

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session Meeting - January 28, 2013 - 4:10 PM  
District Administration Building, 210 County Rd. 101 N., Plymouth

### **AGENDA**

1. CALL TO ORDER/ROLL CALL 3
2. ADMINISTRATIVE
  - A. Decision Resources Survey - P. Leatherman - *30 minutes*
  - B. Results of School Start Time Survey - J. Johnson, S. Lackner - *30 minutes* 4
  - C. Wayzata Public Schools Logo - A. Parnell - *5 minutes*
3. TEACHING AND LEARNING
4. HUMAN RESOURCES
5. FINANCIAL
  - A. Facility Update - J. Westrum, L. Schoen - *30 minutes*
  - B. Budget Update - 2012 - 2013 - J. Westrum - *5 minutes*
  - C. Budget Update - 2013 - 2014 - J. Westrum - *5 minutes*
6. BOARD COMMITTEE/APPOINTMENT REPORTS - *10 minutes* 21
7. SCHOOL BOARD
  - A. School Board Self-Assessment - S. Droegemueller - *10 minutes*
  - B. Tentative Board Agenda for February 11, 2013 - *5 minutes* 53
8. ADJOURN 54

**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 – January 28, 2013**

**AGENDA ITEM:** 1. CALL TO ORDER/ROLL CALL

**COMMENTS BY:** Board Chair Droegemueller

	<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

## School Start Time

### An Executive Summary “IDEA” Brief Prepared for the Wayzata Public Schools School Board

**Originator:** Chace B. Anderson, Superintendent of Schools  
**Date:** January 28, 2013 (Date of Board Work Session)  
**Subject:** School Start Time Survey Feedback

#### **Background/Purpose:**

Interest exists in the school community for a review of the current school start times; particularly the Wayzata High School start time. As a result of this expressed interest, a survey was implemented with the assistance of K-12 Insights, an organization that assists the school district with survey development and administration of surveys. The survey administration was completed late in the fall of 2012. Those presented with the opportunity to complete the survey were: 1) all Wayzata Public Schools parents, 2) all Wayzata Public Schools staff members, and 3) all Wayzata High School students. The survey was developed by K-12 Insights with the assistance and the leadership of Dr. Jill Johnson, Executive Director of Teaching and Learning and Dr. Stacey Lackner, Director of Research and Evaluation. Dr. Beth Albright, a M.D. and parent of children in the Wayzata Public Schools, also offered inputs during the development of the survey. Dr. Albright has also provided the School Board, the superintendent and several parents with some research information.

A summary of the survey results is included with this report and will be presented at the work session on January 28, 2013 by Dr. Stacey Lackner, Director of Research and Evaluation and Dr. Jill Johnson, Executive Director of Teaching and Learning.

#### **INVESTIGATE**

##### **Current State:**

The current start and end times for the 11 schools in the district are:

	<u>Start</u>	<u>End</u>	<u>Time</u>
• Wayzata High School	7:30 AM	2:20 PM	6 Hrs 50 Min
• Middle Schools	8:20 AM	3:10 PM	6 Hrs 50 Min
• Greenwood and Oakwood Elementary Schools	7:45 AM	2:25 PM	6 Hrs 40 Min
• All Other Elementary Schools	9:10 AM	3:50 PM	6 Hrs 40 Min

These start times have been in place for a number of years. A three-tier bus route system is in place to accommodate the three “waves” of transportation required to transport students to and from their schools according to this schedule. Each bus driver generally drives for all three routes in the morning and in the afternoon. Approximately 75 buses are required to transport students in each tier.

Wayzata High School is a member of the Lake Conference. The current start and end times for the five Lake Conference high schools are:

	<u>Start</u>	<u>End</u>	<u>Time</u>
• Eden Prairie High School	7:50 AM	2:35 PM	6 Hrs 45 Min
• Edina High School (0 Hour 7:30-8:25)	8:30 AM	3:10 PM	6 Hrs 40 Min
• Hopkins High School	7:47 AM	2:35 PM	6 Hrs 48 Min
• Minnetonka High School	8:00 AM	2:40 PM	6 Hrs 40 Min
• Wayzata High School	7:30 AM	2:20 PM	6 Hrs 50 Min

As noted earlier, the school district currently operates a three-tier bus schedule; a system that is very common in metro area school districts and efficient from a cost-benefit analysis for a school district of Wayzata’s size and number of schools. Students that attend Wayzata High School are involved in activities with approximately 75% to 80% of the high school students involved in sports, performing arts, and other co-curricular activities, which are typically held after school and/or in the evening. One challenge that exists in modification to school start times is in accommodating for the busy lives of students and their families. Student schedules that include the regular school day and homework, student employment, school and non-school activities, and family events, are all legitimate factors when considering the balance of the research on adolescent sleep patterns and their natural biorhythms and the logistics associated with school and student schedules. School start times also have an impact on families and staff members with before/after school care needs and would further impact staff and the before/after school programs offered by the school district.

**Problem:**

(Note: This section is not intended to be a comprehensive literature review.)

The problem, as presented by some researchers, is that high school age students do not get an adequate amount of sleep that they need to function well in school. The research suggests that this occurs when students are required to wake up too early in the morning and because of the misalignment of sleep patterns, the natural biorhythms of students, and school start times.

Researchers suggest that the natural biorhythms of high school age students align with a later time to go to sleep at night (somewhere around 11:00 pm) and a later time to wake up in the morning (8:00 am if the suggested amount of sleep were to be obtained, i.e., nine (9) hours for high school age students). Currently, students may be going to bed around 11:00 pm, but are required to get up by no later than 6:00 or 6:30 am in order to be to school on time and in class by the start of first block. This results in about 7 to 7½ hours of sleep each night. Some students, who may be taking several advanced level courses or classes requiring a great deal of homework, may find themselves up beyond 11:00 pm and therefore having even less than this amount of sleep each night.

Along with this, part of the problem lies in the logistical considerations that are realities when making school start time changes. The National Sleep Foundation identifies the following as the most common reasons school districts avoid making a change to a later start time. (According to the research, the limitations can be and have been overcome by districts making a change to a later start time. It would be important to consider all implications carefully and allow for an appropriate timeline for the implementation of any changes to start times to ensure the transition goes smoothly.)

The following are the categories from the National Sleep Foundation and are highlighted in an article titled “Eight Major Obstacles to Delaying School Start Times,” [National Sleep Foundation](#). February 5, 2011. (More detailed narrative comments are included in this article for the interested reader.)

1. Transportation
2. After School Activities
3. Other Students and Programs
4. Reduced Time to Access Public Resources
5. Teachers
6. Stress for Families
7. Uneducated Community
8. Resistance of students

## **DESIGN**

A perfect scenario that would probably resonate well with the majority of families and students is one whereby all schools would start at about 8:00 or 8:15 am. This has been a suggested solution offered by some parents in recent parent meetings. It is not feasible or possible to do this. The district has about 75 buses on each of the three tiers. If the district were to attempt to transport all students at the same time, over 200 buses would be needed. Currently, the 75 buses and drivers can do three tiers and work for about three hours in the morning and three hours in the afternoon. If the district went to a single start time for all schools, it would need about 200 drivers willing to come in for an hour in the morning and an hour in the afternoon. First Student (contracted bus company) currently is challenged to find an adequate number of drivers to do the three-hour shifts. It would be nearly impossible to implement a common start time for all schools unless the state removed the requirement of districts to provide transportation for students.

Another thought to keep in mind when consideration is being given to changing school start times is the possible “domino effect” upon start/end times at the other schools. Given the three-tier busing system and the desire to have all schools start and end at a reasonable time, a later start time at the high school may result in more elementary schools and perhaps the middle schools starting at an earlier time. (For example, when Edina changed their high school start time to 8:30 am the middle schools had to start about 15 minutes earlier in order to make the change work.) Any changes to school start times would have to take all of these factors into consideration. It should be noted, however, that other school districts have made such a change and have found ways to overcome the challenges and to make it work. Again, as noted earlier, it would be important to allow adequate time for planning and creating a communication and implementation plan.

Regardless of the scenario that is in place or a new one that might be selected, it won’t be considered “the ideal” by all. As can be seen from the survey results and narrative feedback from high school student council students, many parents, staff, and students want to see a change to the high school start time, while others like it just the way it is.

### **Best Solution/Next Steps:**

If the school board desires to allocate additional resources to the research of this topic and the design of possible implementation scenarios, it may wish to consider directing the superintendent and the administrative team to do the following:

- Consolidate existing research into a summary document and take into consideration: 1) the medical science related to adolescent sleep patterns and school start times, 2) any anticipated effects that might be related to changes in school start time upon academic performance and other factors, 3)

impact upon student activities, both school sponsored and non-school sponsored, and 4) logistical challenges associated with making changes to school start times.

- Charge an appropriate team of individuals to create 2-3 scenarios of possibilities; keeping in mind the following: 1) research on the topic, 2) survey results, 3) logistical considerations, 4) cost implications, 5) realistic/recommended timeline for implementation of any possible changes to school start times, and 6) other factors or implications as determined.
- Determine an appropriate timeline for the activities outlined above and report back to the School Board at a work session on a date to be determined.
- Others as determined by the School Board.

**EXECUTE (Next steps to be determined following the School Board work session if applicable.)**

**Key Goals:**

**Specific success indicators: Goals, objectives, measures, expected outcomes.**

**Implementation:**

**Overview of key steps.**

**Expected Impact:**

**Effect on the system, structure, and stakeholders; measurable benefit to customers.**

**ADJUST (To be determined at a later date if applicable.)**

**Reflection:**

**Feedback on what worked, what didn't, and why or why not; implications and recommendations for the future; new insights gained; new questions to consider and pursue.**

# Start Time Feedback Survey Results Summary and Analysis

∞  
Wayzata Public Schools  
January 28, 2013

*Wayzata Public Schools*

# Overview

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Wayzata Public Schools is studying school start times in an effort to learn more about how they may impact student learning, physical well-being, extra-curricular activities and family schedules.

District leadership is reviewing options for the start time at Wayzata High School in order to create an optimum learning environment and consider the most appropriate alignment with students' biological clocks. This survey is part of an effort to inform and engage parents, students, staff and community members about this topic.

The surveys were available for participation in October 2012. All parents and teachers were invited to take the survey via email, while Wayzata High School students were given the opportunity to take the survey online.

# Participation Rate

Responding Group	Number of Responses (n)	Max Possible Responses (Nmax)	Response Rate (%)
All Staff	1,010	1,402	72%
K-12 Parents	2,995	6,347	47%
High School Students	697	3,272	21%

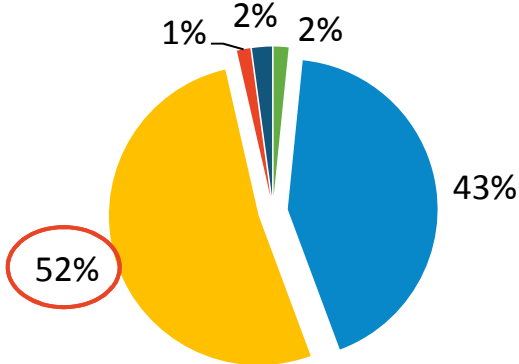
Type of Staff Respondent	Number of Responses	Percent of Total Staff Respondents
Elementary School Staff	443	44%
Middle School Staff	205	20%
High School Staff	265	26%
Other	97	10%

10



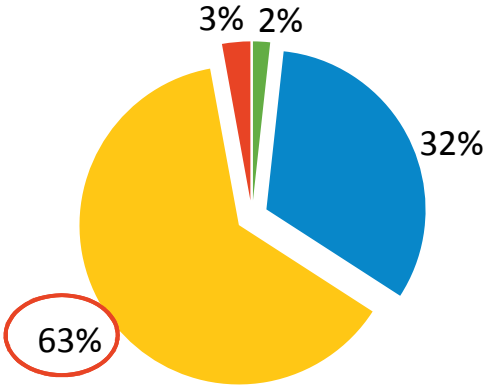
# Morning Routine of High School Students

Parents of High School Students



- Wakes up spontaneously, without an alarm, alert and ready to start the day
- Is easy to wake up and gets out of bed without much effort or delay
- Is difficult to wake up and struggles to get up and get moving
- Oversleeps and is frequently late to school
- I don't see my child before school

High School Students



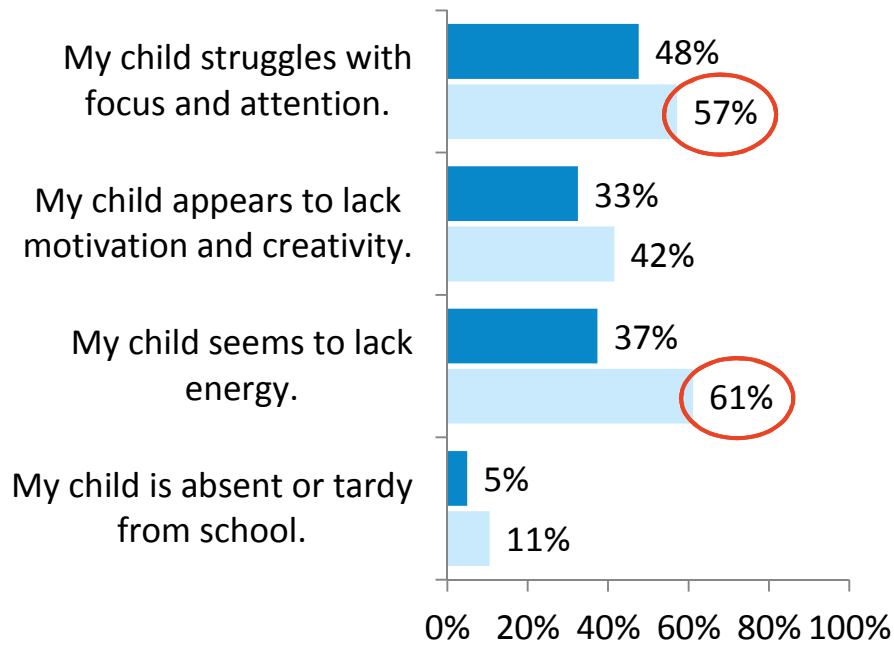
- I wake up spontaneously, without an alarm, alert and ready to start the day.
- I easily wake up with an alarm and I get out of bed without much effort or delay.
- It is difficult for me to wake up and I struggle to get up and get moving.
- I oversleep and am frequently late to school.

- Based on parent and student responses, the majority of high school students struggle to get up and get moving in the morning.



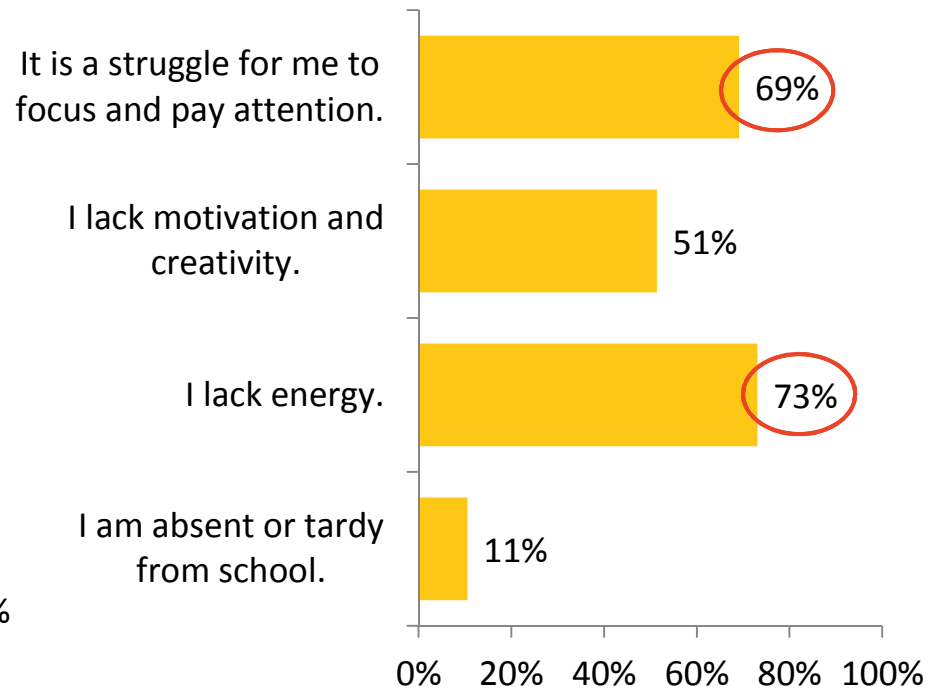
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# Perceptions: Learning, Behavior and Health



Parents: "Frequently" or "Sometimes"

■ Middle School (n=1,185) ■ High School (n=1,251)



High School Students: "Frequently" or "Sometimes"

- More parents of high school students reported that their child struggles to pay attention and lacks energy than parents of middle school students.
- The majority of high school students reported difficulty with attention and energy.



# Staff Perceptions: Student Alertness

	Elementary School	Middle School	High School
"Frequently" or "Sometimes"			
Most of my students struggle with focus and attention.	55%	61%	64%
Most of my students appear to lack motivation and creativity.	29%	42%	49%
Most of my students seem to lack energy.	26%	40%	57%
"Strongly Agree" or "Agree"			
Students at the beginning of the day are alert and ready to learn.	93%	70%	58%
Students mid-day are generally more alert and ready to learn than they are at the beginning of the day.	19%	57%	65%
Students generally seem alert and ready to learn throughout the day regardless of the time of day.	39%	54%	53%

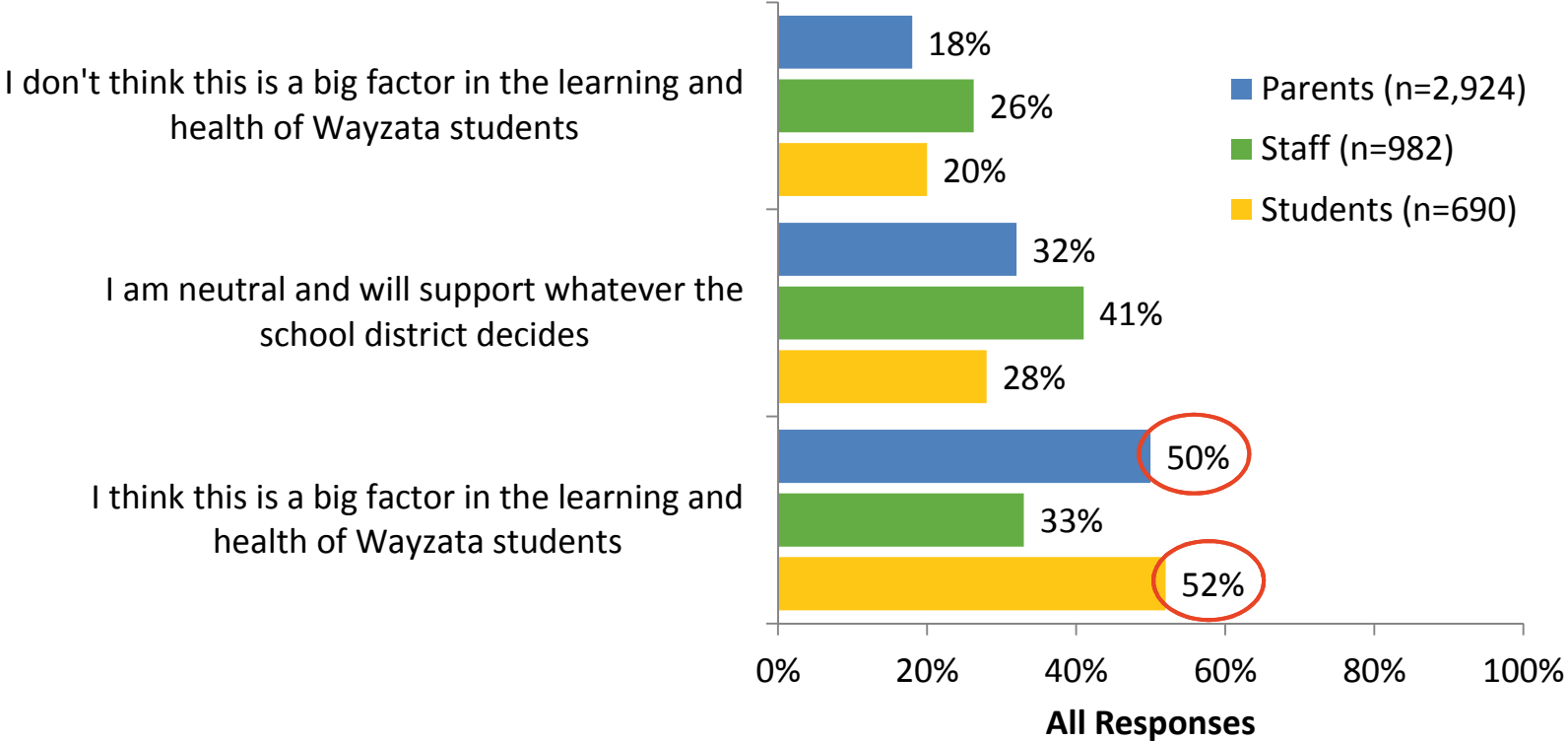
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- More elementary staff agreed that their students are alert and ready to learn in the morning. More high school staff agreed that their students are alert and ready to learn in the afternoon.



# Overall Opinion

*“My overall opinion about school start times and scheduling, and their alignment with the biological clocks and students, is:”*



14

- About half of parents and students responded that alignment of school start times and scheduling with students’ biological clocks is a big factor in student learning and health. One third of all respondents are neutral.



# Overall Opinion of Staff by Grade Level

*“My overall opinion about school start times and scheduling, and their alignment with the biological clocks and students, is:”*

	Elementary School	Middle School	High School	Non-School Staff
Responses Received				
I don't think this is a big factor in the learning and health of Wayzata students	17%	25%	48%	12%
I am neutral and will support whatever the school district decides	43%	42%	27%	64%
I think this is a big factor in the learning and health of Wayzata students	40%	33%	25%	24%

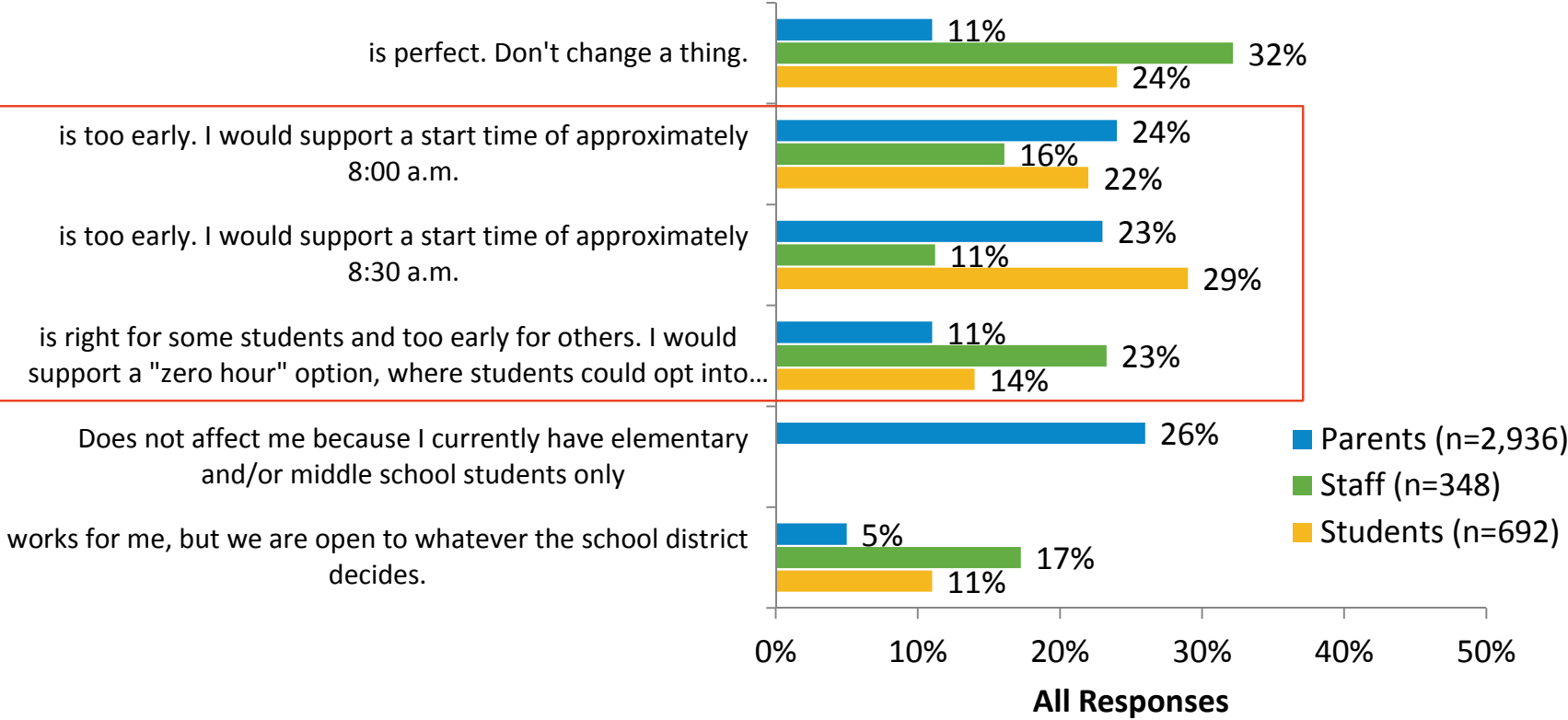
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- More elementary and middle school staff, than high school staff responded that alignment of school start times and scheduling with students’ biological clocks is a big factor in student learning and health. About half of high school staff responded that they do not think it is a big factor.



# Current Start Time

The current 7:30 a.m. start time at Wayzata High School...



- Based on the combined results of the three choices in the red box above, 58% of parents, 50% of staff and 65% of students responded that the current high school start time is too early for at least some students.



# Busing Schedule Preferences: First and Second Choices

	Staff's First Choice Tie	Staff's First Choice Tie	Parent's First Choice	Parent's Second Choice	Student's First Choice	Student's Second Choice
	Option A	Option E	Option E	Option A	Option A	Option B
Total Points*	1352	1352	3782	3776	1083	1067
Rank 1	225	343	942	597	165	138
Rank 2	244	81	244	678	213	249
Rank 3	189	161	468	629	162	155

\*Preference ranks were converted to points. Rank 1=3 points, Rank 2=2 points, and Rank 3=1 point.

**Option A:** 5 Elementary Schools; High School and 2 Elementary Schools; Middle Schools

**Option B:** Middle Schools; High School and 2 Elementary Schools; 5 Elementary Schools

**Option C:** 5 Elementary Schools; Middle Schools, High School and 2 Elementary Schools

**Option D:** Middle Schools; 5 Elementary Schools; High School and 2 Elementary Schools

**Option E:** Leave it as it is now.

- The busing preferences question resulted in a statistical tie between the first and second choices for each respondent group.

# Top Three Concerns about Changing Start Time

Respondents	Concern	"Strongly Agree" or "Agree"
Parents	I don't have any concerns about a later start time.	57%
	I am concerned that there may be a negative impact on middle school start and end times.	38%
	I am concerned that there may be a negative impact on elementary school start and end times.	37%
Staff	I am concerned that my childcare will be affected.	50%
	I am concerned that there may be a negative impact on middle school start and end times.	50%
	I am concerned that there may be a negative impact on elementary school start and end times.	48%
Students	I am concerned that I may not have enough time to maintain a part-time job.	52%
	I am concerned that I may not have enough time to participate in after-school activities.	51%
	I am concerned that I may not have enough time to complete schoolwork.	51%

- The top concern for parents, was “no concerns”. Staff were equally concerned about their childcare and the effect on elementary and middle school start times. High school students were equally concerned about after-school jobs, activities and time to complete schoolwork.

# Conclusions

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- Waking up and getting moving in the morning is a struggle for more than half of Wayzata high school students.
- Concerns about student attention and energy are higher for high school parents than middle school parents.
- More elementary staff agreed that their students are alert in the morning. More high school staff agreed that their students are alert in the afternoon.
- Responses from Wayzata parents, staff and students mirror findings from medical research on adolescent sleep patterns.



# Conclusions

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- Half of parent and student respondents believe that alignment of school start times and scheduling with students' biological clocks is a big factor in student learning and health.
- 58% of parents, 50% of staff, and 65% of students responded that the current high school start time is too early for at least some students.



**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Work Session – January 28, 2013**

**BOARD COMMITTEE/APPOINTMENT REPORTS**

**Board Standing Committees**

- |    |  |          |
|----|--|----------|
| 1. | Teaching and Learning                          | Attached |
| 2. | Finance and Business                           |          |
| 3. | Human Resources                                |          |
| 4. | Stakeholder Relations                          |          |
| 5. | Superintendent's Evaluation/Compensation       |          |
| 6. | Facilities Development and Long Range Planning | Attached |

**Board Ad Hoc Committees**

- |    |                   |     |
|----|-------------------|-----|
| 7. | Negotiation Teams | N/A |
|----|-------------------|-----|

**Board Appointments**

- |     |   |              |
|-----|---|--------------|
| 8.  | Association of Metropolitan School Districts (AMSD) | Attached     |
| 9.  | Citizens Financial Advisory Council (CFAC)          | Attached     |
| 10. | Communities in Collaboration Council (CICC)         | Attached     |
| 11. | Community Education Advisory Council                | Attached     |
| 12. | District Liaison Committee                          |              |
| 13. | Intermediate District 287                           | Attached     |
| 14. | Legislative Action Committee                        | Attached     |
| 15. | Minnesota State High School League                  | N/A          |
| 16. | West Metro Education Program (WMEP)                 | Attached     |
| 17. | Minnesota School Board Association (MSBA)           | Attached     |
| 18. | Caring for Kids Initiative (CfKI)                   | Attached     |
| 19. | Wayzata Clinic                                      | Attached     |
| 20. | Partners in Prevention                              | Did not meet |
| 21. | Q-Comp  | Did not meet |
| 22. | Wayzata Public Schools Education Foundation (WPSEF) | Attached     |

January 25, 2013

Wayzata Public Schools  
Teaching and Learning  
**SCHOOL BOARD SUBCOMMITTEE**  
Meeting—January, 16, 2013

**The following are the most important items on the T and L (aka C and I) meeting**

**AGENDA ITEM:** Determine topics board members would like to discuss at committee meetings

**Notes: Topics**

**Subcommittee Meeting**

- Middle School Rigor - Linda, Carter
- Elementary World Languages - Linda
- Block Scheduling - Are we using the time as well as we should be? - Linda
- Economics - Carter, Susan
- Curriculum Review - Social Studies - Susan G.
- Curriculum Review - Who is in review? What are the results? - Susan G.
- Math Teachers - WHS Teachers of the Month - Update - Carter
- Elementary Achievement Interventionist - All
- Student Achievement Report - All

**Board Work Session**

- Vision 21

**Follow Up:** Schedule topics, Invite presenters

**AGENDA ITEM:** Review meeting schedule and meeting time and policies

- Notes: February 20, March 20, April 17, May 15, June 19, July 17
- Follow Up: Send to Colleen Erickson

Review Policies 915 and 605 (See Handouts)

- Notes: Policy 915 - Relations with Religious Organizations
- Follow Up: Get legal advice regarding policy.
  
- Notes: Policy 605 - Teaching About Religion
- Follow Up: Chace will continue to revise
  
- Follow Up - Compare other Religious holidays with our calendar - how to proactively avoid conflicts

**AGENDA ITEM: Economics**

- Notes: What do our students understand about economics. What is the curriculum? What are the students learning? What do the students really know about economics.
- Follow Up: Invite Shelly, Amy and Social Studies Teacher(s) to a meeting. What about the A.P.

Where do we teach kids to be capitalist?

**AGENDA ITEM: School Board Presentation**

- Notes: SSH Presentation - Impact of the European Immigration to U.S.
- Follow Up: Share with Shelly. How balanced is the information in the classroom

**AGENDA ITEM: Google Docs**

- Notes:
- Follow Up: Get the board members online

## **Facilities Committee and CFAC**

Attached is a list of projects we are considering for a bond referendum. The facilities committee has prioritized them. At CFAC last week Scott McQueen asked the same of CFAC members. Amy Parnell was present.

Here are the key takeaways from the conversation.

1. "World Class" is not an enrolling phrase. While an adjective was not used to define the perception of "world class", I sensed they were feeling it was trite, gimmicky and not a standard to which we should prudently spend money for facilities.
2. The project list can be split into three sections: Curricular, co-curricular and futures. It was suggested that the district create a long term plan. I sense that there's a feeling that we'll need a new elementary school eventually, just not now.
3. I explained that the numbers, at this point, don't suggest that we'll ever need a new elementary school based on capacity alone. I asked for opinions about whether we should consider a new one for geographic reasons. One member (whose kids have graduated) said absolutely no, another member (with small children) said yes. Another member suggested maybe we should build a new school up north and close a southern school.
4. The number one message was JUSTIFICATION via FACTS (I love these guys). Examples:
  1. Extracurricular: How many kids use the facilities? How often are they used?
  2. What do other school districts do? (Edina High school has 2 theaters; Minnetonka has a theater and Black Box and lots of turf fields)
  3. Would some of the cost of a new elementary be offset by eliminating the increasing maintenance costs of another?
  4. What is the payback on a turf field? If we build an addition on the HS we'll need to plow over existing fields for parking. Therefore the true cost of turf is not the catalog price, as it would be if we were replacing dirt with turf, but the marginal cost of adding turf to a new project.
  5. What will it cost the taxpayer each year.

It was clear to me that these line items don't speak for themselves. For example "Locker room upgrades at CMS" looks luxurious until you learn that they have never been upgraded and staff supports the changes out of necessity, not want. To ask people to render an opinion without first providing a justification for a project seems like a recipe for failure to me.

At the facilities meeting we discussed school security improvements. Lynae sharpened her pencil, and decided that we could change the entrances at all of the elementary schools for about \$150,000. This means routing all visitors past the receptionist, and making the final door into the building electronically secured and opened via buzzer. These changes are cheaper than the greeters we have recently employed. Jim can pay for the project with existing resources, so we'll probably do that this summer. The middle schools are more complex and will need to wait a year.

## AMSD summary notes for January 2013

### Annual Legislative Preview

The Annual AMSD Legislative Preview Session was held on Friday, January 11 with great attendance (given the competition with a similar event being held by Twin West.) 150 legislators, superintendents, staff, and board reps were all seated together in the audience for a series of AMSD presentations. The presentations were designed to educate legislators about metro area education needs and the AMSD platform. Presenters and topics included: Superintendent Kathy Kelly (Columbia Heights), discussing funding, especially the need for reliable funding, funding for early childhood education, funding for full day K, and the cross-subsidy problem regarding special ed. (An interesting demographic fact she presented was the *complete* demographic shift in her district from a 70:30 white/minority ratio in 2002 to a 30:70 white/minority ratio in 2012, a ten-year period.); Superintendent Jeff Ronneberg (Spring Lake Park), presenting about the complexity of and funding required to implement the new teacher evaluation system; and AMSD School Board Member Bob Erickson (Lakeville School Board and member of last year's integration revenue task force,) summarizing the work of the task force and the recommendations.

### Upcoming Briefing on Governor's Education Budget Recommendations

AMSD is hosting a public briefing on Governor Dayton's education budget recommendations; the speakers will be Ed Commissioner Cassellius, Dr. Tom Melcher, and other MDE staff. The event will be held Friday, January 25 from 9:30 -11:30 a.m. in the TIES cafeteria. You can also watch via live stream: <http://ties.k12.mn.us/stream>.

Submitted by Sue Droegemueller

**MINUTES**  
**WAYZATA COMMUNITIES IN COLLABORATION COUNCIL**  
**January 9, 2013**

**PRESENT**

Margy Herbert, Katie Jackelen, Mikayla Krenz, Danielle Tran, Lisa Stordahl, Rochelle Olson, Charlene Barghini, Linnea Fonnest, Lucia Gardner, Bob Wittman, Gloria Lundberg-Jorgenson, Jay Hesby, Diane Evans, Theresa Ziegler, Donna Marget, Kaylene Billington, and Lydia Kihm.

**CALL TO ORDER**

- Katie Jackelen, CICC Chairperson for 2012-2013, called the meeting to order.

**DECEMBER MINUTES**

- The minutes were approved as written.

**STATE OF CHEMICAL HEALTH IN OUR COMMUNITY:**

- **Presentation from:**
  - Kayleen Billington, Chair, Partners in Prevention Coalition
  - Rochelle Olson, Coordinator, Partners in Prevention Coalition
- Mission: “Collaborating with Community Partners to Reduce Youth Substance Use”
- DFC Mentoring Project, The Tonka CARES coalition was one of 20 coalitions nationwide selected for funding under the federal Drug-Free Communities mentoring program to mentor Wayzata PIP and Waconia HEROs.
- The primary goal of the Mentoring grant is to assist newly forming coalitions in becoming eligible to apply for DFC funding on their own.
- It is the intent of the DFC Mentoring program that, at the end of the Mentoring grant, each Mentee coalition meet all of the statutory eligibility requirements of the DFC program and be fully prepared to compete for the DFC grant on their own.
- Progress: Created by-laws, Created a Strategic Plan, Created a Logic Model, Cross-Community Dialogues, PIP members have attended local, state, and national trainings to build capacity, Started gathering data through key informant interviews, Analyzed the 2010 Minnesota Student Survey data through cross-tabulations
- Next Steps: Prepare for DFC RFP, Apply for DFC funding, Conduct Parent and Youth Focus Groups, Continue Cross-Community Dialogues, Collect Law Enforcement Data, National Coalition Academy, Additional Trainings, Mentoring Grant ends September, 2013

**MINI CICC MEMBER PRESENTATIONS**

- Lucia Gardner, English Learners Program
  - The mission of the Wayzata Public Schools English Learner Program is to align with the district’s mission and to insure that each English Learner

develops linguistically, academically and cognitively within a socially and culturally supportive environment.

- The English Learner program will provide all students with the opportunity to: Develop academic English so that they can succeed in the general education program. Engage in school and social environments by building social language skills along with an appreciation for cultures different from their own.
- EL instruction focuses on the explicit teaching of listening, speaking, reading, and writing, through content. Our model is primarily a pull-out model with focus on the development of academic language and skills. Some language instruction occurs in the general education classroom. The total amount of EL instruction varies according to the students' needs.
- All ELs, including those who receive Special Education services, may receive English Language Development instruction from a licensed EL teacher. ELs may receive other support services such as Title I and Vision 21. The service an EL receives from EL teachers will depend on the following criteria: the student's proficiency level, previous schooling and the amount of time in the United States, and current academic achievement level. District EL staff collaborate with personnel from other district support services such as Special Education, Title I, intervention services, and gifted and talented. When appropriate, these services are combined with the EL student's general education program and EL services. For example, a student can receive both EL services and Title I service. Consideration is given to the student's individual need and access to the general education curriculum and standards.
- <http://www.wayzata.k12.mn.us/Page/13589>
- Theresa Ziegler, Plymouth Reads, Citywide Read: PLYMOUTH READS 2013 PROGRAM EVENTS, ALL EVENTS WILL BE FREE ADMISSION AND OPEN TO THE PUBLIC
  - SPIRIT CAR: Journey to a Dakota Past by Diane Wilson
  - [http://plymouthartscouncil.org/enjoy/plymouth\\_reads](http://plymouthartscouncil.org/enjoy/plymouth_reads)

## COMMUNITY UPDATES

Plymouth Library: Winter brochure are available

- The Plymouth Library is one of four Hennepin County Libraries that will be hosting a FREE theater production in March featuring local youth actors from Fidgety Fairy Tales for modern retellings of “The Boy Who Cried Wolf” and other tales that address common children's mental health issues such as ADHD, autism and Tourette Syndrome. The productions are presented in collaboration with the Minnesota Association for Children's Mental Health. Space is limited, but you can register four weeks ahead to guarantee a seat. Linnea Fonnest can provide posters and flyers for any CICC partners who would like to share information with colleagues or clients

Parenting Forum: Saturday, February 2, 2013, Central Middle School, 8:30-1:00

- Welcoming remarks – Superintendent Dr. Chace Anderson

- “The State of Wayzata Schools” – panel discussion and Q & A  
Teens Alone: Lydia Kihm, vote at [www.redeyerebrand.com](http://www.redeyerebrand.com)

The meeting was adjourned at 4:15 PM.

Respectfully submitted,  
Margy Herbert

Here is what happened this month:

1. Visited the new Welcome Center- Kristin answered questions
2. Your board rep (Me) reported on IPADS, our new boundaries, that we would discuss start times for the first time next week, and our new construction. I was asked about the future size of the High School and the possible land we were purchasing. Pat Gleason wondered if we had thought of making the High School 10-12, our middle schools 7-9, build a new elementary on the land we currently own and make all our elementary schools K-6. I said that we had not discussed this scenario but I would Look in to it.
3. I presented some Senior ideas (60+) from a school back East that I had seen at the MSBA conference. Please see the attachments below.
4. A "Yes" student talked about "Yes" at the High School and their coming events.
5. Bob presented the LAC Platform. He also said that he would be commencing budget planning in February.
6. The next meeting is at Edina with other Community Eds. You are all invited to join us.
7. Other coming events:  
IOCP - Tuesday, February 29th 6:30 on beefing up your Career Toolbox. Graham Riley, a national speaker who lives here, will be the speaker.

CICC's meeting on 2/25 will concentrate on Early childhood Poverty.

Call me if you have any questions!  
Carter



**Bruce Lombard**  
Associate Director of Communications

507.934.8129  
800.324.4459  
507.420.1878 (cell)  
blombard@mmsba.org  
www.mmsba.org  
Fax 507.931.1515

partnership with students, families and communities, emphasizes and supports high levels of achievement through a global education for all, with options and opportunities to meet the diverse needs and interests of individual students.

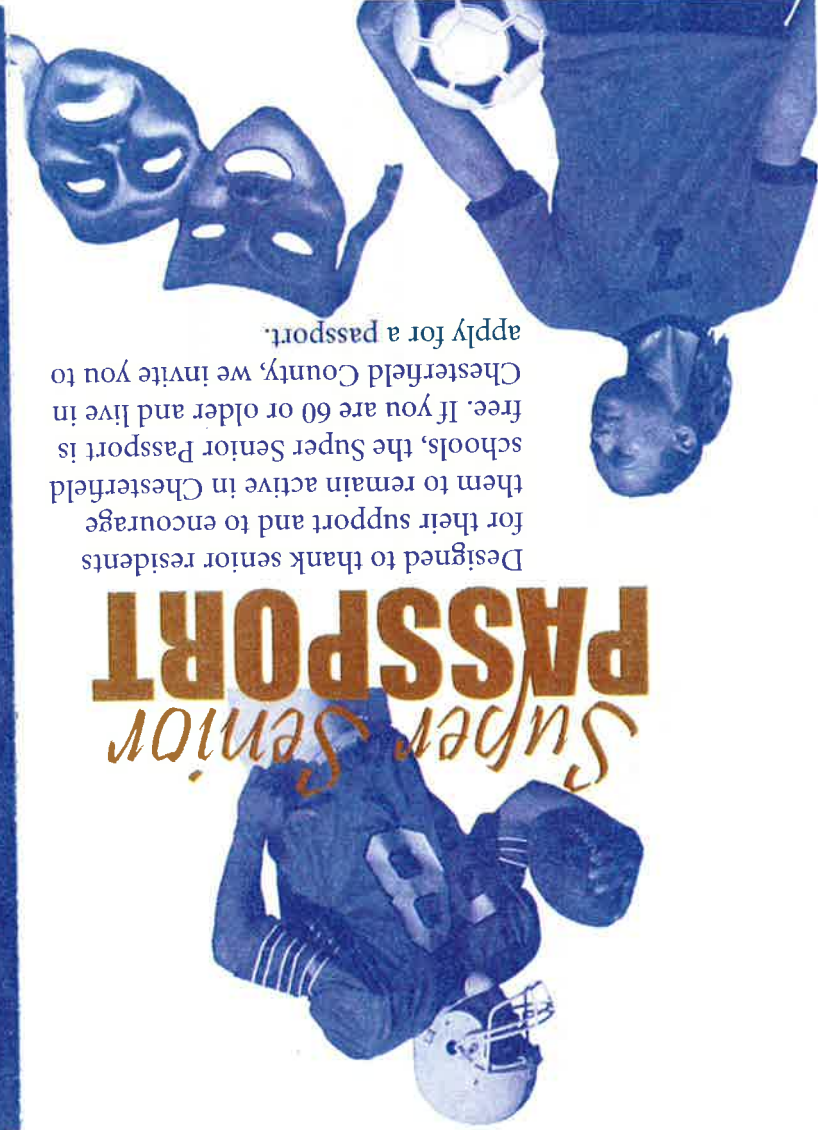
### Vision

Chesterfield County Public Schools will provide an engaging and relevant education that prepares every student to adapt and thrive in a rapidly changing world.

Chesterfield County Public Schools does not unlawfully discriminate on the basis of sex, race, color, age, religion, disability or national origin in employment or in its programs and activities. For more information, go to [mychesterfieldschools.com](http://mychesterfieldschools.com).

# Super Senior PASSPORT

Designed to thank senior residents for their support and to encourage them to remain active in Chesterfield schools, the Super Senior Passport is free. If you are 60 or older and live in Chesterfield County, we invite you to apply for a passport.



# Super Senior PASSPORT



**Dear senior resident,**

Chesterfield County loves its schools! This was never more evident than when 86 percent of voters supported the latest school bond referendum.

The Super Senior Passport is a small way to thank you for supporting public education. I hope that you will volunteer in Chesterfield County schools and continue to be a part of our successes.

Sincerely,



Marcus J. Newsome, Ed.D.  
Superintendent

**Super Senior Passports provide**

- discounted fees for Super Senior Passport classes and other adult education classes on a space-available basis (details at mychesterfieldschools.com)
- free admission to school athletic events (except playoffs and tournaments)
- free admission to music and theater productions in schools (seating may be limited at theater

productions, so please call the school in advance)

- free admission to certain other school activities for which fees are charged

**We invite you to volunteer in our schools.**

Sharing your life experiences, memories, knowledge or friendship with a young person will make a difference. Some seniors spend one or two days a week in our schools listening to students read, helping in the library, being a lunch buddy or mentor or assisting in a variety of ways. To volunteer, please contact the principal or volunteer coordinator at the school you're interested in or email [ccpsinfo@ccpsnet.net](mailto:ccpsinfo@ccpsnet.net).

**How can I get a Super Senior Passport?**

It's free! Here are several options:

- Call 804-748-1405.
- Mail in this postcard or fax it to 804-768-4383.
- Apply in person at the School Administration Building, 9900 Krause Road.
- Call 804-748-1405 to ask that a representative attend a group meeting to register you and other members for Super Senior Passports.

Place  
Stamp  
Here

I am a Chesterfield resident, and my date

of birth is \_\_\_\_\_

I would like a Super Senior Passport.

I would like to volunteer in a school.

Name \_\_\_\_\_

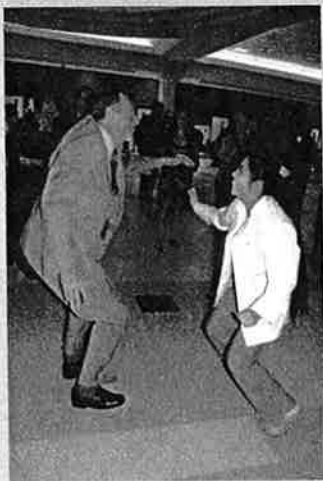
Mailing address \_\_\_\_\_

Email address \_\_\_\_\_

Phone \_\_\_\_\_

return to

Chesterfield County Public Schools  
Community Relations Department  
P.O. Box 10  
Chesterfield, VA  
23832



## Senioritis

*Keeping the  
60-and-over  
crowd engaged  
in schools*

Tim Bullis and Shawn Smith  
Chesterfield County Schools  
2011 NSPRA

## Who we are



- Tim Bullis
- Director,  
Community Relations
- Six years with CCPS
- 18 years experience in  
information-sharing fields



- Shawn Smith
- Assistant Director,  
Community Relations
- Three years with CCPS
- 16 years experience in  
information sharing fields

## About Chesterfield Schools

- 62 schools

- 38 elementary schools (grades K-5)
- 12 middle schools (grades 6-8)
- 11 high schools (grades 9-12)  
that include 11 specialty centers
- 1 technical center



- 58,691 students
- \$517.8 million  
operating budget
- \$8,635 per student
- 7,858 full-time  
employee positions

## Focused on success!

Chesterfield County is one of only a handful of U.S. communities to have been named by America's Promise as one of the 100 Best Communities for Young People in each of the four years the award has been given.



## Awarding-winning division



- The school division earned its 19<sup>th</sup> **What Parents Want Award** from SchoolMatch.



- **National Blue Ribbon Schools:** James River High and Clover Hill, Robious and Grange Hall elementary schools.
- **Four National School Change Awards:** Carver Middle and Bensley, Chalkley and Harrowgate elementary schools.

## Awarding-winning staff



- Grange Hall's Vickie Hugate is the only Virginia teacher to win a **2011 Presidential Award for Excellence in Mathematics and Science Teaching**.



- Harrowgate Principal Linda Wood is the only Virginia principal to win a **2011 National Distinguished Principals Award**.
- Bailey Bridge's Misti Wajciechowski is the **nation's top health teacher**, winning the Health Education Professional of the Year K-12 Award.

## Awarding-winning students

- More than 4,300 students graduated in 2011. Nearly 60 percent earned **advanced diplomas**, and more than 50 percent earned AP or dual enrollment credits in 2010.
- Clover Hill High senior Abby Badura won the **national Wendy's High School Heisman** in 2010, rising to the top of more than 55,000 outstanding student-athletes.



## Community support

Bond referendums for capital projects only

- Last bond referendum not to pass was in 1980; lost by more than 2-1 margin
- Passed five referendums since 1981; most recent in 2004 passed with 86 percent support

## Challenges we face

- Increasing diversity
- Growing socioeconomic concerns
- Pace of change
- New technologies
- Higher standards
- Reduced funding
- Generational gap

## Why it matters ... at least to us



## Public schools are important

- There are many benefits a strong public school division has on the local economy:
  - a well-educated workforce;
  - a workforce with more earning and spending potential that can decrease a government's reliance on real estate taxes to pay for community services;
  - a community's enhanced ability to attract and retain businesses;
  - maintenance of low crime rates; and
  - and increased property values.

## Why it matters ... at least to us

- To best prepare students for success in a world in which they are as likely to work online with someone in India as they are over the phone with someone in Indiana, our services have had to expand. Our curriculum now features lessons that teach global communication skills, technology skills and cultural competency.

## A different view of education

- But not everyone understands why we are doing what we are doing.



## 'The Graying of America'



## 'The Graying of America'

- As the first wave of 80 million Americans born between 1946-64 begin retiring in 2011.
- This increase in elderly Americans will occur just as the percentage of families with children reaches a new historic low.
- Families with children account for little more than one-quarter of all households—the lowest share in recorded U.S. history.

*Source: National Clearinghouse for Educational Facilities*

## Did you know?

- Someone turns 50 years of age every six seconds.
- The 65-and-older population increased from 35 million in 2000 to 40 million in 2010 (a 15% increase) and then to 55 million in 2020 (a 36% increase for that decade).
- Persons reaching age 65 have an average life expectancy of an additional 18.6 years.

*Source: U.S. Census Bureau*

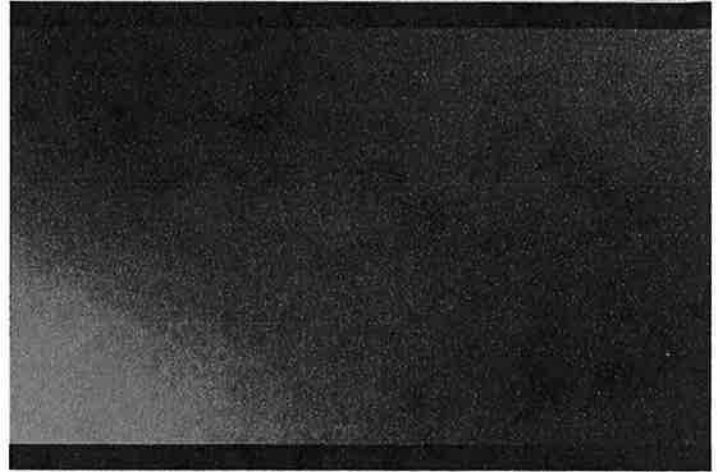
## Why should we care?

- They're already involved in the country's schools
  - About 475,000 grandparents age 65 or older had primary responsibility for their grandchildren who lived with them.
- They're not involved in Chesterfield's schools
  - Out of 140,000 households, only approximately 48,000 have students enrolled in our school division.
- They control a lot of our spending
  - The 55-plus age group has more than three-fourths of this country's wealth and the 65-plus group has twice as much per capita income as the average baby boomer.

*Sources: U.S. Census Bureau, CCPS*

## About Chesterfield County

- **1990** Residents age 60 and older made up **9 percent** of the county's population
- **2000** Residents age 60 and older made up **11 percent** of the county's population
- **2010** Residents age 60 and older made up **16 percent** of the county's population
- **2020** Residents age 60 and older are projected to make up **22 percent** of the county's population



## Engaging Chesterfield's seniors

- Senior Idol
- Senior Passport
- Adult Continuing Education
- Senior Prom
- Senior Ambassador Program
- Relative Connections for grandparents
- Volunteers
- Lifelong Learning Institute
- Older Americans Month

## Senior Idol

- A partnership with the Shepherd Center to hold an American Idol-like talent contest for seniors residents; hosted at a high school with students involved in intermission performances, serving as greeters and working concession stands; meanwhile, residents are able to visit the school and see 21<sup>st</sup> century classrooms and work produced by students

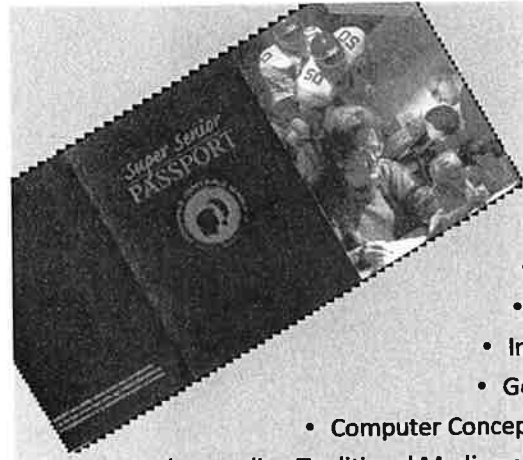


## Senior Passport

- A program designed to thank senior residents for their support and to encourage them to remain involved in school activities by providing free admission to school athletic events (not including playoffs), free admission to school music and theater productions, and free admission to certain other school activities for which fees are charged

## Adult Continuing Education

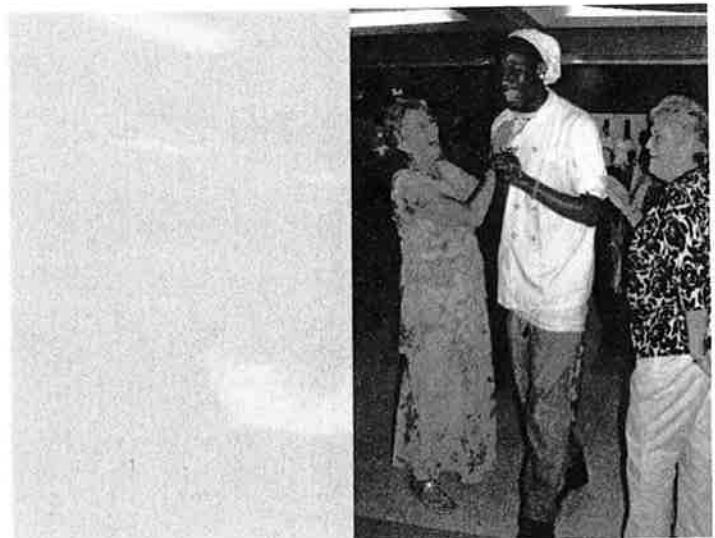
- The program helps residents 18 and older build exciting, successful futures. Each year, thousands of adults learn through Adult Continuing Education, exemplifying the School Board's vision of thriving, dynamic and inspiring educational environments that produce self-directed learners and stimulate citizens of all ages to trust in, invest in and benefit from public education.

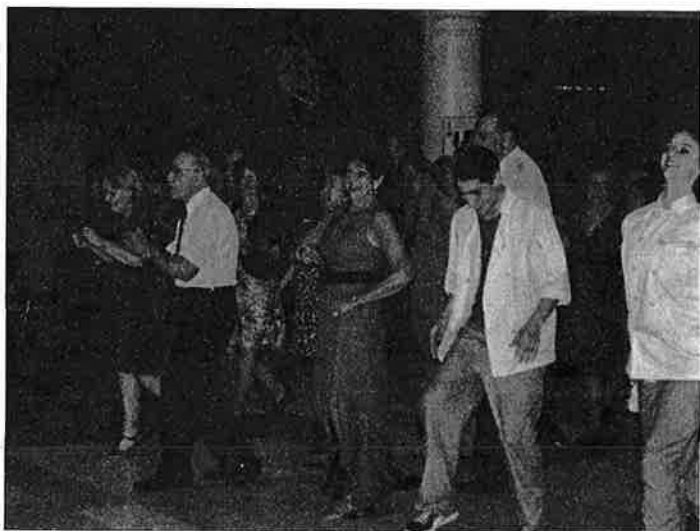


- Mouse 101
- Ebay Buying
- Income for Life
- Golf for Seniors
- Computer Concepts for Seniors
- Understanding Traditional Medicare Supplements

## Senior Prom

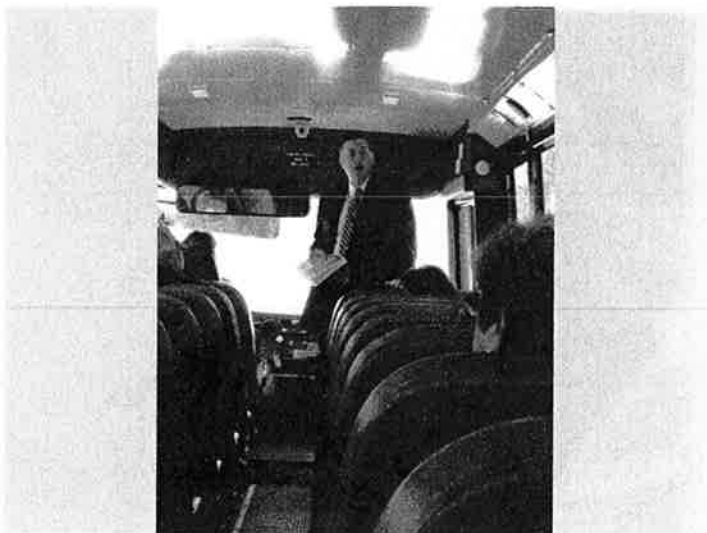
- A free annual dance for senior residents that also is sponsored by the Chesterfield Senior Advocate and Chesterfield Parks and Recreation; several hundred people attend the dance at a local high school with food prepared by Chesterfield Technical Center culinary arts students and music by a local band; high school students serve as chaperones

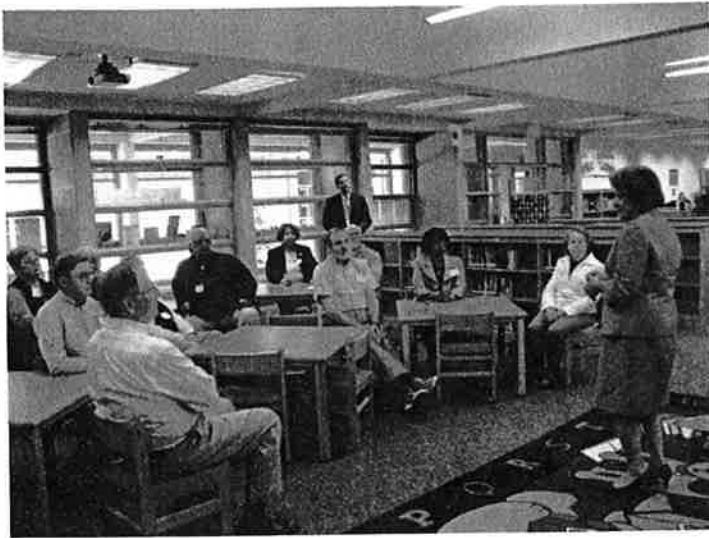




### Senior Ambassador Program

- An eight-week program hosted by the Senior Advocate and developed in partnership with the school division; one week includes an Education Day; participants start at the Chesterfield Technical Center to learn about college and career preparation; travel by school bus to an elementary school to see K-5 instruction and eat lunch; and learn about adult continuing education opportunities provided by the school division.





# Relative Connections

*Relative Connections is for Chesterfield grandparents who are raising school-age children.*

**March 11 • Overview**  
Representatives of Chesterfield County Public Schools and Senior Advocates will discuss resources, tutoring, special education and upcoming events. This session will take place 10-11 a.m. at the Parent-Teacher Resource Center, 4001 Coghlin Road.

**March 23 • Success in elementary school**  
Kindergarten, pre-kindergarten, school counseling and other support services will be covered. This session will take place 10-11 a.m. at Entree Elementary, 10910 Chesterfield Ave.

**April 15 • Success in middle school**  
Internet safety including social media, character education, school counseling and other support services will be discussed. This session will take place 10-11 a.m. at Providence Middle, 900 Stratight Lane.

**April 29 • High school decisions**  
School counseling, careers, college admissions and a career and technical education are on the agenda. This session will take place 9-11:30 a.m. at the Chesterfield Technical Center, 10504 Courthouse Road.

**May 18 • Talking with other adults**  
Parent Pod conversations, parenting groups and expectations will be covered. This session will take place 10-11 a.m. at the Leveque Center Building, 7000 Lucy Carr Blvd.

**May 25 • Overview 2**  
Representatives of Chesterfield County Public Schools and Senior Advocates will discuss opportunities, resources, tutoring, special education and upcoming events. This session will take place 10-11 a.m. at Manchester High, 12001 Rides Broker Road.

Grandparents raising school-age children are invited to attend these 2011 gatherings to make connections and learn helpful information. Meetings are free. Register by calling the Senior Advocate, 768-7878. For information about schools, visit [chesterfield.k12.va.us](http://chesterfield.k12.va.us).

## Relative Connections

- **March 11**  
**Parent-Teacher Resource Center**
  - Overview of resources available
  - Overview of tutoring process
  - Special education opportunities
  - Workshops/events
- **March 23**  
**Elementary school supports**
  - Preparing students for success
    - Specialists for school counselors, social workers and psychologists discuss student support services
    - Elementary and Head Start specialists discuss prekindergarten services and kindergarten readiness

## Relative Connections

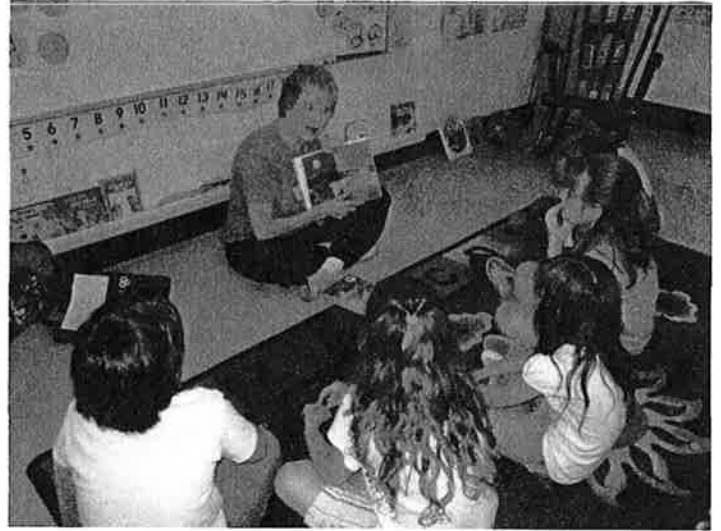
- **April 15**  
**Middle school supports**
  - Preparing students for success
    - Specialists for school counselors, social workers and psychologists discuss student support services
  - Internet safety (focused on social media)
  - Character education
- **April 29**  
**High school supports**
  - Career readiness at division's Technical Center
  - College admissions and counseling services

## Relative Connections

- **May 18**  
**Parent Pod**
  - Executive Director for Substance Abuse Free Environment (SAFE) discusses parenting norms and expectations
- **May 25**  
**Parent-Teacher Resource Center**
  - Overview of opportunities
  - Overview of resources available
  - Overview of tutoring process
  - Special education opportunities
  - Workshops/events

## Volunteerism

- Senior residents across the county are encouraged to remain involved in public education through service as volunteers; residents are encouraged to lend their talents as expert speakers (based on past careers) or to help facilitate small-group learning sessions by registering for the community's Business Resource Bank

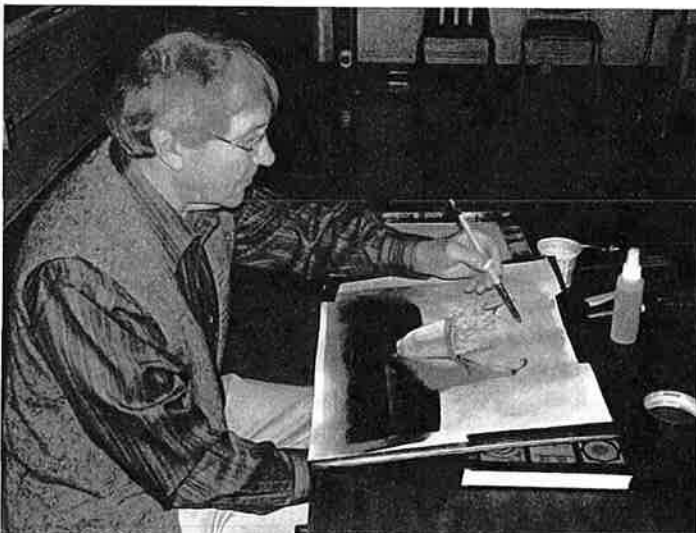


## Lifelong Learning Institute

- The Lifelong Learning Institute in Chesterfield is a member-supported organization designed to meet the educational, fitness and social enrichment needs of adults age 50 and "better."
- The school division provides the facility and maintenance of the facility free of charge.

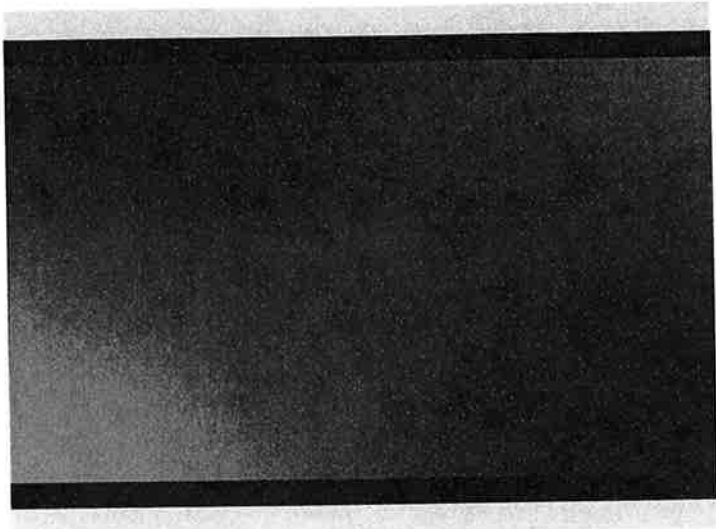
## Lifelong Learning Institute

- The program consists of spring, summer and fall terms. Classes range from one time activities or lectures, to mini-courses of three to eight weekly sessions of up to two hours each, or activities that meet weekly.
- In addition to academic courses, fitness opportunities and social activities such as lunches, trips, cards and games are offered.
- CCPS employees are guest instructors.



## Older American Month essays

- Nine elementary schools participated in the Older American's Month Essay Contest
- Each school had a winner
- Overall winner was a student at Bensley Elementary



Questions?

For more information  
on CCPS programs contact

**Tim Bullis**  
[tim\\_bullis@ccpsnet.net](mailto:tim_bullis@ccpsnet.net)

**Shawn Smith**  
[shawn\\_smith@ccpsnet.net](mailto:shawn_smith@ccpsnet.net)





## Action Items

For the 2013 Legislative Session, we urge the Legislature and Governor to:

- Maintain or replace the current levels of Integration funding to ensure high achievement for each and every student.
- Replace or make permanent Wayzata Public Schools' current level of Compensatory Aid.
- Protect Wayzata Public Schools' current funding levels to support operational excellence and exceptional student learning.
- Maintain or expand opportunities for local control to allow flexibility to respond to community needs. For example: establishing the school calendar, alternative teacher compensation (QComp), the timing of school board and local levy elections, and increased flexibility in the use of revenue streams.

## Moving Forward

Policy makers must think critically and act boldly to stabilize education funding and promote innovation and excellence in education for each and every student. We believe that legislative work in the following areas will position Minnesota to deliver world class education to our youngest citizens; now and in the future.

- Strengthen the general funding formula to keep pace with inflation and ensure adequate, reliable and stable funding for basic education services.
- Advocate for legislation that will simplify the funding mechanism to provide a more predictable and accountable system for funding education in Minnesota.
- Reform and fully fund the state special education funding formula.
- Maintain or expand funding for programs that will support increased student achievement, including but not limited to targeted math and literacy aid, gifted and talented programs, voluntary extended-day kindergarten, and early childhood and school readiness programs that are designed to align with district and state K-12 standards.
- Provide a stable source of funding to allow the opportunity to invest in new technology and prepare students for the future.

# District Vision

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

## Community Trust, Confidence and Partnership

Comprehensive learning opportunities meeting diverse learner needs and community aspirations

## Operational Excellence

Effective and efficient use of time and human, financial and physical resources



44

For more information visit the LAC page at [www.wayzata.k12.mn.us](http://www.wayzata.k12.mn.us) under Involvement

The 2013 Legislative Platform was approved by the Wayzata Public Schools Board and its Legislative Action Committee (LAC)



*Wayzata Public Schools*

# 2013 Legislative Platform

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

# West Metro Community Education Advisory Council Consortium Event

Please join the West Metro Community Education Advisory Councils for an evening to share our goals and core value of lifelong learning, citizen involvement, and vision for the future.

## Community Strength: Community Education

William (Bill) Morris, President, Decision Resources, Ltd.

Monday February 4, 2013, 5:45-8:30 p.m.

Edina Community Center  
5701 Normandale Road, Edina, 55424

### Evening Schedule:

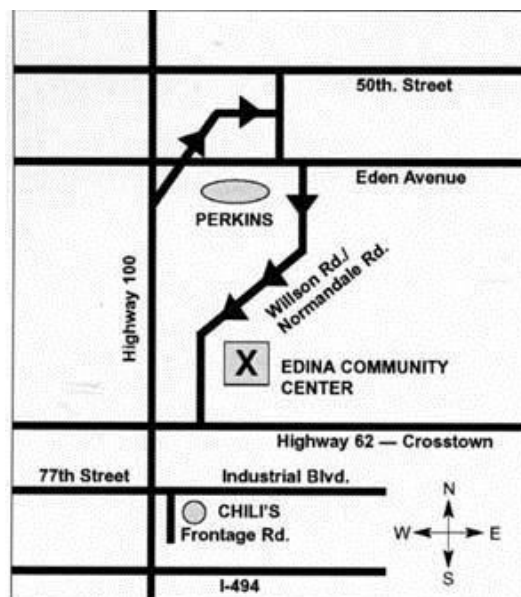
- 5:45 Gather and Check In
- 6:00 Soup & Sandwich Buffet
- 6:30 Welcome & Program Presentation
- 7:30 World Café Conversation
- 8:30 Wrap Up

Please RSVP to your Community Education Director or Designee by January 25<sup>th</sup>, 2013

**Hosted by the West Metro Community Education Consortium:** Bloomington-Richfield, Eastern Carver County, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo Area Schools, Robbinsdale Area Schools, St. Louis Park, Wayzata, and Westonka.

### Please Note:

The Edina Community Center is home to the Normandale Elementary School. The Auditorium is Located inside Normandale Elementary School. Enter Normandale Elementary to get to Auditorium. Auditorium Parking and Entrance is located in the South Parking Lot.



# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.



## Your Board Briefs from the January 24, 2013 Board Meeting

### From our Board members...

**Ann Bremer** welcomed **Regina Neville**, the new Board member from Edina. **Carole Bomben**, Nominating Committee Chair, recommended and the Board approved the current slate of officers. **Chair Bremer** introduced and the Board approved required operation and finance motions as part of the annual organizational meeting.

### From our superintendent...

**Sandy Lewandowski** reported on the previous evening's gala event at which the North Education Center (NEC) was awarded the Minnesota Construction Association's coveted "Choice" award. **Tom Shultz** added that this award, given to the partnership of JE Dunn, TSP Architects, and Intermediate District 287, signified NEC as "the best construction program in the state for 2012." **Sandy** also announced that she had reluctantly accepted the request of **Char Myklebust**, Executive Director of Mental Health and Partnerships, to reduce her contract for the upcoming school year.

**Colleen Baumtrog** gave an overview of the Superintendent's goal to create a high performing, accountable, and innovative workforce. The goal has six major components, each of which will be reviewed in more depth at future Board meetings. **Jane Holmberg** made the first of the series of reports, reviewing a proposed timeline and structure to accommodate the new principal and teacher evaluation requirements in law.

**Sandy** reviewed and the Board approved the legislative platform for the intermediate districts for the upcoming session. **Sandy** also referenced the memo "What Board Members Should Know About Monitoring Process with MN Department of Education" and recognized **Dolly Lastine** for exceptional work in this area.

**Sandy** showed a video, "Personalized Pathway to Graduation," that previews plans for the Area Learning Center program to be offered at the West Education Center (WEC) next year. This program is intended to model best practice in personalized learning and accommodate students who are currently in ALC as well as Care & Treatment programs at both the WEC and Shady Oak sites. After next year, 287 will no longer lease Shady Oak.

### From our administrative services...

**Jim Eichten**, MMKR Certified Public Accountants, presented and the Board approved the FY12 Audit Report.

**Mae Hawkins** presented and the Board approved routine monthly finance statements for November and December. **Tom Shultz** announced the 287 Prep Center will host the Arizona University Best Value training next week for districts statewide. Best Value is the process used in building the North Education Center.

**Sarah Ruff** presented for first read a wellness policy as well as three policies related to data privacy and records.

*Board Briefs is produced bi-weekly for all employees and stakeholders of Intermediate District 287. If you have a question about the content, please contact Wauneen Denson-Mgeni at 763-550-7101 or [wbdmgeni@District287.org](mailto:wbdmgeni@District287.org)*

[www.district287.org](http://www.district287.org)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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## INTER-OFFICE MEMORANDUM

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**TO:** Sandra Lewandowski, Superintendent

**FROM:** Dolly Lastine, Executive Director of Special Education

**DATE:** January 8, 2013

**Re: What Board Members Should Know About Monitoring Process with MDE**

### **Overview:**

Minnesota Department of Education (MDE), Division of Compliance and Monitoring officially notified the district May 15, 2012 of their requirement to complete electronic student record reviews in all of our special education programs and two of the six care and treatment programs. MDE notified the District October 19, 2012 that the student list for reviewing records was available through the MNCIMP:SR process. MDE also required the District to complete Stakeholder Surveys for families, General Education providers, Special Education providers, and Special Education Paraprofessionals by April 1, 2013.

### **MDE Training:**

On October 9, 10, and 11, two of the Due Process Committee members and the Director of Special Education attended three days of training at MDE in Roseville. The purpose of the training was to learn the process of completing a student record review using the MDE Record Review checklists, completing electronic submission of records, and implementing due process training with staff. Three student records were completed on site with MDE's compliance oversight.

### **Correction Process:**

Due Process Committee members were assigned to work with IEP managers at each site to complete the record review checklist and eligibility checklist(s) for each student. The district was given 36 student records to complete by January 1, 2013. Out of a possible 1224 citations for 36 students, the district received 52 initial citations. Twenty-five of the 52 citations were released by MDE as of 1/3/2013 due to the non-compliant issue occurring in another district. The Due Process Committee members are working with IEP managers to correct the remaining 27 citations by February 28, 2013. When all citations have been corrected by February 28, 2013, the district will be in 100% due process compliance with MDE. If there is a citation that cannot be corrected by that deadline, the district is given until February 28, 2014 to submit any remaining corrections and corrective action plans that correspond with the citation.

### **Stakeholder Surveys**

All families identified through the record review process will complete a stakeholder survey along with general education teachers, special education licensed staff, and special education paraprofessionals. District 287 staff will participate in the online survey on Friday, January 25.

### **Site Visit**

The site visit from MDE is scheduled for 2014-15.

## **Cheryl's Board Reports; please contact me w/ questions/comments.**

### **AMSD:**

Please see Sue D.'s summary for Jan. (thanks Sue!). Also, please let me know if you are currently on Scott Croonquist's list for AMSD updates and if you care to continue receiving these. If you're not on his list, please let me know if you wish to be added.

### **LAC:**

We are currently scheduling one-on-one meetings with our legislators to present our platform and discuss the 2013 session. We continue to encourage our LAC building reps to communicate LAC news to parents and staff through PTA meeting reporting and hope to have monthly updates posted in building newsletters now that the session is underway.

There is a "Joint LAC Capitol Kickoff" event scheduled for Wed, 2/27 whereby Legislators will "drop in" when available to meet/discuss/answer questions in a semi-casual setting at the Capitol. This event is being organized by the Robbinsdale LAC w/ assistance from Alice Seuffert from AMSD. Several area districts including Wayzata will be participating.

### **MSBA:**

State Conference was held Thurs/Fri Jan 17-18 @ Mpls. Convention Center. Our own Linda introduced Annie D. and Jodi O. to present a workshop on Interest Based Bargaining (thanks Linda for sending out a nice summary in a Jan. 18<sup>th</sup> email!).

Keynote speaker David Horsager, author of "The Trust Edge", presented on the 8 Pillars to build extraordinary leaders. The 8 pillars are:

Consistency	Compassion	Contribution	Connection
Clarity	Character	Competence	Commitment

If you would like to see a 4 minute YouTube video of him presenting the 8 pillars (traits), follow this link: [http://www.youtube.com/watch?v=rLRa39\\_iiNI](http://www.youtube.com/watch?v=rLRa39_iiNI)  
(His presentation was much more polished and engaging, but you'll get the gist)

Handouts from select conference presentations/workshops can be found here: <http://www.mnmsba.org/Public/PublicationShow.cfm?PublicationsID=2500>

Cheryl attended the District 4 meeting. Members of District 4 are hoping to re-establish a rotating Networking Breakfast event every-other month. Eden Prairie will host on March

(MSBA cont.)

8<sup>th</sup> and the topic is how to organize or improve an LAC. I mentioned that a 3<sup>rd</sup> or 4<sup>th</sup> Friday of the month would be better moving forward to avoid AMSD & Twin West Breakfasts.

Carter and Cheryl are registered to attend the NSBA Conference in San Diego, April 11-15.

### **CFKI:**

Next meeting: Feb 13<sup>th</sup> 10:30 am - 12 pm @ IOCP. Mark your calendars for the annual CFKI Breakfast if interested: Thurs, May 2<sup>nd</sup> @ Wayzata Country Club.

### **Wayzata Clinic:**

Reminder of its mission: Wayzata Community Clinic offers barrier-free services to the children in our district through the clinic which is funded by Park Nicollet Foundation. In addition, low-cost /free dental services are provided at the clinic location through Children's Dental Services.

An open house was held on Tues, Nov. 27<sup>th</sup>, 2012, 11:30-1 pm for the community and stakeholders to tour the facility and learn about services.

The Committee has not yet met in 2013 but typically meets three times per school year.

## WMEP summary for January 2013

The Joint Powers Board held its organizational and regular meetings on January 9, 2013. The member district superintendents will now be represented by Superintendent John Schultz of the Hopkins Public Schools, replacing the 2012 representative, Aldo Sicoli of Robbinsdale. (You may recall that the 3<sup>rd</sup> Engrossment, which our Wayzata School Board approved about five or six years ago, changed the structure to allow for an annually elected superintendent to represent all member district superintendents—rather than having all superintendents attend the JPB meetings. The Superintendent rep is a participating but non-voting member and does not attend closed sessions.)

### Topics of interest at the January meeting included:

Slight budget adjustment due to in a slight decrease in enrollment at the FAIR schools, due in turn to an *increasing student mobility trend*. The trend was confirmed among some other member districts, including Superintendent Schultz who noted that Hopkins is seeing mobility rates of as much as 25% at some elementary schools.

An update of the *Elder Wisdom* program was provided, including a new implementation model which transfers increasing responsibility to participating schools. This design will continue levels of participation but reduce costs. The *Dare to be Real* program was also updated for the board. Chapters are operating/newly opening in at least one school in most member districts. (As of this time, Wayzata does not have a group.)

Significant discussion was focused on whether and how to modify demographic FAIR school *enrollment criteria in order to meet the integration interests of various districts*. This will be an on-going discussion during 2013, but it is part of WMEP's agreement with Minneapolis to specifically analyze this issue. Superintendent Jett will do some modeling of a couple preliminary approaches for presentation in February.

One decision to be made on February 13 by the JPB is whether to continue the current *sibling preference approach* for the upcoming 2013-14 year. Currently, siblings of current FAIR School students from member districts have "priority" consideration over students who do not have a sibling enrolled in a FAIR School. However, this process does not guarantee placement since all placements are based on space being available in a particular school and grade level. (On-line applications for families close on February 15, with the lottery selection process to be complete by March 1.) FAIR families have been invited to submit their comments.

The *Finance Task Force*, comprised of a person from each WMEP member district, began meeting in December. Jim Westrum represents Wayzata. The group is considering various costing models for WMEP programs and the FAIR schools. Work will hopefully be completed by March.

Submitted by Sue Droegemueller



## **Board Meeting Minutes**

January 9, 2013

### **I. Members Present**

- a. Michael Hagerty, Linda Miller, Lisa Gerber, Jay Hesby, Steve O'Neil, Joan Curtiss, Cathy Goodman, Tom Cullum, Chace Anderson

### **II. Treasurer's Report**

- a. Linda Miller reported that WPSEF has \$90,351 in the grant-making fund, \$32,295 in the endowment fund, and \$923 in the operating fund.

### **III. From Excellent To Exceptional Grant Applications**

- a. Agreed to release \$18,677 in Excellent to Exceptional grant funds. Final grant applications were approved in full as follows: Grizzly Den (\$6,610), S.T.E.M Machines (\$650), Ukulele's (\$1,851), and E-Books (\$3,500). Project Score provided an itemized list in priority order - board agreed to fund 6 of 7 items for total grant of \$6,066.
- b. Grant applications that were not approved are as follows: Garden, Soar, and i-Pads.
- c. Letters will be sent this month to inform applicants of their grant status by January 15<sup>th</sup>. Indicate in letters that grants must meet threshold of being curriculum based for those grants that were denied. Awards will be granted to the recipients during the February 11<sup>th</sup> school board meeting (7:00 pm). Request volunteers for Monday 1/14 to help notify winners in person.

### **IV. Election of Officers**

- a. Chair – Michael Hagerty was elected to the position.
- b. Vice Chair – Joan Curtiss was elected to the position.

- c. Treasurer – Linda Miller was elected to the position.
- d. Secretary – Cathy Goodman was elected to the position.

**V. Discussion**

- a. Continued focus is needed to increase board members. Please approach those you believe may be a good fit for the roles.
- b. Taste Event
  - i. The Board agreed to cancel the Taste Event. Michael will work with hotel to release the room.
  - ii. Lisa to lead a team of those interested in generating potential future fundraising ideas.
  - iii. The Board discussed some ideas on how to increase attendance at the event, including partnering with the graduation committee and highlighting the event as a chance for parents of graduating seniors to sample caterers. It was agreed that a timeline for contacting restaurants should be established at next month's meeting.
- c. Golf Event
  - i. Interest in finding additional individuals including non-board members to fill a sub-committee of 10 to support the golf event needs (Tom, Joan, Michael H, Linda M, suggest Jim Hallenberg, Greg Rye, and Frank Schumacher (golf coach)). Joan to find a date for the sub-committee to meet.
  - ii. Tom requested updated friends list and vendor lists to target for sponsorships
  - iii.

**VI. Next Meeting.** The next meeting will be held Wednesday, February 13th at 7:00.

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - February 11, 2013 - 7:00 PM  
Wayzata City Hall  
600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA
  - A. Approval of Minutes
    1. Regular Board Meeting - January 14, 2013
    2. Board Special Meeting - January 28, 2013
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
  - A. Employee of the Month - February -
  - B. Wayzata Public Schools 2012-2013 Retirees
  - C. Wayzata Public Schools Education Foundation Grant Awards
5. REPORTS FROM ORGANIZATIONS
  - A. Student Council
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. Board Policies and Regulations - First Reading
  - B. Teaching and Learning
  - C. Finance and Business Services
    1. Monthly Financial Reports
    2. Approval of 2012-2013 Revised Budget
    3. Approval of 2013-2014 Capital Budget
  - D. Human Resource Services
7. OTHER BOARD ACTION
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
9. BOARD REPORTS
10. ADJOURN

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – January 28, 2013

AGENDA SECTION: \_\_\_\_\_

ITEM: \_\_\_\_\_

COMMENTS BY: Board Chair Droegemueller

**8. Adjourn**

If there is no additional business before the School Board, the Chair will call for a motion to adjourn the meeting.

Motion by: \_\_\_\_\_ Yes \_\_\_\_\_ Passed \_\_\_\_\_

Second by: \_\_\_\_\_ No \_\_\_\_\_ Failed \_\_\_\_\_

Abstentions \_\_\_\_\_