most of shrinking resources
- ★ **Market-tested products** and services to boost performance

Pick and choose the sessions that will best benefit the needs of your district. With sessions organized into focus areas, it's easy for your team to find the content that means the most to you, your staff, and your students.



Student Achievement and Accountability

Understand the factors which set conditions to optimize teaching and learning, narrow or eliminate the achievement gap, accountability, and continuous improvement within a system.



School Board/Superintendent Partnerships

Learn the different roles and responsibilities of the board and superintendents, as well as how to collaborate and develop long-term successful relationships inside and outside the system.



Innovations in District Management

Learn how to deal with economic challenges, manage local bond initiatives, and deal with hot topics such as common core standards and data-driven decisions.



Governance and Executive Leadership

Effective leadership skills are necessary to transform public education. Learn how to align resources to the achievement of district standards and priorities, get updates on legal decisions impacting education, and understand education reform.



Technology + Learning Solutions

Find hands-on sessions, workshops, and site visits that highlight how technology is transforming school districts. Topics include emerging technologies, practical strategies, and real-life solutions, with relevant knowledge for everyone — from technology directors to administrators and board members.



Professional and Personal Development

Take in knowledge designed specifically for you and your personal development — from leadership skills and managing people to making better personal use of technology.

The National School Boards Association is a not-for-profit organization representing state associations of school boards and their member districts from across the United States. Its mission, working with and through state associations, is to advocate for equity and excellence in public education through school board leadership. NSBA's Annual Conference complements the state-specific professional development opportunities provided by your state association.

SPRING INTO ACTION WITH A LITTLE INSPIRATION

General Session Speakers

Geena Davis | Saturday, April 13



From “Thelma and Louise” to “The Accidental Tourist,” **Geena Davis** is probably best known as an Academy Award-winning actress. But her work off the screen is even more impressive. A member of Mensa, she founded the non-profit Geena Davis Institute on Gender in Media. She works with film and television creators to reduce gender

stereotyping and increase the number of female characters in media targeted for children 11 and under. Hear from Davis how media plays a key role in children’s development, and how her organization is making a difference.

Neil deGrasse Tyson | Sunday, April 14

Photograph by Chris Cassidy



Educated in the public schools of New York City, **Dr. Neil deGrasse Tyson** took his passion for science to Harvard and Columbia and then went on to become one of the world’s most engaging and passionate science advocates. From PBS to NASA to Presidential Commissions, organizations have depended on Tyson’s down-to-earth approach to astrophysics.

He has been a frequent guest on *The Daily Show*, *The Colbert Report*, *Real Time with Bill Maher*, and *Jeopardy!*. In his own words, he wants to reach “all the people who never knew how much they’d love learning about space and science.”

Diane Ravitch | Monday, April 15



Diane Ravitch is a research professor of education at New York University and a nonresident senior fellow at the Brookings Institution in Washington, DC. Internationally acclaimed for her expertise on past and present education, her most recent book, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining*

Education, makes the case that public education today is in peril and offers a clear prescription for improving public schools.

“NSBA offers a great opportunity to ‘recharge’ as a Board of Education member. Knowing how difficult educational leadership is, NSBA shares research, information, and resources to help board members be better informed leaders.”

— Kathleen Yolish, Shelton Board of Education, Shelton, CT

Back by Popular Demand! 5K Walk/Run

Join NSBA for the energizing 5K Walk/Run! The event will take place along the beautiful San Diego waterfront, located behind the Marriott Marquis San Diego on Monday, April 15, 2013, from 7:00 AM – 9:00 AM. Registration is \$45 per person; children 13 and under are free. Proceeds will support the Center for Public Education.

To register, visit www.nsba.org/5K.



EXPLORE WITH INNOVATIVE CHANGE LEADERS IN EDUCATION

Celebrate education leaders who have shown how innovative approaches and unique leadership styles can improve student achievement.

Saturday, April 13

1:30 PM – 2:45 PM

Focus On...Preparing for the Challenges & Opportunities of the Common Core State Standards



Over the next few years, schools will face a series of challenges and opportunities that will have a major impact on both students and teachers. Fueled by moving to the Common Core State Standards and, more importantly, new assessments tied to these standards, schools must make a fundamental shift in both what is taught and how it will be taught. Students will be assessed on standards that are far more rigorous and much more strictly applied than in the past and therefore teachers will need to match their instruction to those higher levels of rigor and relevance. **Dr. Willard Daggett** will lay out why these changes are being made, the impact they will have on curriculum and instruction, and ways that the nation's most rapidly improving schools provide a blueprint to meet the challenges successfully.

Presenter: Willard Daggett, Founder & Chairman, International Center for Leadership in Education

Sunday, April 14

1:30 PM – 2:45 PM

Focus On...Firing on All Cylinders: Using Creativity, Critical Thinking Skills, and Differentiation to Excite Students and Inspire Learning



The world our students live in is vibrant, diverse, fast-paced, and ultra-connected. Their classrooms and learning experiences should be, too. **Rebecca Mieliwocki**, 2012 National Teacher of the Year, will demonstrate several techniques for developing exciting, challenging, and creative learning activities for students at all grade levels that enforce higher-level thinking skills, team-based problem solving, creative expression, and multi-dimensional final products. These activities ask students not just to show teachers what they know, but how to use their knowledge to complete new tasks in inventive ways.

NSBA congratulates Rebecca Mieliwocki, the 62nd National Teacher of the Year, and thanks her for her outstanding commitment to equality for all children.

Presenter: Rebecca Mieliwocki, 7th Grade English Teacher, Luther Burbank Middle School, CA

Need Continuing Education Credits for your state education requirements? By attending the NSBA Conference you may be able to earn credit!

(Check with your respective state associations of school boards to review your state requirements.)

Sunday, April 14

3:15 PM – 4:30 PM

Focus On...Digital, Design, and the Future of Learning



After six years of studying the technology policies and practices of schools, **S. Craig Watkins** asked himself: "what should the future of learning look like and how would you design it?" Drawing his inspiration from participation in a three-year study funded by the MacArthur Foundation, he began to design a model for what his research network refers to as "connected learning," a reference to a vision of learning that is keyed to the digital practices, identities, and dispositions of today's young learners. Along with a team of designers, researchers, and educators, Watkins built an innovative framework to test some of the key design principles that define connected learning. Among the principles is the idea that learning in the digital age should be production-centered, hands-on, and experiential. In this presentation, Watkins will tell the story of an amazing project that was piloted in a school that struggled to keep students motivated, engaged, and attending school. In the span of three weeks, students engaged in research, ideation, design, and digital media creation to address the issue of childhood obesity in the form of an iBook. The project, Watkins argues, offers a glimpse into the future of what learning and digital literacy can and should look like in America's schools.

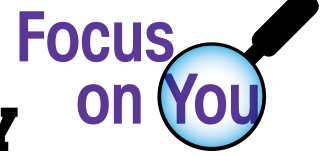
Presenter: S. Craig Watkins, Professor of Radio-TV-Film, The University of Texas at Austin



Visit the conference website for a full list of district workshop sessions — including many with revenue-generating ideas and real-life methods for saving your district money.

WWW.NSBA.ORG/CONFERENCE

DEVELOP YOURSELF PERSONALLY AND PROFESSIONALLY



Saturday, April 13

8:30 AM – 9:45 AM

Leadership Isn't for Cowards How to Lead Courageously in a Turbulent Age

Mike Staver is an internationally respected author, coach, and speaker, heralded for his ability to make complex ideas simple. Staver's message: we live in an age when it is more and more difficult to manage all of the information, demands, and challenges that are coming at us. It takes real courage to stand firm in what you believe and then to get your followers to understand what really matters and how to execute effectively. Your ability to influence your followers is key to every step of creating significant results. Courage is the key element in that process.

Presenter: Mike Staver



1:30 PM – 2:45 PM

Deal with It!! How to Stay Calm Under Pressure

Today, more than ever, you are being asked to do more and more. What it gets down to is how you choose to invest energy. It's not the hours you work, it's the value you get from the work you do. Do not, under any circumstances, let someone convince you that it is an easy process — but it is simple. In this session, participants will learn what it takes to stay calm and focused even if they don't like the circumstances.

Presenter: Mike Staver

3:45 PM – 5:00 PM

The Naked Truth about Full-Frontal Presentations

PowerPoint victims (and perpetrators) need to recognize that the ultimate value of a presentation is what the audience takes away. Come learn presentation tips, use of handhelds, electronic and participatory handouts, the power of images (plus free image sources), and the latest brain research. Tangible giveaways include dark chocolate (seriously), koosh balls (not so seriously), and the chance to win award-winning books and an Epson projector!

Presenter: Lynell Burmark, Associate, Thornburg Center

Sunday, April 14

8:30 AM – 9:45 AM

Overcoming the Odds: Lessons from the School with No Name

For 11 years, **Stacey Bess** taught homeless children in a small shed known as The School with No Name. Modeling love, self-worth, personal power, and courage, she transformed these children who had been labeled "unteachable." Her memoir *Nobody Don't Love Nobody* was adapted into the 2011 Hallmark Hall of Fame movie "Beyond the Blackboard." Bess was honored with the esteemed National Jefferson Award for Greatest Public Service, along with First Lady Barbara Bush, Supreme Court Justice Harry Blackman, and Ambassador Walter Annenberg. She is a tireless advocate for the educational rights of impoverished children, and continues to change lives by inspiring educators around the nation.

Presenter: Stacey Bess



Sunday, April 14

1:30 PM – 2:45 PM

Smart Phones...Smarter Business

Jim Spellos is a certified Microsoft Office Specialist (MOS) and President of Meeting U, a company specializing in teaching technology applications. Spellos helps you unlock all the killer tools from your smart phone and maximize your iPad or tablet for productivity. Have you unlocked all of the killer tools from your smart phones? Are you really using your iPad (or other tablet) to help enhance your productivity? This interactive session will provide ideas for learning what these smart devices can do for all of your business needs. Attendees are encouraged to bring their devices and share best practices with their favorite mobile tools and apps.

Presenter: Jim Spellos



1:30 PM – 4:30 PM

A Deeper Look at...Leadership Skills for Dealing with Difficult People

Explore the behavior styles that most often cause group conflict and learn how to resolve it. Find out why other people's behavior can be so frustrating that they become difficult people in tough situations. Master simple leadership skills to transform that annoying behavior into successful outcomes. This workshop is very interactive and will examine leadership from both theoretical and practical perspectives. You will take away tips to improve your own leadership style to become a more successful leader.

Presenters: Greg McKenzie, President, Window to Leadership, LLC; Chuck Namit, President, Strategem LLC



McKenzie



Namit

Monday, April 15

8:30 AM – 9:45 AM

Feeds & Needs

What's the most important tech topic of 2012? It's mastering the tool that allows you to get out from under the avalanche of information. It's the same one that enables you to create content-rich sites for your audience. Social Curation makes you a content publisher, as well as provides the tools to manage the information flow that comes into your computer, tablet, or smart phone. These tools are the critical time savers and information managers every business person needs.

Presenter: Jim Spellos

12:30 PM – 1:45 PM

Google-licious: How to Find Anything on the Internet

Back by popular demand, **Jim Spellos** will be doing his Google-licious session that has been so overwhelmingly popular since being introduced in San Diego, 2009. This session is for everyone, from Google novices to pros interested in learning how to use various search tools to find what you need, when you need it.

Presenter: Jim Spellos

HEAD FULL SWING INTO YOUR NEW BOARD POSITION

Essential Training for New Board Members

NSBA's Board Member Boot Camp is a tried and true curriculum for new members who need a quick, yet comprehensive, knowledge download — from ethics and decision making to financial oversight and basic regulations.

Pre-Conference Session

Friday, April 12 | 1:30 PM – 4:30 PM

New Board Member Boot Camp Pre-Conference Session: Ethics, Board Meetings, and the Role of a School Board Member

Ethical and appropriate behavior for school board members is expected. Yet, problems arise at meetings that can interfere with important work getting accomplished. Interact with your colleagues in a mock school board meeting conducted by members of the NSBA Board Member Boot Camp Faculty to examine what works and what doesn't in your meetings.

Facilitated by: Kitty Blumsack, Director of Board Development, Maryland Association of Boards of Education; Terry McCabe, Associate Executive Director, Maine School Boards Association

Advance registration and additional fee required for this session. Register by checking Board Member Boot Camp on the registration form on page 19.

Pre-registration is not required for new board member programming presented Saturday and Sunday.

Saturday, April 13

8:30 AM – 9:45 AM

The Key Work of School Boards — An Overview

The Key Work of School Boards framework provides school board members with tools and information for improving their leadership skills and raising student achievement. Learn about the eight Key Action Areas for school leaders and how to apply them to your own district.

Presenters: Kitty Blumsack, Director of Board Development, Maryland Association of Boards of Education; Kanisha Jones, Education Services Director, National School Boards Association

1:30 PM – 2:45 PM

Data-Driven Decision Making

Find out how your board can use data to effectively meet assessment and accountability challenges associated with No Child Left Behind. Learn the most useful formats for NCLB data requirements, and the newest information tools and methodologies being used by school districts, including data warehousing and business intelligence tools.

Presenters: Angie Peifer, Associate Executive Director, Board Development; Sandra Kwasa, Director, Board Development, Illinois Association of School Boards

3:45 PM – 5:00 PM

Basic Parliamentary Procedure for NEW Board Members

Lots can happen (and happen very quickly) during a school board meeting that will prevent you from obtaining your desired outcomes. A basic understanding of Robert's Rules of Order for your meetings is a critical tool for every new school board member.

Presenter: Paul Krohne, Executive Director, South Carolina School Boards Association

Sunday, April 14

8:30 AM – 9:45 AM

The Elementary and Secondary Education Act/ No Child Left Behind

Every school board needs to understand the critical legal issues for school districts in implementing the ESEA, better known in recent years as NCLB. What issues have come up in your district? What issues may be on the horizon? How do your decisions at the local level play out in the national debate over ESEA?

Presenter: Reggie Felton, Assistant Executive Director for Congressional Relations, Federal Advocacy & Public Policy, National School Boards Association

1:30 PM – 2:45 PM

The Basics of Financial Oversight

Oversight of school district financial matters is an essential board responsibility. Increased public and regulatory scrutiny during difficult economic times demands that boards develop strategies that allow them to fulfill their oversight responsibility without micromanaging. It is essential that all board members develop an appropriate level of understanding.

Presenter: Barry J. Entwistle, Director of Leadership, New York State School Boards Association

3:15 PM – 4:30 PM

Student Aspirations: The Role of Your School Board

Everyone talks about the need to improve student aspirations, but the Quaglia Institute for Student Aspirations (QISA) has researched the eight conditions necessary to raise student aspirations. QISA partnered with Maine School Management Association to develop a handbook to guide school boards through this process. Learn the role of your board in improving the aspirations of your students and leave with a copy of the handbook: *School Board Members: Reflect...Inspire...Make a Difference*.

Presenter: Terry McCabe, Associate Executive Director, Maine School Boards Association

NETWORK WITH YOUR PEERS

Collaborate and Learn at National Affiliate Central

Connect with your peers as they share their educational challenges, successes, and solutions. Don't miss your annual opportunity to communicate in person with other National Affiliate districts across the nation.

Friday, April 12

1:00 PM – 4:00 PM

Digging into the Common Core Standards

See page 13 for the NA Pre-Conference Workshop.

4:00 PM – 4:45 PM

National Affiliate/TLN Annual Ice Breaker Ice Cream Social

Saturday, April 13

8:30 AM – 9:45 AM

Rural and Small District Workshop Communications Strategies for Advancing Common Core Implementation



Supportive and informed parents, teachers, and communities are critical to the successful implementation of the Common Core State Standards. How is this message of college- and career-readiness communicated in rural communities and what role do school board members have as messengers? Participants will hear about ways they are tackling this issue. You'll identify challenges you face and work to identify potential solutions in your community.

Presenter: Laura A. Moore, Director of Innovation, SCORE

1:30 PM – 2:45 PM

Five-Minute Matters

What can you learn in five minutes? You'll be amazed. Five-minute presentations with slides auto-advancing every 15 seconds will cover the following topics: Disaster Recovery, Student Inspiration, Building a District Dream Team, Digging Deeper into Common Core, Learning through Creativity, College and Career Pathways, and Collaborative Professional Development.

Presenters: Various School Districts

3:45 PM – 5:00 PM

Hot Topic Session — Disasters Can Take on Many Shapes. Know How to Recover!



Weather, violence, and terror can move you from your day-to-day activities to a world filled with chaos and angst. During disasters, schools often become a safe haven for the community. Join us as we learn from district representatives how they responded when disaster struck their community.

Presenters: Dr. C.J. Huff, Superintendent, Joplin School District, Joplin, MO; John Barry, Superintendent Board Member, Aurora Public Schools, Aurora, CO

Sunday, April 14

8:30 AM – 9:45 AM

10 Greatest Legal Challenges



Your school district operates in a highly-regulated industry. As you attempt to provide a safe, enriching, and successful learning environment for your students, you must simultaneously navigate a labyrinth of federal, state, and local legal standards. Some of these requirements create challenging obstacles to the performance of your mission — educating students. Join us for a review of the largest legal challenges facing school districts today.

Presenters: NSBA Legal Team

1:30 PM – 2:45 PM

Burning Hot Topics on Capitol Hill



Every day on Capitol Hill and at the Department of Education decisions are being made that affect your district. This is your chance to learn about the latest issues and how your National Affiliate dollars are being used to influence those efforts on your behalf.

Presenters: NSBA Advocacy Team

3:15 PM – 4:30 PM

The Logjam — 20 Things That Block Transformation in Education and What You Can Do About Them



We spend time creating change only to see it blocked. Blocked by what? A lack of money, a lack of resources, a lack of time, discord, misalignment of efforts, etc. We feel like we're stuck in a logjam. What can we do?

Presenters: Dr. Jack Grayson, Executive Chairman and Founder, American Productivity and Quality Center; Fred A. Bentsen, Senior Vice President, American Productivity and Quality Center

Monday, April 15

8:30 AM – 9:45 AM

Special Session — 10 Good Things About Public Education



The naysayers are wrong. Our public schools are not failing; indeed, there are many things that schools are doing right. In this session, one qualified positive thinker will offer her personal top 10 list of good things about American public education with data to prove it.

Presenter: Patte Barth, Director, Center for Public Education, National School Boards Association

10:15 AM – 11:30 AM

Five-Minute Matters

Hang on! Here are more five-minute presentations to peak your interest. You won't want to miss these exciting presentations: Choice Academies, Advancing Technology in Challenging Economic Times, Safety in Building Construction, EcoSchools, The Road to Innovation, Re-Culturing the Central Office, and Slimming Down and Shaping Up.

Presenters: Various School Districts

12:30 PM – 1:45 PM

What Board Members Need to Know about Flip Learning



How do you reach all of your students in every class, every day? This session will introduce the concept of Flipped Learning: where educators transfer the responsibility and ownership of learning to the student and provide them with a way to engage in their own learning. Join us and have your understanding of the classroom flipped — in a good way.

Presenter: Kari M. Arfstrom, Ph.D., Executive Director, Flipped Learning Network

National Affiliates Save with Special Rates
Become a National Affiliate and save on your registration
fees for the conference at www.nsba.org/na.

SEE I.T. IN ACTION — TECHNOLOGY + LEARNING AND LEADERSHIP



For 24 years, NSBA's T+L Conference brought you cutting-edge content around the applications for technology in every aspect of education and learning. Now, that same quality of programming has become a part of the NSBA Annual Conference, with a variety of choices for hands-on experiences and up-to-the-minute developments in technology, all brought to you by the Technology Leadership Network (TLN).

All workshops and events on this page require additional fees. See page 19 for fees and registration.

Friday, April 12

9:00 AM – 12 NOON OR 1:00 PM – 4:00 PM

Education Content for the iPad — TLN Workshop Room

iPad is changing the learning experience, making it more engaging, interactive, and completely mobile. Get an overview of amazing apps for teaching and learning, see interactive iBooks textbooks built with iBooks Author, and learn how iTunes U gives educators powerful tools to develop and distribute courses featuring audio, video, books, and other content. Discover how iPad is changing the classroom and what you need to know to understand today's digital revolution.

(Each hands-on session is limited to 20 participants. Pre-registration is required. See page 19 for fees and registration.)

1:00 PM – 4:00 PM

U.S. Navy SEALs Visit — Leadership Insights

Navy SEALs take their name from the environments in which they are trained to operate: sea, air, and land. Their small, highly trained teams usually work quietly at night, conducting some of the nation's most important missions. Learn how their techniques to build teamwork and foster leadership can be applied to support success in your own organization on a daily basis.

(Fee includes transportation, limited to 50 participants.)

Saturday, April 13

12:15 PM – 4:00 PM

Mobile Learning Center, University of San Diego & Qualcomm Site Visit

Going Mobile: What the Future Holds for Learning

Get a hands-on experience in the nation's first research lab dedicated to mobile learning's impact on K–12 education at USD. Become the teacher or student in a simulated classroom with a multitude of mobile devices; hear how effectiveness is evaluated; and hear how public policy and e-Rate funding could be impacted as a result of the Center's research on the FCC mobile pilot projects. Plus, get an insider's briefing at Qualcomm's headquarters, the world leader in next generation mobile technologies.

(Fee includes bus transportation and lunch.)

Sunday, April 14

12 NOON – 2:00 PM

Education Technology Luncheon

Please see Dine and Learn on page 18 for a full description.

Presenter: Kevin Honeycutt

(This session is open to all NSBA Annual Conference attendees.)

Sunday, April 14

2:00 PM – 5:15 PM

Learning from the Sea: Site Visit to Birch Aquarium at Scripps Institution of Oceanography

Spend an interactive afternoon at the interpretive center for Scripps Oceanography. Engage with educators and researchers as you explore cutting-edge science exhibits that utilize technology in novel ways, with a look to the future of STEM. Also, get your hands wet with a live animal touch while learning about the dynamics of our local rocky intertidal environment and the invertebrates that call it home.

(Fee includes transportation; limited to 50 participants.)

Monday, April 15

8:30 AM – 2:30 PM

Encinitas Union School District Site Visit One-to-One Digital Learning Program

See how this K–6 district is personalizing teaching and learning with the use of technology to increase student engagement and provide real-time formative and summative data on student performance to teachers. With all students in grades 3–6 having their own iPad (4,500 total), the district has seen great success in the integration of digital learning into the classroom by all teachers. All students in the program have the option of using an EUSD provided iPad or supplying their own iPad.

(Fee includes transportation and lunch.)

8:30 AM – 2:30 PM

San Diego Zoo Educational Visit & Lunch Behind the Scenes at the San Diego Zoo: Learn How Their Educational Resources Can Excite Your Students

Students and teachers all over the U.S. can experience the educational resources of the San Diego Zoo. Learn about wildlife opportunities for the students and teachers you represent at this fun and informative workshop. See firsthand how "virtual visits" can work for your school district; the latest technology from Qualcomm supports the zoo's School in the Park program; and how this unique partnership between the San Diego Zoo, a local university, a charitable organization, and public elementary schools is bringing cutting-edge learning tools to at-risk students. Hear how teachers can get involved in the zoo's summer professional development institute or how your students can connect throughout the year to young bloggers in the zoo's InternQuest program. Highlights of the day include a two-hour private tour with professional zoo educators and behind-the-scenes opportunities.

(No one under 18 – fee includes transportation, zoo admission, and lunch.)

Hear cutting-edge speakers in eight powerful sessions hosted by NSBA's Technology Leadership Network. Open to all conference attendees.

Saturday, April 13

8:30 AM – 9:45 AM

NSBA's 1st Annual Technology Innovation Showcase

This fast-paced session will introduce new approaches to old problems from emerging companies identified by NSBA's Technology Leadership Network. Each company will have only five minutes to tell you what they are solving and give a snapshot of their solution. Audience insights and reactions are key to this interactive session designed for those who embrace innovation.

1:30 PM – 2:45 PM

Disappearing Ink: Moving from Textbooks to Digital Content

Practical implementations have replaced theoretical conversations about the shift from print books to digital content. Imagine a high school without traditional textbooks for the past nine years; statewide collaboration to create a digital physics book by Virginia scholars; and a non-profit organization with the goal of reducing textbook costs through the OER (Open Education Resource) movement across all curriculum areas with "flexbooks."

Presenters: Dr. Tammy McGraw, Virginia Department of Education, VA; Neeru Khosla, Executive Director CK-12 Foundation, CA; Matt Federoff, Chief Information Officer, Vail School District, AZ

3:45 PM – 5:00 PM

Our Youngest Learners and Technology – Research to Practice

Get the latest data from researchers and hear real stories from educators about how technology can be effectively used with our youngest learners. From iPads to video production, young students are using technology to enhance their learning, but are there any concerns when providing tools for this age group?

Presenters: Kathy Shirley, Director, Technology and Media Services, Escondido Union School District, CA; Mike Lorion, General Manager, Education Common Sense Media, CA

Sunday, April 14

8:30 AM – 9:45 AM

Mainstreaming STEM+ARTS – The STEAM Movement in U.S. Schools

Nationally, thought leaders are suggesting a shift from STEM to STEAM (adding the Arts to the Science, Technology, Engineering, and Math focus). Hear from one of the leading proponents of this educational strategy and then get a deeper look at a national model STEAM magnet school. Learn about project-based and STEAM instructional themes and improving achievement and access to the core curriculum for ALL students (especially second language and Title I students).

Presenters: Jim Brazell, Founder, VentureRAMP, Inc., TX; Doug Dall, Principal, Clark Magnet High School, Glendale Unified School District, CA

3:15 PM – 4:30 PM

Bringing STEM to Life – 3D and Other Strategies to Engage Learners

Everyone agrees the number of students engaged in STEM (Science, Technology, Engineering & Math) content needs to increase, but how? Experience firsthand how 3D technology enhances learning and about teaching strategies that make STEM content relevant to the lives of learners.

Presenters: Tracey Masamoto Marler, Director, Classroom3®, IL; Ferdi Serim, Learning Community Technologies Director, Quaglia Institute for Student Aspirations, NM; Dave Master, Director, Learning Activists, CA

Monday, April 15

8:30 AM – 9:45 AM

Global Connections – Preparing Students for Their World

Today's technology enables more relevant interactions than the international pen pal letters of past generations. Hear solutions that help your district fulfill its goal of preparing students to be global citizens, ready to effectively compete in the increasingly flat world and its global economy. From highly regarded cultural programs and expanded language learning to the latest tech tools that facilitate global collaborations, this session is designed to inspire you to open the doors of the world to your students.

Presenters: Dr. Rita Oates, Vice President, Education Markets at ePals Inc., FL; Dr. Yvonne Marie Andres, President & Co-Founder, Global SchoolNet Foundation, CA

10:15 AM – 11:30 AM

Flipping, Blending – New Models to Support Learning

Simplified technologies allow teachers to easily record lessons for use at home, and intelligent software adapts to target a child's specific learning needs. Technology is allowing educators to rethink how in-class and out-of-class time can best be used. Hear from leaders who are flipping and blending online and in-person learning to support student achievement.

Presenters: Kari Arfstrom, CEO, Flipped Learning Network; John Danner, Co-Founder & CEO, Rocketship Education, CA

12:30 PM – 1:45 PM

In Their Own Words – Student Experiences and Expectations

Data from the annual Speak Up surveys has informed local and national policy for a decade about how students want to interact with technology. Hear the latest trends from the most recent survey and then meet a group of students engaged in the MOUSE Squad of California and hear about the technology-based opportunities that motivate them to succeed in today's information society while providing a service to their schools. MOUSE (Making Opportunities for Upgrading Schools & Education), is a New York City-based non-profit with student programs across the U.S.

Presenters: Julie Evans, CEO, Project Tomorrow; Jan Half, Program Director, MOUSE Squad of California, MOUSE Squad Students

TLN Networking Room

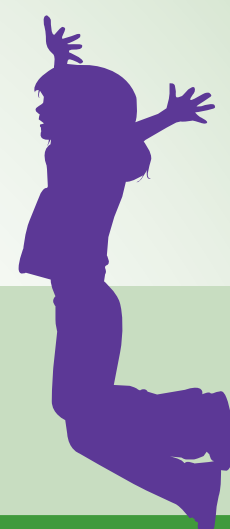
Join colleagues from other Technology Leadership Network districts to exchange ideas and share successes over a cup of coffee.

Not yet a TLN district?

Contact Gene Broderson, gbroderson@nsba.org for more information.

JUMP INTO ACTION

Advance the Cause of Public Education



Saturday, April 13

1:30 PM – 2:45 PM

School Boards' Last Stand: Grasping for Local Control in an Age of Uniformity



We know better than you! This seems to be the battle cry of state and federal officials when it comes to local schools. Years of budget cuts, common standards, and tests have forced local decisions out of the hands of locally elected school officials. Now charter schools, vouchers, virtual schools, and national "think tanks" threaten to make our schools little more than the educational version of a McDonald's franchise. Come hear what you're up against from four top experts!

Presenter: Experts from State School Boards Associations

3:45 AM – 5:00 PM

Maximizing Your Meetings with Members of Congress



In this interactive session, learn how to get the most out of face-to-face meetings with members of Congress. View NSBA's video on How to Lobby Your Members of Congress, and learn strategies for gaining control of the meetings and getting a stronger commitment from your members of Congress.

Presenters: NSBA Federal Advocacy and Policy Staff

Sunday, April 14

8:30 PM – 9:45 PM

The 2013 NSBA School Law Docket: A View from the High Court



Join NSBA General Counsel **Francisco M. Negrón, Jr.** for a survey of cases impacting public schools in 2013 in the United States Supreme Court and across the national school law docket. Take an inside look at the High Court's decisions and at current cases including the Court's continuing struggle with racial diversity in student bodies, and learn about trends in bullying, speech, and employment law matters with implications for public schools across the country.

Presenter: Francisco M. Negrón, Jr., General Counsel, National School Boards Association

3:15 PM – 4:30 PM

Building a Local Lobbying Campaign



Learn from NSBA advocacy staff how to create a strong network and build coalitions in your community to support advocacy initiatives for public education. By involving the larger community and other organizations, school boards can create a larger presence at both federal and state levels to influence public education legislation.

Presenters: NSBA Federal Advocacy and Policy Staff

Monday, April 15

8:30 AM – 9:45 AM

National Education Spotlight: Federal Legislative Update



Join NSBA's advocacy staff to learn about new Congressional education initiatives impacting student achievement and school delivery of educational services. Expand your knowledge about federal legislation and policy and find out how you can get involved.

Presenters: NSBA Federal Advocacy and Policy Staff

SPECIAL SESSIONS

Saturday, April 13

8:30 AM – 9:45 AM

NSBA School Health Leaders: Making a Difference



NSBA's School Health Programs office supports a growing cadre of volunteer School Health Leaders — school board members and superintendents with a special interest in minimizing health-related barriers to student learning. This session will highlight how the NSBA School Health Leaders are working with and through their state school boards associations to promote effective policies, programs, and practices in their own districts and with other districts in their states.

Presenter: James Bogden, Project Associate, Coordinated School Health, National School Boards Association

1:30 PM – 4:30 PM

A Deeper Look at...Superintendent Evaluation



Emerging research demonstrates the significance of evaluating superintendents based on a framework of effectiveness. School board members, as well as superintendents, who are trained in evaluation are more likely to contribute fair and unbiased perspectives of performance. Fair and effective evaluation requires alignment of district goals, your evaluation process, duties performed, and professional standards for superintendents. Learn how to observe and evaluate performance based on evidence and the impact on your district outcomes.

Presenters: Phil Gore, Director of Leadership Development Services, Washington State School Directors' Association; Gary Cohn, Superintendent, Everett School District


Learning Lounge

Back by popular demand, these 20-minute mini-sessions will take place in the Exhibit Hall Saturday and Sunday 11:30 AM to 1:30 PM. Come learn about breaking educational news and hot topics.

COUNCIL OF URBAN BOARDS OF EDUCATION PROGRAMMING

Friday CUBE pre-conference programming will be held at the Manchester Grand Hyatt for an additional fee. The remainder of the CUBE programming will take place at the San Diego Convention Center. Pre-registration is required for CUBE programming on Friday and Saturday morning. Please see the form on page 19.

Friday, April 12

- 8:00 AM – 4:00 PM Registration
 - 9:00 AM – 12 NOON..... Highlighting Academic Success of Young Men of Color
 - 12:15 PM – 1:30 PM..... Keynote Luncheon
 - 1:30 PM – 1:45 PM..... Remarks by **Minnie Forte-Brown**
- 
- Minnie Forte-Brown is the CUBE Steering Committee Chair and also serves as Vice-Chair of the Durham (NC) Public Schools Board of Education.
- 2:00 PM – 3:15 PM CUBE Forum
 - 3:30 PM – 5:00 PM District Workshops
 - Large Size Urban Districts (60,000 and over)
 - Mid-Size Urban Districts (30,000–60,000)
 - Small-Size Urban Districts (under 30,000)

Join one of CUBE's most popular sessions, where board members from like-sized districts meet to discuss timely topics on urban education.

- 5:15 PM – 6:30 PM..... CUBE Networking Reception

Please check the website for details and updates at www.nsba.org/cube.

Saturday, April 13

- 8:30 AM – 9:45 AM CUBE Annual Business Meeting and Breakfast
- CUBE districts meet to consider nominations, elect new Steering Committee members, and discuss issues of concern to the membership. CUBE registrants and non-CUBE registrants alike are encouraged to attend and learn more about CUBE, and to hear reports from the nation's major urban districts about progress in student achievement.
- (This session is open to CUBE registrants only.)*
- 11:45 AM – 1:45 PM CUBE Luncheon Session
- (This session is open to CUBE registrants only.)*
- 2:00 PM – 4:00 PM..... A Continuing Series on the Role of the School Board and Closing the Achievement Gap for Young Men and Boys of Color
- This continuing series is a joint endeavor of NSBA's Council of Urban Boards of Education (CUBE), National Black Caucus (NBC), National Hispanic Caucus (NHC), and National Caucus of American Indian/Alaska Native (NCAIAN).
- (This session is open to all NSBA Annual Conference attendees.)*
- 6:00 PM – 9:00 PM CUBE Urban Night Out
- By Invitation Only

Sunday, April 14

- 8:00 AM – 9:45 AM..... Urban School Board Leadership Training
- 2:30 PM – 4:00 PM CUBE Skills Building Workshop

JOIN IN NOW!

Special Offers for New Caucus Members

NSBA has established three Caucuses to foster national level leadership and attention to the issues faced by so many students today.

Caucus membership is open to anyone interested in meeting and addressing the educational needs of racial and ethnic students in our communities. Members of the Caucus represent many of the largest and most populated urban school districts, as well as some of the most expansive and rural school districts in the nation. They are called upon to work to promote equal educational opportunities for students within identified racial and ethnic groups to monitor the developmental and academic achievement of children.

Benefits to Caucus Membership include: Connections to an expanded advocacy network; learning opportunities and networking; timely information on national issues

For more information about each Caucus, please visit www.nsba.org/caucuses.

Caucus membership special offer is open only until April 15, 2013, to Conference registrants who are school board members and who have not previously belonged to the caucus.



NATIONAL BLACK CAUCUS
of
SCHOOL BOARD MEMBERS

Special conference offer:
Become a member through June 30, 2013, for just \$30.



Special conference offer:
Become a member through June 30, 2013, for just \$15.



Special conference offer:
Become a member through June 30, 2013, for just \$30.

DIVE DEEPER FOR MORE WISDOM IN KEY AREAS

Pre-Conference Workshops • Friday, April 12

The Friday before the conference is the perfect opportunity to add on these half and full-day workshops that offer the most compelling topics requested by school boards.

Pre-registration and an additional fee is required for all Pre-Conference Workshops. Please note that all participants will need to be pre-registered for the workshop, including guests. See form on page 19.

Morning Sessions

9:00 AM – 12 NOON

Cost for each half-day session is \$170 for National Affiliate districts and \$195 for others.

#1 What Every School Board Member Should Know About School Law



Experienced attorney members of the Council of School Attorneys will provide an informative introduction to key school law concepts you use every day. First, receive an introduction to the “24 Practical Legal Strategies Every Public School Official Should Know.” Then, learn about legal standards and key concepts in two crucial school law topic areas: student rights and school board authority. Walk away with more questions for your school attorney.

Presenters: A. Dean Pickett, Tempe Tri-District Legal Counsel, Tempe Union High School District; Cynthia Lutz Kelly, School District Attorney, Topeka Public Schools — USD 501; Deryl Wynn, Attorney at Law, McAnany, Van Cleave & Phillips, P.A.

#2 Understanding the Key Work of School Boards



Research on school board governance has demonstrated that leadership teams in districts with higher student achievement are significantly different in knowledge, beliefs, and actions from the boards in lower achieving districts. Take an interactive walk through the *Key Work of School Boards Guidebook* and explore eight systematic thinking action areas designed to keep achievement at the heart of the conversation.

#3 Inspecting What You Expect: Evaluating the Performance of the Superintendent and the School Board



High-performing school districts are led by superintendents and school boards that value and practice continuous improvement. This workshop will focus on how school districts can utilize the data-based superintendent evaluation and board self-assessment to improve their performance. The presenters will introduce and discuss various models that are currently successful in school districts.

Presenters: Tony Arasi, Director of Professional Development; Mark Willis, Assistant Executive Director, Georgia School Boards Association; Dr. Wanda Creel, Superintendent, Barrow County Schools

#4 The Data Made Me Do It! Using Data for Continuous School Improvement



Data is fundamental to effective school board governance, though many school board members aren't experts in education data. Explore how school boards can use data to set goals, align resources, and monitor actions to improve outcomes for their students. Learn how boards are increasingly using data to inform their decisions about student achievement. This workshop was developed by NSBA's Center for Public Education in partnership with state school boards associations in California, Illinois, and Michigan.

Presenters: Patte Barth, Director, Center for Public Education, National School Boards Association; Sandra Kwasa, Director; Nesa Brauer, Consultant, Board Development, Illinois Association of School Boards

#5 The Board's Role in Transitioning to the Common Core Standards



Participants will uncover the brilliance imbedded throughout the Common Core State Standards. Board members will leave with an understanding of their roles and responsibilities relating to the strategic implementation of the Common Core Standards. Administrators will leave with a blueprint for strategically engaging their boards and stakeholders in the Common Core Standards implementation process. Participants will leave the session with key talking points about the common core and a variety of ready-to-use presentation materials.

Presenters: Jeffery Cohn, Director Field Services, Illinois Association of School Boards; Donna McCaw, Professor Emeritus, Western Illinois University; Stuart Yager, Associate Professor, Western Illinois University

Afternoon Sessions

1:30 PM – 4:30 PM

Cost for each half-day session is \$170 for National Affiliate districts and \$195 for others.

#6 Eight-Step Continuous Improvement Process: A School Improvement Initiative That Produces State and National Recognition



Teachers and administrators in low performing schools often have no plan for improvement. Everyone in the system is trying something different, yielding inconsistent results. The Eight Step Continuous Improvement Process is a systemic approach to school improvement. Participants will understand the eight steps and the research behind each one, see data from other schools that have improved because of the process, and meet the presenter who has used the process over 10 years.

Presenter: Peggy Hinckley, Peggy Hinckley Consulting LLC

#7 School Safety & Security: Will Your School Crisis Plan Work When You Need It?



Parents demand to know their children are safe before they can embrace and support the academic, social, and personal development mission of their school. Thus, the critically important work of school leaders to plan for all types of emergencies and to exercise these plans so students and staff can effectively respond to incidents that range from an intruder in the building to a major weather-related catastrophe. This hands-on pre-conference work session will guide school board members and superintendents through a structured school crisis plan development process that collaboratively engages key school staff and administrators with law enforcement, fire, and rescue officials.

Presenters: Winton Goodrich, Assistant Superintendent, South Burlington School District; Stephan M. Earley, Chair, Vermont School Crisis Planning Team

#8 Build a Successful Strategic Plan and Beat the Odds



Most strategic plans fail. Why? The process often lacks key trust and engagement factors. This session will help your district reduce resistance to change and infuse your plan with confidence-building protocols. Participants will learn the recently discovered triggers from brain research to increase staff motivation, community engagement, and student success. Make your next strategic plan a win for everyone.

Presenter: Steve Lamb, Board Development Specialist, Oregon School Boards Association

#9 The Board's Role in Transitioning to the Common Core Standards



Repeat of morning workshop; see description of workshop #5. Register and attend only one session.

Full-Day Session

9:00 AM – 4:30 PM

(lunch on your own 12 NOON – 1:30 PM)

Cost for full day sessions is \$270 for National Affiliate districts and \$320 for others.

#10 Take the Lead: Continuous Improvement for School Boards



In this team-based workshop, examine a system of intentional board practices using research-based standards to put improvement into action. In collaborative learning teams, you will actively engage to learn the benefits for their board of standards, assessments, goal setting, and action planning. Develop a plan for improving your board's work based on samples of assessment reports and qualitative data from school boards. This includes formative assessments of your board's progress. Your team will also explore practices and actions of high functioning boards and recognize how actions of the board link with improved student achievement.

Presenters: Phil Gore, Director of Leadership Development Services; Colleen Miller, Board Training Specialist, Washington State School Directors' Association

National Affiliate (NA) Session

1:00 PM – 4:00 PM

Digging into the Common Core Standards

The clock is ticking. School boards are expected to fully establish Common Core State Standards (CCSS) in their districts by 2014. Are you ready? Learn what district leaders need to know about Common Core. Engage in activities that are interactive and provide practical strategies and planning examples. Examine helpful resources designed to support implementation of CCSS in districts and schools.

Presenter: David Wallace, President, The Sequoyah Group
(Pre-registration is required for this session. The session is free to NA/TLN districts. For others, cost is \$195.)

Technology + Learning

9:00 AM – 12 NOON OR 1:00 PM – 4:00 PM

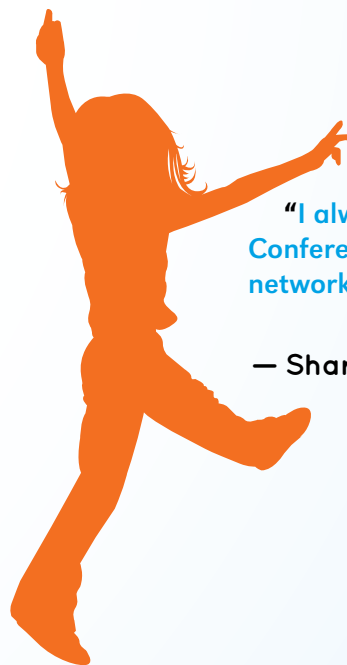


Education Content for the iPad – TLN Workshop Room

iPad is changing the learning experience, making it more engaging, interactive, and completely mobile. Get an overview of amazing apps for teaching and learning, see interactive iBooks textbooks built with iBooks Author, and learn how iTunes U gives educators powerful tools to develop and distribute courses featuring audio, video, books, and other content. Discover how iPad is changing the classroom and what you need to know to understand today's digital revolution.

(Each hands-on session is limited to 20 participants. Pre-registration is required. See page 19 for fees and registration.)

For the technology site visits, see page 8.



“I always learn from going to the Conference, if not in a session, then by networking with other board members from other states.”

— Sharon Manson, Waverly City SD, Waverly OH

SEEK OUT THE RESOURCES YOU NEED

Source It at the NSBA Exposition

Hundreds of companies make it their mission to support school districts across the U.S. The best of the best are here at the NSBA Exposition, and this is your chance to talk with them about how your schools can benefit from their products and services. You'll find innovative approaches, hands-on technologies, and interactive displays — all with knowledgeable professionals ready to answer your questions.

Back by Popular Demand! Green Zone

Learn how greening your schools doesn't just save money, but also changes how we learn. Find out how you, as a school leader, can make a commitment to advance a green initiative in your school and engage your community at the same time.

Learning Lounge

Pop into these mini-sessions on the exhibit floor and discover the latest information on breaking education news and hot topics. Sessions will take place during the exclusive Exhibit Hours each show day.

Cutting-Edge AveNEW

Be the first in your district to meet the newest companies and see the latest and greatest products on the block. This special area is dedicated to start-up businesses that have never exhibited at a national trade show and want to debut their state-of-the-art products and services.

Waltz down **Music and Arts Main Street** to find companies offering arts and music programs. No need to cut these valuable programs when you will find cost-saving alternative solutions here. You may even be treated to an impromptu mini-concert by one of our outstanding student groups at the Music Main Street stage.

Health and Wellness Pavilion

Take a break at the Health and Wellness Pavilion and get a massage at the Relaxation Station. Enter the pedometer contest by being one of first participants to sign up and receive a free pedometer. Then walk, stroll, saunter, or trot your way to the Grand Prize! The participant who logs the most steps will receive an exciting prize.

Returning for a Second Year! NSBA Health Fair

Stop by the NSBA Health Fair at the Health and Wellness Pavilion and participate in the various stations that take place throughout the day to learn how to improve your health as well as the health of the students in your district.

New! Technology Innovation Showcase

The education market is bursting with new products driven, in part, by Common Core Standards. Don't miss your chance to meet emerging companies during the TLN's 1st annual Innovation Showcase Showdown presentations when you get to pick the "most likely to succeed." Make a visit to the TLN Innovation Showcase Pavilion in the Exhibit Hall a top priority and take home the latest ideas for your team!

NSBA Marketplace

The only location on the exhibit floor where you can purchase and take home the products these specific vendors are offering.

Exhibition of School Architecture

While visiting the Exhibit Hall, don't miss this showcase of outstanding school design. Discover how school architecture is responding to today's challenges, including overcrowding, aging facilities, and the need for current technology. Displays will include photos, blueprints, and color scale renderings of the schools of the future — your future!

Plan Ahead

To get an idea of who's going to be at the NSBA Exposition and what will be offered, visit the Annual Conference website at www.nsba.org/conference for a list of exhibiting companies and a searchable database by product.

Exhibit Exam

How much do you know about our exhibitors? Visit the participating Exhibit Exam participants, get the answers to questions about their companies, then enter for a chance to win one of many exciting prizes!

EXHIBIT HALL HOURS

Saturday, April 13
11:30 AM - 4:30 PM

Exclusive Exhibit Hall Hours:
11:30 AM - 1:30 PM &
2:45 PM - 3:45 PM

Sunday, April 14
11:30 AM - 4:00 PM

Exclusive Exhibit Hall Hours:
11:30 AM - 1:30 PM



COUNCIL OF SCHOOL ATTORNEYS

Legal Learning — 2013 School Law Seminar



Elizabeth Eynon-Kokrda



Allison Schafer

NSBA's Council of School Attorneys (COSA), the national network of attorneys representing K–12 public school districts, will present its annual School Law Seminar at the Manchester Grand Hyatt. The program will tackle controversial and complex school law issues facing attorneys, and will feature an early-bird labor interactive presentation and a School Law Boot Camp. A boxed lunch will be served by COSA on Friday so that you can enjoy relaxing with your colleagues on the Hyatt's sunny patio.

Join COSA Chair **Elizabeth Eynon-Kokrda**, Baird Holm L.L.P., and COSA Chair-Elect **Allison Schafer**, North Carolina School Boards Association, on **April 11–13, 2013**, for this PREMIER Continuing Legal Education (CLE) event. Attorneys will earn up to 11.5 hrs. of CLE*, including 1 hour of ethics.

School leaders will also benefit from the practical legal information shared at the seminar, including:

- ★ Legal challenges in evaluating teachers based on student achievement
- ★ Sex stereotyping and gender identity employment discrimination
- ★ Identification and education of autistic students
- ★ Services to students with disabilities enrolled in private/parochial schools
- ★ Coping with school avoidance
- ★ Using social media in investigating and disciplining employees
- ★ Lessons learned from Penn State — allegations of employee misconduct
- ★ And much more!

All programming is hosted at the Manchester Grand Hyatt Hotel. Watch for new session information on the Council's website at www.nsba.org/cosa.

Thursday, April 11

- 8:30 AM – 2:00 PM NSBA Member State Association Counsel Luncheon Meeting
- 10:00 AM – 2:00 PM In-House Counsel Luncheon Discussion Meeting
- 2:30 PM – 4:15 PM Concurrent Early-Bird Sessions
- 4:30 PM – 6:00 PM Opening General Session

Friday, April 12

- 7:30 AM – 9:00 AM Continental Breakfast
- 8:15 AM – 4:30 PM Morning General Session and Afternoon Concurrent Sessions
- 12:20 PM – 1:30 PM Boxed Lunch Served for All Seminar Attendees
- 4:45 PM – 6:00 PM School Law Seminar Reception

Saturday, April 13

- 7:30 AM – 9:00 AM Continental Breakfast
- 8:30 AM – 12:10 PM COSA Business Meeting, Elections & Morning General Session

All programming is hosted at the **Manchester Grand Hyatt Hotel**. To register, mark **School Law Seminar** on your NSBA Conference Registration Form and select the appropriate Conference fee. For complete program details, or to register for the **School Law Seminar only**, obtain a separate registration form at www.nsba.org/cosa or contact the Council at 703-838-6150. Ask about the special rate for law students and for COSA members who are school district in-house counsel or government attorneys.

**The Council will apply for 11.5 CLE credits in all states with mandatory CLE. Credit awarded varies from state to state.*



DISCOVER SAN DIEGO

Saturday, April 13
12 NOON – 1:00 PM

This orientation session highlights the vital facts, fascinating history, and must-see things in San Diego. It's a great way to boost your knowledge of the area before starting your own exploration of what this city offers. Hosted by NSBA's Tour Company, PRA San Diego.

Tour Program

San Diego is a very popular destination for NSBA's Annual Conference — and it's no wonder. Whether you're in the mood for shopping, hiking, sports, or sightseeing, San Diego is the perfect destination. PRA San Diego will be arranging all of NSBA's tours this year. The tour website will be available December 4, 2012, at www.pra-tour.com/nsba.

REGISTRATION AND HOUSING INFORMATION

Registration and Housing both open on Wednesday, October 17, at 9:00 AM EST

You asked for a more streamlined registration process for both attendee registration and hotel accommodations for the Annual Conference, so we have made it easier! Now, you can register online and then click over to make your hotel reservations with our housing company as long as you are paying your registration fee by credit card.

Conference schedule:

- Pre-Conference Sessions and Early-Bird Workshops: Friday, April 12
- Conference begins: Saturday, April 13
- Conference concludes: Monday, April 15, at 3:30 PM
- Note to CUBE participants: Program begins Friday morning, April 12, at 9:00 AM
- COSA School Law Seminar: Thursday, April 11, 2:30 PM to Saturday, April 13, 12:10 PM

To register for the Conference and housing:

When paying by credit card

- Go to www.nsba.org/conference, click on Register, and select your payment type
- Log on
- Once logged on, select ONLINE Store/Registration
- You'll see the Conference registration link
- Add optional events for the registrant, add the spouse/family member if attending
- Select the payment option
- Once payment is complete, on the receipt page will be a link to proceed to housing to reserve your room(s)

When paying by purchase order

- Go to www.nsba.org/conference, click on Register and select your payment type
- Select your state — select your district if listed (if not, select the Register link)
- Enter the registration name and contact info
- Select optional events, add the spouse/family member if attending
- Enter the payment information
- Register another if more than one
- **This option does not allow for immediate housing reservations.** Please allow a minimum of 2–3 days for this registration to be processed and then you will receive a confirmation letter with instructions on how to reserve housing.

To reserve your rooms at a later date or to request a suite, please contact the NSBA Housing Bureau

- Go to www.nsba.org/conference and follow the instructions for hotel information/reservations for immediate processing
- Call 1-800-616-8210 (U.S./Canada) or 1-415-979-2264 (International) Service is available Monday through Friday, 9:00 AM – 9:00 PM EST
- Fax: 1-415-216-2535

If making your hotel reservations at a later date, each individual registrant will need a confirmation ID # to book rooms. Only nine rooms or fewer may be reserved by telephone. If you are reserving 10 or more rooms, please fax, mail, or go to the NSBA Housing Bureau website to arrange for your accommodations online. Housing forms may be downloaded from www.nsba.org/conference.

All reservations should be made prior to March 22, 2013. Room availability and special Conference rates cannot be guaranteed after that date.

NSBA's official housing company is Convention Management Resources (CMR), based in San Francisco, CA. NSBA does not authorize any other housing company or independent broker to make housing reservations for our Conference.

Travel information:

NSBA has selected Association Travel Concepts as the official travel agency for the 2013 Annual Conference. Discount airfares are available on United and American Airlines, and low car rental rates are available through Hertz and Enterprise.

Contact ATC today:

- www.atcmeetings.com/NSBA
- Email: reservations@atcmeetings.com
- Phone: 1-800-458-9383

The above discounts apply for travel 4/8/2013 – 4/17/2013 (SAN).

ATC agents are available for reservations from 8:30 AM – 8:00 PM (EST), Monday through Friday. Some restrictions may apply. Service fees apply.

You may also call your own agency or the vendors directly and refer to the following I.D. numbers:

- American Airlines: 1743BW
- United: ZNPK548694 or call 1-800-521-4041
- Hertz: CV#031C0018 or call 1-800-654-2240
- Enterprise: 32H7476 or call 1-800-593-0505

Register Early and Save!
Early registration discount ends January 10, 2013.
Call 1-800-950-6722 or visit www.nsba.org/conference

Registration constitutes your consent that any picture taken during NSBA-sponsored events can be used for meeting and promotion purpose without remuneration.

HOTEL LIST AND AREA MAP



Shuttle Service: NSBA's complimentary all-day shuttle will run between the Annual Conference hotels and the San Diego Convention Center.

Shuttle service will **not** be provided to the following hotels, **as they are within easy walking distance to the San Diego Convention Center:** Hard Rock Hotel San Diego, Hilton San Diego Bayfront, Hilton San Diego Gaslamp Quarter, Horton Grand Hotel, Hotel Solamar, Omni San Diego, Residence Inn San Diego Gaslamp, San Diego Marriott Gaslamp Quarter, San Diego Marriott Marquis & Marina.

Hotel	Single	Double	Extra Person	Distance (in miles)	Walking time from SDCC (in minutes)
1 Andaz San Diego 600 F Street 92101	\$180	\$180	\$25	0.57	11
2 Courtyard San Diego Downtown 530 Broadway 92101	\$169	\$169	\$20	0.70	14
3 Embassy Suites San Diego Bay 601 Pacific Highway 92101	\$219	\$219	\$20	0.45	9
4 Hard Rock Hotel San Diego 207 5th Avenue 92101	\$229	\$229	\$20	0.09	2
5 Hilton San Diego Bayfront* One Park Boulevard 92101	\$239	\$259	\$20	0.04	1
6 Hilton San Diego Gaslamp Quarter 401 K Street 92101	\$215	\$215	\$20	0.06	1
7 Horton Grand Hotel 311 Island Avenue 92101	\$179	\$179	\$20	0.33	7
8 Hotel Solamar 435 6th Avenue 92101	\$188	\$188	\$20	0.27	5
9 Manchester Grand Hyatt San Diego** One Market Place 92101	\$239	\$259	\$25	0.32	6
10 Omni San Diego 675 L Street 92101	\$220	\$240	\$20	0.12	2
11 Residence Inn San Diego Gaslamp 356 6th Avenue 92101	\$195	\$195		0.30	6
12 San Diego Marriott Gaslamp Quarter 660 K Street 92101	\$215	\$215	\$20	0.23	5
13 San Diego Marriott Marquis & Marina 333 West Harbor Drive 92101	\$239	\$239	\$25	0.05	1
14 Sofia Hotel 150 West Broadway 92101	\$177	\$177	\$10	0.50	5
15 The US Grant 326 Broadway 92101	\$209	\$209	\$20	0.65	13
16 W San Diego 421 West B Street 92101	\$209	\$209	\$20	0.80	16
17 Westgate Hotel 1055 Second Avenue 92101	\$184	\$184	\$20	0.61	12
18 Westin Gaslamp Quarter 910 Broadway Circle 92101	\$199	\$199	\$20	0.48	10
19 Westin San Diego 400 West Broadway 92101	\$195	\$195	\$20	0.60	15

*Headquarters Hotel – limited general housing available

**COSA Hotel

DINE AND LEARN

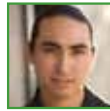
Pre-registration is required for all meal events. See the registration form on page 19. Cost per person is \$45 for breakfast, \$65 for luncheons. Please check the website for additional details.

Saturday, April 13

12 NOON – 2:00 PM

Hilton San Diego Bayfront

National Caucus of the American Indian/Alaska Native (AIAN) Luncheon



Tantanka Means is an accomplished actor, comedian, equality advocate, and star of the Emmy Award-winning miniseries *Into the West*. He pours that same passion and energy into empowering youth leaders.

Presenter: Tantanka Means

San Diego Convention Center

National Networks Luncheon

Hear from a member of Congress while you lunch with fellow leaders.

San Diego Convention Center

Best Practices for School Leaders Luncheon

Learn about leadership and district best practices with the winners of the 2013 Magna Awards.

Sunday, April 14

8:00 AM – 9:45 AM

Hilton San Diego Bayfront

National Hispanic Caucus of School Board Members Breakfast



Ruben Navarrette Jr. is a nationally-syndicated columnist with *The Washington Post* Writers Group and appears in nearly 200 papers. A frequent spokesperson and commentator on Latino issues, his twice-weekly column offers new thinking, especially regarding thorny questions involving ethnicity and national origin. The Harvard graduate regularly offers analysis on current affairs on CNN, CNBC, NPR, and PBS.

Presenter: Ruben Navarrette Jr.

Sunday, April 14

12 NOON – 2:00 PM

Hilton San Diego Bayfront

National Black Caucus of School Board Members Luncheon



Actor, dancer, and advocate **Victoria Rowell** was raised in foster care for her entire childhood. Under the auspices of the Ford Foundation, she received a full scholarship to the Cambridge School of Ballet in Massachusetts at the age of eight and later became a member of the American Ballet Theater family. In 1990, she founded The Rowell Foster Children's Positive Plan (RFCPP), which provides direct services ranging from fine arts to financial literacy along with other resources for family support.

Presenter: Victoria Rowell

12 NOON – 2:00 PM

San Diego Convention Center

Education Technology Luncheon



Hosted by the Technology

Leadership Network (open to all)

Teaching Wired Learners: What School Board Members Need to Know

International speaker **Kevin Honeycutt**, a school board member and Technology Integration Specialist from Kansas, shares his unique insights. TLN Salute District, "20 to Watch," and Digital District honorees will be recognized at this event.

Presenter: Kevin Honeycutt

SCHEDULE-AT-A-GLANCE

Friday, April 12

8:00 AM – 6:00 PMRegistration

9:00 AM – 12 NOONPre-Conference Half-Day (morning) Workshops

9:00 AM – 4:30 PMPre-Conference Full-Day Workshop

1:30 PM – 4:30 PMPre-Conference Half-Day (afternoon) Workshops

Saturday, April 13

7:00 AM – 5:00 PMRegistration

8:30 AM – 9:45 AMSessions

10:00 AM – 11:30 AMGeneral Session

11:30 AM – 4:30 PMExhibit Hall & Architectural Display (11:30 AM – 1:30 PM Exclusive Hours)

12 NOON – 2:00 PMLuncheons

1:30 PM – 2:45 PMSessions

2:45 PM – 3:45 PMExclusive Exhibit Hours

3:45 PM – 5:00 PMSessions

Sunday, April 14

8:00 AM – 9:45 AMCaucus Breakfast Event

8:00 AM – 4:30 PMRegistration

8:30 AM – 9:45 AMSessions

10:00 AM – 11:30 AMGeneral Session

11:30 AM – 4:00 PMExhibit Hall & Architectural Display (11:30 AM – 1:30 PM Exclusive Hours)

12 NOON – 2:00 PMLuncheons

1:30 PM – 2:45 PMSessions

3:15 PM – 4:30 PMSessions

4:45 PM – 5:30 PMDrum Circle

Monday, April 15

7:00 AM – 9:00 AMThe NSBA Conference 5K Walk/Run to Benefit the Center for Public Education

7:30 AM – 1:00 PMRegistration

8:30 AM – 9:45 AMSessions

10:15 AM – 11:30 AMSessions

11:30 AM – 12:30 PMLunch Break

12:30 PM – 1:45 PMSessions

2:00 PM – 3:30 PMGeneral Session

REGISTRATION FORM

To Register (Select only one)

On the web: Go to www.nsba.org/conference

Mail to: NSBA, P.O. Box 1807, Merrifield, VA 22116-8007

Call: 1-800-950-6722 or **Fax:** 1-703-519-6497

PLEASE PRINT

NAME _____

NICKNAME FOR MY BADGE _____

MAILING ADDRESS _____

CITY/STATE/ZIP _____

DAYTIME TELEPHONE _____ FAX _____

REGISTRANT EMAIL ADDRESS FOR CONFIRMATION
 Also send confirmation to: _____

EMAIL ADDRESS _____

SCHOOL DISTRICT/ORGANIZATION NAME _____

ADDRESS _____

CITY/STATE/ZIP _____

PERSONAL EMERGENCY CONTACT INFORMATION

CONTACT NAME _____ PHONE NUMBER _____

TITLE FOR BADGE

- Board President
- School Attorney
- Superintendent
- Deputy/Assistant Superintendent
- Other (specify): _____
- Board Member
- Other District Administrator
- Board Support Professional
- Technology Director

SPOUSE/FAMILY MEMBER(S) NAME(S)

NAME(S) FOR BADGE (18 AND OVER) _____

NAME(S) FOR BADGE (UNDER 18) _____

METHOD OF PAYMENT (Advanced payment required in U.S. funds)

- Check enclosed, made payable to NSBA
- Bill my school district, listed above, using Purchase Order # _____
(Required for registration to be processed.)
- MasterCard VISA American Express

CARD NUMBER _____ EXPIRATION DATE _____ CVV CODE _____

CARDHOLDER'S NAME (PLEASE PRINT OR TYPE) _____

AUTHORIZED SIGNATURE _____

CARDHOLDER'S TELEPHONE _____

How to Pay

If your district is an NSBA National Affiliate (NA) or Technology Leadership Network (TLN) district, you pay the reduced fees listed, otherwise pay regular fees. Non-NA Canadian districts pay regular fees. To qualify for the early registration discount, you must register and pay by **January 10, 2013**.

The NSBA Annual Conference is only open to U.S. school districts that hold membership in their state school boards association.

NSBA reserves the right to cancel the registration of any board member or employee of a school district not a member in good standing of their state association. In the event of cancellation, NSBA is not liable for hotel, airfare, or other charges incurred by that registrant.

Registration Fees

	NA/TLN		REGULAR		MY TOTAL
	By 1/10/13	After 1/10/13	By 1/10/13	After 1/10/13	
CONFERENCE FEE: Select the fee that applies to you and fill in the total.....	\$725	\$755	\$895	\$920	_____
TEAM FEE: Teams of 9 or more attendees from same district receive \$125 off the 9th and subsequent registrations (TLN/NA only; separate forms must be submitted for each person. Submit all forms together.					_____
SPOUSE/FAMILY MEMBER FEE: Fee for each guest 18 years of age and over	\$49	\$49	\$49	\$49	_____

Optional Events (Fees are in addition to full Conference fee above)

	NA/TLN	REGULAR	MY TOTAL		
Pre-Conference Workshops – Friday Morning #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/>	\$170	\$195	_____		
Pre-Conference Workshops – Friday Afternoon #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/>	\$170	\$195	_____		
Pre-Conference Workshop – Friday Full Day #10 <input type="checkbox"/>	\$270	\$320	_____		
<input type="checkbox"/> School Law Seminar (begins Thursday 2:30 PM)	\$335	\$375	_____		
<input type="checkbox"/> No additional fee if you are a Council of School Attorneys member and a full Conference registrant, but please check here if you plan to attend.					
<input type="checkbox"/> Council of Urban Boards of Education Programming – Friday and Saturday Morning	\$200	\$300	_____		
<input type="checkbox"/> Board Member Boot Camp Pre-Conference Session – Friday Afternoon ONLY	\$75	\$75	_____		
<input type="checkbox"/> Digging into the Common Core Standards – Friday Afternoon	\$0	\$195	_____		
<input type="checkbox"/> Education Content for the iPad Friday, 9:00 AM – 12 NOON	\$125	\$150	_____		
Friday, 1:00 PM – 4:00 PM	\$125	\$150	_____		
	NA/TLN	REGULAR			
<input type="checkbox"/> Site Visit: U.S. Navy SEALs Visit – Leadership Insights Friday, 1:00 PM – 4:00 PM	\$105	\$105	_____		
<input type="checkbox"/> Site Visit: Mobile Learning – University of San Diego & Qualcomm Saturday, 12:15 PM – 4:00 PM	\$105	\$105	_____		
<input type="checkbox"/> Site Visit: Birch Aquarium Education Program Sunday, 2:00 PM – 5:15 PM	\$130	\$140	_____		
<input type="checkbox"/> Site Visit: Encinitas Union School District Monday, 8:30 AM – 2:30 PM	\$150	\$175	_____		
<input type="checkbox"/> Site Visit: San Diego Zoo, Education Program Monday, 8:30 AM – 2:30 PM	\$175	\$195	_____		

Meal Functions (Fees are in addition to full Conference fee above)

	# TICKETS x PRICE =
<input type="checkbox"/> American Indian/Alaska Native Caucus Luncheon – Saturday, 12 NOON	_____ x \$65 = _____
<input type="checkbox"/> For Board Members only: Join the Native Caucus at special conference rate.	
<input type="checkbox"/> National Networks Luncheon – Saturday, 12 NOON	_____ x \$65 = _____
<input type="checkbox"/> Best Practices for School Leaders Luncheon – Saturday, 12 NOON	_____ x \$65 = _____
<input type="checkbox"/> Hispanic Caucus Breakfast – Sunday, 8:00 AM	_____ x \$45 = _____
<input type="checkbox"/> For Board Members only: Join the Hispanic Caucus at special conference rate	
<input type="checkbox"/> Black Caucus Luncheon – Sunday, 12 NOON	_____ x \$65 = _____
<input type="checkbox"/> For Board Members only: Join the Black Caucus at special conference rate.	
<input type="checkbox"/> Education Technology Luncheon – Sunday, 12 NOON	_____ x \$65 = _____

GRAND TOTAL (Conference Fee + Optional Events) in U.S. FUNDS = _____

CANCELLATIONS AND REFUNDS:

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LATE REGISTRATION:

AFTER MARCH 22, 2013
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Please email sfolks@nsba.org if you have any special needs.

Registrant mailing and email addresses are made available to exhibiting companies for a one-time mailing of useful product information. If you do not wish to receive such mailings, please check here.



1680 Duke Street
Alexandria, VA 22314-3493



TAKE THE LEAP

LEADERSHIP. EDUCATION. ACHIEVEMENT. PROGRESS.

Stretch your mind. Strengthen your schools.

Rejuvenate your district with the annual education you need to ensure continuing progress throughout your schools. NSBA's Annual Conference is the only event designed specifically to help school board leaders enhance performance — in their districts and in their professions.

Attend NSBA's Annual Conference and find everything you need to jump right in and bring positive change to your district.

- **Get ready** — renew your basics and refresh your knowledge bank with the strategies and solutions you need to boost student achievement.
- **Get inspired** — from visionaries to peers, find fresh motivation and new approaches from other education champions.
- **Get smarter** — keep up with legislation and court decisions that impact your district.
- **Get going** — explore leading products and services, take a hands-on field trip, and connect with people just like you.

What are you waiting for? Get moving to NSBA's Annual Conference!

REGISTER EARLY AND SAVE!

Early registration discount ends **January 10, 2013**.
Call 1-800-950-6722 or visit www.nsba.org/conference

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Call: 1-800-950-6722 or **Fax:** 1-703-519-6497

PLEASE PRINT

NAME _____

NICKNAME FOR MY BADGE _____

MAILING ADDRESS _____

CITY/STATE/ZIP _____

() ()
 DAYTIME TELEPHONE FAX

REGISTRANT EMAIL ADDRESS FOR CONFIRMATION
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EMAIL ADDRESS _____

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ADDRESS _____

CITY/STATE/ZIP _____

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CONTACT NAME () PHONE NUMBER

TITLE FOR BADGE

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- School Attorney
- Superintendent
- Deputy/Assistant Superintendent
- Other (specify): _____
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- Board Support Professional
- Technology Director

SPOUSE/FAMILY MEMBER(S) NAME(S)

NAME(S) FOR BADGE (18 AND OVER) _____

NAME(S) FOR BADGE (UNDER 18) _____

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CARD NUMBER EXPIRATION DATE CVV CODE

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AUTHORIZED SIGNATURE _____

()
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<input type="checkbox"/> Best Practices for School Leaders Luncheon – Saturday, 12 NOON	_____ x \$65 = _____
<input type="checkbox"/> Hispanic Caucus Breakfast – Sunday, 8:00 AM	_____ x \$45 = _____
<input type="checkbox"/> For Board Members only: Join the Hispanic Caucus at special conference rate	
<input type="checkbox"/> Black Caucus Luncheon – Sunday, 12 NOON	_____ x \$65 = _____
<input type="checkbox"/> For Board Members only: Join the Black Caucus at special conference rate.	
<input type="checkbox"/> Education Technology Luncheon – Sunday, 12 NOON	_____ x \$65 = _____

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